COURSE REQUEST
1110 - Status: PENDING

Term Information

Effective Term

Spring 2015

General Information

Course Bulletin Listing/Subject Area
Education: Teaching & Learning
Fiscal Unit/Academic Org
School of Teaching & Learning - D1275
College/Academic Group
Education & Human Ecology
Level/Career
Undergraduate
Course Number/Catalog
1110

Course Title
Intercultural Communication for FCOB International Students
Transcript Abbreviation
Intrcultural Comm
Course Description
This performance-based course focuses on the speaking skills that facilitate success in the Fisher College of Business, OSU, and ultimately in the global business community. Aimed at helping first-year international undergraduate students, the course features activities, discussions, and readings related to cross-cultural conventions of spoken English and business English.

Semester Credit Hours/Units
Fixed: 2

Offering Information

Length Of Course
14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course
Sometimes
Does any section of this course have a distance education component?
No
Grading Basis
Letter Grade
Repeatable
No
Course Components
Seminar
Grade Roster Component
Seminar
Credit Available by Exam
No
Admission Condition Course
No
Off Campus
Never
Campus of Offering
Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Course is for first-year international students in the Fisher College of Business who scored below 25 on the oral proficiency section of the TOEFL.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code
13.0101
Subsidy Level
Baccalaureate Course
Intended Rank
Freshman
Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units.

Course Details

Course goals or learning objectives/outcomes

* Demonstrate improved oral proficiency/cultural competence in 1) face-to-face interactions, 2) telephone interactions, 3) oral presentations, 4) extemporaneous interactions
* Launch online professional profile
* Demonstrate cross-cultural understanding

Content Topic List

* English fluency and cross-cultural communication concepts
* American Business 101
* Verbal and non-verbal communication
* Personal networking offline
* Personal networking online
* The Elevator Speech
* Campus organizations
* Leadership in the U.S.

Attachments

* FCOB NEW COURSE REQUEST.docx (Syllabus. Owner: Wisnor, Steven Thomas)

Comments

* Preparers: Dr. Karen Macbeth, Eric McGraw (by Wisnor, Steven Thomas on 05/08/2014 09:08 AM)

Workflow Information

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NEW COURSE PROPOSAL

This proposed course was offered as EDU TL 5892 during Autumn 2013, Spring 2014, and Autumn 2014 with a total student enrollment of 480; it was requested by the Fisher College of Business for their entering first-year international students who scored below 25 on the oral proficiency section of the TOEFL. Students are required to take the course but can "qualify out" with a high score on a diagnostic test.

Preparers: Karen Macbeth, Ph.D. Eric McGraw, MA
Macbeth.4@osu.edu mcgraw.35@osu.edu
221 Arps Hall 60 Arps Hall
(614) 929-8975 (650) 305-0093

Prepared: April 29, 2014

Proposed Title: Intercultural Communication for FCOB International Students

Course Status: Undergraduate / Graded
2 credit hours (One hour + 50 minutes per week)

Registration: Students will self-register
Course is coded to permit access to first year international undergraduate FCOB students with scores below 25 on the spoken portion of the TOEFL iBT

Assessment: Proficiency/Diagnostic Oral Assessment on the first day
Achievement assessment (oral and written) at the end of the term (Appendix 1)

Course Description:

This performance-based course focuses on the speaking skills that facilitate success in the Fisher College of Business, OSU, and ultimately in the global business community. Aimed at helping first-year international undergraduate students, the course features activities, discussions, and readings related to cross-cultural conventions of spoken English and business English. Students are encouraged to become active participants in the FCOB and campus communities and will practice formal and informal speaking. Pronunciation (fluency, rhythm, intonation, stress) will be addressed in the context of speaking tasks.
Course Objectives / Learning Outcomes
Following successful completion of this course, students will be able to:

- Demonstrate improved oral proficiency and cultural competence in:
  1. **face-to-face interactions** (e.g., intelligibility, eye contact, handshake, appropriate language, topical vocabulary, expressing interest, opening, closing, continuing formal and informal conversations, politeness),
  2. **telephone interactions** (e.g., intelligibility, strategic competence, repair, requests for repeat, phonology, modality);
  3. **oral presentations** (e.g., fluency, confidence, intelligibility)
  4. **extemporaneous interactions** (e.g., networking events, mock interviews; nonverbal skills, formal and informal discourse conventions)

- Plan and launch an on-line professional profile that demonstrates business-appropriate language and presentation of self (representation of skills, education, goals, strengths, links to feeds)

- Demonstrate increased cross-cultural understanding through active and non-judgmental participation in a discussion board/wiki on observed cultural behavior (on-campus and in wider cultural contexts)

- Demonstrate ability to monitor their own English fluency (e.g., knowledge of key criteria for measuring fluency, ability to analyze and reflect on their own communication strengths and weaknesses, ability to set goals and propose strategies and/or actions to achieve them)

- Demonstrate familiarity with key FCOB and OSU services and activities (e.g., Younkin Success Center, Office of Student Engagement, *This Week in Schoenbaum*, Just-a- Minute speech club, news sources)

- Actively participate in out-of-class activities that require interacting with wider campus and community culture (Appendix 2)

**Course Materials:** There is no textbook for the course. Readings, YouTube videos, web sites, and other resource will be available on Carmen.

**Assignment Values:**

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<tr>
<td>40%</td>
<td><strong>Leadership and Participation</strong></td>
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<tr>
<td></td>
<td>30% Group leader (short presentation)</td>
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<tr>
<td></td>
<td>10% Attendance / in-class participation / peer reviews / quizzes</td>
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<tr>
<td></td>
<td>60% Activities and Discussion Board participation</td>
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<tr>
<td>20%</td>
<td><strong>Mid-term Exam</strong></td>
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<td>50% Oral presentation</td>
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<td>50% Written test</td>
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<tr>
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<td><strong>Linked-In Profile</strong></td>
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<tr>
<td></td>
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<td></td>
<td>70% Final draft (end of semester)</td>
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<td>25%</td>
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<td>40% Self-reflection paper</td>
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**Grading Scale:**

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<td>E</td>
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Assignment Descriptions:

**Group Leader:** Student will be assigned to lead a small group discussion. Leaders are responsible for preparing and presenting information on an assigned topic and facilitating discussion. Group leaders coach group members in interactive discourse (e.g., turn-taking, participating). (Appendix 3)

**In-class participation:** Students are expected to attend each class and show up on time. Each student is also expected to participate in class discussions and small group discussions by voicing their opinions or relevant class experience and providing peer review when relevant. Finally, throughout the semester they are to participate in English fluency exercises and activities, which include speaking games designed to improve pronunciation, word stress, American slang, and overall communication confidence. Students will take a short in-class quiz on international and national current events based on headlines in newspapers (e.g., *The Lantern, The Wall Street Journal, The Columbus Dispatch, local news and radio broadcasts*).

**Discussion Board Participation:** Students are to contribute class-related experiences via discussion board on the following general topics: Social Practice – out of class activities, Communication Skills, and Cross-Cultural communication topics. It is the “hub” of the class because it allows students to reflect on the variety of small tasks required throughout the semester and allows the instructor to monitor student participation and self-improvement. Most importantly it provides a platform for individual feedback on each assignment and overall class performance. Students are expected to write 3-4 sentences per paragraph, with an average length of 2-3 paragraphs, per assignment, though it varies based on assignment.

**Out of Class Activities:** Students primarily build cross-cultural communication skills and cultural intelligence around the Ohio State campus and greater Columbus through direct exposure and performed culture. Activities are divided into four main categories: Communication Skills, Career Development, Social/Organizations, and Exploring Columbus. (Appendix 2)

**Linked-in Profile:** Students are required to register for a free LinkedIn account and develop it throughout the semester in accordance to the cross-cultural norms and American/Western business practices discussed in class. It serves as a platform for the students to create an online presence in the English Internet realm and create a true product of the cross-cultural skills developed in class. Student LinkedIn profiles are assessed at both Midterm and Final time periods to track progress and provide the students an opportunity continually improve as they acquire more cultural awareness and participate in relevant career building events around Ohio State University. (Appendix 4)

**Mid-term:** The mid-term has an oral and a written component. For the oral component, the student will perform an “elevator speech” in small groups based on criteria discussed in class. Peers will offer suggestions. For the written component, the student will answer
multiple-choice, true-false, and short-answer questions on the readings and discussion topics covered the first half of the semester.

**Final Exam:** The final exam has an oral and a written component. For the oral component, the student will perform an “elevator speech” based on criteria discussed in class (Appendix 1). For the written component, the student complete a self-reflection paper based on criteria discussed in class. (Appendix 5).
WEEKLY SYLLABUS

Class 1  Class introduction, Syllabus review, diagnostic test on English-speaking skills; Homework: Complete Carmen bio

Class 2  English fluency and Cross-cultural communication concepts
         Homework: Online discussion board completion – Culture Shock

Class 3  American Business 101 – Verbal and Non-verbal Communication
         Homework: Social practice goals completion, Personal skills and interest list

Class 4  Personal Networking – Offline
         Homework: Research networking opportunities on OSU campus
         Group A Leaders will meet with small groups.

Class 5  Personal Networking - Online
         Homework: Register on LinkedIn, social practice goals completion
         Group B Leaders will meet with small groups.

Class 6  The Elevator Speech – What it is and creating your own
         Homework: Elevator speech preparation

Class 7  Midterm: written exam and elevator speech
         LinkedIn profile first draft due

Class 8  Midterm review, social practice activity update, networking prep
         Homework: Social practice goals completion

Class 9  OSU organizations – Finding the right one and engaging
         Group C Leaders will meet with small groups.

Class 10 Leadership in the US – What it means and how to develop it
         Group D Leaders will meet with small groups.

Class 11 Columbus – OSU and beyond
         Homework: Social practice goals completion
         Group E Leaders will meet with small groups.

Class 12 Course Review – Where you have been and where you are going
         Mock interviews; Homework: Final preparation

Class 13 Last day of class – Review for final; Final elevator speech/peer review
         LinkedIn final version due

Exam Week:  Self-Reflection Paper due
Course Policies

Missed Exams: In cases of emergency or illness (with documentation from a doctor or hospital staff) students may make up a missed exam or major project; this will be arranged with the instructor.

Attendance and Participation Policy: You are expected to attend all classes based on the unique class schedule (1 time per week for 2 hours). You are expected to be in class on time. The business world does not tolerate tardiness. The business world gives a verbal warning, two written disciplinary warnings, and then termination. Therefore, coming to class late more than twice will convert to one unexcused absence. Multiple unexcused absences will affect your overall grade.

Assignment Policy: Assignments and due dates will be listed on Carmen, either in the news feed, or on the calendar. You are expected to turn in the assignment before or at the assigned due date, which will be noon (12:00 pm) on the day unless otherwise specified. No late assignments will be accepted.

Technology Policy: Cell phones, laptops, tablet computers or any other electronic communication devices are NOT permitted in class unless the instructor allows you to use it for a class activity. Failure to comply will result in one verbal warning, followed by being asked to leave that particular class. The student then must meet with the instructor to discuss classroom behavior before attending the next class.

Academic Misconduct: The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

Such misconduct is expected to be reported to the Committee on Academic Misconduct (COAM). If they determine that you have violated the University’s Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension of dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf).

Intellectual Property/Audio and Video Recording: Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct. If you wish to do so, you must ask the instructor first for such written permission.

ODS Statement: Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for
accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/). Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems:** According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor:” Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

**Statement on Diversity:** The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.
APPENDIX 1

Rubric for Oral Proficiency
Diagnostic / Mid-term / Final Presentation

Name: _____________________________

Evaluators: _________________________ ____________________________

POINTS:  4 = exemplary  3 = very good  2 = needs practice  1 = needs instruction and practice

_____Pace: intelligibility of meaning units beyond word-level (sentences, phrases, blocks)
   \= noted good  \= noted unsatisfactory  \= not noted

___Fluency, rhythm, intonation, stress, overall intelligibility
___Sentence stress: alternates between stressed and unstressed syllables in sentence or phrase to emphasize content words
___Liaison (linkage) between words and phrases: (pronounced smoothly, in one breath, without stops between words – words not pronounced as a separate units)
___Use of contractions
___Spoke in a natural, conversational manner -- Does not appear to be recited

_____Pronunciation: intelligibility of words
   \= noted good  \= noted unsatisfactory  \= not noted

___Past tense –ed / d sound
___Final –s sound /iz/ /s/ /z/ (watches, gets, wears)
___Word stress: alternates between stressed and unstressed syllables
___Difference between affirmative and negative statements

_____Participation: non-verbal, appropriateness, responding to audience feedback
   \= noted good  \= noted unsatisfactory  \= not noted

___Comfort level: confidence / nervousness (Spoke loudly and clearly)
___Eye contact with listener(s)
___Effective posture, movement, and gestures
___Strategic competence (repair, negotiating situation)
___Appropriate content choices, integration of background, level of formality
___Appropriate use of vocabulary and idioms
___Appropriate handling of random question

_____SCORE (POINTS)

POINT CONVERSION:

12 = A  9 = B  6 = C  3 = D
11 = A-  8 = B-  5 = C-  2 = below = E
10 = B+  7 = C+  4 = D+
APPENDIX 2

Activities

Communication Skills
1. Keep a log for the semester, writing down successes or setbacks using English. Try to write the entry on Friday. Review on Sunday night and set 2 goals for the following week.
2. Introduce yourself after class to ALL of your professors for the semester within the first 2 weeks of class. Give them a firm (but not too firm) handshake and make eye contact. Remember their names and how to spell them.
3. Smile, make eye contact and say hello to 10 people on campus in one day. What reactions did you get?
4. Make small talk with 3 strangers on campus. Rohr café in Mason Hall should be your first stop. The Ohio Union is a good, too. Any topic is ok (weather, hey, how’s it going, etc.) and don’t worry about their reaction. The conversation can be 10 seconds or 2 minutes.
5. Make small talk with 5 people on campus, but this time make eye contact (write down the colors of their eyes).
6. Give 10 people spontaneous compliments – 5 can be someone you know, 5 are strangers (focus on something specific, like their shirt, bag, hairstyle, etc.).
7. Give out Random Acts of Kindness – open as many doors for other people as possible
8. Take your roommate, classmate, or neighbor to lunch.
9. Tell 5 friends “You are awesome“ or provide a compliment for doing something well.
10. Say, “Thanks a lot, I really appreciate it” instead of just “thanks” or “thank you” for a full day.
11. Practice giving “compliment sandwiches” to friends or classmates during class or after class (compliment-criticism-compliment).
12. Connect with an international student from every continent (bonus for someone who has been to Antarctica). What is their name, home country, and major?

Career Development
1. Google yourself. Are there any results? If someone were going to Google your name in 2 years time, what would you want it to say?
3. Compile a list of 3 people you look up to (either in the US, your home country, or elsewhere). Then, contact them and ask them 2 questions about your career or where you have overlapping interests.
4. Complete the Mackay 66-Question Customer profile. Do this for either an OSU professor or someone you know back in your home country over the course of the semester. How long did it take to get 10 questions answered? 20?
5. Open a LinkedIn profile. By mid-term exam time you should have a basic bio (no grammatical/spelling mistakes) and a professional-looking color picture.
6. Attend a business-networking event, on campus or in Columbus, related to your major.
7. Guys – buy a shirt and tie and slacks; Girls – buy a professional skirt/pants and blouse. Wear it a networking event or to campus for a full day.
8. Subscribe to the NY Times Online. You can read 10 free articles a month. Share your favorite (or most interesting article) in the class forum.
9. Register at meetup.com for Columbus and attend any event that seems interesting to you.
10. Attend an OSU Wakeup Startup event on the 2nd Friday of every month. Network before or afterwards.

Social/Organizations
1. Attend a Dorm event. If your dorm does not have events then attend a nearby one.
2. Hang out in your dorm common area for one hour a week. Watch TV, play ping-pong, pool, foosball or some activity with other people in your dorm.
3. Attend a FCOB student organization during the first month of class.
4. Visit the ULEO – Undergraduate Leadership and Engagement Office (309 Schoenbaum Hall) and speak to a staff member about how to get involved at Fisher.
5. Attend a Fisher JAM (Just a Minute) event at least twice this semester.
6. Visit the Ohio Union and the activities board. Attend an event at least once a month.
7. Join an OSU club that is not made up primarily of students from your country.
8. Join an intramural sports team.
9. Attend an OSU spring sporting event. Write down 5 things you notice about American sports culture that is either similar or different to sports culture in your home country.
10. Attend the OSU Football Spring Game in April.
11. Attend an American “minority” event on campus, whether it’s Ethnic, Gay & Lesbian, etc. You can get information at the Student Life Multicultural Center in the Ohio Union.
12. Volunteer somewhere around OSU or Columbus at least 1 time per month.

Exploring Columbus
1. Relax/read/study/eat on the Oval on a beautiful day.
2. Invite 2 or more American or non-Asian classmates to karaoke.
3. Go to a house party and chat with 3 strangers.
4. Film a group of you and your friends (3-5) acting “American”. Use slang, dress or anything else to “show” your knowledge of American culture. Use an American classmate if you can.
5. Go to a Rock n’ roll, Jazz or Hip-Hop/Rap show in town. Use The Lantern, Columbus Alive or 614 Magazine to find it.
6. Go to North Market for a meal – chat to 3 shop owners.
7. Go to one of the Columbus are Farmer’s Market on a Saturday morning, either in Clintonville, Bexley, German Village, or some other place nearby.
8. Ride COTA to downtown Columbus for an event (it’s free with your BuckID).
9. Go to Gallery Hop in the Short North (First Saturday of every month) and try to haggle over a piece of art ($20 or less).
10. Visit 3 non-Asian restaurants around campus or Columbus. Write a food review (in English) on Yelp.com of the one you liked the most. Avoid chain restaurants (ex. Applebee’s).
11. Eat at 3 different food trucks around Columbus. Pick your favorite and write a Yelp review (in English).
12. Eat at Katzinger’s Deli, Thurman Café, Dirty Frank’s, or Schmidt’s in German Village.
13. Attend one Wexner Center of the Arts event.
14. Attend a Columbus Commons event downtown.
15. Visit the Columbus Zoo.
16. Visit the Ohio State House.
# APPENDIX 3

## Group Leader Assignment

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<tr>
<td>30 points</td>
<td>Quality of information (relevant, current, extends knowledge)</td>
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<tr>
<td>40 points</td>
<td>Presentation (clear, well-organized, fits time-limit)</td>
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<tr>
<td>30 points</td>
<td>Discussion leadership (good discussion questions, facilitates turn-taking)</td>
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<tr>
<th>Class Session</th>
<th>Topic</th>
<th>Leaders (5 students per group)</th>
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| 4             | Personal Networking Off-line        | **Group A Leaders:**
|               |                                     | Student 1  
|               |                                     | Student 2  
|               |                                     | Student 3  
|               |                                     | Student 4  
|               |                                     | Student 5  
|               |                                     | Student 6  
|               |                                     | Student 7  
|               |                                     | Student 8  |
| 5             | Personal Networking On-line         | **Group B Leaders:**
|               |                                     | Student 9  
|               |                                     | Student 10 
|               |                                     | Student 11 
|               |                                     | Student 12 
|               |                                     | Student 13 
|               |                                     | Student 14 
|               |                                     | Student 15 
|               |                                     | Student 16 |
| 9             | Student Organizations at OSU        | **Group C Leaders:**
|               |                                     | Student 17 
|               |                                     | Student 18 
|               |                                     | Student 19 
|               |                                     | Student 20 
|               |                                     | Student 21 
|               |                                     | Student 22 
|               |                                     | Student 23 
|               |                                     | Student 24 |
| 10            | Leadership in the U.S.             | **Group D Leaders:**
|               |                                     | Student 25 
|               |                                     | Student 26 
|               |                                     | Student 27 
|               |                                     | Student 28 
|               |                                     | Student 29 
|               |                                     | Student 30 
|               |                                     | Student 31 
|               |                                     | Student 32 |
| 11            | Columbus                           | **Group E Leaders:**
|               |                                     | Student 33 
|               |                                     | Student 34 
|               |                                     | Student 35 
|               |                                     | Student 36 
|               |                                     | Student 37 
|               |                                     | Student 38 
|               |                                     | Student 29 
|               |                                     | Student 40 |
APPENDIX 4

Discussion Board Participation
Scoring Guide

Name: ________________________________ ___________/10 points

For each discussion you are expected to write 3-4 sentences per paragraph, with an average length of 2-3 paragraphs.

___ Successfully completed the required task (1 point)

___ Provided a general description of the task (1 point)

___ Provided details of when the task was performed (time, location, context) (2 points)

___ Elaborated on any key insights or observations while performing the activity and any key takeaways (2 points)

___ Connected experience to any concepts or topics discussed in class (2 points)

___ Posted any relevant picture or attachment that demonstrates you completed the activity or demonstrates your participation in the activity (2 points)
APPENDIX 5

Mid-term LinkedIn Scoring Guide

Name: ________________________________ _____/100 points

You must successfully complete the following LinkedIn account categories in accordance with the official LinkedIn student guideline PDF shared in class. You will lose points for repeated grammatical or spelling errors that change overall meanings, or inaccurate, undeveloped or missing categories listed below:

Profile Headline (30 points)

___ Register and list your full name and any Western/English style name you use.

___ Add a professional-style picture - not scanned and not Facebook/other social media context. Similar to a passport picture but more professional and friendly (smiling).

___ Basic Headline - Student at The Ohio State University or something similar.

Education Experience (40 points)

___ Add The Ohio State University as your current school and location (Columbus, Ohio).

___ List classes you are currently taking at Ohio State and any organizations/activities.

___ Other Schools - List your high school(s) or other universities attended and their locations, as well as classes taken and any organizations you belonged to or awards earned that are relevant to your professional career here in the US.

___ List your language competencies, most importantly English and any others.

Work Experience (Optional)

___ Add any relevant work, internship or volunteer experiences in your home country or in the US and list responsibilities and projects you worked on.

LinkedIn Network Development (30 points)

___ Connect with me and ALL of your 5892 classmates. You should have around 41 if you connect with everyone, including me.

___ Research and connect to at least one OSU-related group.

___ On the Carmen discussion board post your LinkedIn profile web short URL.
Final LinkedIn Scoring Guide

Name: ________________________________  _______/100 points

You must successfully complete the following LinkedIn account categories in accordance with the official LinkedIn student guideline PDF shared in class. It should be grammatically correct, and mistake free (misspells, improper capitalization of formal titles) with the following categories fully completed:

Profile Headline (40 points)

___ Register and list your full name and any Western/English style name you use.

___ Professional, friendly picture (formal attire, smiling preferred)

___ Basic Headline - Student at The Ohio State University or something similar.

___ General Summary – 1-3 sentences explaining what are you focusing on this next half-year or year. Be specific – fulfilling class requirements, developing cross-cultural skills, seeking an internship, etc.

Education Experience (40 points)

___ Ohio State, location, classes taken, groups participating in, awards earned

___ Other Schools - High school(s) or other universities (English names) attended and locations. Classes taken, organizations involved with, awards earned

___ Language competencies – Native Language and English

___ Connected to/Following at least one OSU-related group organization.

Work Experience (Optional)

___ Any relevant work, internship or volunteer experiences in your home country or in the US with bullet-point style list of responsibilities and/or key projects.

LinkedIn Network Development (20 points)

___ Connected with all 5892 classmates and teacher. You should have around 41 if you connect with everyone, including me.

___ Copy and share LinkedIn profile short link on Carmen Discussion Board.
APPENDIX 6

Self-Reflection Scoring Guide

<table>
<thead>
<tr>
<th>Name: ________________________________</th>
<th>_____/100 points</th>
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### General (20 points)

- Final submitted at or before Final deadline – 50% reduction in score up to 24 hours, no score given after 24 hours unless for legitimate excuse.
- Answered all questions in each category. NA typed if student was not required to answer because they answered it in the previous question.
- Short Answer – Appropriate length – at least 2-3 sentences that gives general but thoughtful assessment into questions
- Few grammatical errors or misspellings that do not hinder overall meaning or understanding. Complete sentences used when appropriate

### LinkedIn Experience (10 points)

- Key insights from creating LinkedIn profile and individual strengths promoted on student site.
- Key LinkedIn profile improvements required in the next 3-6 months at Ohio State.

### Elevator Speech Experience (10 points)

- Key insights from creating elevator speech and individual strengths promoted in speech.
- Key elevator speech profile improvements required in the next 3-6 months at Ohio State.

### Organizations/Social Group Experience (15 points)

- Key insights from organizations or events on or off OSU campus, including favorite experience, Fisher experiences and any others.

### Social Practice Experience (15 points)

- Key insights from social practice out of class exercises and discussion board, including speaking confidence, most effective and ineffective activities, changing attitudes about American culture, Columbus districts visited and news media read during the semester.

### English Ability and Skills Experience (30 points)
Honestly assess personal growth in English Fluency during semester in comparison to true academic performance (discussion boards, in-class discussion, use of key cross-cultural communication concepts learned in class).

Provided specific, concrete goals and action steps for any English fluency category self reported as requiring work

- Pace
- Rhythm
- Stress
- Pronunciation
- Intelligibility
- Participation
- Other improvements