

Program..International Relations and Global Affairs Program Level x Bachelor Graduate Diploma Master Higher Graduate Diploma Doctor
 Course Title.The Formation of the Modern World: From the Industrial Revolution to High Imperialism Faculty/College/Institute MUIC.....
 Course Code....ICIR201 Department ...Social Science

Course Specification

Section 1 General Information

1. Course Code and Title

In Thai ICIR ๒๐๑๑ การก่อตัวของโลกสมัยใหม่: จากการปฏิวัติอุตสาหกรรมสู่จักรวรรดินิยมระดับสูง

In English ICIR 201 The Formation of the Modern World: From the Industrial Revolution to High Imperialism

2. Number of Credits

4

(Theory ...4..... hrs. Practice ...0..... hrs. Self-Study ...8..... hrs/week)

3. Curriculum and Course Type

3.1 Program Bachelor Degree Programme

3.2 Course Type Specific Course Compulsory Course Elective Course

4. Course Coordinator and Instructor

4.1 Course Responsible Instructor Dr. James A. Warren, Social Science Division, 02 700 5000 ext 1112,
james.war@mahidol.ac.th

4.2 Instructors

5. Semester/Class Level

5.1 Semester 1, 2, 3 / Class Level 200

5.2 Number of Students Allowed Approximately ..40..... Students

6. Prerequisites

...None.....

7. Co-requisites

...None.....

Program..... Program Level Bachelor Graduate Diploma Master Higher Graduate Diploma Doctor
Course Title..... Faculty/College/Institute
Course Code..... Department

Section 2 Course Goals and Course Description

1. Course Goals

Learn world history between the mid-eighteenth and the early twentieth centuries, emphasis on how phenomena have shaped the twenty-first century world, historical concepts, methodologies, analysis of primary sources.

2. Course Description

(In Thai) บางแง่มุมของประวัติศาสตร์โลกตั้งแต่ประมาณ ค.ศ. ๑๗๖๖ ถึง ค.ศ. ๑๙๑๔ การปฏิวัติอุตสาหกรรมและการเติบโตของเศรษฐกิจโลก การปฏิวัติอเมริกาและฝรั่งเศส การได้รับเอกราชของละตินอเมริกาและการพัฒนา การพัฒนาทางการเมืองในยุโรปและสหรัฐอเมริกาในรูปแบบรัฐบาลตัวแทน การเลิกทาส ชาตินิยม สังคมนิยม สิทธิสตรี จักรวรรดินิยมและการตอบสนองต่อจักรวรรดินิยม การเกิดขึ้นของญี่ปุ่น สงครามและการทำสงคราม การพัฒนาทางสังคม วิทยาศาสตร์ การแพทย์และเทคโนโลยี นักเรียนจะหารือ ประเมิน และตรวจสอบข้อมูลปฐมภูมิจากช่วงเวลาดังกล่าวและพัฒนาทักษะในการวิเคราะห์ตีความข้อความและรูปภาพ

(In English) Selected aspects of world history from c.1763 to 1914; the Industrial Revolutions and the growth of the world economy; the American and French Revolutions; Latin American independence and development; political developments in Europe and the United States: representative government, the abolition of slavery, nationalism, socialism, women's rights; imperialism and responses to it; the emergence of Japan; wars and warfare; social, scientific, medical and technological developments. Students will discuss; assess; examine a range of primary sources from the period and develop skills in the critical analysis of texts and images.

Section 3 Course Objectives, Course-level Learning Outcomes and Course Implementation

1. Course Objectives

This course provides an outline of important events and developments in world history between the mid-eighteenth and the early twentieth centuries, with an emphasis on how these phenomena have shaped the twenty-first century world. It also introduces students to basic historical concepts and methodologies, particularly the analysis of primary sources.

2. Course-level Learning Outcomes: CLOs

On completion of the course, the students will be able to

- 1) CLO1 Describe the main events and developments in world history between the mid-eighteenth and early twentieth centuries
- 2) CLO2 Recognize and assess how the main events and developments in world history between the mid-eighteenth and early twentieth centuries affect the world today
- 3) CLO3 Understand and apply historical concepts and methodologies
- 4) CLO4 Compare and contrast the historical development of different countries and parts of the world between the mid-eighteenth and early twentieth centuries
- 5) CLO5 Discuss, analyze and evaluate selected primary sources of significance to world history from the mid-eighteenth to early twentieth centuries

3. How to organize learning experiences to develop the knowledge or skills stated in number 2 and how to measure the learning outcomes

CLOs	Teaching and learning experience management				Learning outcomes measurements			
	Lecture	Group work	Group discussion	Primary Source Analysis	Participation in group work & discussions	Writing Primary Source Analysis Essay	Mid-term examination	Final examination

Program.....

Program Level Bachelor Graduate Diploma Master Higher Graduate Diploma Doctor

Course Title.....

Faculty/College/Institute

Course Code.....

Department

CLO 1	x	x	x			x		x	x
CLO 2	x	x	x			x		x	x
CLO 3	x	x	x	x		x	x	x	x
CLO 4		x	x	x		x		x	x
CLO 5		x	x	x		x	x	x	x

Section 4 Lesson Plan and Evaluation

1. Lesson Plan

Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
1	Introduction: World History and the Long Nineteenth Century	4		Lecture & Group Discussion	JW
2	The Eighteenth-Century World	4		Lecture, Group Work, Primary Source Analysis & Group Discussion	JW
3	Political Revolutions and Ideologies	4		Lecture, Group Work, Primary Source Analysis & Group Discussion	JW
4	The Industrial Revolu-	4		Lecture, Group Work, Primary	JW

Program.....

Program Level Bachelor Graduate Diploma Master Higher Graduate Diploma Doctor

Course Title.....

Faculty/College/Institute

Course Code.....

Department

Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
	tion and Its Impact			Source Analysis & Group Discussion	
5	Western Imperialism and International Trade	4		Lecture, Group Work, Primary Source Analysis & Group Discussion	JW
6	Review	2		Primary Source Analysis, Group Work & Discussion	JW
	Mid-term examination	2		Exam	
7	Socio-Economic Transformations and the Demographic Transition	4		Lecture, Group Work, Primary Source Analysis & Group Discussion	JW
8	Nationalism, Nationalist Movements and the Emergence of Nation-States	4		Lecture, Group Work, Primary Source Analysis & Group Discussion	JW
9	High Imperialism and the International Order	4		Lecture, Group Work, Primary Source Analysis & Group Discussion	JW
10	Critiques of and Reactions to Capitalism and Imperialism	4		Lecture, Group Work, Primary Source Analysis & Group Discussion	JW
11	On the Brink? The World Before World War One	4		Lecture, Group Work, Primary Source Analysis & Group Discussion	JW
12	Review	4		Primary Source Analysis, Group Work & Discussion	JW

Program.....

Program Level Bachelor Graduate Diploma Master Higher Graduate Diploma Doctor

Course Title.....

Faculty/College/Institute

Course Code.....

Department

Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
13	Final examination				JW
	Total hours of the entire trimester	48	0		

2. Plan for Assessment of Expected Course-Level Learning Outcomes (CLOs)

2.1 Measurement and Evaluation of learning achievement

A. Formative Assessment

Classroom Participation	10%
Primary Source Analysis Essay	30%
Mid-term Examination (Short Answers & Essay)	30%
Final Examination (Essays)	30%

B. Summative Assessment

(1) Tool and weight for measurement and evaluation

Learning Outcomes	Evaluation Method*				Weight (Percentage)
	Participation in group work & discussions	Mid-term examination	Primary Source Analysis Essay	Final examination	
CLO1 Describe the main events and developments in world history between the mid-eighteenth and early twentieth	2	10	-	5	17

Program.....

Program Level Bachelor Graduate Diploma Master Higher Graduate Diploma Doctor

Course Title.....

Faculty/College/Institute

Course Code.....

Department

centuries					
CLO2 Recognize and assess how the main events and developments in world history between the mid-eighteenth and early twentieth centuries affect the world today	2	10	-	5	17
CLO3 Understand and apply historical concepts and methodologies	2	5	10	5	22
CLO4 Compare and contrast the historical development of different countries and parts of the world between the mid-eighteenth and early twentieth centuries	2	5	-	10	17
CLO5 Discuss, analyze and	2	-	20	5	27

Program.....

Program Level Bachelor Graduate Diploma Master Higher Graduate Diploma Doctor

Course Title.....

Faculty/College/Institute

Course Code.....

Department

evaluate selected primary sources of significance to world history from the mid-eighteenth to early twentieth centuries					
573	10	30	30	30	100

(2) Grading Rules

.....

(3) Measurement and Evaluation

Grade	Achievement	Final score (% range)
A	Excellent	90-100
B+	Very Good	85-89
B	Good	80-84
C+	Fairly Good	75-79
C	Fair	70-74
D+	Poor	65-69
D	Very Poor	60-64
F	Fail	Less than 60

D = Pass

2.2 Re-examination (if the course allows any.)

...None.....

Program..... Program Level Bachelor Graduate Diploma Master Higher Graduate Diploma Doctor
Course Title..... Faculty/College/Institute
Course Code..... Department

3. Students' Appeal

In case of doubt, students may consult with the instructor first, then program director, chairman and OAA. Considerations are given on a case-by-case basis.

Section 5 Teaching Resources

1. Required Texts

Primary Source Analysis Essay

1. Liang Qichao (China), 'Renewing the People' (1902-1905) in Wm. Theodore de Bary & Richard Lufrano (comp.), *Sources of Chinese Tradition, Vol. II: From 1600 Through the Twentieth Century*, 2nd ed., New York: Columbia University Press, 2000.
2. Fukuzawa Yukichi (Japan), 'Goodbye Asia' (1885) in Takeuchi Yoshimi (ed.), *Azias Shugi (Asianism) Gendai Nihon Shiso Taikei (Great Compilation of Modern Japanese Thought)*, Vol. 8, Tokyo: Chikuma Shobo, 1963.
3. Muhammad Abduh (Egypt), 'Laws Should Change in Accordance with the Conditions of Nations' (1881) in Charles Kurzman (ed.), *Modernist Islam, 1840-1920: A Sourcebook*, Oxford: Oxford University Press, 2002.
4. Jamal al-Din al-Afghani (Iran), 'Lecture on Teaching and Learning' (1882) in Charles Kurzman (ed.), *Modernist Islam, 1840-1920: A Sourcebook*, Oxford: Oxford University Press, 2002.
5. Swami Vivekananda (India), 'The Work Before Us' (1897) in *The Complete Works of Swami Vivekananda, Volume 3: Lectures from Colombo to Almora*, https://en.wikisource.org/wiki/The_Complete_Works_of_Swami_Vivekananda/Volume_3/Lectures_from_Colombo_to_Almora/The_Work_before_us (accessed 16 February 2018).

Program.....

Program Level Bachelor Graduate Diploma Master Higher Graduate Diploma Doctor

Course Title.....

Faculty/College/Institute

Course Code.....

Department

Weekly Reading Assignments

1. Eric Hobsbawm, *The Age of Revolution, 1789-1848*, 'Introduction', London: Abacus, 1962, pp. 13-16
2. C. A. Bayly, *The Birth of the Modern World, 1780-1914*, Ch. 1 'Old Regimes and "Archaic Globalization"', Oxford: Blackwell Publishing, 2004, pp. 27-48
3. Toussaint L'Ouverture (Letter to the Directory, 1797) and Simon Bolivar (A Constitution for Venezuela, 1819) in Reilly, Kevin, *Worlds of History: A Comparative Reader, Volume Two: Since 1400*, 4th ed., Boston and New York: Bedford/St. Martin's, 2010, pp. 769-777
4. 'Multiple Voices IV: Working Class and Middle Class in Nineteenth-Century Europe' in Andrea, Alfred J. & Overfield, James H. (eds), *The Human Record: Sources of Global History, Volume II: Since 1500*, 7th ed., New York: Wadsworth/Cengage Learning, 2012, pp. 250-260)
5. Letter from the Qianlong Emperor to King George III, 1793; and Letter from Commissioner Lin Zexu to Queen Victoria, 1839)
6. 'Italians in Two Worlds: An Immigrant's Letters from Argentina' in Reilly, Kevin, *Worlds of History: A Comparative Reader, Volume Two: Since 1400*, 4th ed., Boston and New York: Bedford/St. Martin's, 2010
7. 'Gottfried Menzel, The United States of North America, with Special Reference to German Emigration' in Andrea, Alfred J. & Overfield, James H. (eds), *The Human Record: Sources of Global History, Volume II: Since 1500*, 7th ed., New York: Wadsworth/Cengage Learning, 2012, pp. 270-273
8. Dadabhai Naoroji, 'Address to the Indian National Congress, 1886; and Bal Gangadhar Tilak, 'Tenets of the New Party', 1907 in Andrea, Alfred J. & Overfield, James H. (eds), *The Human Record: Sources of Global History, Volume II: Since 1500*, 7th ed., New York: Wadsworth/Cengage Learning, 2012, pp. 340-342

Program..... Program Level Bachelor Graduate Diploma Master Higher Graduate Diploma Doctor
Course Title..... Faculty/College/Institute
Course Code..... Department

9. Mohandas K. Gandhi, Extract from *Hind Swaraj* (1909) in Reilly, Kevin, *Worlds of History: A Comparative Reader, Volume Two: Since 1400*, 4th ed., Boston and New York: Bedford/St. Martin's, 2010
10. Extracts from *Heart of Darkness* and Achebe, Chinua, 'An Image of Africa: Racism in Conrad's "Heart of Darkness"', *Massachusetts Review*, No. 18, 1977 in Reilly, Kevin, *Worlds of History: A Comparative Reader, Volume Two: Since 1400*, 4th ed., Boston and New York: Bedford/St. Martin's, 2010
11. J. A. Hobson, *Imperialism: A Study*, Introductory: Nationalism and Imperialism; and Ch. 6: The Economic Taproot of Imperialism, New York: James Pott & Co., 1902

2. Suggested Materials

1. Anderson, Benedict, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, rev. ed., London: Verso, 2006.
2. Bentley, Jerry H., Ziegler, Herbert F., & Streets-Salter, Heather E., *Traditions and Encounters, A Brief Global History Volume II: From 1500 to the Present*, 2nd ed., Boston: McGraw-Hill, 2010, Part VI.
3. Bayly, C. A., *The Birth of the Modern World, 1780-1914*, Oxford: Blackwell Publishing, 2004.
- Curtin, Philip D., *The World and the West: The European Challenge and the Overseas Response in the Age of Empire*, Cambridge and New York: Cambridge University Press, 2000.
4. Darwin, John, *After Tamerlane: The Rise and Fall of Global Empires, 1400-2000*, London: Penguin, 2007.
5. Goldstone, Jack, *Why Europe? The Rise of the West in World History, 1500-1850*, New York: McGraw Hill, 2009.
6. Headrick, Daniel R., *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*, New York: Oxford University Press, 1981.

Program..... Program Level Bachelor Graduate Diploma Master Higher Graduate Diploma Doctor
Course Title..... Faculty/College/Institute
Course Code..... Department

7. Hobsbawm, Eric, *The Age of Revolution, 1789-1848*, London: Abacus, 1962.
8. _____, *The Age of Capital, 1848-1875*, London: Abacus, 1975.
9. _____, *The Age of Empire, 1875-1914*, London: Abacus, 1987.
10. Hobson, John M., *The Eastern Origins of Western Civilisation*, New York: Cambridge University Press, 2004.
11. Joll, James & Martel, Gordon, *The Origins of the First World War*, 3rd ed., London and New York: Routledge, 2007.
12. Landes, David S., *The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor*, New York: W. W. Norton, 1998.
13. Magee G. B. & Thompson, Andrew, *Empire and Globalization: Networks of People, Goods and Capital in the British World, c.1850-1914*, Cambridge, 2011.
14. Marks, Robert B., *The Origins of the Modern World: A Global and Environmental Narrative from the Fifteenth to the Twenty-First Century*, 3rd ed., Lanham: Rowman & Littlefield, 2015.
15. McNeill, J. R. & McNeill, William H., *The Human Web: A Bird's-Eye View of World History*, New York: W.W. Norton, 2003.
16. Osterhammel, Jurgen, *The Transformation of the World: A Global History of the Nineteenth Century*, Princeton and Oxford: Princeton University Press, 2014.
17. Pakenham, Thomas, *The Scramble for Africa: White Man's Conquest of the Dark Continent from 1876-1912*, New York: Avon, 1991.
18. Parker, David (ed.), *Revolutions and the Revolutionary Tradition in the West, 1560-1991*, London and New York: Routledge, 2000.

Program..... Program Level Bachelor Graduate Diploma Master Higher Graduate Diploma Doctor
Course Title..... Faculty/College/Institute
Course Code..... Department

19. Pomeranz, Kenneth, *The Great Divergence: Europe, China, and the Making of the Modern World Economy*, Princeton: Princeton University Press, 2000.

20. Stearns, Peter N., *The Industrial Revolution in World History*, 4th ed., Boulder: Westview, 2012.

3. Other Resources (if any)

.....

Section 6 Evaluation and Improvement of Course Implementation

1. Analysis and Evaluation of Course Implementation

A. Data for Analysis

Results of student examinations and other assessments, student feedback, course evaluation, peer evaluation

B. Course Effectiveness Evaluation

Results of student examinations and other assessments

2. Revision Process and Improvement Plan for Course Effectiveness

Student feedback, course evaluation, peer evaluation

3. The self-assessment report of the course

Completion of TQF5 within specified time period

Program.....

Program Level Bachelor Graduate Diploma Master Higher Graduate Diploma Doctor

Course Title.....

Faculty/College/Institute

Course Code.....

Department

Appendix

1. Relations between the course and the program

Table 1 Relations between the course and the PLOs

The Formation of the Modern World: From the Industrial Revolution to High Imperialism	Program Learning Outcomes (PLOs)						
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
(Course code) ICIR 201	✓	✓	✓		✓		

Table 2 Relation between CLOs and PLOs

ICIR 201	(PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1 Describe the main events and developments in world history between the mid-eighteenth and early twentieth centuries	1.1 1.2	2.1			5.1			

Program.....

Program Level Bachelor Graduate Diploma Master Higher Graduate Diploma Doctor

Course Title.....

Faculty/College/Institute

Course Code.....

Department

CLO2 Recognize and assess how the main events and developments in world history between the mid-eighteenth and early twentieth centuries affect the world today	1.1 1.2		3.1		5.1			
CLO3 Understand and apply historical concepts and methodologies	1.1 1.2	2.1						
CLO4 Compare and contrast the historical development of different countries and parts of the world between the mid-eighteenth and early twentieth centuries	1.1 1.2	2.1			5.1			
CLO5 Discuss, analyze and evaluate selected primary sources of significance to world history from the mid-eighteenth to early twentieth centuries	1.1 1.2	2.2.	3.1		5.1			

Table 3 PLOs and SubPLOs that the course is responsible for

Program.....

Program Level Bachelor Graduate Diploma Master Higher Graduate Diploma Doctor

Course Title.....

Faculty/College/Institute

Course Code.....

Department

PLOs	Sub PLOs
<p>PLO1 Graduates will be able to describe and explain key features of and issues concerning the current world order, with particular attention to the Asia-Pacific region, using appropriate terminology.</p>	<p>1.1 demonstrate an understanding of the principles upon International Relations and the Asia-Pacific region are built</p> <p>1.2 identify the national & global challenges associated with current economic, political, and social systems</p>
<p>PLO2 Graduates will be able to discuss and apply major theories, approaches and methodologies in the field of international relations and global affairs in order to analyze the current world order and how it has evolved over time.</p>	<p>2.1 identify concepts related to the context of learned issues/topics</p> <p>2.2 collect, analyse, synthesize data, & evaluate information and ideas from multiple sources</p>
<p>PLO3 Graduates will be proficient readers who are able to locate, evaluate, analyze and synthesize different forms of data and source materials relevant to international relations and global affairs.</p>	<p>3.1 connect, synthesize and/or transform ideas or solutions within a particular framework</p>
<p>PLO5 Graduates will demonstrate knowledge of and respect for cultural differences, particularly in the Thai context, and be able to work in culturally diverse groups effectively.</p>	<p>5.1 identify the national & global challenges associated with current economic, political, and social systems</p> <p>5.2 exhibit characteristics of responsible citizenship</p>

Program.....

Program Level Bachelor Graduate Diploma Master Higher Graduate Diploma Doctor

Course Title.....

Faculty/College/Institute

Course Code.....

Department

2. Rubric scoring*

ASSESSMENT CRITERIA FOR ESSAYS IN 200 LEVEL COURSES					
Assessment Criteria	Excellent (A)	Good (B+ to B)	Fair (C+ to C)	Poor (D+ to D)	Fail (F)
Content	Topic is tight and clearly-focused; accurate explanation of key concepts and theories; excellent applications of theory; use of accurate information.	Topic is focused and relevant; explanation of key concepts and theories are mostly accurate; some good applications of theory; minor inconsistency and inaccuracy in information.	Topic needs more focus; some inaccurate explanation of key concepts and theories; information is presented without establishing links to the thesis; fair amount of inaccuracy in the information.	Topic lacks relevance and focus; inaccurate or incomplete explanation of key concepts and theories; most information does not support thesis; distractive amount of inaccuracy in information.	Absence of relevance and focus in topic; no reference is made to literature or theory; information does not support the thesis in any way; highly inaccurate information frequents; essay contains plagiarism
Organization	Extremely well-organized; clear and logical sequence of ideas; effective use of signposting; length is within the specified parameters.	Generally well-organized; mostly clear and logical order of ideas; length is slightly over or under the specified parameters.	Somewhat organized; a few ideas are not presented in proper order; length is considerably over or under the specified parameters.	Poor organization; many ideas are not presented in proper order; length is greatly over or under the specified parameters.	Absence of organization; a lack of proper sequence of ideas. Length is totally insufficient.
Argument and Analysis	The argument is very strong with a clear analytical framework; analysis and conclusions are focused and accurate.	The argument and analytical framework are relatively strong and clear; analysis and conclusions are convincing.	The argument and analytical framework are clear; analysis and conclusions are reasonable.	The argument is unclear and lacks a proper analytical framework; analysis and conclusions are not focused and contain mistakes.	The argument and is incomprehensible and lacks an analytical framework; analysis and conclusions are inaccurate.

Program.....

Program Level Bachelor Graduate Diploma Master Higher Graduate Diploma Doctor

Course Title.....

Faculty/College/Institute

Course Code.....

Department

Grammar, Usage, Mechanics and Spelling	Few or no errors in mechanics, usage, grammar, or spelling; sentences are free of jargon; complete and easy to understand.	Minor errors in mechanics, usage, grammar, or spelling; sentences are mostly jargon-free, complete and understandable.	Several errors in mechanics, usage, grammar or spelling, some hinder understanding. Sentences may contain jargon or are too long.	The essay is difficult to understand because of errors in mechanics, usage, grammar or spelling. Sentences are too long or contain jargons.	The essay is very difficult to understand because of errors in mechanics, usage, grammar, spelling, excessive jargons and incomplete sentences.
Research and Use of Sources	Excellent use of relevant sources and academic texts; correct use of citations; includes a complete and consistent bibliography.	Good use of relevant sources and academic texts; uses citations; includes a complete and consistent bibliography.	Fair use of relevant sources and academic texts; some inconsistencies or mistakes in citations; includes a bibliography.	Poor use of relevant sources and academic texts; frequent inconsistencies or mistakes in citations; omissions in the bibliography.	No use of relevant sources and academic texts; no citations; no bibliography. Essay contains plagiarism.

ASSESSMENT CRITERIA FOR SHORT ANSWER					
Assessment Criteria	Excellent (A)	Good (B+ to B)	Fair (C+ to C)	Poor (D+ to D)	Fail (F)
Content and Understanding	Excellent comprehension of class content and appropriate application and elaboration on theoretical concept	Good comprehension and demonstration of class content and clear elaboration on theoretical concept	Exhibit sufficient level of understanding of the class content and relevant elaboration on theoretical concept	Exhibit Insufficient level of understanding of the class content with minimal explanations of theoretical concept	No response/no essay submitted. Exhibit lack of understanding of the class content or identify the wrong theoretical concept

Program.....

Program Level Bachelor Graduate Diploma Master Higher Graduate Diploma Doctor

Course Title.....

Faculty/College/Institute

Course Code.....

Department

Delivery	Few or no errors in mechanics, usage, grammar, or spelling; sentences are free of jargon; complete and easy to understand.	Minor errors in mechanics, usage, grammar, or spelling; sentences are mostly jargon-free, complete and understandable.	Somewhat organized; a few ideas are not presented in proper order; length is considerably over or under the specified parameters.	The answer is difficult to understand because of errors in mechanics, usage, grammar or spelling. Sentences are too long or contain jargon.	The answer is very difficult to understand because of errors in mechanics, usage, grammar, spelling, excessive jargon and incomplete
-----------------	--	--	---	---	--