

EDUC6023: Cultural Variations in Language Learning

Online

Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

Many of the cultural expectations that are implicit to language learning are carried subconsciously by native speakers but are often invisible to second language learners. Such aspects as pragmatics, language use, and appropriate role behaviour are often culture-specific and are likely to override semantic considerations for language learners.

Contact Hours

Online
Integrated Learning Session
Online
2 hour(s) per Week for Full Term

Unit Weighting

10

Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

Course Coordinator	Online Dr Rachel Burke Rachel.Burke@newcastle.edu.au (02) 4921 6707 Consultation: contact by email
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	<ol style="list-style-type: none">1. Cultural elements in language form;2. Case studies of cultural expectations and variations;3. Theory explanations of cultural identity; and4. Pedagogical methodology and cultural variations.
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Identify the cultural elements in language form in both first and second languages;2. Identify and describe cultural variations in language usage3. Design ways of acknowledging, valuing, and building on cultural variations in education; and4. Consider cultural standpoints on specific issues of cultural differences.
Course Materials	<p>Lecture Materials:</p> <ul style="list-style-type: none">- All lecture materials will be provided online. <p>Recommended Reading:</p> <p>Alptekin, C. (2002). Towards intercultural communicative competence in ELT. <i>ELT Journal</i>. 56 (1): 57-64.</p> <p>Derin A., Gökçe K., Zeynep C., Pinar, E., and Özlem K. (2009). The Role of Intercultural Competence in Foreign Language Teaching. <i>Inonu University Journal of the Faculty of Education</i>. December Special Issue/Volume 10, Issue. 3, pp. 123-135</p> <p>Dogancay-Aktuna, S. (2005). Intercultural Communication in English Language Teacher Education. <i>ELT Journal</i>. Vol. 59, No. 2</p> <p>Fernandez, D.R., Carlson, D.S., Stepina, L.P., & J.D Nicholson. (1997). Hofstede's Country Classification 25 Years Later. <i>The Journal of Social Psychology</i>. 135, (1) 43-54.</p> <p>Furuhata, H. (1999). Traditional, Natural and TPR Approaches to ESL: A Study of Japanese Students. <i>Language, Culture, and Curriculum</i>. Vol. 12, No. 2</p> <p>Genc, B. & Bada, E. (2005). Culture in Language Learning and Teaching. <i>The Reading Matrix</i>. Vol. 5, No. 1</p> <p>2. Sangpil Byon, A. (2007). The Use of Culture Portfolio Project in a Korean Culture Classroom: Evaluating Stereotypes and Enhancing Cross-Cultural Awareness. <i>Language, Culture, and Curriculum</i>. Vol. 20, No. 1</p> <p>Gu, M.M (2010). Identities constructed in difference: English language learners in China. <i>Journal of Pragmatics</i>. 42 139-152</p> <p>Gundara, J. Linguistic Diversity, Globalisation and Intercultural Education. Chapter 1. In Lo Bianco, J. Liddicoat, A., & C.Crozet (1999). <i>Striving for the Third Place: Intercultural Competence through Language Education</i>. Language Australia: Melbourne, pp.23-43.</p>

- Hofstede, G.J. (2009). Research on cultures: how to use it in training? *European J. Cross-Cultural Competence and Management*. Vol. 1, No. 1, 2009, p.14-21
- Hui, L. (2005). Chinese cultural schema of Education: Implications for communication between Chinese students and Australian educators. *Issues in Educational Research*, Vol. 15, No. 1
- Kilickaya, F. (2004). Guidelines to Evaluate Cultural Content in Textbooks. *The Internet TESL Journal*, Vol. X, No. 12, December.
- Kuo, M. & Lai, C. (2006). Linguistics across Cultures: The Impact of Culture on Second Language Learning. *Journal of Foreign Language Instruction*. Vol.1, No.1.
- Lee, J.L (2010). The Uniqueness of EFL Teachers: Perceptions of Japanese Learners. *TESOL Journal*. March 23
- Liu, J. (2002). Negotiating Silence in American Classrooms: Three Chinese Cases. *Language and Intercultural Communication*. Vol. 2, No. 1
- Lowell, A. & Devlin, B. (1998). Miscommunication between Aboriginal Students and their Non-Aboriginal Teachers in a Bilingual School. *Language, Culture, and Curriculum*. Vol. 11, No. 3.
- Nguyen Thi Mai Hoa. (2007). Developing EFL learners' intercultural communicative competence: A gap to be filled? *Asian EFL Journal*. Volume 21 Teachers Articles July. Article 1
- Nguyena, P., Terlouw, C. & Pilota, A. (2006). Culturally appropriate pedagogy: the case of group learning in a Confucian Heritage Culture context. *Intercultural Education*, Vol. 17, No. 1
- Scarino, A & Liddicoat, A. J. (2008). *Teaching and Learning Languages: A Guide*. University of South Australia Research Centre for Languages and Cultures: Canberra. Chapter 2.
- Sonaiya, R. (2002). Autonomous Language Learning in Africa: A Mismatch of Cultural Assumptions. *Language, Culture, and Curriculum*. Vol. 15, No. 2.
- Turkan, S. & Çelik, S. (2007). Integrating Culture into EFL Texts and Classrooms: Suggested Lesson Plans. *Novitas-Royal*. Vol.1, No. 1
- Villegas, A.M. & Lucas, T. (2002). Preparing Culturally Responsive Teachers. *Journal of Teacher Education*. January: Vol. 53 pg. 20-32
- Warring, D.F. & Huber-Warring, T. (2006). Born in the U.S.A., Teaching in Caracas, Venezuela. *Multicultural Education*. Summer.
- Wenying Jiang (2000). The Relationship between Culture and Language. *ELT Journal*. Volume 54/4 October 1.

Please also see the reading list on the course Canvas site.

- D'warte, J. (2014) Exploring linguistic repertoires: Multiple language use and multimodal literacy activity in five classrooms. *Australian Journal of Language and Literacy*, 37(1), 21.
- French, M. & Armitage, J. (2020). Eroding the Monolingual Monolith. *Australian Journal of Applied Linguistics*, 3(1), 91-114.
- Lee-James, R. & Washington, J. (2018). Language Skills of Bidialectal and Bilingual Children: Considering a Strengths-Based Perspective. *Topics in Language Disorders* 38(1), 5-26
- Markee, N. (2015). *The Handbook of Classroom Discourse and Interaction*. Somerset: John Wiley & Sons
- Wigglesworth, G., & Simpson, J. (2018) Going to School in a Different World. In: Wigglesworth G., Simpson J., Vaughan J. (eds) *Language Practices of Indigenous Children and Youth*. Palgrave Studies in Minority Languages and Communities. London: Palgrave Macmillan
- Williamson, D., (2002). Forward from a Critique of Hofstede's Model of National Culture. *Human Relations*, Vol. 55, pp. 1373-1395.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 Jul	Concepts of Culture & Second Language Learning: First Thoughts	Considering the inter-dependence of language and culture Exploring models of culture and their implications for the ESL/EFL classroom	Scaffolding for assignment 1.
2	24 Jul	Culture as Social Practice: "Does the Language we Speak, Shape our Worldview?"	Exploring processes of enculturation and acculturation Considering the role of culture in shaping world views and expectations	
3	31 Jul	Dimensions of Culture (1): Exploring Key Models	Exploring Hofstede's (2001) Dimensions of Culture: Uncertainty Avoidance, Power Distance, Masculinity/Femininity, Collectivism/Individualism, Long-term/short-term orientation	
4	7 Aug	Dimensions of Culture (2):	Exploring main criticisms of Hofstede's (2001) Dimensions of Culture Considering the application of Hofstede's (2001) work (and other models of culture) to the language classroom.	
5	14 Aug	Culture in the Classroom: Language Learning and Cultural Eco-systems	Exploring educational schemas: background knowledge about educational structures, learning processes, and student and teacher roles Considering implications for learning outcomes	
6	21 Aug	Pedagogy, Methodology and Culture (1)	Exploring the cultural implications of importing language teaching methodology Considering teacher agency in the 'post-method context'	
7	28 Aug	Pedagogy, Methodology and Culture (2)	What is the role of paralinguistics in the classroom? Exploring the cultural nature of silence and implications for second language learning Considering Hall's (1966) notion of High and Low Contact cultures	Assignment 1 due. Scaffolding for assignment 2.
8	4 Sep	Classroom Communication	Considering the importance of language in cultural identity and ways of learning about literate and linguistic practices across different communities.	

9	11 Sep	Intercultural Competence in EFL/ESL (1)	Concepts and Models of Intercultural Literacy Exploring the 'Third Place' (Liddicoat, Crozet & Lo Bianco, 1999)	
10	18 Sep	Intercultural Competence in EFL/ESL (2):	Exploring different discourse organisation patterns across cultural/linguistic backgrounds Considering the implications for the TESOL classroom	
Mid Term Break				
Mid Term Break				
11	9 Oct	Cultural Considerations in Materials Development (1)	Exploring attitudes to textbook and material use in TESOL Cultural representations in EFL/ESL textbooks and materials	Assignment 2 due. Scaffolding for assignment 3.
12	16 Oct	Cultural Considerations in Materials Development (2)	Teachers as cultural mediators Multiple discourses and hybrid identities in the EFL classroom	
13	23 Oct	Language Teacher Preparation and Intercultural Competence	The impact of culture on digital platforms for communication Intercultural competency for 21st century EFL/ESL learners	
Examination Period				
Examination Period				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assignment 1	September 1 st , 11.59pm	Individual	30%	1, 2, 3, 4
2	Assignment 2	October 13 th , 11.59pm	Individual	30%	1, 2, 3, 4
3	Case Study	November 10 th , 11.59pm	Individual	40%	1, 2, 3, 4

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Assignment 1

Assessment Type

Written Assignment

Purpose

To explore the application of Hofstede's (1997) cultural dimensions to an educational context.

Description

Choose one (1) of Hofstede's (1997) cultural dimensions:

- Masculinity versus Femininity
- Individualist versus Collectivist
- Uncertainty Avoidance
- Power Distance
- Long-term/Short-term Orientations
- Indulgence versus Restraint

Weighting	Discuss the manner in which this cultural dimension might impact attitudes to learning and learner behaviour in the language classroom. Ensure you support your response with evidence from educational research. 30%
Length	1000 words
Due Date	September 1 st , 11.59pm
Submission Method	Online Please submit the final version in word to Turnitin by the due date and time.
Assessment Criteria	<ul style="list-style-type: none">- Demonstrated understanding of chosen cultural dimension and relevant key concepts and issues such as high/low context communication, sense of self in terms of community, etc.- Depth of research and evidence of a theoretical frame to discussion- Level of written fluency and clarity of expression (in line with usual academic expectations)
Return Method	Online
Feedback Provided	Online - Three weeks after submission (at the latest).

Assessment 2 - Assignment 2

Assessment Type	Written Assignment
Purpose	To apply theories of intercultural communication to interpret and explore critical incidents
Description	You will be given three (3) critical incidents involving some type of intercultural misunderstanding in the classroom. For each incident you will be asked to: <ul style="list-style-type: none">· describe the possible causes for the misunderstanding (for example, different attitudes to authority or contrasting ideas about the role of the teacher, attitudes to uncertainty, etc.); and· present some recommendations for resolving the incident Ensure you base your discussion on theories regarding intercultural communication and language learning.
Weighting	30%
Length	1000 words
Due Date	October 13 th , 11.59pm
Submission Method	Online Please submit the final version in word to Turnitin by the due date and time.
Assessment Criteria	<ul style="list-style-type: none">- Demonstrated understanding of theories of intercultural communication and/or language learning- Application of relevant theories to practical situations in order to reach a resolution- Presentation of evidence (elaboration, examples, etc.) to support claims- Depth of research and evidence of a theoretical frame to discussion- Level of written fluency and clarity of expression (in line with usual academic expectations)
Return Method	Online
Feedback Provided	Online - Three weeks after submission (at the latest).

Assessment 3 - Case Study

Assessment Type	Case Study / Problem Based Learning
Purpose	To explore a particular course theme, topic, or theory in further detail
Description	This task provides an opportunity to explore and discuss in more detail a topic/issue or case study included in the course which is of particular interest or relevance to you. Please do NOT select a topic that encompasses the same cultural dimension that you examined in assignment one. Possible topics/suggestions are provided below, however it is important to select a topic or question which has particular relevance for you. Possible Essay Topics: <ul style="list-style-type: none">· ESL/EFL teachers have been described as 'cultural mediators'. How do you understand this term? What are the implications for the teaching profession?· Examine the phenomenon of cultural stereotyping. Why do you think this is so enduring? What do you see as the role of language educators in relation to this issue?· What do you see as the key components of intercultural competence? As a language teacher, how will/does this knowledge impact on your practice in the classroom?· What is meant by 'The Third Place' (Lo Bianco, 1999)? How might this position be encouraged in the language classroom?
Weighting	40%
Length	2000 words
Due Date	November 10 th , 11.59pm
Submission Method	Online Please submit the final version in word to Turnitin by the due date and time.

Assessment Criteria	<ul style="list-style-type: none">- Demonstrated understanding of cultural dimensions evident in chosen. Identification of relevant key concepts and issues and presentation of evidence (elaboration, examples, etc.) to support claims- Depth of research and evidence of a theoretical frame to discussion, e.g. the language/culture interplay etc.- Level of written fluency and clarity of expression (in line with usual academic expectations)
Return Method	Online
Feedback Provided	Online - Three weeks after submission (at the latest).

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded in the following components:

- Integrated Learning Session (Method of recording: Blackboard Statistics)

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35 .
Adverse Circumstances	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;3. you are requesting a change of placement; or4. the course has a compulsory attendance requirement. <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236</p>
Important Policy Information	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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EDUC6023 Assignment 1 Marking Rubric 2023

	0 – 1	2 – 3	4 – 5	6
Identification and demonstrated understanding of the chosen cultural dimension from Hofstede's (2001) framework.	The writer fails to identify important sociocultural concepts and issues associated with the chosen dimension and/or fails to demonstrate an understanding of these concepts in sufficient depth (i.e. does not elaborate upon these issues, provide examples, etc.).	The writer identifies some sociocultural issues and concepts associated with this dimension (1-2) but fails to consider other important elements and/or fails to present sufficient evidence of understanding.	The writer identifies important key concepts and issues associated with this dimension (3-4) and demonstrates good depth of understanding.	A comprehensive treatment of key issues and concepts associated with this dimension (5 or more) with excellent depth of understanding demonstrated
	0 – 1	2 – 3	4 – 5	6
Depth and quality of research	Minimal and/or poor quality/inappropriate sources used. Information and arguments from external sources are frequently unreferenced.	Mostly current, relevant, and appropriate sources in some depth, however Information and arguments from external sources are frequently unreferenced (3 or more unreferenced points).	Mostly uses current, relevant, and appropriate sources in good depth however information and arguments from external sources are occasionally (1 -2 unreferenced points) unreferenced.	Comprehensively researched with relevant and reliable sources utilized to support the arguments and information presented. All points from external sources are referenced.
	0 – 1	2 – 3	4 – 5	6
Evidence of a theoretical frame to discussion, e.g., the language/culture interplay etc.	No/minimal theoretical frame presented.	The writer presents a sound theoretical frame to the analysis but this could be applied more critically.	The writer offers a good theoretical frame with some critical application.	A well developed theoretical frame, critically applied.
	0 – 1	2 – 3	4 – 5	6
Critical Engagement	The essay is mostly descriptive with minimal evidence of critical engagement (asking questions, making comparisons etc.).	Some critical engagement but this needs to be developed more fully.	A mostly critical paper with a good analytical focus.	The writer offers a highly critical, insightful, and analytical paper.
	0 – 1	2 – 3	4 – 5	6
Level of written fluency and clarity of expression (including accuracy and consistency of referencing)	Major grammatical errors and/or stylistic/referencing issues impede communication and seriously detract from the author's point	Occasional grammatical and/or stylistic errors and/or referencing issues detract from the author's point or citations.	Very few grammatical/stylistic errors, and referencing issues (1-2 inaccuracies for each)	The essay is free of grammatical errors, cogently written, and accurately and consistently referenced.

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Comments:

Dr Rachel Burke 2023

EDUC6023 Assignment 2 Marking Rubric 2023

	0 – 1	2 – 3	4 – 5	6
Identification and demonstrated understanding of the sociocultural concepts and issues related to the critical incidents	The writer fails to identify important sociocultural concepts and issues related to these critical incidents and/or fails to demonstrate an understanding of these concepts in sufficient depth (i.e., does not elaborate upon these issues, provide examples, etc.).	The writer identifies some sociocultural issues and concepts related to these critical incidents (1-2 issues and concepts) but fails to consider other important elements and/or fails to present sufficient evidence of understanding.	The writer identifies key concepts and issues related to these critical incidents (3-4 issues and concepts) and demonstrates good depth of understanding.	A comprehensive treatment of key issues and concepts (5 or more issues and concepts) with excellent depth of understanding demonstrated.
Depth and quality of research	Minimal and/or poor quality/inappropriate sources used. Information and arguments from external sources are frequently unreferenced.	Mostly current, relevant, and appropriate sources in some depth, however information and arguments from external sources are frequently unreferenced (3 or more unreferenced points from external sources).	Mostly uses current, relevant, and appropriate sources in good depth however information and arguments from external sources are occasionally unreferenced (1-2 unreferenced points from external sources).	Comprehensively researched with relevant and reliable sources utilized to support the arguments and information presented. All points from external sources are referenced.
Evidence of a theoretical frame to discussion, e.g. the language/culture interplay etc.	No/minimal theoretical frame presented.	The writer presents a sound theoretical frame to the analysis but this could be applied more critically.	The writer offers a good theoretical frame with some critical application.	A well developed theoretical frame, critically applied.
Critical Engagement	The essay is mostly descriptive with minimal evidence of critical engagement (asking questions, making comparisons etc.).	Some critical engagement but this needs to be developed more fully.	A mostly critical paper with a strong analytical focus.	The writer offers a highly critical, insightful, and analytical paper.
Level of written fluency and clarity of expression (including accuracy and consistency of referencing)	Major grammatical errors and/or stylistic/referencing issues impede communication and seriously detract from the author's point	Occasional grammatical and/or stylistic errors and/or referencing issues detract from the author's point or citations.	Very few grammatical/stylistic errors, and referencing issues (1-2 inaccuracies for each).	The essay is free of grammatical errors, cogently written, and accurately and consistently referenced.

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Comments:

Dr Rachel Burke 2023

EDUC6023 Assignment 3 Marking Rubric 2023

	0 – 1	2 – 3 – 4	5 – 6	7 – 8
Identification and demonstrated understanding of the sociocultural concepts and issues related to the chosen topic	The writer fails to identify important sociocultural concepts and issues relevant to the topic and/or fails to demonstrate an understanding of these concepts in sufficient depth (i.e. does not elaborate upon these issues, provide examples, etc.).	The writer identifies some sociocultural issues and concepts relevant to the essay topic (2-4) but fails to consider other important elements and/or fails to present sufficient evidence of understanding.	The writer identifies important key concepts and issues relevant to the topic (5-6) and demonstrates good depth of understanding.	A comprehensive treatment of key issues and concepts relevant to the chosen topic with excellent depth of understanding demonstrated.
Depth and quality of research	Minimal and/or poor quality/inappropriate sources used. Information and arguments from external sources are frequently unreferenced.	Mostly current, relevant, and appropriate sources in some depth, however Information and arguments from external sources are frequently unreferenced (3 or more unreferenced points)	Mostly uses current, relevant, and appropriate sources in good depth however information and arguments from external sources are occasionally unreferenced (1-2 unreferenced points).	Comprehensively researched with relevant and reliable sources utilized to support the arguments and information presented. All points from external sources are referenced.
Evidence of a theoretical frame to discussion, e.g. the language/culture interplay etc.	No/minimal theoretical frame presented.	The writer presents a sound theoretical frame to the analysis but this could be applied more critically.	The writer offers a good theoretical frame with some critical application.	A well developed theoretical frame, critically applied.
Critical Engagement	The essay is mostly descriptive with minimal evidence of critical engagement (asking questions, making comparisons etc.).	Some critical engagement but this needs to be developed more fully.	A mostly critical paper with a strong analytical focus.	The writer offers a highly critical, insightful, and analytical paper.
Level of written fluency and clarity of expression (including accuracy and consistency of referencing)	Major grammatical errors and/or stylistic/referencing issues impede communication and seriously detract from the author's point	Occasional grammatical and/or stylistic errors and/or referencing issues detract from the author's points or citations.	Very few grammatical/stylistic errors or referencing issues (1 - 2).	The essay is free of grammatical errors, cogently written, and accurately and consistently referenced.

Comments:

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