

**MIDDLESEX COMMUNITY COLLEGE**  
**ETH 102 – BUSINESS ETHICS**  
**Prof. Carlos Brocatto**

**THIS ASSIGNMENT WILL BE GRADED ACCORDING TO THE FOLLOWING RUBRIC:**

**Part One: “Summary Report” ePortfolio Tab**

	4	3	2	1
<b>Global Self-Awareness</b>	Effectively addresses significant issues in the natural and human world based on articulating one’s identity in a global context.	Evaluates the global impact of one’s own and others’ specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual’s personal decision-making and some local and global issues.
<b>Cultural Diversity</b>	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.

Please cite as: Dottin, J., Awkward, R., & Brocatto, C. (2016). Business Administration and Business Ethics Linked Assignments. Middlesex Community College.

**Part Two: “Two Concepts of Freedom” / “Ethics of Truth” Analysis ePortfolio Tab**

	4	3	2	1
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.

### Part Three: Reflection ePortfolio Project Tab

	4	3	2	1
<b>Engagement</b> <i>Demonstration of personal involvement and dedication to the project</i>	Provides detailed analysis of contribution and thought process for each part of the project along with critique of work and the project's overall impact within requisite time constraint	Communicates specific goals for parts of the project along with analysis of personal experiences and meets time requirements	Communicates having participated in the project with some detailed personal experiences but disregards time requirements	Shows difficulty communicating detail. Lacks effort and disregards time requirements

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### Part Four: Class Presentation

	4	3	2	1
<b>Engagement</b> <i>Demonstration of personal involvement and dedication to the project</i>	Provides detailed analysis of contribution and thought process for each part of the project along with critique of work and the project's overall impact within requisite time constraint	Communicates specific goals for parts of the project along with analysis of personal experiences and meets time requirements	Communicates having participated in the project with some detailed personal experiences but disregards time requirements	Shows difficulty communicating detail. Lacks effort and disregards time requirements