



CENTRE FOR MODERN LANGUAGES

**UHE 3152
INTERPERSONAL EFFECTIVENESS
SEMESTER 2 SESSION 2023/2024**

**ASSESSMENT 3
SELF-REFLECTION (20%)
WEEK 9**

NAME		COMPONENTS	MARKS
MATRIC NO		Content	/20
SECTION		Language	/10
LECTURER			
DATE		TOTAL	/30

COURSE LEARNING OUTCOME:

CLO2: Share self-reflection experiences based on intrapersonal and interpersonal stimulus questions in written form.

INSTRUCTIONS:

1. Write a self-reflection plan of about 3 – 4 pages based on the six stimulus questions given.
2. Submit your self-reflection plan in a folder created according to your sections.
3. This folder can be found in Week 7 in KALAM.

VERIFIED BY:

DR. UMI KALSOM BINTI MASROM
HEAD OF PROGRAMME (ENGLISH LANGUAGE)
CENTRE FOR MODERN LANGUAGES

This assessment booklet contains 4 pages including the cover page.

INSTRUCTIONS AND GUIDELINES

1. Answer **ALL** the six stimulus questions below in **3 – 4 pages**.
2. Elaborate your answers by **giving specific examples and details**.
3. Relate your answers to your own experience, knowledge, and ideas.
4. Use Arial Narrow, font size 12 and 1.5 spacing. Use **a different paragraph** for each question.

Late submission: After the assigned due date, 5% will be deducted from the original paper grade for each day of the late submission.

- No assignment will be accepted more than one week (7 calendar days) following the due date unless arrangements (with valid reason!) are made with the instructor before the due date. Assignments not handed in one week after the due date will receive a 0 (failing) grade.

END OF INSTRUCTION

DIVERSITY

1. Adrianna, a Mexican, has just been accepted as a foreign exchange student in Malaysia. What potential cultural barriers may she face? How should she manage these potential barriers?
2. What's the problem in assuming that other people are like us? How does this create a barrier to effective intercultural communication?
3. What are appropriate ways to deal with someone who consistently utters racial slurs and displays prejudice toward racial or ethnic groups?

ACTIVE LISTENING

1. Identify two situations during the past 48 hours in which you were an effective or ineffective listener. What factors contributed to your listening skill (or lack of skill)?
2. Aisyah and Alif disagree about who should handle some of the child-rearing tasks in their home. When they have discussions about these issues, what are some effective listening skills and strategies that they could use to make sure they understand each other?
3. Abdullah and Azfar are roommates. They both work hard each day and come home exhausted. What suggestions would you offer to help them listen effectively even when they are tired?
4. What makes a person deserve your empathic listening? For example, would you find it more difficult to empathize with someone who was overjoyed because of winning the lottery for RM7 million or with someone who was overcome with sadness because of the death of a loved one? How easy would it be for you to empathize with someone who was depressed because an expected bonus of \$60,000 turned out to be only \$45,000.

END OF QUESTION PAPER

**UHE 3152: INTERPERSONAL EFFECTIVENESS
ASSESSMENT 2 (CO2)**

(20% - 30 MARKS)

CONTENT (20 marks)

Rating	Description
20 – 17	Insightful with depth to the analysis. Relevant examples to explain point of view based on stimulus questions. Self-disclosure is open, non-defensive, and able to discuss growth/strengths and frustrations/weaknesses.
16 – 13	Reasonable in-depth analysis of some areas, but not all. Some appropriate examples from stimulus questions. Self-disclosure is cautious.
12 – 9	Some analysis. Some supporting ideas and examples from stimulus questions. Self-disclosure tends to be defensive or one- sided.
8 – 5	Limited and simplistic insight. Limited supporting ideas from stimulus questions. Self-disclosure tends to be superficial and factual, without self-reflection.
4 – 1	Very simplistic insight and very limited supporting ideas from stimulus questions. Self-disclosure is superficial and without self-reflection.

LANGUAGE (10 Marks)

Rating	Description
10 – 9	Excellent command of the language with hardly any errors. Can use a variety of sentence structures. Use appropriate and varied vocabulary effectively.
8 – 7	Good command of the language with occasional minor errors. Can use some complex structures. Use appropriate and varied vocabulary reasonably well.
6 – 5	Moderate command of the language with frequent errors. Some errors in structures but these do not hamper communication. Use appropriate and varied vocabulary satisfactorily.
4 – 3	Limited command of the language and sentence structures. Language errors repeatedly distract reader. Limited use of appropriate and varied vocabulary.
2 – 1	Very limited command of the language. Language errors have made the paper distinctively inadequate and incomprehensible. No mastery of sentence structures, very limited use of appropriate and varied vocabulary.

Notes:

If there is any evidence of plagiarism or the use of AI, the assessment will be evaluated based on the table below.

Similarity Index (SI)	Description
1 – 20%	Evaluate as usual
21% - 49%	Award not more than 12 for Content Award not more than 6 for Language
50 – 74%	Award not more than 8 for Content Award not more than 4 for Language
75% - 100%	Award not more than 4 for Content Award not more than 2 for Language