



<b><u>FACULTY</u></b>	: Humanities
<b><u>DEPARTMENT</u></b>	: Strategic Communication
<b><u>CAMPUS</u></b>	: APK
<b><u>MODULE</u></b>	: SCM3BB3 /SCC3BB3 Corporate Communication 3B
<b><u>SEMESTER</u></b>	: Second
<b><u>ASSESSMENT</u></b>	: 8 November 2021

<b><u>DATE</u></b>	: 8 Nov 2021	<b><u>SESSION</u></b>	: ONLINE
<b><u>ASSESSOR(S)</u></b>	: DR K MADLELA		
<b><u>MODERATOR</u></b>	: DR K SITTO		
<b><u>DURATION</u></b>	: 2 WEEKS	<b><u>MARKS</u></b>	: 100

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NUMBER OF PAGES: 8 PAGES

ONLINE EXAM GUIDELINES:

### Honesty pledge

*This is a **compulsory question** that needs to be answered before continuing with the remainder of the assessment.*

I agree to be honest when answering questions during this assessment. I agree not to receive any help from anyone else when answering questions and that the answers contain my own ideas and words. Therefore, I will not copy and paste content from the internet, or the lecturer's slides, or from handouts, or textbooks or anywhere else and present this as if it is my own work. To this end I understand what is plagiarism. All the work I submit for assessment is my own work.

To make sure that you understand the importance of plagiarism, please watch this helpful video: <https://www.youtube.com/watch?v=reGGPUrEsC0>

I hereby pledge that I have read and will abide by all UJ's rules and policies for all my assessments, whether submitted via Blackboard or via email or elsewhere. By using the Blackboard platform, any work submitted is subject to UJ's policy on Plagiarism and UJ's Online (Academic) rules and regulations, confirming that the work being submitted conforms and complies with these policies as well as any other policy that might be applicable. In the event that it is found that a student has contravened these policies, a student will be subject to disciplinary action in terms of UJ's policies in this regard.

Do you agree?

## INSTRUCTIONS:

Please note that you can open to view/download the question. You can draft your answer offline, then log on again to upload. Please make sure that you submit your answer on time before the link closes.

1. Answer all questions.
2. Write full sentences and include examples where relevant.
3. Make sure you clearly number your answers. Answers that are not numbered cannot be marked.
4. You have **two weeks** to prepare, answer and complete the test from **8am on Monday 25 October until 8am on Monday 8 November, 2021**. All submissions should be done via Blackboard in Word document format or PDF or on the text box provided in Blackboard.
5. Please note that this is a test, thus copying and pasting of class notes, lecturer's slides or prescribed reading will result in poor performance (as it is

plagiarism). We are examining your understanding of the content learnt, not the regurgitation or repeating of prescribed readings, lecturer's slides or class notes.

6. All submissions must **include a cover page** with your student details included. Make sure you include your name, surname and student number.

7. The link will be active on Blackboard at the start time of the exam/test session/period.

8. You may not email lecturers about the exam/test questions to get assistance, nor may you collaborate with other students on your test/exam.

9. Be aware that **similarity reports (SafeAssign) will be used to check** the originality of your answers and your answers against those of other students. This means that you cannot copy and paste your answers from the internet or from other students. Make sure you familiarise yourself with the university's plagiarism policies.

10. Ensure that you have adequate data and a reliable Internet connection so that you make sure that you can successfully submit your exam on Blackboard. Apologies such as 'my internet dropped the connection' will not be accepted.

11. When uploading exams or completing assessments online, make sure that everything is completed and uploaded before closing your computer. Apologies such as 'my document did not upload properly' will not be valid. It is your responsibility to make double sure that the assessment is completed, and everything is completely uploaded for your test to be marked.

12. Make sure you meet the deadline and build in enough extra time to complete the test on time. Build in extra hours in case something goes wrong, such as load shedding. Therefore, do not try to submit your exam/test at the last minute. Online submissions are programmed to close after the deadline, after which it may no longer be possible to complete your exam online.

13. Always keep a back-up copy of all exams/tests submitted, even uncompleted answers that you are working on. Use sites like Google Drive or One Drive to back up your completed exam/test in the cloud. This is to protect yourself from losing your work due to your computer getting stolen,

breaking down or getting hacked. Losing documents for one or other reason is not a legitimate excuse for not completing assessments on time.

14. By using the Blackboard platform, any work submitted is subject to UJ's policy on Plagiarism and UJ's Online (Academic) rules and regulations, confirming that the work being submitted conforms and complies with these policies as well as any other policy that might be applicable. In the event that it is found that you have contravened these policies, you will be subject to disciplinary action in terms of UJ's policies in this regard.

15. If you have challenges with devices and connectivity, the campus computer labs are open for students to use at all the four UJ campuses.

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You have two weeks to prepare your answer and your document will be submitted to SafeAssign and you need to make sure that you do not have a match of more than 10%. Make sure to use references correctly and to use quotation marks when you use other people's words. Learn to paraphrase to say things in your own words. Also make sure that you do enough research to use relevant examples to demonstrate your understanding. Be guided by the rubrics provided so that you do not waste space on content that does not count a lot. Think about your answer carefully and show your insight and understanding.

Throughout this semester, you completed two formative assessments, as well as three tutorial and three class activities. For the purposes of your summative assessment for this semester, you are required to compile a document consisting of the following activities to demonstrate how you have implemented the knowledge gained in your formative assessments.

**Use the following guidelines to structure and prepare your document:**

Content (80)	
<p>1. Reflection and improvements to Formative assessment 1: Semester test <b>(35)</b></p> <p>Discuss where you went wrong in the Formative assessment 1: Semester test (or Sick test for those students who wrote the sick test) assessment and make the necessary corrections and improvements to the document. Highlight the changes in <b>Yellow</b>.</p>	<p>You should accurately reflect, and this entails having the ability to analyse your efforts, celebrating what was good and continuing doing that, and also recognising your mistakes/limitations and working on improving them.</p> <p>Reflect on the analysis by identifying your mistakes, making the necessary corrections and discussing what you have done.</p> <p>Your analysis should include the reasons for losing marks, for example, lack of knowledge, misunderstood the question and time management problems.</p>
<p>2. Channel planning <b>(30)</b></p> <p>The organisation you analysed for your digital campaign assessment is considering adopting another Sustainable Development Goal (SDG) and running a new campaign. You have been tasked to advise on the SDG that the organisation should adopt, key messages of the digital campaign and the channels that should be used to take it to the market.</p>	<p>Reflect on your digital campaign assessment.</p> <ul style="list-style-type: none"> <li>• Select the SDG that the organisation should adopt and give reasons for your choice. (5)</li> <li>• Outline the key messages of the digital campaign. (10)</li> <li>• Provide guidance on the channels that should be used to take the messages to the market. (15)</li> </ul>
<p>3. Discussion forum <b>(15)</b></p> <p>Reflection on your own discussion (5)</p> <p>Reflection on discussion forums during the semester (10)</p>	<p>Study your discussion forum and comments you made on a fellow student's post. Discuss what needs to be changed and why.</p> <p>Now study other discussion boards that</p>

	<p>you participated in during this semester. Write two paragraphs on what you have gained from these engagements. Looking back do you think you contributed enough or could have participated more in these forums?</p>
<b>Technical (20)</b>	
Academic writing (Spelling, grammar, punctuation, and sentence construction) (10)	<p>Ensure that your ideas flow logically. Pay attention to spelling, grammar, punctuation, and sentence construction.</p>
Presentation (5)	<p>Your work should be professionally presented (recommended font Arial 11, justified, 1.5 line spacing). Include a table of contents. Structure your work using relevant headings and subheadings and correctly number your pages.</p>
Referencing (5)	<p>Sources properly cited to avoid plagiarism. Use the Harvard referencing system. Link from the UJ library available on Blackboard.</p>

**[100]**

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## Summative assessment rubric

### 1. Reflection and improvements to Formative assessment 1: Semester test (35)

This assessment requires accurate reflection. This entails having the ability to analyse your efforts, celebrate what was good (and continuing doing that), and recognising your mistakes/limitations and working on improving them. Reflect on the semester test by identifying your mistakes, making the necessary corrections, and discussing what you have done (and could have done differently). Your analysis should include an articulation of the reasons you may have lost marks, for example: *lack of knowledge, misunderstood the question, time management problems, and so on.*

**The assessments shall be made available on Blackboard/uLink, should the moderators wish to see them.**

<b>0-7</b> <b>Content has no or little relevance</b>	<b>8-14</b> <b>Insufficient detail</b>	<b>15-21</b> <b>Satisfactory</b>	<b>22-28</b> <b>Good</b>	<b>29-35</b> <b>Excellent</b>
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### 2. Channel planning (30)

The organisation you analysed for your digital campaign assessment is considering adopting another Sustainable Development Goal (SDG) and running a new campaign. You have been tasked to advise on the SDG that the organisation should adopt, key messages of the digital campaign and the channels that should be used to take it to market.

- Select the SDG that the organisation should adopt and give reasons for your choice.
- Outline the key messages of the proposed digital campaign.
- Provide guidance on the channels that should be used to take the messages to market.

**Students worked on the digital campaign assessment this semester.**

#### Appropriate channels chosen

<b>0-3</b> <b>Content has no or little relevance</b>	<b>4-6</b> <b>Insufficient detail</b>	<b>7-9</b> <b>Satisfactory</b>	<b>10-12</b> <b>Good</b>	<b>13-15</b> <b>Excellent</b>
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#### Key messages outlined

<b>0-0</b> <b>Content has no or little relevance</b>	<b>1-3</b> <b>Insufficient detail</b>	<b>4-6</b> <b>Satisfactory</b>	<b>7-8</b> <b>Good</b>	<b>9-10</b> <b>Excellent</b>
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#### SDG chosen in line with company's vision, mission, and objectives

<b>0-0</b> <b>Content has no or little relevance</b>	<b>1-1</b> <b>Insufficient detail</b>	<b>2-3</b> <b>Satisfactory</b>	<b>4-4</b> <b>Good</b>	<b>5-5</b> <b>Excellent</b>
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### 3. Discussion forum (15)

Study your discussion forum and comments you made on a fellow student's post. Discuss what needs to be changed and why. Now, study other discussion boards that you participated in during this semester. Write two paragraphs on what you have gained from these engagements. Looking back, do you think you contributed enough or could have participated more in these forums?

The Discussion forums are available on Blackboard/Ulink.

<b>0-3</b> Content has no or little relevance	<b>4-6</b> Insufficient detail	<b>7-9</b> Satisfactory	<b>10-12</b> Good	<b>13-15</b> Excellent

#### Academic writing (Spelling, grammar, punctuation, and sentence construction) (

<b>0-0</b> Incorrect with multiple errors	<b>1-3</b> More than 10 errors	<b>4-6</b> More than five (but less than 10) errors	<b>7-8</b> Good	<b>9-10</b> Excellent

#### Presentation (5) (Recommended font Arial 11, justified, 1.5 line spacing; table of contents with correct page numbers; relevant headings and subheadings).

<b>0-0</b> Incorrect, no effort at all	<b>1-1</b> Does not meet the standard	<b>2-2</b> Satisfactory	<b>3-4</b> Good	<b>5-5</b> Excellent

#### Referencing (5) Correct Harvard referencing system used and sources properly cited to avoid plagiarism

<b>0-0</b> Incorrect with multiple errors	<b>1-1</b> More than 10 errors	<b>2-2</b> More than five (but less than 10) errors	<b>3-4</b> Good	<b>5-5</b> Excellent



## Memo

### 1. Reflection and improvements to Formative assessment 1: Semester test (35)

- Analysis includes the reasons for losing marks eg lack of knowledge, misunderstood the question and time management problems.
- Reflection on the analysis to identify mistakes and making the necessary corrections and improvements to the document, then the student discussing changes that have been done.
- Changes highlighted in **Yellow**.

### Systems theory

- The systems theory maintains that all systems exist in an environment within a higher order suprasystem and within a smaller subsystem. These elements are interrelated and interdependent. A system consists of several elements (subsystems) that have attributes and interact with each other.
- Due to interactions among elements, the system can have properties that its parts do not have. “The whole is more than the sum of its parts” (Bertalanffy 1968:55)
- Systems theory enables PR practitioners to deal with complexity and volumes of information and amount of knowledge.
- A systemic approach to strategy development is important as it takes into consideration that systems/companies are embedded in a complex environment.
- The system is delimited from the environment by a system boundary and interacts with the environment through inputs and outputs (e.g. information, material and energy).
- It is important to have an open system where the boundaries between subsystems, suprasystems, and environments are permeable and responsive to feedback.
- Using a systematic approach enables a PR practitioner to ensure that organisation adjusts and adapts to an ever-changing environment.
- Public relations practitioners can be thought of the “boundary spanners” (Lattimore 2013:54) straddling the edge of an organization, looking inside and outside of it, regulating its relationships.
- When environments generate change pressures, it is vital for public relations professionals to act as an open system and respond to feedback or else the system will fail.
- Communication is perceived as an integrated process, it is therefore important to understand that systems must continually adjust to maintain states of equilibrium or balance between the message sender and receiver.
- Strategic plans are developed to maintain relationships and to help the organisation to survive. Effective strategy development in complex environments is only possible by considering the external and internal system perspectives. The strategy must build on the match between the internal factors of the firm (e.g., competencies, resources) and the external factors in its environment (e.g., customer demands, political requirements).

### General Systems Theory

The general theory of systems was founded by Ludwig von Bertalanffy, a biologist who was interested in the study of “living systems”.

1968, he published a book titled General Systems Theory

It was later adopted and used in organisational communication and organisations were seen as complex open systems requiring interaction among component parts and interaction with the environment in order to survive.

### **System components**

A system is an assemblage of parts, or components. In the context of an organisation, these components are the people and departments that make up the organization. Eg at UJ we have the VC, Deans, HODs, lecturers, students, support staff etc.

These parts/components are arranged in a certain way. They are

#### ***Hierarchically ordered.***

- The system also consists of subsystems eg different faculties at UJ and various departments such as finance, security services, health services, library and information services.
- The system is also part of a larger supersystem eg in the case of UJ it is part of the higher education system. The supersystem includes other universities, colleges, NSFAS etc.
- The system consists of smaller subsystems and is embedded within a larger supersystem.

#### ***Interdependence***

- The components of a system are dependent on each other. Eg the human Body, the brain needs blood to function; the blood is pumped by the heart, which in turn relies on the lungs for oxygen. To function properly, the heart and lungs need the brain to send some signals. All these parts are dependent on each other. If one component breaks down it could lead to the breakdown of the other parts/components and the whole system.

#### ***Permeability***

- The components of a system are permeable they allow information and materials to flow in and out.

Systems concepts include system-environment boundary, input, output, process, state, hierarchy, goal-directedness, and information.

### **System properties**

There are certain characteristics of systems that we need to understand. These are:

- Hierarchical ordering – Individuals spontaneously create hierarchies for example in the family set up there is the head of the family; and in society eg institutions like schools and universities there is a hierarchy eg VC, Principal, Deans. Sometimes these hierarchies are enforced/imposed on us.
- Open and closed: Systems must be both open and closed eg the respiratory system is structured in such a way that we are able to take in oxygen (so the system is open) but at the same time the oxygen taken in is processed in the lungs (so the system closes); then it opens again when an individual exhales. A system is considered to be “open” if it can exchange energy, matter and information with the environment. These exchanges lead to internal processes of transformation of elements such as homeostasis, self-regulation, equilibrium/balance, autopoiesis, equifinality/common finality. It is said to be closed if it focuses on internal factors and does not consider the influence of the external environmental. Closed systems do not exchange energy, content or information with the environment.
- Interdependence – Another characteristic of a system that we have already touched on is interdependence. All the different systems depend on each other

In addition to hierarchy, open and closed and interdependence, there is the concept/aspect of equifinality, holism, entropy, and homeostasis in systems.

- Equifinality – Refers to the fact that nothing has a pre-determined final outcome. Equifinality is the tendency of systems to achieve the same result although the starting position varies. By contrast, equipotentiality reminds us that different final states can be derived from the same starting point. Emerging paradigms in stratcom show that things are constantly in flux. Things keep changing all the time, hence the system doesn't have a pre-determined outcome.
- Wholeness or holism – gestalt theory - Systems are open to, and interact with their environments, and that they can acquire new properties through emergence, resulting in continual evolution. Rather than reducing an entity (e.g. the human body) to the properties of its parts or elements (e.g. organs or cells), systems theory focuses on the arrangement of and relations between the parts which connect them into a whole (holism). Every part of a system or subsystem is part of a whole/forms part of a whole.
- Feedback (negative entropy) – The discomfort experienced within the system causes entropy, which is another system concept for negative feedback. A system grows or develops in terms of negative feedback. The system needs negative feedback to change direction.
- Requisite variety
- Sequence of events and life cycles
- Steady states or homeostasis
- Multiple goal-seeking

### **Complexity theory**

- We need to understand complex systems because as we learn from this or cybernetics, everything cannot be controlled, explained or predicted so when human beings are involved things can become complex because our cognitive systems/brains are complicated.
- We don't always know what causes what for example you may know that you are upset or stressed/happy but sometimes you don't know why you are feeling a certain way. You don't understand the way your body reacts to certain things because it is complex.
- Systems become increasingly complex
- Increasingly complex images of the world arise from the observer herself and her perception of the inter-relationships between system components and system levels
- Processes are observer-dependent – meaning to say we cannot see the processes but what we can see is the behaviour and outcome but the processes that lead to that behaviour we cannot see, therefore uncertain and unpredictable.
- We are in a system of communication which is mediated at the moment because it is happening through media. This is how we are engaging with each other and it is not the same as with face-to-face, so the system has to rebalance. We need to get used to new ways of doing things and with these new ways we learn from systems, the uncertainty is rather uncomfortable.
- Complexity means that the relations between and among an almost infinite number of variables within many kinds of systems and on many different levels cannot be identified or analysed.
- Chaos theory, Dissipative Structures & Complex Adaptive Systems
- The butterfly effect & Heisenberg's Uncertainty Principle
- Communication and information processing are the most important concepts in systemic thinking.

- According to Dent (1999), complexity is a perspective that embraces acausal, non-linear interpretations of systems. Marion and Bacon (2000) stipulate three elements to complexity:
  - Non-additive behaviour emerges from interactive networks - the whole is greater than the sum of its parts.
  - The emergent behaviour exhibited in a complex system is unpredictably related to underpinning causes.
  - Complex behaviour occurs in the nebulous region between predictability and unpredictability: the edge of chaos.

### **Second-order cybernetics – social autopoiesis**

The theory of cybernetics (or systems theory) grew out of communication engineering and computer science. Its main principles relate to understanding how systems of all kinds are regulated.

First-order cybernetics is based on the general assumption that the system being observed is separate from the observer, while second-order cybernetics involves the meta step of including the observer

**First order** - When this theory was developed it was about observed systems. The purpose was to take it apart to inspect the different parts of the system. (A good example is a torch which has a light bulb, and a cord.)

- The purpose was to look at the various components, what they look like so that you can try and fit them back together and control the instrument.
- The first study of systems was about the study of control. The first basic communication model which was a single message channel receiver feedback was created after they developed Morse Code to transmit signals during the war.
- From the perspective of first-order cybernetics, we still think of reality as "out there" - something we can observe without influencing what we observe while we observe.
- From the perspective of first-order cybernetics, the observer sees reality as "out there", something we can observe without ourselves being influenced by it.
- In first order cybernetics, the observer takes a position outside of what is going on inside the system.
- First order focuses on how systems maintain their organisation. The main concepts relate to homeostasis, rules, and self-correction.
- Feedback is a process whereby information about our past actions is fed back into the system. Positive feedback is the acknowledgement that the change has occurred, while negative feedback indicates that the status quo has been maintained.
- Morphostasis and morphogenesis - refer to a system's ability to remain stable in the context of change or to change in the context of stability.

**Second order** - There has been a Shift from observed systems to **observing** systems

- The observer cannot be separated from the observation
- second-order cybernetics considers the observer as part of the observed.
- The system and the observer are seen as mutually interacting.
- Autopoiesis refers to the way different parts of the system relate, and the being and doing are inseparable
- All living systems have a will of their own
- They are difficult to steer or control
- In second-order cybernetics, reality is no longer conceived of as an entity separate from the observer but is, instead, understood as dependent on the observer's way of organising reality. Sluzki states that this "new" cybernetics includes the observer's role in constructing the reality being observed.

- Second order focuses on how systems change their organisation, and works with concepts such as recursiveness, self-reflective process, complexity, and autonomy.
- Requires that the observer applies the theories to herself...
- Self-observation – You are part of what you observe.
- Self-reference – ego system states
- Recursivity – points of reference – primary & secondary mental systems –
- Self-organisation/regulation/control

### **Karl Weick's theory of organising**

**This is a highly complex model that seeks to illuminate the process of organising**

- draws on variety of theories: evolutionary theory; information theory; & general systems theory
- Weick defines the process of organising as "the resolving of equivocality in an enacted environment by means of interlocked behaviours imbedded in conditionally related processes" (Weick 1969:91).
- Equivocality means uncertainty or unpredictability. Thus, organising is about reducing equivocality (uncertainty) through information processing.

The central idea is that organisations exist in an environment - not merely a physical environment but an information environment

- Information environments do not just exist "out there" in an objective manner.
- Weick notes that "The word, organization, is a noun and it is also a myth. If one looks for an organization one will not find it. What will be found is that there are events, linked together, that transpire within concrete walls and these sequences, their pathways, their timing, are the forms we erroneously make into substances when we talk about an organization (Weick 1974, 358).
- Individuals create the environment that confronts them through the process of enactment, selection (looking back on our words and actions and try to make sense out of what happened, in other words, retrospective sensemaking), and retention (whereby rules and cycles can be retained in the form of causal maps that are used to make sense of future equivocality in the information environment).
- Individuals working in an organisation are loosely connected, interact to reduce equivocality and make sense of the information they receive from others in order to accomplish goals.
- Sense making is achieved through using assembly rules and communication cycles.
- Assembly rules are procedures (sometimes called "recipes") that can guide organizational members in set patterns of sensemaking eg in an educational institution, an HOD may ask lecturers in the department to submit weekly reports in a certain format to reduce equivocality and simplify the information environment.
- Communication cycles are employed in an environment that is highly equivocal.
- When individuals interact, through their actions, responses and adjustments, they create multiple realities. Hence since different members of the organisation attribute different meanings to information they tend to create different information environments

Weick's theory of organising emphasises a number of relevant systems theory concepts such as:

- The system component interdependence

- The concept of requisite variety – highlighted by the sense making process.
- The notion of environment and permeability
- The notion of permeability

## 2. Channel planning (30)

- SDG chosen in line with company's vision, mission, and objectives (5)



- Key messages outlined (10)
- Appropriate channels suggested and adequate explanation for choosing them given (15)

## 3. Discussion forum (15)

### Reflection on your own discussion (5)

- Answer given should include what needs to be changed in the student's own discussion forum and comments made on a fellow student's post.
- Reasons to substantiate the points given.

### Stakeholder engagement

Stakeholder engagement is the systematic identification, analysis, planning and implementation of actions created to influence stakeholders. A stakeholder engagement strategy identifies the needs of key groups.

A well-designed stakeholder engagement plan can assist an organisation in meeting the needs of its stakeholders and determining which communication channels are suitable for each group.

### Grunig and Hunt Linkages Model

- Enabling Linkages: stakeholders have substantial amount of influence over an organisation's activities. This can restrict or complement business objectives (Meintjes, 2012).
- Functional Linkages: stakeholders essential for the normal operations of the organisation. Divided into two segments, namely input and output eg suppliers, distributors and customers.
- Normative Linkages: stakeholders with same goals or sentiments eg competitors. Hypermarkets like Checkers and Pick n Pay trying to retain customer loyalty; Dischem and Clicks; Momentum and Discovery etc each trying to gain a competitive edge over the other in the market.
- Diffused Linkages: stakeholders that do not really interact but can impact the organisation whether positively or negatively and change its activities/the way it operates.
- Also consider how other factors eg legal, economic, political, technological and socio-cultural impact the media ecosystem and stakeholder engagement.

### **Mitchell, Agle and Wood's Stakeholder Salience Model**

- It is based on the interests that the stakeholders have on the organisation.
- Organisations classify their stakeholders based on a power-interest matrix, which considers stakeholders according to their power (overall influence), legitimacy (desirable and acceptable relations) and urgency (time sensitive or critical call to action).
- The more power they possess to influence others and the higher the level of interest they have, the more likely their actions are to impact on the organisation.
- Helps an organisation prioritise its stakeholders.

### **Reflection on discussion forums during the semester (10)**

- Following assessment brief instructions ie the answer is two paragraphs long.
- Answer clearly shows how the student benefited from participating in Discussion forums.
- Fair assessment by the student on their level of participation/engagement.