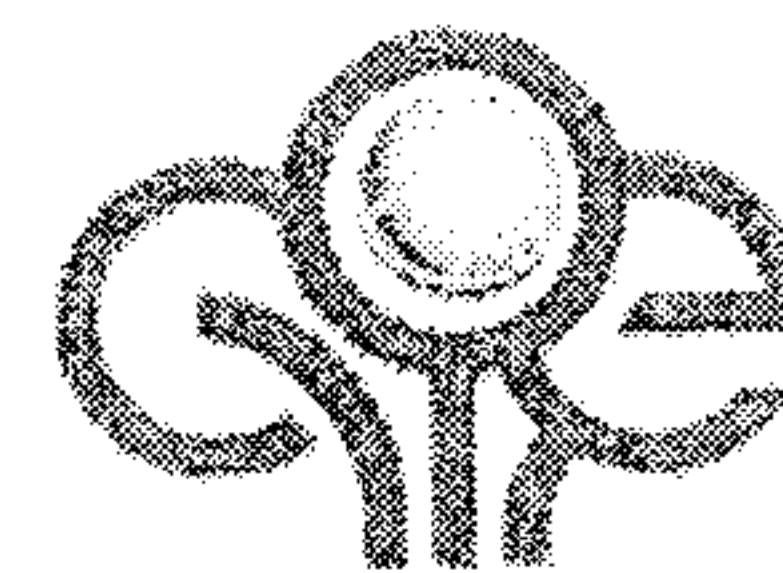




**VIETNAM NATIONAL UNIVERSITY, HANOI
UNIVERSITY OF ECONOMICS AND BUSINESS**



SYLLABUS

International Trade (INE 3001-E)

(Issued with the decision no. 1681/QĐ-ĐTĐH dated on 9/10/2016)

I – INSTRUCTOR INFORMATION

1.1 MA. Dung Việt TRẦN

- *Office:* R.407, E4 Building, University of Economics and Business – Vietnam National University, Hanoi
- *Office hours:* 10am - 4pm, Monday - Friday upon appointment
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1.2 MA. Hương Thanh VŨ

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II – COURSE DESCRIPTIONS

2.1 Prerequisite courses: International Economics

2.2 Number of credits: 3

2.3 Credit hours: 45

2.4 Course descriptions

2.4.1. The course covers a range of trade theories to analyze why countries engage in international trade. Apart from this, the course considers various trade policy instruments, the consequences of such instruments and the appropriateness of using trade policies for national objectives, along with the relationship between trade

policy and political economy; developing countries' issues; and growth. The course also analyzes ASEAN's and the WTO's key trade - related agreements and issues; and investigates the contemporary multilateral trade negotiations and Vietnam's integration into the AFTA and WTO. In the course, a variety of real world examples, exercises and case studies from both developed and developing countries are used for students to implement discussion, critically thinking and solving of international trade issues within the context of the appropriate theories.

2.5.2. The language of instruction and teaching is English.

2.5.3. Learning activities

- The course is conducted with different learning activities including lectures, case study, discussion, assignments and presentation.
- The class will be conducted as an interactive exchange. Students will take an active role in presentation, discussion and critical comments. Each class will involve discussions and dialogue as major elements in the learning strategy.
- Students are responsible for all reading assignments listed in the lecture topic calendar and participating in discussion of those readings.

2.5.3. Test form

- Mid – term exam and final exam will be conducted in written form
- Mid – term exams and final exam will cover (but do not limit to) multiple choice questions, problem solving and short essays.

2.5 Course objectives:

The course is suitable for those seeking career opportunities in the fields of trade policy consultancy, export, import and international project management. As such, the course aims are to build up student's understanding of relevant theory, key concepts and their applications to critically review and analyze leading contemporary international trade policy issues.

Instructor(s) will use the 4 scales to assess the level of proficiency of the students regarding to their skills achievement of the expected learning outcomes thorough the course (Appendix 1). Levels of cognitive proficiency are assessed with reference to Bloom's Taxonomy.

In detail, the course aims to equip students with the following:

2.5.1 *International trade knowledge and reasoning*

Upon the completion of this course, students are expected to be able to achieve the following attitudes at the levels of proficiency between 2 (to be able to understand and apply) 3 (to be able to analyze and evaluate):

- Demonstrate an in-depth knowledge of the trade theories, ranging from classical to modern theories, to explain trade flows and the gains from trade.
- Provide a thorough view of the different types of instruments of trade policy, and their distributional and welfare implications.



- Demonstrate an understanding about the role of trade in the economic development; and the ability to apply relevant concepts and analytical tools to interpret major international trade and policy events and evaluate their implications.
- Describe and understand the political economy of international trade policy and the practices of trade policies in both developed and developing countries.
- Evaluate the role of ASEAN and the WTO in international trade and contemporary trade issues that ASEAN and the WTO members are pursuing to address. Also, the students are required to understand and analyze the Vietnam's integration into these organizations.

2.5.2 Personal and professional skills and attributes

Students are required to build up personal and professional skills during and after the course between the levels of proficiency 2 (to be able to understand and apply) and 3 (to be able to analyze and evaluate). Specifically, successfully completing this course will contribute to the recognition of students' attainment of the following graduate attributes:

- Reasoning and solving international trade issues: this includes identifying, framing and generalizing international trade issues; analyzing the current trade policy issues/problems qualitatively and with uncertainty; and solving the problems by recommending and giving solutions.
- Researching and discovering international trade knowledge through surveying both print and electronic literature; searching, collecting, analyzing and handling/processing the international trade data.
- Thinking systematically: thinking holistically and critically; and finding international trade problems/issues and their interactions.
- Students are encouraged to develop personal skills and attitudes such as perseverance, responsibility, flexibility, self-confidence, diligence, enthusiasm and passion for career, creative and critical thinking, self-esteem, awareness of one's personal knowledge-skills-and-attitudes, time and resource management, learning and self-learning, self-management and a fluent use of Microsoft Word (in submitting homework and projects) and Microsoft PowerPoint (in the form of case study and project presentation).
- Students fostered and developed professional skills and attitudes including professional ethics; task organization and arrangement; awareness & catch up with modern world's economy; ability to work independently; self-confidence in international working environment; and ability to develop and promote personal & career.

2.5.3 Interpersonal skills

Students are required to build up interpersonal skills between the levels of proficiency 2 (to be able to understand and apply) and 3 (to be able to analyze and evaluate) to prepare themselves for learning and working in a modern team-based environment.

- The willingness to work in team, and to consider and embrace various viewpoints.



- The ability to interact effectively with others in order to work towards a common outcome in group discussions and presentation.
- The ability to communicate in English.
- The ability to make efficient oral presentation, including preparing presentation and supporting media with appropriate language, style, timing and nonverbal communications.
- The ability to write international trade report in English.

2.5.4 Ability to apply international trade knowledge into practice:

The students are required to build up their ability to apply the international trade knowledge into practice with the proficiency between 1(to be able to recall) and 2 (to be able to understand and apply). This ability will be incorporated into case studies, group presentation, group discussion and assignments, through which students are able to conceive international trade ideas; and design, implement and evaluate international trade policies/plan/project within the contemporary societal and external context, as well as enterprise and business context.

III – TEXTBOOKS AND REFERENCES

3.1 Required textbook(s):

- 1 - Krugman, P. R., & Obstfeld, M. (2006). *International economics: theory and policy* (7th ed.). Boston, MA: Addison-Wesley
- 2 - Mankusen, J. et al. (1995). *International trade: theory and evidence*. McGraw-Hill, Inc.
- 3 - Salvatore, Dominick. (2007). *International Economics* (9th edition). New Jersey: J.Wiley.
- 4 - Hoàng Thị Chinh, Nguyễn Phú Tự, & Nguyễn Hữu Lộc. (2005). *Giáo trình Kinh tế quốc tế*: Nhà Xuất Bản Thống Kê.

3.2 References:

Other useful but not essential international trade references include:

- 5 - Đỗ Đức Bình, & Nguyễn Thị Thúy Hồng. (2007). *Giáo trình Kinh tế quốc tế*: Nhà Xuất Bản Giáo dục.
- 6 - Nguyễn Xuân Thiên. (2007). *Giáo trình thương mại quốc tế*.
- 7 - IMF. (2008). *World Economic Outlook, October 2008: Financial Stress, Downturns, and Recoveries*: International Monetary Fund.
- 8 - Nguyễn Văn Tuấn, & Trần Hòe. (2008). *Giáo trình thương mại quốc tế*. Hà Nội, Việt Nam: Nhà Xuất Bản Đại học Kinh tế Quốc dân
- 9 - Feenstra, R. C. (2003). *Advanced international trade : theory and evidence*. Princeton, N.J. : Princeton University Press, 2003

- 10 - Oxfam. (2004). *Extortion at the gate: Will Vietnam join the WTO on pro-development terms?* : Oxfam
- 11 - Yarbrough, B.V. and Yarbrough, R.M. *The World Economy: Trade and Finance*. 7th Edition, Thomson South-Western, 2006
- 12 - WTO. (2003). *World Trade Report: Trade and Development*. WTO.
- 13 - WTO. (2007). *World Trade Report 2007: six years of multilateral trading system- achievements and challenges*. WTO.
- 14 - WTO. (2008). *World Trade Report 2008: Trade in a Globalizing world*. WTO.
- 15 - WTO. (2009). *World Trade Report 2009*. WTO
- 16 - Phạm Bình Mẫn. (1999). *ASEAN's Economic Integration: Opportunities and Challenges for Vietnam*. Harvard University.
- 17 - Website:
 - <http://www.nciec.gov.vn/>
 - www.mot.gov.vn
 - www.wto.org
 - www.un.org and www.un.org.vn
 - www.oecd.org
- 18 - Newspaper and journals:: Vietnam News, Vietnam Economy, New York Times, Wall Street Journal, The Economist, Business Week, Foreign Affairs, Foreign Policy, and others (details will be discussed during the classes).

IV – ASSESSMENT AND GRADING

4.1 Assessment Summary

Criteria	Weights
Attendance	5 %
Assignments	5 %
Quizzes	5 %
Group case presentations	10 %
Mid-term Exam	15 %
Final Exam	60 %
Total	100%

4.2 Assessment Details

There will be 2 assignments, 2 quizzes, 3 case studies presentations each group, a mid-term exam and a comprehensive final exam.

- *Class Attendance (5%):*
 - ✓ Students are required to attend all sessions except for previously arranged circumstances. This includes evidence of thorough prior preparation the class such as reading course materials and doing assignments if any.
 - ✓ Students absent from the class up to 5 times will result in Grade 0.
- *Assignments: (5%)*
 - ✓ Students are required to complete and submit 2 assignments which will be delivered in the class about one week before the submission date.
 - ✓ Assignment might be in the forms of individual or teamwork problem solving depending on each lecture topic.
 - ✓ The criteria for assessing the assignments are (but not limited to):
 - The ideas and arguments are relevant and answer all questions raised: 60%.
 - Organization of ideas and arguments are clear and logic with controlling and supporting ideas: 20%
 - Presentation in an appropriate format and professional appearance with citation and no plagiarism: 20%.
 - ✓ The solution for each assignment must be typed written. No late submission is accepted.
 - ✓ Failure to submit assignments will result in Grade 0.
- *Quizzes: (5%)*
 - ✓ There are two in-lecture quizzes that will last for around 15 minutes.
 - ✓ Quizzes are designed in form of multiple choice questions.
 - ✓ There will be no makeup quizzes. Failure to participate in quizzes will result in Grade 0.
 - ✓ All questions must be answered correctly to get the maximum point.
- *Group case presentation: (10%)*
 - ✓ In groups of 4-6 decided by the instructor(s) for each class, students will present their opinions for one of the cases as assigned.
 - ✓ Presentations should be 15-20 minutes maximum. The template of group's presentation is given by the instructor(s) (might include analysis and recommendations).
 - ✓ The criteria for assessing the group case presentations are (but not limit to):

Oral Presentation Assessment Rubric			
Total possible points: 10 points	Exceeds Expectations	Meets Expectations	Below Expectations
Organization	- Logical flow with	- Occasional lack of	- Illogical flow and ill-

(total possible: 2 points)	clear purpose and support.	logical flow. - Purpose is sometimes difficult to discern. - Support is not consistently clear and logical.	defined or no discernable purpose. - Support is unclear or incorrect. - Reveals basic lack of understanding of topic and flow.
Content (total possible points: 5)	- Accomplishes assignment directly and completely in an exceptional manner. - Cover all topics. Responds fully and accurately to questions.	- Accomplishes assignment capably. - Major topics covers, but support lacks specificity, accuracy, or relevance.	- Accomplishes assignment only partially or indirectly. - No supporting data, or data presented is irrelevant or inaccurate.
Delivery, projection, non-verbal languages and pronunciation. (total possible points: 1)	- Exhibits high level of enthusiasm and confidence. - Demonstrates a thorough understanding of audience and might generates audience interest and interaction. - Pace, volume, pronunciation & enunciation enhance the presentation. - Eye contact, gestures, and movement are effective. - Highly professional attire and demeanor enhance speaker's credibility.	- Exhibits uneven enthusiasm & confidence levels. - Demonstrate an reasonable understanding of audience. - Pace, volume, pronunciation & enunciation are acceptable, but do not enhance the presentation - Eye contact, gestures, and movement occasionally detract from topic. - Acceptable professional attire and demeanor.	- Exhibits low enthusiasm & confidence levels. - Demonstrate a failure to understand the audience. -Speech is too slow, too fast, or inaudible; peppered with fillers, such as uhm, and numerous incorrect pronunciation - Non-verbals consistently detract from presentation—reads from notes, monitor, or screen, makes little or no eye contact, and little or excessive movement, stands behind podium or in front of screen. - Unprofessional attire and demeanor. Seated presented exhibit distracting behavior during presentation
Technology (total possible points: 1)	- Visuals are clear, professional, and reinforce the presentation. - No spelling or grammatical errors	- Visuals placed in distracting design (template, font, clip art). - Acceptable spelling or grammatical error.	- Visuals are unclear, unattractive, or unprofessional. - Do not support presentation, and contain several spelling and/or grammatical errors.
Teamwork (total possible points: 1)	- All members contribute and participate in presentation and discussion efficiently	- Some members contribute and participate in presentation and discussion.	- Only one member contribute and participate in presentation

- *Mid-term exam: (15%)*
 - ✓ The mid-term exam will be administered in Week 9 and examine all the materials covered from Chapters 1 to Chapter 9.
 - ✓ The criteria for assessing the mid-term exams are (but not limited to):
 - The ideas and arguments are relevant and answer precisely all questions raised: 90%.
 - Organization of ideas and arguments are clear and logic with controlling and supporting ideas: 5%
 - Presentation in an appropriate format and professional appearance: 5%.
 - ✓ Failure to participate the mid-term exam will result in Grade 0.
- *Final exam: (60%)*
 - ✓ The final exam covers the entire course, (including the material covered before the mid – term exam).
 - ✓ The date is fixed by the Department of Training and informed to students in due course.
 - ✓ The criteria for assessing the mid-term exams are (but not limit to):
 - Demonstrate an understanding of questions/problems.
 - The ideas and arguments are relevant and answer precisely all questions raised: 90%.
 - Organization of ideas and arguments are clear and logic with controlling and supporting ideas: 5%
 - Presentation in an appropriate format and professional appearance: 5%.

4.3. Grading

The total grade for the course will be a weighted average of all the individual assessments.

4.4 Policy

- Students are required to complete and submit all the tasks given by the course instructor(s)/lecturer(s) in due date.
- Full attendance is required except in case of special events or emergency.
- The Code of Academic Integrity of the University addresses cheating, fabrication of submitted work, plagiarism, handing in work completed for another course without the instructor's approval, and other forms of dishonesty. For the first offense, a student who violates the Code of the University will receive 0 points for the assignment. The violation will be reported by the instructor(s) to the Dean's Office and recorded in the student's file. For the second offense, the student will be failed from the course and the reason noted on the student's official transcript.
- Hints for success:
 - ✓ Self-learning in this course will significantly decide your success in this course.
 - ✓ Consulting instructor if students have any questions related to lectures.

- ✓ Keeping pace with changes in the international trade economy by regularly reading magazines, articles and textbook; and visiting websites already specified in References.

V – LECTURE TENTATIVE SCHEDULE

Week	Hours	Lecture topics	Reading/Assignment	Notes
1	<i>Lecture</i> (2.5 hours)	<ul style="list-style-type: none"> • Course Introduction • Chapter 1: International trade concept • Chapter 2: International trade situation and prospect 	<ul style="list-style-type: none"> • Reading course syllabus. • Reading [1] Chapter 2 (pp. 11-23). • Reading [2] Chapter 1 (pp. 3 – 16). 	Dividing up the class into 4 - 5 groups.
	<i>Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> • <u>Topic:</u> Globalization and International Trade 	<ul style="list-style-type: none"> • Reading [13] (pp 1 – 12) • Reading [14] (pp 15 – 26) • Reading [15] (pp 1- 18) 	
2	<i>Lecture</i> (2.5 hours)	<ul style="list-style-type: none"> • Chapters 3: Labor Productivity and Comparative Advantage: The Ricardian Model 	<ul style="list-style-type: none"> • Reading [1] Chapter 3 (pp. 24-42). • Reading [3] Chapter 2 (pp. 35 - 60) 	Assignment 1
	<i>Exercises</i> (1/2 hour)	<ul style="list-style-type: none"> • Problem solving • MCQs 		
3	<i>Lecture</i> (2.5 hours)	<ul style="list-style-type: none"> • Chapter 4: Factor Endowment, Comparative Advantage and Income Distribution 	<ul style="list-style-type: none"> • Reading [1] Chapter 4 (pp. 50 - 76). • Reading [2] Chapter 8 (pp. 98 – 126). • Reading [3] Chapter 5 (pp. 158-167). 	Quiz 1
	<i>Exercises, Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> • Exercises • <u>Case study:</u> North – South Trade and Income Inequality 	<ul style="list-style-type: none"> • Each group reads and answers the questions in the assigned case. 	
4	<i>Lecture</i> (2.5 hours)	Chapter 5: The Standard Theory of International Trade	<ul style="list-style-type: none"> • Reading [1] Chapter 5 (pp. 84 - 98). • Reading [2] Chapter 2 and 3 (pp. 17 – 50) • Reading [4] Chapter 3 (pp. 61-89) 	Presentation (be assessed)
	<i>Exercises, Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> • Exercise • <u>Case study:</u> Has the growth of newly industrializing countries hurt advanced nations. 	<ul style="list-style-type: none"> • Each group read and answer the questions in the assigned case. 	

5	<i>Lecture</i> (2.5 hours)	<ul style="list-style-type: none"> • Chapter 6: Demand. And Supply, Offer Curves and the Terms of Trade 	<ul style="list-style-type: none"> • Reading [2] Chapter 4 (pp. 52 – 60). • Reading [3] Chapter 4 (pp. 93 - 118) 	Presentation (be assessed)
	<i>Exercises, Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> • Exercises • <u>Case study</u>: The Transfer problem and the Asian crisis 	<ul style="list-style-type: none"> • Reading [1] Chapter 5 (pp. 95 – 99). • Each group reads and answers the questions in the assigned case. 	
6	<i>Lecture</i> (2.5 hours)	<ul style="list-style-type: none"> • Chapter 7: Economics of Scale, Imperfect Competition and International Trade 	<ul style="list-style-type: none"> • Reading [2] Chapter 12 (pp. 174 – 195). • Reading [3] Chapter 6 (pp. 173-205) 	
	<i>Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> • <u>Topic 1</u>: Growth of intra-industry trade • <u>Topic 2</u>: Intra-industry trade in developed and developing countries 	<ul style="list-style-type: none"> • Each group reads and answers the questions in the assigned topic. 	
7	<i>Lecture</i> (2.5 hours)	<ul style="list-style-type: none"> • Chapter 8: Tariff 	<ul style="list-style-type: none"> • Reading [1] Chapter 8 (pp. 176 – 185; 199 – 202)) • Reading [2] Chapter 15 (pp. 245 – 267). • Reading [3] Chapter 8 (pp. 245 – 255; 261-269). 	
	<i>Exercises,</i> (1/2 hour)	<ul style="list-style-type: none"> • Exercises: identify and calculate the effects of tariff in both small and large country case. 		
8	<i>Lecture</i> (2.5 hours)	<ul style="list-style-type: none"> • Chapter 9: Non-tariff barriers 	<ul style="list-style-type: none"> • Reading [1] Chapter 8 (pp. 186 - 194) • Reading [2] Chapter 16 (pp. 268 – 290) & Chapter 20 (pp. 341-371). • Reading [3] Chapter 9 (pp. 287 – 301). 	Assignment 2
	<i>Exercises, Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> • Exercises • <u>Case 1</u>: An Import Quota in Practice: US Sugar • <u>Case 2</u>: A Voluntary Export Restraint in Practice: Japanese Autos 	<ul style="list-style-type: none"> • Each group reads and answers the questions in the assigned case. 	
9	<i>Mid-term exam</i> (3 hours)	<ul style="list-style-type: none"> • Chapter 9: Non-tariff barriers (cont.) • Mid-term exam 	<ul style="list-style-type: none"> • Review all reading materials from week 1 – 8. 	
10	<i>Lecture</i> (2.5 hours)	<ul style="list-style-type: none"> • Chapter 10: The Political Economy of Trade Policy • Chapter 11: The role of Trade and Trade Policy in the Development Process • Chapter 12: Selected trade 	<ul style="list-style-type: none"> • Reading [1] Chapter 9 (pp. 207 - 222) • Reading [2] Chapter 19 (pp. 312 – 323). • Reading [3] Chapter 9 (pp. 302 – 311). 	Presentation (be assessed)

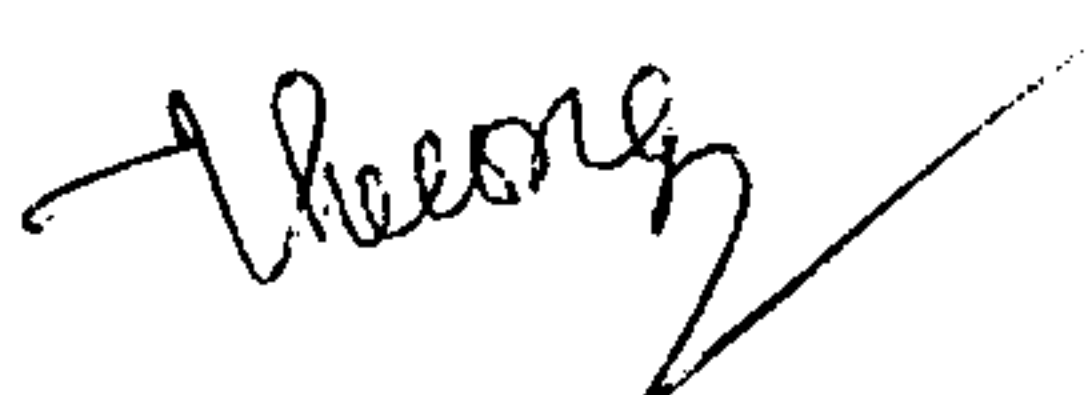

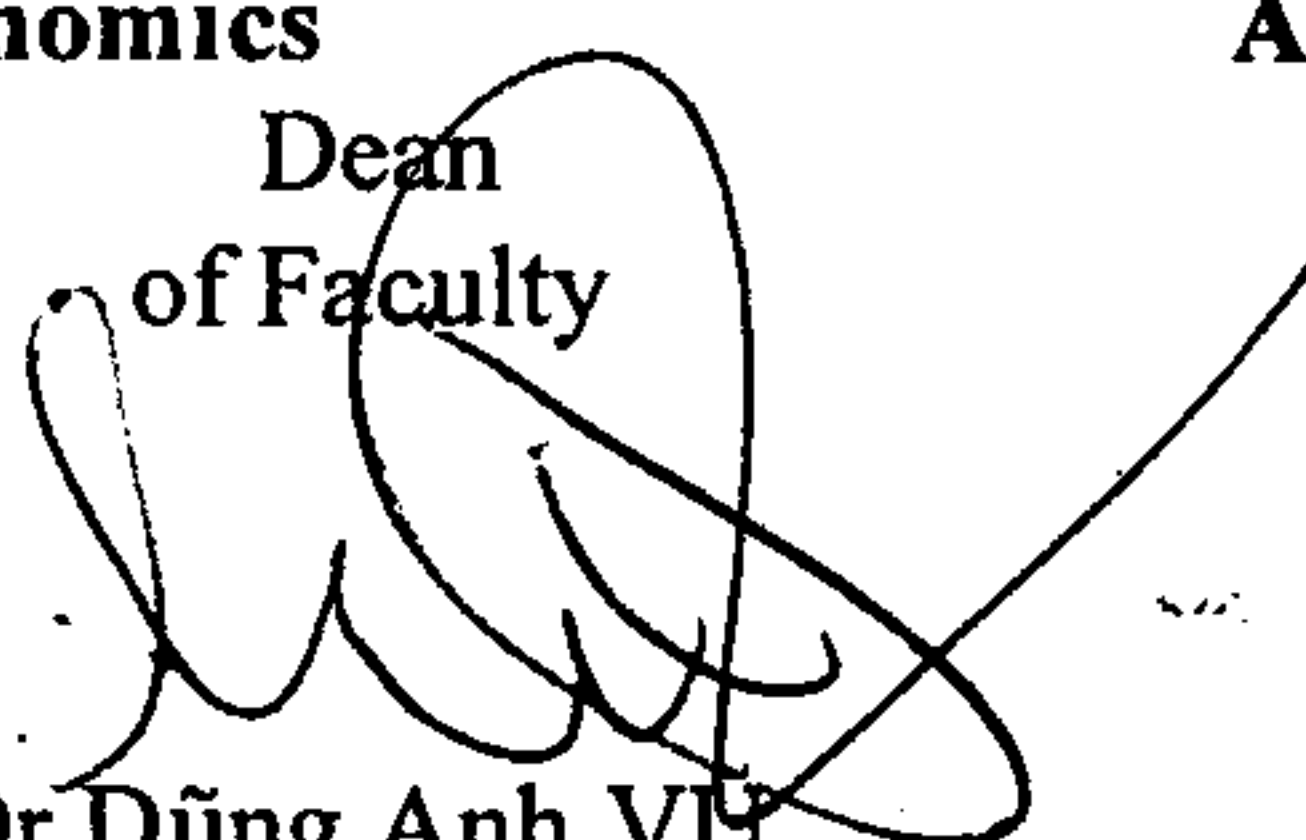


		and development and issues	<ul style="list-style-type: none"> • Reading [12] (pp. 22 - 117) • Reading [13] (pp. 13 – 32) 	
	<i>Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> • <u>Case 1</u>: Why are global food prices soaring? • <u>Case 2</u>: Trade in Hormone- Treated Beef • <u>Case 3</u>: Agricultural Subsidies 	<ul style="list-style-type: none"> • Each group reads and answers the questions in the assigned cases. 	
11	<i>Lecture</i> (2.5 hours)	• Chapter 13 : Trade Policy in Developed Countries	• Read [1] Chapter 11 (pp. 243 – 258).	
	<i>Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> • <u>Case 1</u>: Europe's Common Agricultural Policy • <u>Case 2</u>: US trade policy 	• Each group reads and answers the questions in the assigned cases.	
12	<i>Lecture</i> (2.5 hours)	• Chapter 14 : Trade Policy in Developing Countries	• Reading [1] Chapter 10 (pp. 243 - 258)	Presentation (be assessed)
	<i>Presentation & Discussions</i> (1/2 hour)	• <u>Case 1</u> : Export – led growth Strategies of China and Vietnam	• Each group reads and answers the questions in the assigned cases.	
13	<i>Lecture</i> (2.5 hours)	• Chapter 15 : ASEAN and the integration of Vietnam	<ul style="list-style-type: none"> • Reading [16] • www.aseansec.org 	Quiz 2
	<i>Presentation & Discussions</i> (1/2 hour)	• <u>Topic</u> : The role of Vietnam in ASEAN trade	• Each group reads and answers the questions in the assigned topic.	
14	<i>Lecture</i> (2.5 hours)	• Chapter 16 : Introduction to the WTO: History, Agreements and Negotiation Rounds	<ul style="list-style-type: none"> • Reading [12] (pp. 118 - 221) • www.wto.org 	Presentation (be assessed)
	<i>Presentation & Discussions</i> (1/2 hour)	• <u>Topic</u> : Deadlocks in the Doha Round	• Each group reads and answers the questions in the assigned topic.	
15	<i>Lecture</i> (2.5 hours)	<ul style="list-style-type: none"> • Chapter 17: Vietnam's Integration into the WTO • Revision 	<ul style="list-style-type: none"> • Reading [10] • www.wto.org • http://www.wto.org/english/news_e/pres06_e/pr455_e.htm 	Presentation (be assessed)
	<i>Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> • Vietnam's accession to the WTO • Trade performance and trade policy changes after Vietnam's Accession to the WTO. • Impacts of Vietnam's integration to the WTO 	• http://www.nciec.gov.vn/	

Remarks:

- Further essential materials (if any) will be provided during each class.

- Venue for lectures and presentation/discussions: classroom.

Prepared by	For Faculty of International Economics	Approved by
	Department of World Economy and International Economic Relations	Dean of Faculty
		
MA. Hương Thanh VŨ	Dr Anh Kim NGUYỄN	Dr Dũng Anh VŨ

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Appendix 1: 4 scales to assess students' level of proficiency

Students' Level of proficiency	Bloom's Taxonomy	Key verbs to recognize the ability of students after the course (level of proficiency)
<i>Level 1</i> (To be able to recall)	<i>Level 1:</i> (Remembering)	Memorizing; naming; recognizing; gathering data; observing; showing; recording; locating; identifying; recalling; telling; uncovering; listing; repeating; defining; explaining; investigating; pointing to; retrieving prior knowledge
<i>Level 2</i> (To be able to understand and apply)	<i>Level 2 & 3:</i> (Understanding and applying)	<i>Understanding:</i> classifying; demonstrating; grouping; illustrating / exemplifying; rearranging; reordering; summarizing; inferring; relating; experimenting <i>Applying:</i> modeling; diagramming; performing; reporting; ordering; operating; executing / carrying out; using / implementing acquired data in new situations
<i>Level 3:</i> (To be able to reason)	<i>Level 4 & 5:</i> (Analyzing and evaluating)	<i>Analyzing:</i> comparing; attributing; discussing; contrasting; organizing; investigating; taking a part; deconstructing; focusing / selecting; solving; differentiating relevancy <i>Evaluating:</i> interpreting; critiquing; valuing; justifying; proving; deciding; monitoring; judging; rating; assessing; appraising
<i>Level 4:</i> (To be able to create)	<i>Level 6:</i> (Creating)	Imagining / generating / hypothesizing; designing / planning; inventing / producing / constructing; adapting / changing; improving / predicting; extending; developing; building; compiling