

CCGL9008 Cybersocieties: Understanding Technology as Global Change

Grade Descriptors for Group 'YouTube' Presentations (30%)

	Grade A	Grade B	Grade C	Grade D	Grade F
Addressing the Task	- Identifies clearly the main task and related aspects, addressing their relationships to each other.	- Identifies the main task and some but not all of its complexities or nuances.	- Identifies the main task but overlooks related aspects.	- Distorts the task and responds incompletely, or takes a superficial approach.	- Lacks an understanding of what the task requires or responds inappropriately or tangentially to the task.
Understanding Analysis, Synthesis, and Application of Knowledge	- Perceptive, critical, and consistently high level of engagement with issues and themes based on comprehensive understanding of relevant concepts and theories; the analysis, synthesis and application of knowledge is clear and effective.	- Generally critical engagement with issues and themes; some shortcomings In understanding, but the analysis, synthesis and application of knowledge is mostly clear and effective.	- Some evidence of engagement with issues and themes, but video presentation tends toward rather superficial understanding of relevant concepts and theories, with inaccuracies in the analysis, synthesis and application of knowledge.	- Limited engagement with key issues and themes, which never goes beyond reproduction of knowledge and is marred by serious inaccuracies.	- Little or no understanding or engagement with issues, concepts and themes. Video presentation characterized by serious inaccuracies and misunderstandings.
Argumentation	- Examines the question/ issue/problem from all salient perspectives. - Overall logic is clear. - Premises or evidence strongly	- Examines the question/ issue/problem from most of the salient perspectives. - Articulates own position, and argumentative structure is	- Some important perspectives or issues are not recognized. - Not all relevant arguments and counter arguments	- Examines things from a single perspective. - Only minimal understanding of relevant arguments and counterarguments.	Arguments are confused and illogical. Students fail to present and defend a coherent position.

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	<p>support conclusions.</p> <ul style="list-style-type: none"> - Counter-evidence or rival positions addressed. - Arguments fit together and build a compelling case. 	<p>clear and logical, but some arguments underdeveloped, or some considerations overlooked, or some assumptions or implications misunderstood.</p>	<p>are fully understood.</p> <ul style="list-style-type: none"> - Offers own position but reasoning is marred by weak, emotional, or inconsistent argumentation. 	<ul style="list-style-type: none"> - Offers own position, but arguments are flawed, disorganized, or difficult to identify or understand. 	
Delivery	<ul style="list-style-type: none"> - The video presentation adheres strictly to the time limit set. - Presenters engage the audience at all times through a dynamic and engaging video production. - The video production quality is very high, with clear evidence of skill and craftsmanship. 	<ul style="list-style-type: none"> - The video presentation adheres strictly to the time limit set. - Presenters engage the audience most of the time through an engaging video production. - The video production quality is high, with evidence of skill and craftsmanship, though some aspects of the production could be done better in some places. 	<ul style="list-style-type: none"> - The video presentation is slightly over the time limit set. - Presenters attempt to engage the audience although some aspects of the production quality limit audience engagement. 	<ul style="list-style-type: none"> - The video presentation is significantly over the time limit set. - Presenters attempt to engage the audience although most aspects of the production quality limit audience engagement. 	<ul style="list-style-type: none"> - The video presentation is significantly over the time limit set. - Presenters seem to make little attempt to engage the audience throughout the video. The production quality is very poor and does not demonstrate effort nor creativity.

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Grade Descriptors for Self-Reflection Journal (20%)

	Grade A	Grade B	Grade C	Grade D	Grade F
Addressing the Task	- Identifies and addresses clearly the main question(s) and the subsidiary, embedded, or implicit aspects, addressing their relationships to each other.	- Identifies and addresses the main question(s) and some but not all of the subsidiary, embedded or implicit aspects.	- Identifies and addresses the main question(s) but does not address the subsidiary, embedded or implicit aspects.	- Identifies part of the main question(s) and only addresses the question(s) partially.	- Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic.
Intellectual Engagement with Concepts, Theories or Issues <i>- applies theoretical ideas to lived experience</i>	- Writings consistently demonstrate informed, thoughtful and sustained intellectual engagement relating to course materials. - Theoretical ideas are applied to lived experience appropriately and insightfully. - Viewpoints are always clearly articulated, meticulously supported and from multiple perspectives.	- Writings mostly demonstrate informed and thoughtful intellectual engagement relating to course materials. - Theoretical ideas are applied to lived experience appropriately and at times insightfully. - Viewpoints are in the main clearly articulated, well supported and from multiple perspectives.	- Intellectual engagement relating to course materials but not always with sufficient depth, breadth or understanding. - Attempts to apply theoretical ideas to lived experience but sometimes inappropriately or tenuously. - Viewpoints are in the main clearly articulated but are not always sufficiently supported or from multiple perspectives.	- Writings indicate some intellectual engagement relating to course materials but mostly at a superficial level. - Writings are largely descriptive or anecdotal but do indicate some attempt to apply theoretical ideas to lived experience. - Tendency for viewpoints to be poorly articulated, insufficiently supported and from a single perspective.	- Writings reveal an absence of intellectual engagement relating to course materials. - Writings are irrelevant or superficial. - No attempt to link concepts and theories with lived experience. - Viewpoints are poorly articulated and unsupported or supported with seriously flawed arguments.
Personal Development <i>- consciousness raising (emotional / political / social / global awareness)</i> <i>- intellectual understanding</i>	- Develops extensive and highly perceptive self-understandings from reflective writings. - Demonstrates a willingness and ability to subject own beliefs, values and behaviours to critical scrutiny and an openness to change.	- Develops perceptive self-understandings from reflective writings. - Demonstrates a willingness and ability to subject own beliefs, values and behaviours to critical scrutiny and an openness to change.	- Develops some self-understandings from reflective writings. - Generally disposed to scrutinizing own beliefs, values and behaviours but not always in a sufficiently critical manner. - Shows some openness to change.	- Limited development of self-understandings from reflective writings. - Shows some willingness to examine own beliefs, values and behaviours but mostly without sufficient questioning of them. - Occasionally, shows openness to change.	- No evidence of the development of self-understanding from the reflective writings. - Unwilling or unable to scrutinize own beliefs, values and behaviours. - Shows no openness to change.
Mechanics	- The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear.	The language is mostly accurate but contains a few systematic errors in complex grammar and vocabulary.	- The language is sometimes inaccurate, although errors, when they occur, are more often in complex grammar and vocabulary. - Errors, when they occur, are distracting but the overall meaning is still intelligible.	- The language contains frequent errors in simple and complex grammar and vocabulary. - Errors are distracting and effort has to be made to understand the main arguments.	- Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible.