

Unit 3 Project: Grading Rubric

The following chart gives you a listing of the expectations for your Unit 3 Project submissions. Unlike your previous projects, the individual essay portion must be submitted through Turnitin and shared to the group discussion.

As you can see, deadlines are important and firm. Don't let a missed submission date drop you a letter grade! Contact me at cwitulski@fsu.edu if you have any questions.

| 10 points | 5 points | 0 points | Maximum Available |
|--|--|--|-------------------------|
| Individual essay | | | 30 |
| Submission compares two approaches to social change using specific references and analysis. Submission must be made to both the Turnitin link and posted to the group discussion board for credit. | Comparison lacks depth, accuracy, or suitable analysis. | There is no comparison, or it fails to meet minimal expectations for the assignment. Submission was not properly made to both Turnitin and the group discussion board. | 10 |
| Analysis of the creative activities and social conflicts of each artist or group is specific and well contextualized. | Analysis of social conflicts experienced by each artist or group is general, lacking detail, or has minor errors. | There is no analysis of the conflicts experienced by each artist or group, or the analysis fails to meet minimal expectations. | 10 each for two figures |
| Group discussion | | | 30 |
| First contribution to the group discussion summarizes the work of group members concisely and effectively. | First contribution summarizes peers' individual essays briefly or incompletely. | First contribution does not address the ideas found in other group members' individual essays. | 10 |
| First contribution to the group discussion gives and defends a suggestion for the group portion of the project (a contemporary social movement) with a substantial original idea or substantial and detailed support for an idea proposed by a group member. | First contribution contributes or defends an original idea with few details or little support. | First contribution does not give an idea, does not support a group members' given idea, or does so with no substantial support. | 10 |
| Subsequent contributions are helpful, substantial, and specific. | Subsequent contributions are moderately helpful, but lack substantive value. | Few or no later contributions to the group project. | 10 |
| Group project submission | | | 30 |
| Group essay clearly introduces and describes a plan to enact change in a specific arena of contemporary society through music, outlines the actors involved, and gives a definition for success (a goal). | Group essay describes a plan for enacting social change, but fails to clearly articulate actors and/or goals. | Group essay fails to clearly articulate a plan of action. | 10 |
| Group essay outlines a creative approach to this social change and effectively describes the place of music within it. | Group essay outlines an approach using music, but it remains vague or inarticulate. | Group essay fails to clearly articulate the role of music in the plan. | 10 |
| Plan of action and the role of music is effectively defended through specific references to past successes and failures, it is anchored in research and reflection. | Group essay refers to past successes and failures in musical activism, but does not effectively associate these with the current plan of action. | Group essay fails to clearly articulate how the plan relates to previous social and musical activism. | 10 |
| Peer assessment | | | 10 |
| Peer assessment grade will be an average of confidential scoring from your group members. | | | 10 |