1. **Academic Year**: 2024-25

2. **Course Code**: CCGL9065

3. **Course Title**: Our Response to Climate Change: Hong Kong 2100

4. **Course Description**:

[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including (i) the teaching assessment of visual and digital communication 'literacies'; and (ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]

Climate Change is the single greatest challenge of our generation. The quality of life of future generations will depend on the decisions we make, and how we design our planet today. Our powerful human imagination has enabled us to produce more mobile devices than people, build highways, immense cities, alter soils, crop genetic materials, redirect rivers, melt glaciers, design the chemistry of the atmosphere and the oceans, manufacture enough weapons to destroy humankind several times over. The ways humankind has lived and acted over the past centuries embody the idea that the earth has an unlimited supply of resources and that nature is there for humans to take and exploit. This must change.

Prompted by Einstein's well-known quote that "we cannot solve our problems with the same thinking we used to create them," this course will guide students into exploring a series of both mainstream and more controversial responses to climate change. We will criticize, debate, role play and imagine new narratives, models and metrics of success and ultimately design and advocate for a future we want. We will use Hong Kong 2100 as the theater of this speculative design work to build a better response to climate change. The outcome of the course will be an interactive public Art & Science exhibition, with illustrations, short-essays and discussions with strangers so that we can share our work and spark further innovation.

5. **Assessment Ratio**: 100% coursework

6. **Offer Semester**: Second Semester **Day of Teaching**: Wednesday

7. **Offering Department(s)**:
Department of Architecture – 100% [1]

8. **Course Co-ordinator**:
Dr H. Guo
Department of Architecture, Faculty of Architecture
Email: hongshan@hku.hk

9. **Teacher(s)**:
Dr H. Guo
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10. **Study Load.**

Activities	**Number of hours**
Lectures	24
Tutorials	10
Seminars	0
Fieldwork / Visits	0
Reading / Self-study	30

[1]

Drawing/Illustration	25
Assessment: Essay / Report writing/ Notion/ notion page	15
Assessment: Presentation (incl preparation)	6
Assessment: In-class test (incl preparation) Exhibition	6
Assessment: Reflective writing	4
Total:	120

11. **Course Learning Outcomes and Alignment with Common Core Programme Learning Outcomes** *[Please refer to **Appendix A** for the set of Common Core Programme Learning Outcomes (CC PLOs).]*

Course Learning Outcomes – On completing the course, students will be able to:		**Alignment with Common Core Programme Learning Outcome(s)**
1.	Research, describe and explain environmental, social, technological, economic challenges and design approaches to address them.	CC PLO(s): 1
2.	Critique and debate with their peers, think critically and diversely.	CC PLO(s): 3
3.	Develop and communicate their own design solutions to address local and global challenges.	CC PLO(s): 4
4.	Research, document and communicate their thought processes as well as the making of, and testing of, their designs in the real world.	CC PLO(s): 1

12. **Assessment Tasks**

A bar of 50% is set on the weighting assigned for 'group work' for better differentiation of students' individual level of performance. (The 50% bar refers to the *total weighting* on 'group work' across all assignments.) If the element of 'group work' in your course exceeds the 50% bar, please adjust the weightings of the course assessments as appropriate.

Assessment Method	Details of Assignment [Limit 250 characters)	Weighting	Alignment with Course Learning Outcome(s)

Weekly Personal Research & Reflection	Student will be assigned with a role and develop an individual persona with said role and come up with a proposed response to climate change claims – these research effort should be reflected in writing. Student should include a short accompanying text to support their position as reflection.	20	CLOs: 1
Video Essay	Students will create a 1 minute video using their own recorded voice and other elements such as images and text on the topic of how climate change affects them, leveraging arguments/thoughts they developed in class.	20	CLOs: 1
Final Reflective Essay on Climate Change Solution Building	Student will write a final reflection (up to 750 words) leveraging understanding of arguments from class to narrate a story that they think best presents the solution that will move the most people in promoting climate change understanding, awareness and provide maximum impact.	20	CLOs: 4
Visual Creation	Students will create an overall collage that they think best communicates the climate change solution they propose in their final reflective essay in a visual way.	20	CLOs: 3
Participation	Students will receive credits on class participation by serving as the role representative and tutorial participation.	10+10	CLOs:2

13. **Course Content and Topics**

The overall topic is designing locally for a planet that can work globally for all of us.

Week 1| Us versus the AI

We begin our exploration of futures with our very own bodies. As we go full speed ahead with various technologies, a silent revolution is taking place as we are "reprogramming life" itself. In addition to natural selection, artificial selection, adaptation, mutation, we are directly editing the DNA of our crops, animals and our

own children. It is not a question of “if” but a question of “when” body augmentation and mind augmentation will become the norm and be regulated. The merging of human and technologies is in progress. What would be your ideal future self? If you could design your children, what would you want them to be like?

Week 3| The Future of Food Systems

What we eat plays a major part in the environmental impact we have. About half of the world’s habitable land is used for agriculture, and 77% of that agricultural land is used for livestock while only providing 18% of the global calories supply. Being omnivore has been a key factor contributing to humans dominating the food chain, enabling humans to live in seemingly inhospitable places, survive and thrive. Over centuries our diet changed our physiology, formed our beliefs, traditions, cultural identities and personal preferences. Today, eating meat is often regarded as a status symbol, and expected at almost every meal in many places all over the world. On the other hand there is a cultural shift and an explosion of alternatives to meat and animalderived products including plant-based meat, lab-grown meat, vegan cheese and dairy replacements that hope to have a dramatic positive effect on the environment. We are what we eat. What will you eat? What will you grow?

Week 4| Fashion Design and Life Cycle of Stuff

In a society where almost any commercial good is a click away, it can give the false impression that our planet possesses infinite resources and would naturally afford infinite growth. From the mythologies of the Garden of Eden, to the “Abundance Mindset” (Peter Diamandis) riding on the back of Moore’s Law (“computer speed would double every 18 months”), we have been sold the idea that nature is barely an asset, something to exponentially exploit.

The story of fast fashion is an example of how we are consuming as if there’s infinite resources. Fashion is necessary. Just like art is vital to the human experience, fashion responds to the deep need to express our personality and how we feel. However, what is the true cost of fashion and how did we get addicted to fast fashion?

More broadly, where do all the goods surrounding us come from? What is the real cost of the things we consume everyday? Are we paying the fair and real price? Who will eventually foot the bill of centuries of economic growth? Beyond product lifecycle and planned obsolescence, we look at how we design, produce, consume, discard, forget what overloads our landfills. How many planets do we need to sustain our current growth? What do we desire? What can we afford? What can our planet afford? Where do we go from here?

Week 5| Energy and Transportation

Even as our growing population is still reliant on fossil fuels, solar energy recently became the cheapest source of energy, paving the way to electrify even remote locations and improving the living standards of millions. Subsidized wind is also being scaled, while hydrogen production is finally getting traction as the cost of decommissioning nuclear plants, mining for minerals and fossil fuel proves to be both economically and environmentally too costly. But green energy is not entirely rosy. Rare earth is being mined, large amounts of energy are necessary to make solar panels, wind turbine blades, and in most cases, there are no effective recycling mechanisms.

How will we transition to a carbon negative society?

Week 6| Architecture and Cities

The industrial revolution we are in the middle of now, that of connected manufacturing, with robotics arms, 3D printers, IOT, AI is -for most- allowing us to produce more stuff that we want but do not need. The industrial revolution we need is one that will help us to produce, consume and dispose of less stuff. It is one that will "grow" instead of "manufacture" products and have a positive entirely circular impact on the environment. This industrial revolution will change the structure of our cities, infrastructure, economies, and create new ways of life and traditions. We can project with great confidence that by the end of the century, more than 85% of the human population will live in cities. What would cities look like and how would they operate?

Week 7| Democracy and Capitalism

"It is easier to imagine the end of the world than the end of capitalism" (Frederic Jameson, "Capitalist Realism"). Hollywood abounds with tales of how our world is saved over and over again by a handful of heroic white men. Increasingly, voices are opposing the idea of "Capitalism vs. the Environment", and suggesting that we need to invoke the scale and urgency of "war economics" with ambitious "Green New Deal"-types of plans. Young climate activists are skipping school, organising Climate Marches, and refusing the "Disaster Capitalism" (Naomi Klein) that benefits so few of us. Even fewer of us are grasping the scale of the crises beyond the COVID19 pandemic such as a looming global recession, global warming, the Sixth Great Extinction and the many wars that would be directly or indirectly related to the above. COVID19 has justified the suspension of individual rights ("Surveillance Capitalism" Shoshana Zuboff), social media has divided us, cryptocurrencies are directly questioning the legitimacy of the state and being adopted at an astounding speed. As the digital layer of our new geographies, I.o.T. and A.I. promise a "frictionless society" and the dream of a "Zero Marginal Cost Society" (Jeremy Rifkin) could be considered as utopian as it could be considered dystopian. We still do not have an effective global environmental governance, constitution or ability to enforce crimes against the environment and it's increasingly clear carbon taxes and carbon credits are only band aids on a widespread hemorrhage. Can we upgrade capitalism to work for the environment? Or do we need an entirely new system overall? Week 8| Oceans, Decolonizing Science

The ocean is where all life comes from and covers over 71% of the surface of the planet. It is also the main controller for the climate, capturing about 90% of the heat of the sun and absorbing most of the CO2 we produce. But the ocean is dying. By 2050 we estimate that there will be more plastic than fish, 90% of the coral reefs will be dead, and by the end of the century 99% of coral reefs may be dead. Studying and protecting the ocean is vital and has been proven to be dangerous and expensive, only accessible to the richest nations. In less financially-resourced waters, marine science has been extending colonial traditions: after extracting natural resources, we have transitioned to extracting environmental data, genetic materials, and prospecting for minerals. A growing number of scientists are calling for a "decolonisation of science". For thousands of years, many indigenous people have lived in relative harmony with the environment and accumulated knowledge and know how to continue to live with nature. How can we integrate indigenous knowledge and make scientific inquiry more inclusive?

Week 9| The (Climate) Refugee Crisis

In 2020, we already have over 80 million refugees (UNHCR). With global warming, sea level rise, extreme weather, wars, it's projected that we may have 1.2 billion refugees by 2050, and over 2 billion by the end of the century. Hong Kong, which has one of the highest concentration of millionaires (and billionaires) in the world, is also one of the most unequal place to live with "1.4 million people and a poverty rate of 21.4%" (living with less than 4500HKD / month) and hosts about 13,000 asylum seekers and refugees struggling to survive with "the world's least unaffordable real estate".

Entire island nations are now certain to disappear with sea-level rise. Developing countries refuse to have their growth hindered by the countries that have polluted the most this far. In an increasingly globalised world, taller walls are being erected and populism and nationalism is rampant.

Where will all the refugees go? Who will benefit from this new global diaspora and culture?

Week 10| Our Planet, Climate Change and Systems Thinking

We zoom back out to the big story of our planet and climate change, and critically examine the dominant paradigm and whether we have the bravery and the tools to explore alternative futures, questions which seem too big to address but necessary. Is it too late to change the plot?

Beyond the heat and CO2 that we produce, a number of much more potent greenhouse gases are on the rise. It's only recently that the loss of the permafrost and an unfathomable amount of methane release have been integrated to the IPCC (Intergovernmental Panel on Climate Change) models, pointing towards a potential "tipping point" and "runaway effect", a destructive feedback loop we do not know how to stop or slow down. What was once a "worst case scenario", is becoming increasingly something we are preparing for - technologically, financially, and politically. In that context, instead of reducing the "rootcause" emissions, we are now investing in tampering the "symptoms" with large scale "geoengineering" projects.

The urge to fix our crises with geo-engineering can be understood by the idea of "Progress" and "Modernity", which are collective narratives and aesthetics that are almost taboo to examine, let alone deconstruct and reinvent. The rapid transformations in our climate and the resulting inequalities have not happened accidentally, but by design.The idea of "Progress" and "Modernity" are collective narratives and aesthetics that are almost taboo to examine, let alone deconstruct and reinvent. Academia is a place where diversity and experimental worldviews should be developed and tested. The ability to listen to and appreciate critically the diversity of worldviews is central to building a peaceful global society.

What are the urgent and critical issues we cannot afford to ignore? What is the level of thinking we need to "make the world work for one hundred percent of humanity, in the shortest possible time, through spontaneous cooperation, without ecological offence or the disadvantage of anyone," (Buckminster Fuller)? Week

11| Space Race, Mars and Moonshots

The 1% of the 1% of the 1% are investing in setting up homes on other planets, mining asteroids, and living forever. They are warning the 99.999% about "extinction events" that have happened in the past and the probability of them happening in the future (asteroid, pandemic, AI apocalypse, nuclear warfare, volcanic activity, solar storm). While it is really hard to determine if History will remember them as the great saviors or the great exterminators of the human race, we cannot stay indifferent or apathetic to the scale of their endeavors. The global space race can be seen as a new

global “cold war” with many governments and businesses but little public oversight or control.
How much of the earth’s lives and resources should we allocate searching for hypothetical life on other planets?
Week 12| Final Presentation: Our Response to Climate Change (Virtual, Physical TBC)

15. **Required Reading/Viewing** Mandatory
Watching

1. "Man", https://www.youtube.com/watch?v=WfGMYdalClU , Steve Cutts, 2012
2. “The New political story that could change everything”, TED, George Monbiot, 2019: https://www.ted.com/talks/george_monbiot_the_new_political_story_that_could_change_everything
3. "Design Is [Speculative] Futures Design Thinking - a new toolkit for preemptive design" Google Design, https://www.youtube.com/watch?v=UB9UVHGI6AI

Optional Readings (by weekly topics)

Human vs. AI: “We can't change the world until we change ourselves." Notorious B.I.G.

1. "What is transhumanism?" https://www.youtube.com/watch?v=ZB6IJgnKwpY , Albert Lin, Storytellers Summit, 2019
2. "Neuralink: Merging Humans with AI" https://www.youtube.com/watch?v=laWVyG6Y0mw , Newsthink, 2020
3. "Why 'upgrading' humanity is a transhumanist myth” https://www.youtube.com/watch?v=mQzJIpADNMo Big Think, Douglas Rushkoff, 2019

The Future of Food Systems

1. "The Agricultural Revolution: Crash Course World History #1", https://youtu.be/Yocja_N5s1I , CrashCourse, 2012
2. "Inside the Quest to Make Lab Grown Meat" https://www.youtube.com/watch?v=QO9SS1NS6MM , Wired, 2018

Fashion and The Life Cycle of Stuff:

1. "The Story of Stuff with Annie Leonard": https://www.youtube.com/watch?v=1RnnEFWUM4 , evox Television Networks, 2013
2. "Explaining the Circular Economy and How Society Can Re-think Progress | Animated Video

Essay": https://www.youtube.com/watch?v=zCRKvDyyHmI , Ellen MacArthur Foundation, 2011

3. "A healthy economy should be designed to thrive, not grow" https://youtu.be/Rhcrbcg8HBw , Kate Raworth, 2018

1. "Flying Dresses And The Future Of Fashion" https://www.youtube.com/watch?v=ZVtURELhy1w , Creators, 2014

2. "Zero Waste Daniel Turns Clothing Scraps Into Fashion" https://www.youtube.com/watch?v=2qqiKNzwHMg , Now This, 2017
Energy and Transportation

1. "Saul Griffith's commitment to showing how much individuals--and entire superpowers--can benefit from "energy literacy" https://www.thealternative.org.uk/dailyalternative/2018/10/14/ saul-griffith-lessenergy , The Alternative UK, Saul Griffiths, 2018 Architecture and Cities:

1. "Mapped: The World's Largest Megacities by 2100" https://www.youtube.com/watch?v=OksiAQqsAZs , Visual Capitalist, 2018
2. "BLADE RUNNER 2049 - Official Trailer" https://www.youtube.com/watch?v=gCcx85zbxz4 , Warner Bros. Pictures, Ridley Scott, 2017
3. "Terreform ONE Monarch Sanctuary" https://www.youtube.com/watch?v=Sq_YjJ7f3A8 , Terreform, 2019

Democracy & Capitalism: is capitalism compatible with environmental sustainability?

1. "Simulating alternate voting systems" https://www.youtube.com/watch?v=yhO6jfHPFQU , Primer, 2020
2. "How digital innovation can fight pandemics and strengthen democracy" https://www.youtube.com/watch?v=IZ2N3tF4W_k , Audrey Tang, TED, 2020
3. "Democracy, Authoritarian Capitalism, and China: Crash Course World History 230" https://www.youtube.com/watch?v=k7dTDjRnBqU , Crash Course, 2015

Oceans, decolonizing science

1. "Protect our oceans" https://www.youtube.com/watch?v=pS-sfUHJaXI , Sylvia Earle, TED, 2012
2. "The Problem of 'Colonial Science'" https://www.scientificamerican.com/article/the-problem-of-colonial-science/ , Scientific American, Asha de Vos, 2020 The Climate Refugee Crisis:

1. "Climate change and disaster displacement", https://www.unhcr.org/climatechange-and-disasters.html , UNHCR,
2. "The Refugees The World Barely Pays Attention To" https://www.npr.org/sections/goatsandsoda/2018/06/20/621782275/the-refugeesthatthe-world-bare ly-pays-attention-to, Tim McDonnell 2018, Our Planet, Climate Change and Systems Thinking:
3. "Drawdown" Paul Hawken, 2017
4. "Tom Chi on making ecological regeneration an imperative for tech" https://www.youtube.com/watch?v=MDcj7tiVauY , GreenBiz, Tom Chi, 2019 5. Scientist Johan Rockström Explains Earth's Climate Tipping Points" https://www.youtube.com/watch?v=C51RZzTVzwk , Now This, 2020 Mars and Moonshot: an industry out of this world

1. "The Mars Homes That NASA Awarded $500k", https://www.youtube.com/watch?v=LCuZC-CRg4M, Tech Insider, 2019
2. "What Would A Million Person Mars Colony Look Like?", https://www.youtube.com/watch?v=JaimO7nvzzQ Second Thought, 2020
3. "Tiny Satellites Are Changing How We See Earth" https://www.youtube.com/watch?v=7MnTg90E1OE , NBC News, 2019

4. "'Mars base camp' in China's Gobi Desert simulates life on the red planet", https://www.youtube.com/watch?v=6WGRtKXRQzk South China Morning Post, 2020

16. **Additional Course Information**

(e.g. course policy, penalty for late assignments, e.t.c.)

Students will be marked on forms of participation in the lectures and tutorials. Students will get 80% of the in-class participation credit after their first presentation, and in % increments until reaching 100% of the participation score for in-class presentation. Participation in tutorials are mandatory and full points on tutorials will be granted upon satisfying participation of tutorials by the TAs responsible.

On late submission of assignments: Prompt communication/explanation/request for extension for late submission will be allowed within 24 hours of assignment deadlines. Submission outside of this window with no justification of prompt submission will see a flat 50% reduction of corresponding assessment result as late penalty.

17. **Course Level Grade Descriptors**

Grade Descriptors for Personal Research & Reflection Write-up:

	Grade A	**Grade B**	**Grade C**	**Grade D**	**Grade F**
Research & Documentation	Uses notion page effectively to source references and organise relevant and high quality source complex information for their learning throughout the course as well as for the purposes of the final assignment, displaying one's mastery of various features of the notion page platform.	Uses notion page somewhat effectively to source references and organise source information for their learning throughout the course as well as for the purposes of the final assignment, displaying knowledge of how to use some/various features of the notion page platform. There are some inconsistencies in the relevance and quality of	Uses notion page to source references and organize source information for their learning, but not always effectively and consistently throughout the course and/or for the purposes of the final assignment. The notion page could be better organized and have sources which are more relevant and of higher quality.	Uses notion page but in an ineffective and inconsistent manner. The notion page is disorganized and there is a lack of relevant sources.	There is minimal use of the notion page for research and documentation. Where used, the information is disorganized and the source information irrelevant.

		source information researched and documented in the notion page.			
Communication	The notion page is well presented to the reader, attractive and engaging to read. The student has extracted key information while retaining the complexity and subtleties of the topic. The student makes exemplary use of notion page features such as hyperlinks, tables, tags to do so.	The notion page is clear, somewhat attractive and engaging to the reader. There is an attempt to present the information in a concise but nuanced manner, although it can be further improved. The student attempts to use notion page features such as hyperlinks, tables, tags appropriately to do so.	The notion page is for the most part, comprehensible to the reader, though not particularly attractive and engaging to the reader. There is some attempt to summarize the information but it may have been done rather clumsily. There is limited use of notion page features to improve the presentation.	The notion page is difficult to read and understand, and does not attract the reader's attention. The information is presented in a somewhat confusing manner. There is limited to no use of notion page features to improve the presentation.	The notion page is poorly organised, the material not engaging. There is no attempt to make the knowledge accessible and digestible and is confusing to the reader. There is no use of notion page features to improve the presentation.

Interaction	Is not only focused on their own notion page but also actively engages in back and forth conversation, providing insightful comments for others' work and responding meaningfully to others' comments for their own work. The choice of notion page features shows keen awareness of the wider structure of the platform and other students' individual notion pages.	Is not only focused on their own notion page but also engages in back and forth conversation, providing thoughtful comments for others' work and responding somewhat meaningfully to others' comments for their own work. The choice of notion page features shows some awareness of the wider structure of the platform and other students' individual notion pages.	Engages in some interactions and provides relevant comments for others' work and responds to others' comments for their own work, but is not always thoughtful. The choice of notion page features shows limited awareness of the wider structure of the platform and other students' individual notion pages.	Engages in a few interactions and provides relevant comments for others' work and responds to others' comments for their own work, but comments are barely relevant. The choice of notion page features does not show any awareness of the wider structure of the platform and other students' individual notion pages.	Does not outwardly engage with their peers, nor respond to comments and feedback they receive.

Grade Descriptors for Visuals (Illustration & Video):

	Grade A	**Grade B**	**Grade C**	**Grade D**	**Grade F**
Choice of medium and technique of representation	Chooses a medium / media that is powerful in communicating their story. The medium itself enhances the narrative.	Chooses a medium / media that is appropriate in communicating their story.	Chooses a medium / media that is somewhat appropriate in communicating their story.	Choose a medium / media that is not particularly appropriate in communicating their story.	The medium is poorly chosen and does not communicate the story at all.

Skills and Effort	Use the tool/medium to the fullest of its capacity and in highly creative ways.	Use the tool/medium well and in somewhat creative ways.	Use the tool/medium appropriately but could show greater creativity and effectiveness.	Use the tool/medium somewhat appropriately but lacks creativity and effectiveness.	Use the tool/medium inadequately and ineffectively, greatly lacking creativity.
Storytelling & Delivery	The visuals coheres with the essay and presents a powerful and engaging narrative that inspires the audience.	The visuals present a strong narrative together with the essay and draws the audience in.	The visuals complement the essay and are somewhat engaging to the audience.	The visuals somewhat match the contents of the essay but could be more cohesive. Overall the delivery is not particularly engaging to the audience.	The visuals and the essay do not come together to present a coherent narrative. The visuals do not capture the attention of the audience.

Common Core Curriculum – Grade Descriptors for Text/Final Reflection Paper

	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 most of the subsidiary, embedded or implicit aspects.	Identifies and addresses the main question(s) and some of the subsidiary, embedded or implicit aspects.	Identifies and addresses the main questions and a few of the subsidiary, embedded or implicit aspects but only addresses them partially.	Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic.

Understanding, Analysis, Synthesis, and Application of Knowledge	Consistent perceptive and critical engagement with issues and themes based on comprehensive understanding of relevant concepts and theories; the analysis, synthesis and application of knowledge is consistently clear and effective.	Frequent perceptive and critical engagement with issues and themes; the analysis, synthesis and application of knowledge is generally clear and effective but occasional shortcomings in understanding of relevant concepts and theories are evident.	Overall, some perceptive and critical engagement with issues and themes, the analysis, synthesis and application of knowledge is mostly clear and effective but the essay in parts reveals rather superficial understanding of relevant concepts and theories.	Occasional critical engagement with key issues and themes but in general rarely goes beyond reproduction of relevant concepts and theories, impaired in parts by considerable inaccuracies.	No critical engagement with issues, and themes. Essay characterized by serious inaccuracies and misunderstandings.
Argumentation	Examines the question/issue / problem from all important perspectives. Overall logic is clear. Premises or evidence strongly support conclusions. Counterevidence or rival positions addressed. Arguments fit together and build a compelling case.	Examines the question/issue/ problem from most of the important perspectives. Expresses its own position, and argumentative structure is clear and logical, but some arguments underdeveloped or some considerations overlooked.	Examines the question/issue/ problem from some of the important perspectives. Not all relevant arguments and counter arguments are fully examined. Offers own position but reasoning is sometimes impaired by weak, emotive, or inconsistent argumentation.	Examines things from a single perspective. Only minimal examination of relevant arguments and counterarguments. Offers own position, but the arguments are not put forward explicitly and not sufficiently supported.	Arguments are confused and illogical. The student fails to present and defend a coherent position. Offers own position, but arguments are flawed, disorganized, or difficult to identify or understand.

Structure / Organization	Introduction states clearly writer's thesis or position, and conclusion clearly summarizes main arguments. Paragraphing is appropriate at all times with each paragraph containing a central idea which is developed throughout the paragraph with supporting details.	Introduction states writer's thesis or position, and conclusion summarizes main arguments. Paragraphing is appropriate, but some paragraphs lack supporting detail or contain unrelated details.	Introduction and conclusion are included and generally capture the essence of the topic and discussion. Evidence of ability to paragraph, but some paragraphs lack a central idea or supporting detail	Introduction and conclusion are included but do not adequately capture the essence of the topic and discussion. Ability to construct a paragraph with a central idea and supporting details is evident at times but somewhat limited.	Introduction and conclusion are unclear, lack detail or missing altogether. Very little evidence of an ability to organize the essay into paragraphs with one central idea and supporting details.
Mechanics	The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed meticulously.	The language is generally accurate but contains some systematic errors in complex grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed apart from the occasional oversight.	The language is mostly accurate; and errors, when they occur, are more often in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but at times inconsistencies and/or errors occur.	The language is sufficient for arguments to be understood with effort. However, the language contains frequent errors in simple and complex grammar and vocabulary that are distracting. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but show many inconsistencies and/or errors.	Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes, etc.).

Common Core Curriculum - Grade Descriptors for Presentations and Verbal Participation in Class

	Grade A	Grade B	Grade C	Grade D	Grade F
	Identifies and addresses clearly the main question(s) and the subsidiary, embedded, or implicit aspects, addressing their relationships to each other.	Identifies and addresses main question(s) and most of the subsidiary, embedded or implicit aspects.	Identifies and addresses main question(s) and some of the subsidiary, embedded or implicit aspects.	Identifies part of the main question(s) and a few of the subsidiary, embedded, or implicit aspects but only addresses them partially.	Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic.
Understanding, Analysis, Synthesis, and Application of Knowledge	Consistent perceptive and critical engagement with issues and themes based on comprehensive understanding of relevant concepts and theories; the analysis, synthesis and application of knowledge is consistently clear and effective.	Frequent perceptive and critical engagement with issues and themes; the analysis, synthesis and application of knowledge is generally clear and effective but occasional shortcomings in understanding of relevant concepts and theories are evident.	Overall, some perceptive and critical engagement with issues and themes; the analysis, synthesis and application of knowledge is mostly clear and effective but the presentation in parts reveals rather superficial understanding of relevant concepts and theories.	Occasional engagement with key issues and themes but in general the presentation rarely goes beyond reproduction of relevant concepts and theories, impaired in parts by inaccuracies and/or misunderstandings.	No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstandings.

Argumentation	Examines the question/issue/ problem from all important perspectives. Overall logic is clear. Premises or evidence strongly support conclusions. Countereviden ce or rival positions addressed. Arguments fit together and build a compelling case.	Examines the question/issue/ problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined. Expresses own position, and argumentative structure is clear and logical, but some arguments underdevelope d or some considerations overlooked.	Examines the question/issue/ problem from some of the important perspectives and some relevant arguments and counter arguments are fully examined. Offers own position and argumentative structure is generally clear and logical but some arguments underdevelope d or some considerations overlooked. Reasoning is	Examines things from a single perspective and with minimal examination of relevant arguments and counterargu ments. Offers own position, but the arguments are not put forward with sufficient clarity and are not well supported. Reasoning is often impaired by weak, emotive, or inconsistent argumentatio n.	Arguments are confused and illogical. Student fails to present and defend a coherent position. Offers own position, but arguments are flawed, disorganized, or difficult to identify or understand.
			sometimes impaired by weak, emotive, or inconsistent argumentation.		

Structure / Organization	The presentation provides an outline which clearly introduces the structure and a conclusion that clearly summarizes the main ideas/arguments . Transitions from one main idea/argument to the next are always clear to the listener through the use of signaling phrases such as “the next point”, “the final section” etc.	The presentation provides an outline which introduces the structure and a conclusion that summarizes the main ideas/ arguments but one or both could be more comprehensive . Transitions from one main idea/argument to the next are almost always clear to the listener through the use of signaling phrases such as “the next point”, “the final section” etc. The listener is always able to follow the development of the main arguments.	The presentation provides an outline which introduces the structure and/or a conclusion that summarizes the main ideas/ arguments. However, one or both may be insufficiently clear and/or lacking in enough detail. Transitions from one main idea/argument are mostly clear to the listener but may lack the use of signaling phrases such as “the next point”, “the final section” etc.	The presentation endeavours to provide an outline which introduces the structure of the presentation or a conclusion that summarizes the main ideas/ arguments, although one or both may be unclear and/or lack enough detail to be useful to the listener. Transitions from one main idea/ argument are occasionally clear to the listener but overall lack the use of signaling phrases such as “the next point”, “the final section” etc. However, the listener is able to follow the development of some of the main arguments.	There is no outline or conclusion. Transitions from one main idea/argument are unclear because of a lack of signaling. The listener is not able to follow the development of any of the main arguments.