



Arts & Social
Sciences

School of Humanities and Languages

ARTS1240, Environment and Society Semester 1, 2014



Lectures: Wednesday 12-2 (Biomedical Theatre C)

Tutorials: Wednesday or Thursday (time and location by individual enrolment)

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1. Course Staff and Contact Details

Course Convenor

Name	Thom van Dooren	Room	Morven Brown 323
Phone	9385 3768	Email	t.van.dooren@unsw.edu.au
Consultation Time	Wed 10-11, or by appointment		

Other tutors names and contact details to be provided via Moodle.

2. Course Details

Units of Credit (UoC) 6

Course Description

Environment and Society is a Level 1 course and is the gateway for the Environmental Humanities major – though it can also be taken as an elective. Its content is designed to lead you into Level 2 courses for Environmental Humanities.

This course is concerned with the complex and problematic relationship between society and the environment. On one level, the nature of this relationship seems clear: humans damage the environment. Everywhere we look anthropogenic (or ‘human caused’) environmental problems are increasing: From extinction, biodiversity loss and the seemingly never ending production of waste, through to climate change and deforestation.

This course introduces students to these and other environmental issues, but it does so through a focus on the *social and cultural dimensions of these issues*. If indeed these problems are all caused by people, then any full understanding of our contemporary environment is only possible if we also consider human societies and their unique understandings of and ways of interacting with their environments.

Through a range of case studies, the course introduces students to a diverse set of humanities and social sciences approaches to environmental issues. Together, these approaches make up the interdisciplinary field of Environmental Humanities. Drawing on philosophy, history and anthropology we will explore some of the diverse ways in which people in different cultures and at different times have understood and interacted with the ‘more than human’ world. In the second half of the course, other approaches – like those of political ecology, environmental justice and science and technology studies (STS) – will provide us with new tools for thinking critically about how contemporary environments are shaped and influenced by competing interests.

Ultimately, the course introduces students to some of the underlying cultural, economic, and political systems that shape the ways in which diverse peoples understand, influence and live in the world.

Through this exploration of different approaches to the environment, one of the primary goals of this course is to encourage a deep questioning of any simple distinction between ‘society’ and ‘the environment’. It is abundantly clear that in a range of different ways, all human communities are bound up with – influenced by, dependent on and impacting upon – the ‘natural’ world. In this context, what does it mean to divide the world up into ‘society’ and ‘the environment’, and might the mode of thinking captured in this distinction itself be a central part of our current ecological crisis?

The ideas introduced in this course are developed in a sustained way throughout the rest of the Environmental Humanities major.

- Course Aims**
- To provide students with a solid foundational understanding of key environmental issues and their social components and drivers.
 - To familiarise students with the diverse approaches taken to studying human/environment interactions in the environmental humanities.
 - To provide foundational skills in critical thinking and reading, research, writing and group work that can be developed throughout the remainder of the degree program.

Student Learning Outcomes

At the completion of this course students will be able to...

1. Describe the range of environmental problems faced by contemporary society
2. Analyse and explain dimensions of these problems which are local, national and global
3. Analyse and explain the place of humans in ecosystems, with insights from several disciplines
4. Discuss the interaction between environment and society
5. Critically analyse real-life environmental/social issues, cultural practices and the link between the two
6. Identify and explore solutions to confront environmental challenges
7. Apply enhanced learning and communication skills, including skills in the critical analysis of academic and popular texts that interpret the link between social and environmental issues
8. Explain the concept of environmental citizenship and chart a course towards it.

Graduate Attributes

At the completion of the major/minor students will have...

1. An ability to solve the methodological and theoretical problems raised by approaching environmental concerns both within and across disciplines.
 2. An understanding of the approaches to environmental problem solving taken by the fields of history, philosophy, political science, history and philosophy of science, sociology and ecology.
 3. Experience in conducting research into an issue of environmental concern from at least one of the disciplinary approaches listed above.
 4. Familiarity with the typical means of conducting research in both the humanities and sciences fields.
 5. The ability to interpret and analyse the means of communication utilised by the various different disciplines, including technical documents, lay analyses, creative and journalistic media.
 6. The ability to utilise a variety of research techniques in the analysis and resolution of environmental controversies.
 7. The capacity to critically analyse and evaluate knowledge claims in scientific and humanities fields.
 8. The capacity to effectively utilise electronic communication technologies.
 9. The knowledge to contribute to analysis of environmental controversy.
 10. The skills and knowledge required to interpret and evaluate issues in circumstances of conflicting viewpoints.
 11. The skills to clearly articulate a case and coherently present it both via written and oral means.
 12. Understanding of historical evolution of various knowledge claims regarding the environment.
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3. Learning and Teaching Rationale

Learning outcomes	How these will be achieved:
Describe the range of environmental problems faced by contemporary society	Theoretical discussions in the lectures as well as the in-class tutorial discussions Assignments: Essays, Campaign
Analyse and explain dimensions of these problems which are local, national and global	Theoretical discussions in the lectures as well as the in-class tutorial discussions; and analysis of set readings Assignments: Essays, Campaign (and Tutorials discussion)
Analyse and explain the place of humans in ecosystems, with insights from several disciplines	Theoretical discussions in the lectures as well as the in-class tutorial discussions; and analysis of set readings Assignments: Essays (and Tutorials discussion)
Discuss the interaction between environment and society	Theoretical discussions in the lectures as well as the in-class tutorial discussions; and analysis of set readings Assignments: Essays, Campaign (and Tutorials discussion)
Critically analyse real-life environmental/social issues, cultural practices and the link between the two	Theoretical discussions in the lectures as well as the in-class tutorial discussions; and analysis of set readings Assignments: Essays, Campaign
Identify and explore solutions to confront environmental challenges	All teaching approaches Assignment: Essays, Campaign
Apply enhanced learning and communication skills including skills in the critical analysis of academic and popular texts that interpret the link between social and environmental issues	Tutorial discussions and analysis of readings Assignment: Essays, Campaign (and Tutorials discussion)

4. Teaching Strategies

This course asks students to engage with work that challenges foundational assumptions about contemporary environmental issues and the relationship between human societies and the environment more generally. The core objective of this course is to familiarise students with this material through lectures, in-depth tutorial discussions, independent research, and the preparation of assessment.

This course places a strong emphasis on the development of **critical analysis, reading, and discussion skills**. The tutorials play a key role in the achievement of these learning outcomes, requiring students to carefully read and analyse material from a range of sources.

In addition to tutorial participation, the assessment in the course is comprised of three key tasks.

The first and second pieces of assessment are **short essays**. These essays are designed to push students' understandings of relevant issues beyond a basic level. These essays will require students to conduct significant independent research that develops analytic concepts and themes that they have encountered in lectures and tutorials. In short, the essays will provide students with an opportunity to expand their knowledge beyond the material covered in the course and to critically evaluate key ideas and approaches.

The final piece of assessment – an **environment campaign and website** – has two key goals. Firstly, students are required to work together in groups and so to enhance these skills (along with time management). Secondly, this exercise requires students to connect the theories and issues discussed in the course with practical interventions and outcomes (in the form of a campaign).

Taken together, these three major pieces of assessment will provide students with the necessary background and knowledge of contemporary environmental issues, while also encouraging critical reflection on this material and the ways in which it might be communicated to a wider audience or otherwise put to practical use in the service of diverse environmental goals.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Essay 1	1,500	35%	1,2,3,4,5,6,7,8	1-12	Monday 14 April (Week 7)
Essay 2	2,000	45%	1,2,3,4,5,6,7,8	1-12	Monday 19 May (Week 11)
Campaign (website and presentation)	<i>See below</i>	20%	1,2,3,4,5,6,7	1-12	Weeks 12 & 13 (Final URL due Friday 13 June)

Please Note: In addition to fulfilling the above assessment requirements, students are expected to **attend at least 80% of their lectures and tutorials** in order to pass the course.

Essays (Items 1 and 2)

The two short essays in this course will each require students to explore the complexity of environmental issues and bring together some of the ideas/approaches that we have studied in the first section of the course.

Essay questions will be distributed in weeks 3 (essay 1) and 7 (essay 2), giving students roughly a month to work on each. The lecture in week 3 will also include some guidance on essay writing.

*Please see the specific instructions below on how to submit essays. **Note that a hard copy and an electronic copy must be submitted.** Please also note that both essays are due on **Mondays** (not the same day as class).*

See Feedback Sheets below for detailed marking criteria.

Campaign (Item 3)

In groups, you will work together to establish an 'environmental campaign' and build a basic website where campaign information can be accessed. You will also present the draft website in your week 12 or 13 tutorial class to get feedback from your tutor and other students.

The campaign should be about one or more of the following:

- Protecting an aspect of the environment;
- Stopping an environmentally unsound development;
- Promoting a new technology; or
- Encouraging a change in attitudes or behaviour.

You will:

- Work in groups to research the issue and establish the campaign website;
- Give a written explanation of the issue, what needs to be done and what actions people can take.
- Submit the campaign via a URL, with the site to contain at least 1,500 (original) words plus other material – images, videos, podcasts – whatever you'd like to include to make the site more interactive and effective.

Websites should be more than just sources of information. *Try to find ways to interact with visitors to your site:* to get them involved in some way in better understanding or contributing to the issue.

Further instructions will be provided in lectures and tutorials. In week 8 we will also have a mini lecture by Judy Motion that will provide you with additional food for thought in this area.

Note: In general each team member will receive the same mark unless there is good reason to believe contributions have been unequal.

See Feedback Sheets below for detailed marking criteria.

Referencing your work

All Environmental Humanities courses based in the School of Humanities and Languages (including all core courses in the major/minor) require students to use the **Harvard In-Text System** for references in all assessment.

This is one of the simplest and most straightforward approaches to referencing, but you will need to familiarise yourself with the system. Full details are available on the University's website: <https://student.unsw.edu.au/harvard-referencing>

Please ensure that you reference **all** material used for research to avoid plagiarism (see section 7 below for more details).

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses.

For more information on the grading categories see <https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

ESSAYS

Two copies of your essays must be submitted: one hard copy and one electronic. The cut off time for both submissions is **4pm** on the stated due date.

Hard copy: The hard/paper copy should be posted into the Assignment Drop Boxes at the School of Humanities and Languages, outside the front counter located on Level 2, Morven Brown Building. A **completed cover sheet** must be securely attached to assignments, with the declaration signed and dated by hand. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>

Electronic Copy: In addition, an electronic/soft copy must be submitted into the Turnitin system by 4pm on the due date. Turnitin can be accessed through the online Moodle site for this course.

The electronic copy will be used as evidence of assignment submission during appeal and dispute cases. Students have no recourse if a soft copy is not submitted. In addition, the Turnitin software will be used to check essays for possible cases of plagiarism (please see the link under 'Academic Honesty and Plagiarism' below for more information).

CAMPAIGN

Your campaign website should be submitted **by email** by 4pm on the due date. One member of your group should email the URL along with all of your group members' names to **your tutor** (not the course lecturer, unless it is the same person).

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week 1	Lecture 5 March	Environment and Society <i>Course overview – key course concepts</i>
	Tutorial (NONE)	Required readings: NONE (no tutorial)
Week 2	Lecture 12 March	Environmental History <i>From the emergence of 'the environment' to the Anthropocene</i>
	Tutorial	Required readings: <ol style="list-style-type: none"> 1. Goodall, Heather and Allison Cadzow (2009) "Aboriginal People and City Rivers: An Introduction" in <i>Rivers and Resilience: Aboriginal People on Sydney's Georges River</i> (UNSW Press: Sydney), pp. 1-25 2. Griffiths, Tom (2010) "We have still not lived long enough" <i>Humanities Australia</i>, vol. 1, pp. 23-32
Week 3	Lecture 19 March	Environmental Philosophy and Ethics <i>Our place in and obligations to a more-than-human-world</i>
	Tutorial	Required readings: <ol style="list-style-type: none"> 1. Curry, Patrick (2011) "Introduction" in <i>Ecological Ethics: An Introduction</i> 2nd Edition (Polity Press: Cambridge), pp. 1-14 2. Plumwood, Val (1993) "Dualism: The logic of colonisation" in <i>Feminism and the Mastery of Nature</i> (Routledge: London and New York), pp. 41-68 <p>In class this week we will also have a short bibliographic tools workshop to familiarise you with the best approaches to keeping track of your research notes and sources.</p>
Week 4	Lecture 26 March	Environmental Anthropology (Deforestation)
	Tutorial	Required readings: <ol style="list-style-type: none"> 1. West, Paige and Dan Brockington (2006) "An Anthropological Perspective on Some Unexpected Consequences of Protected Areas" <i>Conservation Biology</i>, vol. 20.3, pp. 609-616 2. Tsing, Anna (2005) "A History of Weediness" in <i>Friction: An Ethnography of Global Connection</i>. Princeton & Oxford: Princeton University Press

Week 5	Lecture 2 April	Environmental Justice (Waste)
	Tutorial	Required readings: <ol style="list-style-type: none"> 1. Moore, Sarah A. (2008) "The Politics of Garbage in Oaxaca, Mexico", <i>Society & Natural Resources</i>, vol. 21.7, pp. 597-610 2. Puckett, Jim (2006) "High-Tech's Dirty Little Secret: The Economics and Ethics of the Electronic Waste Trade" in David N. Pellow (Ed.) <i>Challenging the Chip: Labor Rights and Environmental Justice in the Global Electronics Industry</i>. Philadelphia, PA: Temple University Press.

Week 6	Lecture 9 April	What is Place?
	Tutorial	Required readings: <ol style="list-style-type: none"> 1. Byrne, Denis, Heather Goodall, Stephen Wearing and Allison Cadzow (2006) "Enchanted Parklands" <i>Australian Geographer</i>, vol. 37.1, pp. 103-15 2. Plumwood, Val (2008) "Shadow Places and the Politics of Dwelling" <i>Australian Humanities Review</i>, vol. 44, pp. 139-50

Week 7	Lecture 16 April	What is Nature?
	Tutorial	Required readings: <ol style="list-style-type: none"> 1. Vining, Joanne, Melinda S. Merrick and Emily A. Price (2008) "The Distinction Between Humans and Nature: Human Perceptions of Connectedness to Nature and Elements of the Natural and Unnatural" <i>Human Ecology Review</i> vol. 15.1, pp. 1-11 2. Cronon, William (1995) "The Trouble with Wilderness: or, Getting Back to the Wrong Nature" in William Cronon (Ed.) <i>Uncommon Ground: Toward Reinventing Nature</i>. New York & London: W.W. Norton & Company. <p>The version provided here is a PDF from Cronon's website: http://www.williamcronon.net/writing/Trouble_with_Wilderness_Main.html</p>

Mid-semester Break (18 – 27 April)

Week 8	Lecture 30 April	Political Ecology (Climate Change) then Mini Lecture: Environmental Campaigns (Prof. Judy Motion)
	Tutorial	Required readings: <ol style="list-style-type: none"> 1. Robbins, Paul (2006) "Carbon Colonies: From Local Use Value to Global Exchange in Climate Forestry" in Saraswati Raju, M. Satich Kumar and Stuart Corbridge (eds.) <i>Colonial and Post-Colonial Geographies of India</i>, SAGE Publications: New Delhi, pp. 279-97 2. Kates, Robert W. (2000) "Population and Consumption: What We Know, What We Need to Know" <i>Environment</i>, vol. 42.3, pp. 10-19.

Week 9	Lecture 7 May	Science and Technology Studies (Biotechnologies) <i>Guest Lecturer: Dr Matthew Kearnes</i>
	Tutorial	<p>Required readings:</p> <ol style="list-style-type: none"> 1. Kim Hammond (2004) "Monsters of modernity: Frankenstein and modern environmentalism" <i>Cultural Geographies</i>, vol.11, pp. 181-198 2. Haraway, Donna (1991) "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century" in <i>Simians, Cyborgs, and Women: The Reinvention of Nature</i>, Routledge: New York (<i>short excerpt</i>). <p>Please note: <i>This is a challenging, but important, reading. Please stick with it.</i></p>

Week 10	Lecture 14 May	Narrative (Biodiversity and Extinction)
	Tutorial	<p>Required readings:</p> <ol style="list-style-type: none"> 1. Rose, Deborah Bird (2012) "Multispecies Knots of Ethical Time" <i>Environmental Philosophy</i>, vol. 9.1, pp. 127-140. 2. van Dooren, Thom (2014) "Introduction: Telling Lively Stories at the Edge of Extinction" in <i>Flight Ways: Life and Loss at the Edge of Extinction</i> (Columbia University Press: New York)

Week 11	Lecture 21 May	Creative Arts and the Environment <i>Guest Lecturer: Dr Eben Kirksey</i>
	Tutorial	<p>Required readings:</p> <ol style="list-style-type: none"> 1. Kirksey, Eben, Craig Schuetze and Stefan Helmreich (forthcoming) "Introduction" in Eben Kirksey et al. (eds.) <i>The Multispecies Salon Gleanings from a Para-Site</i> (Duke University Press: Durham) 2. Carruthers, Beth (2006) "Praxis: Acting as if Everything Matters" (excerpt) Available online: http://www.culturalcurrency.ca/PraxisFinal.pdf

Week 12	Lecture 28 May	Conclusions: Bringing together perspectives in the Environmental Humanities
	Tutorial	<p>No required readings <i>Tutorials this week will be taken up with group presentations for your campaign assignments.</i></p>

Week 13	Lecture	No Lecture
	Tutorial	<p>No required readings <i>Tutorials this week will be taken up with group presentations for your campaign assignments.</i></p>

9. Course Resources

Course Readings

All of the required readings will be provided through the Moodle website for this course. Please ensure that you read them **before** class and bring a printed or electronic with you for detailed discussion in groups and as a class.

Subject Guides

A good place to start looking for relevant journals is the UNSW Library subject guide page – see, for example, the “Environment” | “Social Issues” page.

<http://subjectguides.library.unsw.edu.au>

A few other good journals (search for these in the library catalogue)

Environmental Humanities; Environment and Society; Conservation and Society; Environmental History; Environment and History; Environmental Philosophy; Environmental Ethics; Ethics and the Environment; Humanimalia; Political Ecology; Capitalism, Nature, Socialism; PAN: Philosophy, Activism, Nature; Australian Humanities Review (esp. the Ecological Humanities section).

A few good Databases (*available through the library catalogue)

Project Muse*; Philosophers Index*; Directory of Open Access Journals; Google Scholar

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

Assessment Feedback Sheet 1 (Essays)

Environment and Society (ARTS1240)

	poor	ok	good	very good	excellent
Evidence of planning					
Level of research					
Understanding of relevant theory and concepts					
Quality of explanation and interpretation					
Line of argument					
Use of evidence and examples					
Link between examples & conceptual framework					
Evidence of critical thinking					
Overall clarity of presentation and expression					
Structure and organisation of essay					
Spelling and punctuation					
Grammar, sentence and paragraph structure					
Referencing: in text					
Referencing: in bibliography					

Further comments:

Mark: _____

Marked by: _____

Assessment Feedback Sheet 2 (Campaign)

Environment and Society (ARTS1240)

	poor	ok	good	very good	excellent
Structure of campaign					
Clearly expressed the issue					
Discussion of solution/desired outcome					
Quality of interaction/actions encouraged					
Evidence of group work					
Use of evidence and examples (in general)					
Clarity					
Level of research					
Overall presentation					
Spelling, Punctuation, Grammar					
Sentence structure, Paragraphing					
Referencing: in text					
Referencing: in bibliography					

Further comments:

Mark: _____

Marked by: _____