**Additional documents available at https:// XXX**

**List of Assignments**

**Preparatory assignments**

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| --- | --- | --- | --- |
| **Week deadline** |  | **Weighting** | **Evaluation criteria** |
| 3 | **Select three different issues affecting one European country today.** * Select one European country you are interested in.
* Please have a look at the topics under each week. Topics must relate to the themes we will be covering in class.
* Provide a sentence to describe each topic.
* Use technical terminology where you can and academic English (not oral-style or texting style English).

Submit your entry through Blackboard: Assignment/Three topics | 10% | * Academic language (are you using adequate terminology).
* Content (is your topic related to this course).
 |
| 5 | **Pick just *one* out of the three topics – Literature review.** * Find two articles on this topic and write two separate sections summarizing the main ideas of each.
* Write full sentences in academic English noting the length of your sentences.
* Write around 350 words.
* Ensure the ideas are properly referenced.

Submit your entry through Blackboard: Assignment/Literature review 1. | 30% | * Academic language (are you using adequate terminology).
* Content (is your topic related to this course, are you providing an adequate summary of the issue).
* Research evidence (are you using credible references, are these adequately cited).
* Structure (is your organization logical, are your sentences the right length).
 |
| 7 | **Add to your literature review (on the same topic).*** Find another two articles on the same topic that provide different/contradictory points of view.
* Write two separate sections summarizing the main ideas of each.
* Write full sentences in academic English noting the length of your sentences.
* Write around 350 words.
* Ensure the ideas are properly referenced.

Submit your entry through Blackboard: Assignment/Literature review 2. | 30% | * Academic language (are you using adequate terminology).
* Content (is your topic related to this course, are you providing an adequate summary of the issue).
* Research evidence (are you using credible references, are these adequately cited).
* Structure (is your organization logical, are your sentences the right length).
 |
| 9 | **Evaluate the ideas of the four articles you have summarized.** * Introduce the topic by saying why it has caught your interest and what is your position towards it.
* List the key points in relation to this topic (based on the literature review).
* Evaluate the ideas summarized, providing your own thoughts through evaluative language.
* Add a brief conclusion.
* Write around 700 words.

Submit your entry through Blackboard: Assignment/Evaluation. | 30% | * Academic language (are you using adequate terminology, are you using evaluative language).
* Content (are you justifying your thoughts using ideas developed in this course).
* Critical thinking (is your evaluation adequately justified and logical).
* Research evidence (are you using credible references, are these adequately cited).
* Structure (is your organization logical, are your sentences the right length).
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**Final Assignment**

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| **Week deadline** |  | **Evaluation criteria** |
| 13 | **Compare your issue from Assignment one across two European countries.** * Pick a second European country.
* Compare the second country’s situation to the topic you investigated in Assessment One.
* Write a full academic essay with an introduction, body and conclusion.

• Write 1200 words. Submit your entry through Blackboard: Assignment/Assignment two. | * Academic language (are you using adequate terminology, are you using evaluative language).
* Content (are you justifying your thoughts using ideas developed in this course, is it clear how the issue affects each country, is the comparison clearly drawn).
* Critical thinking (is your evaluation adequately justified and logical).
* Research evidence (are you using credible references, are these adequately cited).
* Structure (is your organization logical, are your sentences the right length).
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**Appendix B – Knowledge Questionnaire Questions**

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| --- | --- |
| **Question** | **Detail** |
| 1 | Clear about what is expected in my writing |
| 2 | Identifying a specific topic for my assignments |
| 3 | Demonstrating my understanding of the topic |
| 4 | Challenging or resolving a controversial topic in this subject |
| 5 | Extending or updating the knowledge within this subject |
| 6 | Understanding what is ‘academic language’ |
| 7 | Using appropriate language to write the assignment/s for this subject |
| 8 | Using academic language to precisely express myself |
| 9 | Avoid using spoken-like expressions |
| 10 | Using appropriate sentence structures to avoid confusion or ambiguity |
| 11 | Linking statements together clearly and logically |
| 12 | Using the technical vocabulary of this subject |
| 13 | Taking specific examples and turning them into a general statement |
| 14 | Planning the overall organization of the assignment |
| 15 | Using titles and headings to explicitly signal the stages of the text |
| 16 | Using paragraphing to organize and separate ideas in each section |
| 17 | Organizing content using introduction, body and conclusion |
| 18 | Using consistent language features to maintain cohesion and coherence of the text (e.g. ordering by time and topic) |
| 19 | Summarizing and paraphrasing ideas through writing |
| 20 | Comparing ideas through writing |
| 21 | Using language to fulfil the evaluative and persuasive purposes of the assignment |
| 22 | Expressing my point of view and evaluation objectively |
| 23 | Evaluating the importance and/or relevance of my topic |
| 24 | Citing the literature properly to support my arguments and ideas |
| 25 | Acknowledging the research literature as I adopt theoretical concepts and analytical framework from such literature |
| 26 | Relating my own study with the relevant literature |
| 27 | Proving that my study is rigorous and accurate |
| 28 | Understanding the assessment criteria in terms of its language requirements |
| 29 | Understanding how to improve English writing skills according to the assessment criteria |

**Appendix C – 2018 Rubrics**

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| --- | --- | --- | --- | --- | --- |
|  | A | B | C | D | F |
| Content | The issue and topic selected demonstrates an engaged curiosity to understand the issues facing modern European societies. Ideas are developed with depth & insight, related extremely well to the themes of the course. A very well written assignment.In addition, for assignment 2:The issues facing two European countries are developed with depth & insight, comparisons are clearly drawn, related extremely well to the themes of the course. | The issue and topic selected demonstrate a good interest to understand the issues facing modern European societies. The essay makes some references to content covered in class without elaborating further. In addition, for Assignment 2: The issues facing two European countries are mentioned but not always fully developed (some key aspect might be missing). Comparisons are not always fully justified or some of the data might not be correct. | The issue and topic selected demonstrate some interest to understand the issues facing modern European societies. Ideas are developed inconsistently, vaguely related to the themes of the course. Although the essay indicates that the author has a satisfactory general understanding of the topic, there is evidence that he/she does not fully understand particular points.In addition, for Assignment 2: Some of the issues facing the two European countries are mentioned but not fully developed (most key aspect are missing). Comparisons are not always justified and some of the data might not be correct. | The issue and topic selected demonstrate little interest to understand the issues facing modern European societies. Ideas are rarely developed, only vaguely related to the theme of the course.The essay provides a very limited, unsubstantiated argument and reveals that the author has an incomplete understanding of the topic.In addition, for Assignment 2: The author has limited himself/herself to copying parts of Assignment 1. Or: The comparison is not justified. | The issue and topic selected demonstrate no interest to understand the issues facing modern European societies. Ideas are not developed, nor related to the theme of the course.Or: The content of the essay is irrelevant to the question.In addition, for Assignment 2: The comparison is not valid, either because the issues mentioned are different or the conclusions are not justified. |
| Critical thinking | The essay provides different points of view, showing critical thinking. Multiple points of view are given and discussed fully. Providing a clear indication as to where the writer stands and why. | The essay shows some critical thinking. Multiple points of view are given and the topic is explored quite widely.It is possible to state where the writer stands but sometimes the justification might not be clear. | No attempt is made to show any critical thinking and only one point of view is given. The content of the essay is relevant to the topic, but in places the author loses sight of the question and thus provides a rather generalized account. | Only one point of view, a generalised one is given. | There is no attempt to analyse or develop any point of view. |
| Language | The language is academic and confident. The levels of formality, accuracy and objectivity are present. Evidence of writing skills taught during the course are present. Well done! | The essay is generally accurately written, and such errors that occur do not impede the communication of meaning. The language is reasonably good. The levels of formality, accuracy and objectivity are often present. Evidence of writing skills taught during the course are mostly present. | The essay contains numerous mostly minor grammatical errors, some of which impede the communication of meaning. Improvements are needed in language use. Evidence of writing skills taught during the course are inconsistent. | The essay contains numerous grammatical errors, many of which impede the communication of meaning.Improvements are needed in language use. Evidence of writing skills taught during the course are barely present. | The essay contains many serious grammatical errors and a very limited range of structures and vocabulary. The style is wholly inappropriate to the genre.Evidence of writing skills as taught during the course are not present. |
| Organisation | The essay flows, is logical and clearly presented. There are no difficulties in following the cohesive structure of comparison writing. Assignment 2 is related to Assignment 1. | There are occasional difficulties in following or understanding the logic of the essay and the sections’ cohesive structure and flow. Assignment 2 is related to Assignment 1. | There are many difficulties in the logic of the essay’s cohesive structure and flow.The links between Assignments 1 and 2 is not always clear. | The organisation and readability of the text are barely adequate. Information and ideas do not flow smoothly with the result that the reader has to work hard to understand the links between sentences.Paragraph development techniques also need improvement.Or/and: Assignments 1 and 2 do not appear to be related. | This essay has no identifiable structure, cohesion or flow. It is very hard to read.Or/and: Assignments 1 and 2 do not appear to be related. |
| Referencing | References are correctly cited and are well used throughout the text to illustrate the points made. At least 4-5 references and citations are well incorporated. | References are mostly correctly cited and are used appropriately in most cases throughout the text to illustrate the points made.Some credible references cited to support the comparisons. | References are often not correctly cited and are not well used throughout the text to illustrate the points made.Or: More credible references should be cited to support the comparisons. Citations are too few. | The majority of references are not correctly cited and are not relevant to the text.Or: Insufficient references and citations. Please cite at least 4. | There are no references or these are incorrect or not relevant. |
| Plagiarism | None | None | None | None | Plagiarism identified. |

**Appendix C – 2017 Rubrics**

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| **Grade** | **Description: Content, language, organisation** |
| A | The notebook provides a very informed, insightful and thought-provoking argument and reveals an excellent understanding of the topics covered in class. The entries are creative, original, and provide good summaries of topics covered, whenever relevant. The entries refer to content covered in class and expands on it providing different points of views, showing critical thinking. The entries are virtually free of grammatical errors and contains a wide variety of structures and vocabulary. The style is entirely appropriate to the genre. The entries are clearly organised at both macro and micro levels and are very readable. Information and ideas flow very smoothly. References are correctly cited and are well used throughout the text to illustrate the points made. At least a film commentary per students is included. These are also insightful and thought-provoking. |
| B | The entries provide a generally sound, well reasoned argument and reveal a good understanding of the topic although not all points discussed in class are covered or correctly covered. The entries are mostly original and provide summaries of topics covered (although not always complete) with some creative content. The entries make some references to content covered in class without elaborating further or showing much critical thinking. The entries are generally accurately written, and such errors that occur do not impede the communication of meaning. They contain a variety of grammatical structures and vocabulary. The style is generally appropriate to the genre, although there are some inappropriate expressions. It is quite well organised at both macro and micro levels and is generally quite readable. Information and ideas flow fairly smoothly, although there are occasional instances where links between sentences are not immediately clear. References are mostly correctly cited and are used appropriately in most cases throughout the text to illustrate the points made. The film commentary, if included, is fairly superficial. |
| C | Only three entries are given or/and the entries provide a rather superficial argument. Although the entries indicate that the author has a satisfactory general understanding of the topic, there is evidence that he/she does not fully understand particular points. No attempt is made to show any critical thinking and only one point of view is given. There is little creativity. The content of the entries is relevant to the topic, but in places the author loses sight of the question and thus provides a rather generalised account and is not capable of bringing out the details of the class discussion or the entries make little mention of topics covered in class. The entries contain numerous mostly minor grammatical errors, some of which impede the communication of meaning. They contain a somewhat limited range of grammatical structures and vocabulary. There are numerous inappropriate expressions. The organisation and readability of the text are satisfactory. Information and ideas flow fairly smoothly, although there are a number of instances where links between sentences are not clear. References are often not correctly cited and are not well used throughout the text to illustrate the points made. No film commentary is included or it is just a summary. |
| D | Only two entries are given. The entries provide very limited, unsubstantiated arguments and reveal that the author has an incomplete understanding of the topic or was absent or not paying attention during the class discussion. The content of the entries is largely irrelevant to the questions discussed in class. There is no reference to topics covered in class. Only one point of view, a generalised one is given. The entries are not creative in the least and contain numerous grammatical errors, many of which impede the communication of meaning. They contain a limited range of grammatical structures and vocabulary. The style is generally inappropriate to the genre. The organisation and readability of the text are barely adequate. Information and ideas do not flow smoothly with the result that the reader has to work hard to understand the links between sentences. The majority of references are not correctly cited and are not relevant to the text. No film commentary is included or it is inadequate in its content. |
| F | There is only one entry or less. The entry indicates that the author has no real understanding of the topic. The content of the entry is completely irrelevant to the discussions in class. The entries contains many serious grammatical errors and a very limited range of structures and vocabulary. The style is wholly inappropriate to the genre. It is highly disorganised and confusing. It is very difficult to follow. There are no references or these are incorrect or not relevant. There is no film commentary. |
| Fine grades within each category (A+, A / B+, B / C+, C / D+, D) will be used to reflect different levels of performance. An F grade could also be awarded for ‘disciplinary’ reasons such as plagiarism or other forms of academic dishonesty, or failure to satisfy programme or subject-specific requirements. |