



ES/CU 328 THE BUSINESS OF SUSTAINABILITY AND CULTURAL HERITAGE: THE EUROPEAN CASE FROM A SPANISH PERSPECTIVE
IES Abroad Salamanca Summer

DESCRIPTION:

Our world is transforming at an accelerated pace and calls for sustainability are arising across continents and disciplines. We can see the emergence of myriad models of sustainability originating from different contexts. We will focus mainly on the Spanish case, as its models of regeneration based on cultural and natural heritage can be found at the forefront of European initiatives for sustainable regional development. During the course, we will combine theoretical discussions with specific case studies from Europe, in general, and Spain and Castilla y León in particular. We will closely examine how territorial heritage is harnessed to promote the well-being of local communities both in the urban and rural contexts, and how it allows peripheral regions to offer their own unique models of sustainable development.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: One semester of coursework in cultural heritage or environmental studies or instructor approval

METHOD OF PRESENTATION:

Lectures, group in-class discussions, reading of articles provided in class by the instructor and prepared at home by students, audiovisual means, and guest lectures. Also, students will be involved in a collaborative digital story project to go over the materials presented in class. Most of the materials will be available for students on the IES Abroad Salamanca online platform:

<https://moodle.iesabroad.org/login/index.php>.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation - 10%
- Midterm Exam - 20%
- Final Exam - 20%
- Research Paper - 20%
- Collaborative tasks - 20%
- Course-related trips preparation and reports – 10%

Course Participation

In this course, students should be prepared to participate voluntarily in discussions and other in-class activities. A rubric will be available on Moodle.

Midterm and Final Exam

There are two in-class exams, one at mid-term and one at the end of the semester. Each exam is intended to cover approximately one-half of the course by asking a series of questions: two short questions and one reflective question. Students will be expected to use the details learned from the readings and discussions in these essays, but the main point is to be able to discuss and explain the bigger picture.

Research Paper

Students will write a paper about a topic relevant to this course. They will discuss the topic with the professor before writing the paper. The paper should explore an important aspect of heritage and sustainability not studied in depth in class. Grading criteria will be available on Moodle. Length: 2,000-2,500 words.

Course-Related Trips

- Exploring wineries in the region. Before the activity, the students go through the information related to wine production and tourism handed out by the instructor. During the activity, the students have to identify different characteristics of

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wineries and their marketing strategies. After the activity, the students submit their field notes to the professor who uses them for a debate in the following lesson. In the debate, students are asked to reflect on the field notes of all the students.

- Sustainable heritage in Salamanca. After working in groups on the collaborative project: Tangible and intangible heritage in Salamanca, the students will carry out their research in Salamanca according to the research plan they drafted in class. Once they finish the data collection, they will present the results to their fellow students in class. As a result, all the students will learn about various initiatives related to tangible and intangible heritage in Salamanca.

Collaborative projects

Students will complete two collaborative projects:

- Tangible and intangible heritage in Salamanca. Students will be given a challenge based on design thinking methodology related to sustainable development in historical cities such as Salamanca. In groups, they will design a case study research, carry it out, and present the results to the rest of the class.
- Digital storytelling. Students will have to choose one of the case studies presented in class and create, in groups, a digital story that would serve as a revision of the contents studied in class. The groups will grade each other's digital stories using a rubric that will be available on Moodle.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Analyze and assess the evolution of the concept of sustainable development
- Describe European and Spanish programs for territorial sustainable development
- Critically examine the importance of heritage to contemporary models of sustainability
- Employ case studies from Spain and Castilla León to enrich debates on sustainable development

ATTENDANCE POLICY:

As a member of our academic community, students are expected to be present and on time to class every day. Attending class has an impact on learning and academic success. For this reason, attendance is required for all IES Abroad Salamanca classes, including course-related trips and activities. Each student will be allowed a certain number of unexcused absences for each course which will depend on the type of course (see chart below). For each unexcused absence beyond these there will be a reduction of one third of a letter grade in the final grade (i.e., A to an A-). Students who are late to class on a regular basis may also receive a reduction in their final grade. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled if the absence is excused by the academic staff. Absences will only be excused for documented medical issues, family emergencies, specific religious observances, or other extenuating circumstances. Students need to request approval for excused absences within ONE WEEK of the absence by sending all documentation to the Head of Faculty, Internships & Administration (mtabarez@iesabroad.org). No approvals will be granted after the one-week deadline.

IES Abroad Salamanca Course	Maximum Number of Absences
Spanish Language – Orientation (15 contact hrs)	1 block
Spanish Language – Semester (60-90 contact hrs)	3
Spanish Language & Area (45 contact hrs)	2
Workshops & Seminars (15-20 contact hrs)	1

Allowed unexcused absences during this course: 2 classes.

CONTENT:

Week	Content	Assignments
Week 1 Session 1	Rethinking development • Development and sustainable development • Exogenous and endogenous perspectives • The neo-endogenous approach to territorial development	Reading: • Gkartzios, Menelaos, and Philip Lowe. "Revisiting Neo-Endogenous Rural Development." In <i>The Routledge Companion to Rural Planning</i>, 159-169, 2019. (10 pages)
Session 2	Territorial development from a European/Spanish/Castilian perspective • New trends in territorial development in Europe • Urban–rural realities • Local–global interactions	Readings: • Arnaiz-Schmitz, Consuelo, Pablo Díaz, David Ruiz-Labourdette, Carmen Herrero-Jáuregui, María Molina, Concepción Montes, et al. "Modelling of Socio-ecological Connectivity. The Rural-Urban Network in the Surroundings of Madrid (Central Spain)." <i>Urban Ecosystems</i> 21 (2018): 1199-1212. (13 pages) • Popa, Nicolae. "Heritage, Image and Territorial Competitiveness: A New Vision of Local Development?" In <i>Identity and Territorial Character: Re-Interpreting Local-Spatial Development</i>, 13:99, 2014. (26 pages)
Session 3	Territorial development and the LEADER program • EU and the LEADER program • LEADER program and Spain • Evaluation of LEADER in Castile	Reading: • Esparcia, J., J. Escribano, & J.J. Serrano. "From development to power relations and territorial governance: Increasing the leadership role of LEADER Local Action Groups in Spain." <i>Journal of Rural Studies</i>, 42 (2015), 29-42. (13 pages) • Navarro, F., J.A. Cañete, & E. Cejudo. "Failed Projects. Initiatives that Did not Receive Funding from the LEADER Programme." <i>Neoendogenous Development in European Rural Areas: Results and Lessons</i>, 283-297, 2020. (14 pages)
Session 4	Territorial development, the economy and sustainability (guest lecture)	• Pre-activity assignment: Read the assigned text on Moodle and prepare questions for the guest lecturer. • Post-activity assignment: submit a summary of the lecture including the answers to the questions you prepared beforehand.

Week 2 Session 1	Sustainability in Castilla y León • Main issues • Urban development • Rural development	Reading: • López, Gonzalo Andrés, and María Jesús González. "Diffuse Urbanisation and Irregular Urban Growth: Processes and Trends in Medium-Sized Cities in the Castilla y León Region (Spain)." <i>Finisterra</i> 54, no. 112 (2019): 3-26. (23 pages)
Session 2	The wine industry in Castilla y León: past and present • Tradition and innovation in the wine industry • The collaboration with Portugal • Castilla y León in the context of the Spanish wine industry In-class viewing: • The organic wines of Spain restoring the ancient rhythms of production https://www.youtube.com/watch?v=12qGu_6F7mQ • The celebrated wines of Spain - and the unique regions that create them https://www.youtube.com/watch?v=qc4yjmkOhjw	Readings: • Sánchez-Hernández, José Luis, Juan Aparicio-Amador, and José Luis Alonso-Santos. "The Shift Between Worlds of Production as an Innovative Process in the Wine Industry in Castile and Leon (Spain)." <i>Geoforum</i> 41, no. 3 (2010): 469-478. (9 pages) • Portela, José Felipe, and Carmen H. Sánchez Cáceres. "Railroad, Heritage and Wine Culture in the Ribera del Duero in Valladolid (Castile and León, Spain)." <i>Cuadernos de Turismo</i> 32 (2013): 307-309. (3 pages)
Session 3	Sustainable oenological tourism in Spain and in Castilla y León • Oenological tourism • Oenological tourism in Spain • Case studies from the region	Readings: • Crespi-Vallbona, Montserrat, and Oriol Mascarilla-Miró. "Wine Lovers: Their Interests in Tourist Experiences." <i>International Journal of Culture, Tourism and Hospitality Research</i> 14, no. 2 (2020): 239-258. (9 pages) • Vazquez Vicente, G., V. Martin Barroso & F.J. Blanco Jimenez. "Sustainable Tourism, Economic Growth and Employment—The Case of the Wine Routes of Spain." <i>Sustainability</i>, 13(13), 7164, 2021. (17 pages)
Session 4	Marketing and sustainability in the Spanish wine industry (guest lecture)	RESEARCH PAPER: TITLE AND STATEMENT SUBMISSION ON MOODLE
Week 3 Session 1	Heritage and development • Depopulation and rural areas • Heritage-based approaches to development • Spatial heritage	Reading: • Manero Miguel, Francisco. "Spatial Heritage and Culture of the Territory." In <i>Spatial Heritage and Culture of the Territory</i>, 29-56, 2017. (27 pages).

	In-class viewing: The 'Revolt of Empty Spain': Why is Spain's rural world protesting? https://www.youtube.com/watch?v=WaRTjBd6--0	
Session 2	Agrarian heritage • Sustainable rural development • Community-based rural development • Crafting agrarian heritage in Spain	Reading: • Cejudo, E., Toro, F., & Castillo, J. "Agrarian Heritage as an Example of the Sustainable and Dynamic Use of Natural Resources. LEADER Projects in Andalusia 2007–2013." In <i>Neoendogenous Development in European Rural Areas: Results and Lessons</i>, 251-282, 2020. (31 pages)
Session 3	Food production and community-based economy in Spain and Castilla Leon (guest lecture)	RESEARCH PAPER: REVISED TITLE, STATEMENT AND BIBLIOGRAPHY SUBMISSION ON MOODLE
Session 4	Mid-term exam	Study for mid-term exam
Week 4 Session 1	Cultural heritage and development • Sustainable development and cultural heritage • Cultural heritage and its impact in Spain • Cultural heritage and development case studies	Reading: • Labadi, Sophia. "UNESCO, World Heritage, and Sustainable Development: International Discourses and Local Impacts." In <i>Collision or Collaboration: Archaeology Encounters Economic Development</i>, 45-60, 2017. (15 pages)
Session 2	Cultural heritage case study: A collaborative project (Salamanca I) • Presenting the challenge: How would you carry out a case study-based research about cultural heritage and sustainable development in Salamanca • Designing the research in class with the professor	Readings: • Veldpaus, Laurens, Ana Pereira Roders, and Bart J. Colenbrander. "Urban Heritage: Putting the Past into the Future." <i>The Historic Environment: Policy & Practice</i> 4, no. 1 (2013): 3-18. (15 pages) • Redondo-Carretero, María, Carmen Camarero-Izquierdo, Ana Gutiérrez-Arranz, and Juan Rodríguez-Pinto. "Language Tourism Destinations: A Case Study of Motivations, Perceived Value and Tourists'

		Expenditure." <i>Journal of Cultural Economics</i> 41 (2017): 155-172. (17 pages)
Session 3	Cultural heritage case study: A collaborative project (Salamanca II) Carrying out the research in the city following the research design prepared in class	Assignment: Preparing the materials for data collection and coordinating the group work.
Session 4	Cultural heritage case study: A collaborative project (Salamanca II) Presenting and sharing in class the results of the case study research.	Assignment: Writing a report based on the data collected in the city and preparing a presentation of the main results.
Week 5 Session 1	Sustainable tourism - Traditional indicators - Alternative approaches - A European case study	Reading: Agyeiwaah, Emmanuel, Bob McKercher, and Wichit Sunkul. "Identifying Core Indicators of Sustainable Tourism: A Path Forward?" <i>Tourism Management Perspectives</i> 24 (2017): 26-33. (7 pages) RESEARCH PAPER SUBMISSION ON MOODLE
Session 2	Sustainable tourism in Spain - The sustainable tourism strategy of Spain 2030 - Urban tourism and culture - Agritourism and culture	Readings: - Blanco-Cerradelo, Luis, Ana Gueimonde-Canto, José Antonio Fraiz-Brea, and María Isabel Diéguez-Castrillón. "Dimensions of Destination Competitiveness: Analyses of Protected Areas in Spain." <i>Journal of Cleaner Production</i> 177 (2018): 782-794. (12 pages) - Jerez, María Rosario. "Tourism Marketing of the Autonomous Communities of Spain to Promote Gastronomy as Part of Their Destination Branding." <i>International Journal of Gastronomy and Food Science</i> 32 (2023): 100727. (10 pages)

Session 3	Ecotourism and education • Ecotourism as a concept • Ecotourism and environmental education • Agritourism and culture COLLABORATIVE DIGITAL STORY PROJECT: ELECTION OF TOPICS BY THE STUDENTS	Reading: • Cobos, A., Alcalá, L., & Royo-Torres, R. "The Dinosaur Route in El Castellar (Teruel, Spain): Paleontology as a Factor of Territorial Development and Scientific Education in a Sparsely Inhabited Area." <i>Geoheritage</i> 12, no. 3 (2020): 52. (17 pages)
Session 4	Rural tourism and development in Spain and Castilla Leon (guest lecture)	Assignment: preparing storyboard for the digital story
Week 6 Session 1	Social innovation and sustainable development • Innovation • Social Innovation and development • Social Innovation and the territory COLLABORATIVE DIGITAL STORY PROJECT: PRESENTATION OF STORIES BY THE STUDENTS	Readings: • Baker, Susan, and Abdul Mehmood. "Social Innovation and the Governance of Sustainable Places." <i>Local Environment</i> 20, no. 3 (2015): 321-334. (13 pages) • Moulaert, Frank. "Social Innovation: Institutionally Embedded, Territorially (Re) Produced." In <i>Social Innovation and Territorial Development</i>, 11-24, Routledge, 2016. (13 pages)
Session 2	Corporate social responsibility & sustainability • Social responsibility • Corporate strategies • A Spanish case of social responsibility	Reading: • Castilla-Polo, Francisco, María Isabel Sánchez-Hernández, and David Gallardo-Vázquez. "Assessing the Influence of Social Responsibility on Reputation: An Empirical Case-Study in Agricultural Cooperatives in Spain." <i>Journal of Agricultural and Environmental Ethics</i> 30 (2017): 99-120. (21 pages)
Session 3	Research papers presentations by students	Study for the final exam
Session 4	Final exam	

COURSE-RELATED TRIPS & ACTIVITIES:

- Exploring wineries in the region. Before the activity, students review the information related to wine production and tourism handed out by the instructor. During the activity, the students have to identify different characteristics of wineries and their marketing strategies. After the activity, the students submit their field notes to the professor who uses them for a debate in the following class. During the debate, students are asked to reflect on the field notes of all the students.
- Sustainable heritage in Salamanca. After working in groups on the collaborative project *Tangible and Intangible Heritage in Salamanca*, students will carry out their research in Salamanca according to the research plan they drafted in class. Once they finish the data collection, they will present the results to their fellow students in class. As a result, all the students will

learn about various initiatives related to tangible and intangible heritage in Salamanca.

REQUIRED READINGS:

1. Agyeiwaah, Emmanuel, Bob Mc Kercher, and Wichit Suntikul. "Identifying Core Indicators of Sustainable Tourism: A Path Forward?" *Tourism Management Perspectives* 24 (2017): 26-33.
2. Arnaiz-Schmitz, Consuelo, Pablo Díaz, David Ruiz-Labourdette, Carmen Herrero-Jáuregui, María Molina, Concepción Montes, et al. "Modelling of Socio-ecological Connectivity. The Rural-Urban Network in the Surroundings of Madrid (Central Spain)." *Urban Ecosystems* 21 (2018): 1199-1212.
3. Baker, Susan, and Abdul Mehmood. "Social Innovation and the Governance of Sustainable Places." *Local Environment* 20, no. 3 (2015): 321-334.
4. Blanco-Cerradelo, Luis, Ana Gueimonde-Canto, José Antonio Fraiz-Brea, and María Isabel Diéguez-Castrillón. "Dimensions of Destination Competitiveness: Analyses of Protected Areas in Spain." *Journal of Cleaner Production* 177 (2018): 782-794.
5. Castilla-Polo, Francisco, María Isabel Sánchez-Hernández, and David Gallardo-Vázquez. "Assessing the Influence of Social Responsibility on Reputation: An Empirical Case-Study in Agricultural Cooperatives in Spain." *Journal of Agricultural and Environmental Ethics* 30 (2017): 99-120.
6. Cejudo, E., Toro, F., & Castillo, J. "Agrarian Heritage as an Example of the Sustainable and Dynamic Use of Natural Resources. LEADER Projects in Andalusia 2007–2013." In *Neoendogenous Development in European Rural Areas: Results and Lessons*, 251-282, 2020.
7. Cobos, A., Alcalá, L., & Royo-Torres, R. "The Dinosaur Route in El Castellar (Teruel, Spain): Paleontology as a Factor of Territorial Development and Scientific Education in a Sparsely Inhabited Area." *Geoheritage* 12, no. 3 (2020): 52.
8. Crespi-Vallbona, Montserrat, and Oriol Mascarilla-Miró. "Wine Lovers: Their Interests in Tourist Experiences." *International Journal of Culture, Tourism and Hospitality Research* 14, no. 2 (2020): 239-258.
9. Esparcia, Joaquín, José Escribano, and José Juan Serrano. "From Development to Power Relations and Territorial Governance: Increasing the Leadership Role of LEADER Local Action Groups in Spain." *Journal of Rural Studies* 42 (2015): 29-42.
10. Gkartzios, Menelaos, and Philip Lowe. "Revisiting Neo-Endogenous Rural Development." In *The Routledge Companion to Rural Planning*, 159-169, 2019.
11. Jerez, María Rosario. "Tourism Marketing of the Autonomous Communities of Spain to Promote Gastronomy as Part of Their Destination Branding." *International Journal of Gastronomy and Food Science* 32 (2023): 100727.
12. Labadi, Sophia. "UNESCO, World Heritage, and Sustainable Development: International Discourses and Local Impacts." In *Collision or Collaboration: Archaeology Encounters Economic Development*, 45-60, 2017.
13. López, Gonzalo Andrés, and María Jesús González. "Diffuse Urbanisation and Irregular Urban Growth: Processes and Trends in Medium-Sized Cities in the Castilla y León Region (Spain)." *Finisterra* 54, no. 112 (2019): 3-26.
14. Manero Miguel, Francisco. "Spatial Heritage and Culture of the Territory." In *Spatial Heritage and Culture of the Territory*, 29-56, 2017.
15. Moulaert, Frank. "Social Innovation: Institutionally Embedded, Territorially (Re) Produced." In *Social Innovation and Territorial Development*, 11-24, Routledge, 2016.
16. Navarro, Fernando, José Antonio Cañete, and Emilio Cejudo. "Failed Projects. Initiatives that Did not Receive Funding from the LEADER Programme." In *Neoendogenous Development in European Rural Areas: Results and Lessons*, 283-297, 2020.
17. Popa, Nicolae. "Heritage, Image and Territorial Competitiveness: A New Vision of Local Development?" In *Identity and Territorial Character: Re-Interpreting Local-Spatial Development*, 13:99, 2014.
18. Portela, José Felipe, and Carmen H. Sánchez Cáceres. "Railroad, Heritage and Wine Culture in the Ribera del Duero in Valladolid (Castile and León, Spain)." *Cuadernos de Turismo* 32 (2013): 307-309.
19. Redondo-Carretero, María, Carmen Camarero-Izquierdo, Ana Gutiérrez-Arranz, and Juan Rodríguez-Pinto. "Language Tourism Destinations: A Case Study of Motivations, Perceived Value and Tourists' Expenditure." *Journal of Cultural Economics* 41 (2017): 155-172.
20. Sánchez-Hernández, José Luis, Juan Aparicio-Amador, and José Luis Alonso-Santos. "The Shift Between Worlds of Production as an Innovative Process in the Wine Industry in Castile and Leon (Spain)." *Geoforum* 41, no. 3 (2010): 469-478.
21. Vazquez Vicente, G., V. Martin Barroso & F.J. Blanco Jimenez. "Sustainable Tourism, Economic Growth and Employment—The Case of the Wine Routes of Spain." *Sustainability*, 13(13), 7164, 2021.
22. Veldpaus, Laurens, Ana Pereira Roders, and Bart J. Colenbrander. "Urban Heritage: Putting the Past into the Future." *The Historic Environment: Policy & Practice* 4, no. 1 (2013): 3-18.



Filmography

- The organic wines of Spain restoring the ancient rhythms of production
https://www.youtube.com/watch?v=12qGu_6F7mQ
- The celebrated wines of Spain - and the unique regions that create them
<https://www.youtube.com/watch?v=qc4yjmkOhjw>
- Watching: The 'Revolt of Empty Spain': Why is Spain's rural world protesting?
<https://www.youtube.com/watch?v=WaRTjBd6--0>

RECOMMENDED READINGS:

1. Boto-Álvarez, Alberto, and Raúl García-Fernández. "Implementation of the 2030 Agenda Sustainable Development Goals in Spain." *Sustainability* 12, no. 6 (2020): 2546.
2. Galdeano-Gómez, Enrique, José Carlos Pérez-Mesa, and Ángel Godoy-Durán. "The Social Dimension as a Driver of Sustainable Development: The Case of Family Farms in Southeast Spain." *Sustainability Science* 11 (2016): 349-362.
3. Grzebyk, Michael, and Marek Stec. "Sustainable Development in EU Countries: Concept and Rating of Levels of Development." *Sustainable Development* 23, no. 2 (2015): 110-123.
4. Tirado Ballesteros, José González, and María Herrera Hernández. "Promoting Tourism through the EU LEADER Programme: Understanding Local Action Group Governance." *European Planning Studies* 27, no. 2 (2019): 396-414.

INSTRUCTOR BIOGRAPHY:

Tamar Groves is an associate professor in the Theory and History section of the Department of Education Sciences, and the Associate Dean for International Relations of the Teacher Training College, University of Extremadura, Spain. She holds a BA in Psychology and History and an MA in History (both Cum Laude) from the University of Tel Aviv. In 2010 she obtained her PhD from the University of Tel Aviv and the UNED, Madrid. The book based on her PhD dissertation (awarded with a prize), *Teachers and the Struggle for Democracy in Spain*, was published in 2014 by Palgrave Macmillan. She has co-authored and co-edited seven books and published extensively in leading international journals. In 2020, she received a distinction of excellence for her teaching work at the University of Extremadura. She also teaches on a regular basis at the University of Granada and the UNED, Madrid. She has been a visiting researcher in PRIO, Oslo, the London School of Economics, the University of Aveiro, and Maastricht University. She is an historian of Education specializing in Contemporary Spain, Citizenship, Educational Social Movements from a comparative perspective, International Education, and Gender and Higher Education.



Appendix A: Rubrics

Rubric for Participation (Source: Center for Teaching Excellence, Carnegie Mellon University)

	Exemplary (90%-100%)	Proficient (80%-90%)	Developing (70%-80%)	Unacceptable (<70%)
Frequency of participation in class	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations.	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

Rubric for Digital Storytelling

Category	25 points	20 points	15 points	10 points	Total / comments
1. Purpose of story	Establishes purpose early on and maintains a clear focus throughout.	Establishes purpose early on and maintains focus for most of the story.	There are a few lapses in focus, but, the purpose is fairly clear.	It is difficult to figure out the purpose of the story.	
2. Subject content	Successfully applies subject content related to the task, from a critical and relevant point of view	Easily applies a considerable amount of knowledge about the subject	Applies some knowledge about the subject with some degree of difficulty and vague references	Does not show or applies any knowledge of subject content	
3. Quality of images	Images create a distinct atmosphere or tone that matches different parts of the story.	Images may communicate symbolism and/or metaphors. Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	At attempt was made to use images to create atmosphere/ tone but it needed more work. Image choice is logical.	Little or no attempt to create an appropriate atmosphere/ tone.	
4. Economy of story detail	The story is told with exactly the right amount of detail throughout. It does not seem too short or too long.	The story composition is typically good, though it seems to drag somewhat or needs or needs slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.	



Rubric for Research Paper Grading (Source: Rubric by Denise Kreiger, Instructional Design and Technology Services, SC&I, Rutgers University, 4/2014)

	Unsatisfactory – Beginning	Developing	Accomplished	Exemplary	Total
Paper Focus: Purpose/Position Statement	0-13 points Fails to identify a relevant research topic or is not clearly defined and/or the paper lacks focus throughout.	14-15 points Identifies a research topic but may be too broad in scope and/or the thesis is somewhat unclear and needs to be developed further. Focal point is not consistently maintained throughout the paper.	16-17 points Identifies a relevant research topic and a thesis that provides adequate direction for the paper with some degree of interest for the reader. The thesis states the position, premise, or hypothesis, and is the focal point of the paper for the most part.	18-20 points Identifies a relevant research topic and a thesis that provides direction for the paper that is engaging and thought provoking. The thesis clearly and concisely states the position, premise, or hypothesis and is consistently the focal point throughout the paper.	/20
Analysis	0-22 points Demonstrates a lack of understanding and inadequate analysis of the research topic and thesis. Analysis is superficial based on opinions and preferences rather than critical analysis	21-23 points Demonstrates general understanding with limited critical analysis of the research topic and thesis (argument). Summarizes perspectives, counterarguments, or opposing positions.	24-26 points Demonstrates an understanding and some critical analysis of the research topic and thesis (argument). Adequately compares/contrasts perspectives, counterarguments, or opposing positions but broader connections and/or implications are not as thoroughly explored.	27-30 points Demonstrates a sophisticated understanding and careful, critical analysis of the research topic and thesis (argument). Compares/contrasts perspectives, considers counterarguments or opposing positions, and draws original and thoughtful conclusions with future implications.	/30
Evidence (Sources)	0-22 points Lacks sufficient research sources to support the central position and/or, if included, are generally not relevant, accurate, or reliable. Contains numerous factual mistakes, omissions, or over-simplifications. Sources, if included,	21-23 points Provides some evidence to support the central position with only a few research sources. Some sources may not be relevant, accurate, and reliable and/or appropriately referenced and cited in the paper.	24-26 points Provides essential, accurate evidence to support the central position with the required (7) research sources including 1 source from a periodical database that are mostly relevant, accurate, and reliable. Sources are referenced and cited appropriately	27-30 points Provides compelling and accurate evidence to support in-depth the central position beyond the required (7) research sources with at least 1 source from a periodical database. Research sources are highly relevant, accurate and reliable and add to the	/30

	are not properly referenced and cited in the paper.		throughout the paper for the most part.	strength of the paper; and are effectively referenced and cited throughout the paper.	
	0-6 points	7 points	8 points	9-10 points	
Organization	Paper lacks logical organization and impedes readers' comprehension of ideas. Central position is rarely evident from paragraph to paragraph and/or the paper is missing multiple required components.	Paper is somewhat organized, although occasionally ideas from paragraph to paragraph may not flow well and/or connect to the central position or be clear as a whole. May be missing a required component and/or components may be less than complete.	Paper is adequately organized. Ideas are arranged reasonably with a progression of thought from paragraph to paragraph connecting to the central position. Includes required components (introduction, body, conclusion, Reference List, etc.) for the most part	Paper is effectively organized. Ideas are arranged logically, flow smoothly, with a strong progression of thought from paragraph to paragraph connecting to the central position. Includes all required components (introduction, body, conclusion, Reference List, etc.).	/10
Writing Quality & Adherence to Format Guidelines	Paper shows a below average/poor writing style lacking in elements of appropriate standard English and following proper APA guidelines. Frequent errors in spelling, grammar, punctuation, spelling, usage, and/or formatting	Paper shows an average and/or casual writing style using standard English and following APA guidelines. Some errors in spelling, grammar, punctuation, usage, and/or formatting.	Paper shows above average writing style and clarity in writing using standard English and following APA guidelines. Minor errors in grammar, punctuation, spelling, usage, and/or formatting.	Paper is well written and clear using APA guidelines and standard English characterized by elements of a strong writing style. Basically free from grammar, punctuation, spelling, usage, or formatting errors.	/10
Timeliness and Length of Paper	Paper is submitted 2-3 days (49-72 hours) or more after the deadline and/or substantially lacks/exceeds the required length	Paper is submitted 1-2 days (25- 48 hours) after the deadline and/or is somewhat lacking (or exceeds) the required length.	Paper is submitted within 1 day (24 hours) after the deadline and meets the required length (6-8 pages for the body).	Paper is submitted by the deadline and meets the required length (6-8 pages for the body).	/10