ES/CU328 SUSTAINABILITY AND CULTURAL HERITAGE: THE EUROPEAN CASE FROM A SPANISH PERSPECTIVE
IES Abroad Salamanca

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

ADDITIONAL COST: None

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 projects - 20%
- Course-related trips/activities 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/Activities

- 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 wineries and their marketing strategies. After the activity, the students use their field notes for a collaborative project of creating a digital story.
- Visit to a ceramic studio. Before the activity, the students will read about crafts and sustainable development. During the activity they will take field notes and participate in ceramics production. Post-activity assignment: Students will combine what they have seen with what they have read and submit an essay.
- Visit to Salamanca's sustainable and inclusive urban gardens (with PS/ES337 course). Before the activity the students will read about urban gardens and sustainability. During the activity they will observe, ask questions and take field notes. Students will use all this information to submit an evaluation of the inclusive urban garden based on their fieldtrip notes and reading.

Collaborative projects

Students will complete two collaborative projects:

- Digital story activity. 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.
- Sustainable heritage innovation. 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, offer an innovative solution and present the results to the rest of the class.

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 members of our academic community, students are expected to be present and on time to class every day. For this reason, attendance is required for all IES Abroad Salamanca classes, including course-related trips and activities. All students are required to attend at least **85%** of class sessions **to receive credit without a grade reduction**. Each student will be allowed a maximum number of absences without a grade reduction for each course. For each absence beyond this, there will be a reduction of one whole letter grade in the final grade (i.e., A- to a B-). Students who do not attend at least **75% of class sessions will not be eligible for credit for that course**. Missing more than 25% of a course automatically results in a failing grade. Being late to class on a regular basis may also affect attendance. Exams, tests and presentations will not be rescheduled. Only in extreme emergency cases will IES Abroad consider bypassing this policy. Please see IES Abroad Salamanca Attendance Policy in Moodle (*Academics*) for more details.

CONTENT:

Week	Content	Assignments

Week 1 Session 1 (Feb 2)	**Rethinking development** • Development and sustainable development • Exogenous and endogenous perspectives • The neo-endogenous approach to rural development	Reading: • Gkartzios, Menelaos, and Philip Lowe. "Revisiting Neo-Endogenous Rural Development." In *The Routledge Companion to Rural Planning*, 159-169, 2019. (10 pages) Read before class: Feb 2.
Week 1 Session 2 (Feb 4)	**Territorial development from a European perspective** • New trends in territorial development in Europe • Heritage and territorial development • Rural development in Europe	Reading: • European Commission – Rural development on Moodle. • 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. (26 pages) Read before class: Feb 4.
Week 2 Session 3 (Feb 9)	**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." *Journal of Rural Studies*, *42* (2015), 29-42. (13 pages) • 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. (31 pages) Read before class: Feb 9.
Week 2 Session 4 (Feb 11)	**Course-Related Activity:** **Visit to Studio 570º**	• Pre-activity assignment: Read the assigned pages from the article: Bellver, David Fernández, et al. "Crafts as a key factor in local development: Bibliometric analysis." *Heliyon* 9.1 (2023). • During the activity: The students will take field notes and participate in ceramics production. • Post-activity assignment: Students will combine what they have seen with what they have read and submit an essay on moodle Due date: Feb 15.

Week 3 Session 5 (Feb 16)	**Sustainability in Castilla y León** • Main issues • Urban development • Rural development In-class viewing: The 'Revolt of Empty Spain': Why is Spain's rural world protesting? https://www.youtube.com/watch?v=WaRTjBd6--0	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)." *Finisterra* 54, no. 112 (2019): 3-26. (23 pages) Read before class: Feb 16.
Week 3 Session 6 (Feb 18)	**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 DIGITAL STORY ACTIVITY – PART 1: PRESENTING THE COLLABORATIVE PROJECT	Reading: • 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. (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)." *Cuadernos de Turismo* 32 (2013): 307-309. (3 pages) Read before class: Feb 18.
Week 4 Session 7 (Feb 23)	**Course-Related Trip:** **Visit to a winery: Firsthand experience of a winery and its role in rural development and oenological tourism** DIGITAL STORY ACTIVITY – PART 2: COLLECTING EMPIRICAL DATA	• Pre-activity assignment: Read the assigned pages from the article: 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 pages) • Post-activity assignment: Include the empirical data from the visit and include it in your digital story Due date: Feb 25.
Week 4 Session 8 (Feb 25)	**Sustainable oenological tourism in Spain and in Castilla y León** • Oenological tourism • Oenological tourism in Spain • Case studies from the region	Reading: • 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. (17 pages) Read before class: Feb 25.

	DIGITAL STORY ACTIVITY – PART 3: PREPARING THE MATERIAL AND THE STORYLINE	RESEARCH PAPER: TITLE AND STATEMENT SUBMISSION ON MOODLE Due date: Feb 25.
Week 5 Session 9 (March 2)	**Digital story activity: a walk-through wine production and sustainable local development** • Use the elected software to create the story • Share your story with the rest of the class • A class debate based on the stories	ASSIGNMENT: DIGITAL STORY – PART 3: CHOOSING THE SOFTWARE TO CREATE THE DIGITAL STORY Due date: March 2.
Week 5 Session 10 (March 4)	**Natural Capital Matters (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. Due date: March 4.
Week 6 Session 11 (March 9)	**Tutorship**	Preparation for the exam
Week 6 Session 12 (March 11)	**Mid-term exam**	Study for mid-term exam
Week 7 Session 13 (March 16)	**Cultural heritage and development** • World Heritage Convention – UNESCO • Two Case Studies as examples of the complexity of the implementation • A Spanish case study of rural heritage and the challenge of local governance	Reading: • Labadi, Sophia. "UNESCO, World Heritage, and Sustainable Development: International Discourses and Local Impacts." In *Collision or Collaboration: Archaeology Encounters Economic Development*, 45-60, 2017. (15 pages) Read before class: March 16. RESEARCH PAPER: REVISED TITLE, STATEMENT AND BIBLIOGRAPHY SUBMISSION ON MOODLE Due date: March 16.

Week 7 Session 14 (March 18)	**Sustainable heritage innovation: A collaborative project (Salamanca I)** PRESENTING THE CHALLENGE: DESIGN CASE STUDY-BASED RESEARCH ABOUT CULTURAL HERITAGE AND SUSTAINABLE DEVELOPMENT IN SALAMANCA AND USE IT TO OFFER AN ACTION PLAN TO IMPROVE SALAMANCA AS A CULTURAL HERITAGE SITE	Reading: • 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. (15 pages) Read before class: March 18.
Week 8 Session 15 (March 30)	**Sustainable heritage innovation: A collaborative project (Salamanca II)** CARRYING OUT RESEARCH IN THE CITY/IN THE CLASSROOM FOLLOWING THE RESEARCH DESIGN PREPARED IN CLASS	Assignment: • Preparing the materials for data collection and coordinating the group work. Due date: April 1. Reading: • Agyeiwaah, Emmanuel, Bob McKercher, and Wichit Suntikul. "Identifying Core Indicators of Sustainable Tourism: A Path Forward?" *Tourism Management Perspectives* 24 (2017): 26-33. (7 pages) Read before class: March 30.
Week 8 Session 16 (April 1)	**Sustainable heritage innovation: A collaborative project (Salamanca III)** PRESENTING AND SHARING IN CLASS THE RESULTS OF THE CASE STUDY RESEARCH.	Reading: • 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. (17 pages) Read before class: April 1 Assignment: • Writing a report based on the data collected in the city and preparing a presentation of the main results. Due date: April 1 RESEARCH PAPER SUBMISSION ON MOODLE Due date: April 1.
Week 9 Session 17 (April 6)	**Sustainable heritage innovation: A collaborative project (Salamanca IV)** DISCUSSING AND SHARING IN CLASS THE FINAL PRODUCT READY TO BE PRESENTED TO THE MUNICIPAL AND PROVINCIAL AUTHORITIES	Assignment: • Preparing materials for studying ways to improve the current state of Salamanca as a Cultural Heritage site Due date: April 6.

Week 9 Session 18 (April 8)	**Rural tourism and development in Spain and Castilla Leon (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. Due date: April 8
Week 10 Session 19 (April 13)	**Sustainable tourism and Ecotourism** • Sustainable tourism and development • Ecotourism as a concept • Ecotourism and environmental education	Reading: • 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. (10 pages) • 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. (17 pages) Read before class: April 13.
Week 10 Session 20 (April 15)	**Social innovation and sustainable development** • The concepts of innovation and social innovation • Social innovation and sustainability • Social innovation and territorial development	Reading: • Baker, Susan, and Abdul Mehmood. "Social Innovation and the Governance of Sustainable Places." *Local Environment* 20, no. 3 (2015): 321-334. (13 pages) • Moulaert, Frank. "Social Innovation: Institutionally Embedded, Territorially (Re) Produced." In *Social Innovation and Territorial Development*, 11-24, Routledge, 2016. (13 pages) Read before class: April 15.
Week 11 Session 21 (April 20)	**Corporate social responsibility & sustainability** • Corporate social responsibility • The state of corporate social responsibility in Europe and Spain • Social innovation across companies and state agencies **Research papers presentations by students**	Reading: • Díaz Díaz, Belén, and Rebeca García Ramos. "Corporate social responsibility: Current and future perspectives in Spain." *Corporate social responsibility in Europe: United in sustainable diversity* (2015): 413-433. • 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. (21 pages) Read before: April 20.
Week 11 Session 22 (April 22)	**Course-Related Activity:** **Visit to Salamanca's sustainable and inclusive urban gardens (with PS/ES337)**	• Pre-activity assignment: Read the assigned text on Moodle and prepare questions for the guide. • During the activity: Observe, ask questions and take field notes. • Post-activity assignment: Submit an evaluation of the inclusive urban garden based on your fieldtrip notes and reading. Due date: April 27.
Week 12 Session 23 (April 27)	**Research papers presentations by students** POST ACTIVITY DISCUSSION – VISIT TO SUSTAINABLE AND INCLUSIVE URBAN GARDENS	Reading: • Argüelles, Lucía, Isabelle Anguelovski, and Elizabeth Dinnie. "Power and privilege in alternative civic practices: Examining imaginaries of change and embedded rationalities in community economies." *Geoforum* 86 (2017): 30-41. Read before: April 27.
Week 12 Session 24 (April 29)	**Research papers presentations by students** **Preparation for the final exam**	• The students will prepare question on course material Due date: April 29.
Week 13 Session 25 (May 4)	**Final exam**	

COURSE-RELATED TRIPS & ACTIVITIES:

- 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 wineries and their marketing strategies. After the activity, the students use their field notes for a collaborative project of creating a digital story.
- Visit to a ceramic studio. Before the activity, the students will read about crafts and sustainable development. During the activity they will take field notes and participate in ceramics production. Post-activity assignment: Students will combine what they have seen with what they have read and submit an essay.
- Visit to Salamanca's sustainable and inclusive urban gardens (with PS/ES337). Before the activity the students will read about urban gardens and sustainability. During the activity they will observe, ask questions and take field notes. Students will use all this information to submit an evaluation of the inclusive urban garden based on their fieldtrip notes and reading.

REQUIRED READINGS:

- Agyeiwaah, Emmanuel, Bob McKercher, and Wichit Suntikul. "Identifying Core Indicators of Sustainable Tourism: A Path Forward?" Tourism Management Perspectives 24 (2017): 26-33.

- 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.
- Baker, Susan, and Abdul Mehmood. "Social Innovation and the Governance of Sustainable Places." Local Environment 20, no. 3 (2015): 321-334.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Gkartzios, Menelaos, and Philip Lowe. "Revisiting Neo-Endogenous Rural Development." In The Routledge Companion to Rural Planning, 159-169, 2019.
- 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.
- Labadi, Sophia. "UNESCO, World Heritage, and Sustainable Development: International Discourses and Local Impacts." In Collision or Collaboration: Archaeology Encounters Economic Development, 45-60, 2017.
- 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.
- Manero Miguel, Francisco. "Spatial Heritage and Culture of the Territory." In Spatial Heritage and Culture of the Territory, 29-56, 2017.
- Moulaert, Frank. "Social Innovation: Institutionally Embedded, Territorially (Re) Produced." In Social Innovation and Territorial Development, 11-24, Routledge, 2016.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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:

- Boto-Álvarez, Alberto, and Raúl García-Fernández. "Implementation of the 2030 Agenda Sustainable Development Goals in Spain." *Sustainability* 12, no. 6 (2020): 2546.
- 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.
- 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.
- 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.

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 two short in more than one section.	The story needs extensive editing. It is too long or two 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
	0-22 points	21-23 points	24-26 points	27-30 points	
Analysis	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	Demonstrates general understanding with limited critical analysis of the research topic and thesis (argument). Summarizes perspectives, counterarguments, or opposing positions.	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.	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
	0-22 points	21-23 points	24-26 points	27-30 points	
Evidence (Sources)	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,	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.	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	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