Diversity Literacy Group and Individual Assignment Marking Guides

Both content and from are taken into account when marking both group and individual assignments. Please see **Appendix One - Diversity Literacy Assignment Marking Rubric** which is used to decide on the grading of an assignment (group or individual).

All assignments have two functions. First, to facilitate the development of critical diversity literacy, which is recognised by the extent to which students, can creatively apply the core concepts (privilege, oppression, power, difference, construction and intersectionality). Second, to prepare students for their exam. The kinds of application of theory required during the assignments is exactly what is required in the exam and students should over the course of the semester becoming more adept in this. It is important therefore that we provide students with thorough feedback on content for all assignment assessments.

Given that many students may not have essay writing skills the group and first individual assignment have an added function which is to provide students with guidance in how to write an academic essay, and especially, how to reference. It is important that in our feedback, for the group assignments and first individual assignment that we not only provide guidance on content, but on form.
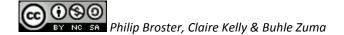
It is important also to provide students with clear guidelines as to what is expected. Every university will have a writing guide for undergraduates. UCT's can be accessed at http://www.writingcentre.uct.ac.za/. This provides students with basic essay writing and referencing guidelines. If after the first individual assignment an individual student is really struggling with writing and referencing it is recommended that you refer them to the university's Writing Centre for assistance, before they are expected to write the longer and more heavily weighted second assignment.

Differences in marking between group and individual assignments

Although we use the same marking rubric for the individual and group assignments, because the group assignments are part of the *co-operative learning process*, there are two major differences in what we are looking for:
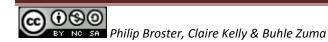
1. **Group coherence & cohesion**
Most notably, in the group assignments we are looking for evidence of group process. For example, in some cases students have divided up the assignment by the guiding questions, each answered one of them in a separate paragraph and simply cut and paste to form one document. What usually happens in this case is that the quality is variable across the assignment, there's repetition and it simply doesn't cohere. In the group assignments we are looking for coherence and cohesion, not only in terms of structure but group process; how is

the collective voice of the group represented? How was this collective voice reached? If it is clear that the assignment is a collection of mini-individual assignments, it is marked down.

2. Self-reflexivity

The second thing we are looking for in the group assignments is self-reflexivity. Self-reflexive is actually built into the assignment through a separate self-reflexive question. Here, again, we are asking for a collective reflection. If they can reflect on differences, similarities, conflicts etc. which emerge within the[1] group as they consider this question, it's excellent. This kind of self-reflexive analysis is not required in the individual assignments.

Appendix One - Diversity Literacy Assignment Marking Rubric

- Each band represents the general characteristics of the paper. For a paper to fall into a particular band, it needs to have mostly characteristics from this band.
- All of these characteristics need to be fairly consistent throughout the paper i.e. one brilliant paragraph does not a paper make. Where quality is variable, you need to find a mark that you think represents a fair average.

Fail (45%) - If the paper exhibits most of these characteristics:

FORM

- When students fails to answer the question as set
- When information provided is factually incorrect
- When information provided is irrelevant to question set
- When it is incomprehensible, i.e. you cannot make sense of what is written
- Poor to no referencing
- Poor spelling throughout

CONTENT

- When students describe the scenes but provide no critical analysis.
- When students make no use of theoretical language.
- When students make no links between film/image/text and theory.

50% - 59% (53, 55, 57) - If the students show increasing ability in the following:

FORM

- When each part of the question posed is answered
- When the information provided is factually correct
- The work is of a level that can be understood, i.e. you can make sense of what the students are wanting to say
- Basic referencing is evident, even though it maybe poorly done
- Acceptable spelling

CONTENT

- When students describe the scenes and do very basic analysis i.e. they can say how "x" or "y" is being constructed.
- When students make no attempt at a critical analysis i.e. no reference to power relations in how "x" or "y" are constructed.
- When students make very limited use of theoretical language.
- When students make weak links between film/image/text and theory.

60% - 69% (63, 65, 67) - If the students show increasing ability in the following:
FORM
- When the assignment shows some level of coherence
- There is effort in how the assignment is constructed i.e. layout
- The assignment shows a fairly logical progression of ideas
- Basic arguments are made, although not necessarily very well, using evidence.
- Basic referencing is evident, although it may be poorly done.

CONTENT
- When the students describe the scenes and do basic critical analysis (i.e. they can say how "x" or "y" are constructed and there is some reference to power relations).
- When students make fairly consistent use of theoretical language.
- When students make fairly clear theoretical links between film/text/image and theory i.e. they may be poorly argued, but you get the point.

70% - 75% (73) - If the students show increasing ability in the following:
FORM
- The assignment is clearly written and is fairly easy to read
- It shows ability to construct an argument using multiple sources
- It shows some creativity in thought and construction
- Referencing is consistent, with only a few errors

CONTENT
- When students describe the scenes and do a fair critical analysis (i.e. they can say how "x" or "y" are constructed and there is explicit reference to power relations).
- When students make fairly consistent use of theoretical language. When students make clear, well argued links between film/text/image and theory

75% and above (76, 78)- If the students show increasing ability in the following:
FORM
- The assignment is clearly written and is easy to read
- It shows good ability to construct an argument using multiple sources
- It shows creativity in thought and construction
- Referencing is consistent, with only a few errors

CONTENT
- When students describe the scenes and do a good, detailed critical analysis (i.e. they can say how "x" or "y" are constructed and there is explicit reference to power relations).
- When students make fairly consistent use of theoretical language.
- When students make clear, insightful and well argued links between film/images/text and theory
- When students have some surprising and interesting insights.

80% - A "Distinction" will be awarded to students who absolutely perform exceptionally well in all of these areas, and who blow your socks off with whatever insights they present.

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