



香港大學

THE UNIVERSITY OF HONG KONG

The semester and year that the course is expected to be offered as a CI-Badged Course

Communication-intensive Course (CI Course) Certification Form

Course Code	Course Title	Course Coordinator	Expected Offering Year & Semester	Badging Type	
LING2069	ORIGINS OF LANGUAGE	CHRISTOPHE COUPE	Sem 2, 2019-2020	<input checked="" type="checkbox"/>	New Course
				<input type="checkbox"/>	Renewal

Communication 'Literacies' - In which literacy areas do students on the course develop and demonstrate communication-related *knowledge* (understanding of communication as it relates to human interaction), *skills* (skills in communicating effectively with others, using language and/or other means) and *attributes* (the attributes of effective communicators)? Please select at least two and put a tick (✓) in the boxes.

	Oral literacy: The ability to communicate through spoken texts that are constructed with the appropriate content, structure and language features, fit for their intended academic, social or professional purpose and audience.
✓	Written literacy: The ability to communicate through written texts that are constructed with the appropriate content, structure and language features, fit for their intended academic, social or professional purpose and audience.
	Visual literacy: The ability to communicate through appropriate visual modes (e.g., diagrams, graphs, charts) and/or visual media (e.g., posters, 3-D printed objects, stage performances).
✓	Digital literacy: The ability to use appropriate information and communication technologies to find, evaluate, create, and communicate information in speech and writing (e.g., wikis, websites, virtual reality projects).

Ensure that the literacy is explicitly taught and assessed in the course.

Course Learning Outcomes – Please list the course learning outcome(s) that relate explicitly to students' learning of communication-related knowledge, skills and attributes. The following are examples from four different courses:

Students will be able to...

Oral literacy: Apply the basic principle of solution-focused interviewing and counselling and demonstrate interviewing and counselling skills in authentic cases.

Written/visual literacy: Conduct an in-depth scientific investigation of a geological issue and present the findings through visuals (e.g., graphs/charts) and an oral presentation in written format.

Oral/written literacy: Generate and refine designs into technical documents and be able to effectively communicate and defend the project status and technical details in various forms.

Oral/written/digital literacy: Create design documentation, technical design documents, art 'bibles' and other pertinent technical documents and present these through a formal pitch presentation and website.

Copy and paste from your course outline and modifying to clearly show communication literacies.

CLO4: Create a short video on a topic related to language evolution, with corresponding experience in storyboarding, in sound and video editing and in how to introduce your work to others

CLO5: Assess video assignments prepared by others, whether in terms of storyboarding, video editing or presentation.

CLO6: Create a reflective diary on the content of a course, and report your personal reflections with thoughtfulness, accuracy and impact.

Assessment component – Please list the communication-rich assessment task(s) that measure the communication-related course learning outcomes on the course. Please indicate what proportion of the course grade is allocated to performance on the assessment(s).

Video (50%): Group work to produce a short video on a specific aspect of the origins of language

Report (10%): Group peer review of other groups' videos

Reflective diary (40%): Individual reflective diary (5 entries of 400 words each) on the content of the lectures

Please only include the CIC related assessments. Indicate the percentage in brackets and include a brief description of each CIC related assessment.

Please refer to sample **CiC Syllabus Statements** to complete this section. After badging approval, this section will appear in your course syllabus and read by students.

What communication knowledge and skills will students learn in this course?	
<p>In this course, students will first learn how to create and assess videos to report on a specific topic (here, a topic related to the origins of language or to animal communication). This includes both the conceptual side (how to create a story-board) and the technical side (how to use tools to create and edit a video). Students will also learn how to write entries in a reflective diary, answering questions related to the content of lectures, looking beyond these questions, and expressing their own views.</p>	
How will students learn these?	Describe the teaching and learning activities in your course that teach the communication knowledge and skills.
<p>The 5 tutorials of the course will all focus on communication. Regarding the creation of videos, students will attend two tutorials on video editing. They will also watch videos made by students in earlier instances of the course. Regarding the creative diaries, students will attend a tutorial on how to write diary entries at the beginning of the course. They will also have access to good diaries written during earlier instances of the course. Teacher feedback and peer feedback will be given for both the videos and the diaries as part of the grading process. A tutorial will also be dedicated to peer feedback and peer assessment.</p>	
What does a good communicator look like in this course?	Please list the expected communication-related attributes you want your students to have after taking your course (e.g. confidence, openness to diverse perspectives and ways of learning, ability to respond to constructive criticism from peers and the teacher, developing interpersonal skills to collaborate with others to achieve a common goal, collaboration with peers, providing constructive feedback to peers, following the conventions of a genre, and having personal and academic integrity).
<p>In this course, a good communicator is at ease with several forms of communication: written and digital. In each of them, and whether individually or in group, s/he can report knowledge, personal reflections and personal involvement effectively and in a very articulated way. More specially, s/he knows how to both report facts in an accurate manner, and also how to stimulate others' interest. Additionally, s/he knows how to report her/his work accurately even in a short amount of time, be it a 5-minute video, or a 1-minute oral presentation. S/he is also able to evaluate others' attempts at communicating impartially, both in terms of content and of surface, and provide constructive critics and suggestions.</p>	

The answers to these questions will appear in the CiC Badge. The CiC Badge must be included in the course outline to inform students that they are taking a CiC Course.

Please attach the following documents with this certification form (tick included items):

	Please tick below
Course Syllabus (track changes version)	✓
Course Schedule (please highlight the CIC components i.e. where and when in the course the students will acquire the specific knowledge, and develop the specific skills required of a good communicator)	✓
Assessment Tasks/Instructions and Rubrics	✓

Submit all documents to the CIC committee (cics@hku.hk).

**Compulsory for FCDC
consideration or SIS
Submission?**

Field

Content

Remark(s)

Yes	Subject Area:	LING
Yes	Course Title:	Origins of language
Yes	Course Level:	4A) 4-yr curric: Advanced
Yes	Credits:	6
Yes	Course Status to the respective major/minor:	DISC) Disciplinary Elective
	Capstone:	No
Yes	Grading Basis:	GRD (4.3)
Yes	Course Typically Offered:	2) 1st Semester or 2nd Semester
Yes	Medium of Instruction:	1) English
Yes	Assessment Ratio - Continuous Assessment:	100%
	Assessment Ratio - Final Exam:	0%
Yes	Required Pre-requisite(s):	Yes
Yes	Required Co-requisite(s):	
	Free Elective:	Yes
	Academic Organization Description	School of Humanities (Linguistics)
	Academic Career:	UG (Undergraduate)

Others: (pl. specify) _____
Others: (pl. specify) _____ A special Credit Unit Statement (CUS) will be created for the Course Information Template.
Pass/Fail: Please provide justifications to support your request. GRD (4.3): from "D" to "A+" and "F"
Pl. specify the language if (3) or (4) is chosen: _____
Assessment Ratio = Continuous Assessment + Final Exam = 100% Final Exam is organized by the Examinations Unit during the Assessment Period.
Pl. specify the Course Code(s) if "Yes" is chosen: LING1000 _____
Pl. specify the Course Code(s) if "Yes" is chosen: _____
If "Yes", this course will be open to students in all other Faculties. If this is an advanced course, please consider carefully whether it should be listed as a free elective.
e.g. School of Chinese, African Studies
Please contact Ms Yuki Chan (yukihc@hku.hk) for PG courses.

Some activities and assessments are applicable to a specific Course Type only,
[please refer to the Credit Unit Statement \(CUS\) of the respective major/minor before inputting the items below.](#)

Course Type(Compulsory for FCDC consideration or SIS Submission):	3) Lecture course	Others: (pl. specify) _____ [Please also revise the CUS of the respective major/minor.]
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Total Contact Hours of all activities must be within the range of the Total Study Load of the respective Course Type.

Activity - Assessment	25 hours	
Activity - Field trip	0 hours	
Activity - Independent research and writing	0 hours	
Activity - Laboratory sessions	0 hours	
Activity - Lectures	24 hours	
Activity - Reading / Self study	70 hours	
Activity - Supervision	0 hours	
Activity - Tutorials	8 hours	
Activity - Others (pl. specify) _____	0 hours	Please also revise the CUS of the respective major/minor.
(for reference) Total:		127 hours

Total % of all assessments must be equal to 100%.

Assessment - Assignment	50%	Group work to produce a short video on a specific aspect of the origins of language
Assessment - Dissertation	0%	
Assessment - Essay	40%	(Individual) Reflective diary on the content of the lectures
Assessment - Examination	0%	
Assessment - Extended essay	0%	
Assessment - In-class tests	0%	
Assessment - Problem sets	0%	
Assessment - Report	10%	(Group) peer review of other groups' videos
Assessment - Others (pl. specify) _____	0%	Please also revise the CUS of the respective major/minor.
(for reference) Total:		100%

For reference only: Programme Learning Outcomes (PLOs) of the respective major/minor of 2012-13.

CLO Code	Course Learning Outcome (Compulsory for FCDC consideration or SIS Submission)	Mapping to PLO (e.g. 1, 3 & 6)	PLO (a)	PLO (b)	PLO (c)	PLO (d)	PLO (e)	PLO (f)
CLO 1	Describe the environment and lives of our ancestors, and the cues we have of language(s) emergence and evolution until today	2, 4, 8	1) Demonstrate skill in the logical analysis of the phonological, morphological, syntactic, semantic and pragmatic structure of natural languages	3) Demonstrate the ability to critically evaluate a piece of linguistic analysis	5) Critically reflect on the worldviews and cultures of speakers of the languages they investigate.	7) Draw salient contrastive, comparative and typological distinctions between language structure and use across different languages, language families, and language areas.	8) Demonstrate how users of human language communicate in various contexts and media (such as in language and education, language and ICT, language use between doctors and patients, etc).	10) Provide informed leadership and direction for solving language problems in society (for example, in areas such as language rights, language preservation and advocating for people living with language disabilities)
CLO 2 (optional)	Analyze and criticize theories and proposals pertaining to the origins of language	3, 9	2) Demonstrate strong analytical ability to understand language use in various contexts and media	4) Demonstrate creativity and ingenuity in proposing new approaches (experimental, fieldwork, etc) to linguistic analysis	6) Use my knowledge of learning in Linguistics for effective learning more generally		9) Demonstrate skills of argument, debate and oral and written presentation	
CLO 3 (optional)	Reflect on language as a communicative system among others, but also at the core of human experience	2, 5, 7						
CLO 4 (optional)	Create a short video on a topic related to language evolution, with corresponding experience in storyboarding, in sound and video editing and in how to introduce your work to others	9						
CLO 5 (optional)	Assess video assignments prepared by others, whether in terms of storyboarding, video editing or presentation	3, 9						
CLO 6	Create a reflective diary on the content of a course, and report your personal reflections with thoughtfulness, accuracy and impact	9						

CiC related CLOs, these must match with CIC Certification form P.1

linked with input on previous sheet

**Assessment
(Compulsory for FCDC consideration or SIS
Submission)**

linked with input on previous sheet

Assessment - Assignment

Assessment - Essay

Assessment - Report

Mapping to Course Learning Outcome(s)						
CLO 1	CLO 2 (optional)	CLO 3 (optional)	CLO 4 (optional)	CLO 5 (optional)	CLO 6 (optional)	
Describe the environment and lives of our ancestors, and the cues we have of language(s) emergence and evolution until today	Analyze and criticize theories and proposals pertaining to the origins of language	Reflect on language as a communicative system among others, but also at the core of human experience	Create a short video on a topic related to language evolution, with corresponding experience in storyboarding, in sound and video editing and in	Assess video assignments prepared by others, whether in terms of storyboarding, video editing or presentation	Create a reflective diary on the content of a course, and report your personal reflections with thoughtfulness, accuracy and impact	
Yes	Yes	No (or leave it blank)	Yes	No (or leave it blank)	No (or leave it blank)	
No (or leave it blank)	Yes	Yes	No (or leave it blank)	No (or leave it blank)	Yes	
No (or leave it blank)	Yes	No (or leave it blank)	Yes	Yes	No (or leave it blank)	

Compulsory for FCDC consideration or SIS Submission?	Field	Content	Remark(s)
Yes	Course Description:	How and why how human beings acquired language in prehistory is fundamental to an understanding of who we are today. This course adopts a broad perspective on language and approaches it as one communication system among others, which emerged in our ancestors under specific conditions, and for specific purpose(s). In the course, concepts and methods pertaining to various scientific fields beyond linguistics will be investigated, including paleo-anthropology, archaeology, ethology and comparative psychology. Students will first reflect on animal and human communication contrastively, as well as on attempts to teach language to apes and other animals. They will then consider the question of the origins of language, with the underlying evolutionary processes and the cues we have of our distant ancestors' lives and communicative abilities. This will then be compared to other cases of language emergence such as creoles, sign languages, and artificial languages in experimental settings. This course will be communication intensive, in the sense that several tutorials and all the assignments will enhance written literacy and digital literacy. In particular, trainings on how to create videos and write reflective diaries will be organized. Analyses of videos, debates and communication games will also take place during the course.	
Yes	Course Objective:	Approach language as a communication system and reflect upon its specificities, its purpose and its origins and evolution. Take advantage of the course content to enhance students digital and written literacies.	
Yes	Course Content & Topics:	Animal communication, defining features of language, teaching language to animals, human prehistory, language and evolutionary theory, anatomical and behavioral cues of language during prehistory, pidgins & creoles, sign languages, artificial languages in experimental settings	
Yes	Required/Recommended Readings & Online Materials:	<p>Bednarik, R. G. (1997). The origins of navigation and language. <i>The Archaeologist</i>, 20, 16–23. -- Botha, R. (2008). Prehistoric shell beads as a window on language evolution. <i>Language & Communication</i>, 28(3), 197–212. https://doi.org/10.1016/j.langcom.2007.05.002 -- Botha, R. (2012). Protolanguage and the “God particle.” <i>Lingua</i>, 122(12), 1308–1324. https://doi.org/10.1016/j.lingua.2012.07.005 -- Cantalupo, C., & Hopkins, W. D. (2001). Asymmetric Broca's area in great apes. <i>Nature</i>, 414, 505. -- Christiansen, M. H., & Kirby, S. (2003). Language evolution: consensus and controversies. <i>Trends in Cognitive Sciences</i>, 7(7), 300–307. https://doi.org/10.1016/S1364-6613(03)00136-0 -- Enard, W., Przeworski, M., Fisher, S. E., Lai, C. S. L., Wiebe, V., Kitano, T., ... Pääbo, S. (2002). Molecular evolution of FOXP2, a gene involved in speech and language. <i>Nature</i>, 418(6900), 869–872. https://doi.org/10.1038/nature01025 -- Fitch, W. T. (2012). Evolutionary Developmental Biology and Human Language Evolution: Constraints on Adaptation. <i>Evolutionary Biology</i>, 39(4), 613–637. https://doi.org/10.1007/s11692-012-9162-y -- Gong, T., Shuai, L., & Wu, Y. (2018). Rethinking foundations of language from a multidisciplinary perspective. <i>Physics of Life Reviews</i>. https://doi.org/https://doi.org/10.1016/j.plrev.2018.04.004 -- Hauser, M. D., Chomsky, N., & Fitch, W. T. (2002). The faculty of language: what is it, who has it, and how did it evolve? <i>Science</i>, 298(5598), 1569–1579. https://doi.org/10.1126/science.298.5598.1569 -- Kirby, S. (2002). Learning, bottlenecks and the evolution of recursive syntax. In T. Briscoe (Ed.), <i>Linguistic Evolution through Language Acquisition: Formal and Computational Models</i> (pp. 173–204). Cambridge: Cambridge University Press. -- Kirby, S., Dowman, M., & Griffiths, T. L. (2007). Innateness and culture in the evolution of language. <i>Proceedings of the National Academy of Sciences of the United States of America</i>, 104(12), 5241–5245. https://doi.org/10.1073/pnas.0608222104 -- Krause, J., Lalueza-Fox, C., Orlando, L., Enard, W., Green, R. E., Burbano, H. a., ... Pääbo, S. (2007). The Derived FOXP2 Variant of Modern Humans Was Shared with Neandertals. <i>Current Biology</i>, 17(21), 1908–1912. https://doi.org/10.1016/j.cub.2007.10.008 -- MacNeilage, P. F. (1998). The frame/content theory of evolution of speech production. <i>Behavioral and Brain Sciences</i>, 21(4), 499–511. -- Rizzolatti, G., & Arbib, M. A. (1998). Language within our grasp. <i>Trends in Neuroscience</i></p>	
	Additional Means/Processes for Student Feedback:		
	Additional Course Information:	Communication-intensive Course	Pending Faculty approval
Yes	Course Coordinator: Name	Dr. Christophe Coupé	If there are other teachers involved in teaching this course, please input their information on SIS.
Yes	Course Coordinator: Academic Organization Description	School of Humanities (Linguistics)	e.g. School of Chinese
Yes	Course Coordinator: Email Address	ccoupe@hku.hk	HKU email address only

LING 2069 – Origins of language

Course Schedule

11 lectures (and 5 associated tutorials) during the semester.

The CIC components are reported below.

The CIC assessments (all of the assessments) appear in purple below.

All the tutorials and most of the in-class learning activities will relate to CIC.

The type of communication (oral, written, 'digital') appears in parentheses.

The course schedule clearly indicates which lessons will have CiC components.

#	Lecture titles	CIC components
1	Introduction to the course and introduction to language evolution	
2	Animal communication	In-class: Analyzing a video of animal communication with an ethogram (WRITTEN) Tutorial #1: Preparing reflective diaries; how to write diary entries. Students will also be given exemplar written diaries made by previous students. (WRITTEN) Assessment: Reflective diary entry #1
3	In search of the defining features of language	In-class: Brain storming on the features of human language
4	Teaching language to animals	In-class: Oral debate after watching a documentary Tutorial #2: Story-boarding. Students will also watch exemplar videos. (DIGITAL) Assessment: Reflective diary entry #2
5	Early humans, language and the theory of evolution	Tutorial #3: Practice providing peer feedback and peer assessment on reflective diaries and videos (WRITTEN)
6	Anatomical & behavioral cues of language evolution	Tutorial #4: Brief presentations of the storyboards & peer feedback (DIGITAL)

There is a clear description of what writing skills will be taught and how it will be taught and assessed.

Description of WHAT digital skills will be taught and HOW it will be taught.

Peer feedback and assessment is a fantastic method to learn and practice the communication literacy targeted.

This workshop can be delivered by experts. Contact the CiC team for details.

		Assessment: Reflective diary entry #3
	READING WEEK	At home. Watch and grade a video from last year's course (DIGITAL)
7	'Recent' language emergence & evolution	Tutorial #5: Video editing workshop (DIGITAL) Assessment: Reflective diary entry #4
8	Language emergence in the lab	In-class: Pictionary game and group analysis of the productions
9	Creating languages for art	In class: brain storming on creating a language Assessment: Reflective diary entry #5
10	Presentation of videos – Part I	Assessment: 5 groups: Introducing their video and showing them to others
11	Presentation of videos – Part II	
	After the course	Assessment: Peer-assessment of the videos

Assessment tasks - Instructions

Assessment 1: (Individual) Reflective diary

Target: Written literacy

Your task will be to prepare an individual reflective diary on the content of the course.

Your diary will consist in 5 entries of a maximum of 400 words each. Every two weeks, at the end of a lecture, you will be given a question related to its content. This question will serve as a guideline for your entry, which should:

- i. reflect your understanding of the key elements of the lecture,
- ii. highlight how these elements modify your understanding of language and communication, and
- iii. iii) be an opportunity to express your own ideas and point of view.

Rather than rote learning, this assessment will require deeper thinking on significant issues and taking a personal stance on various issues. Additional references and figures will be appreciated.

To help you with this assignment, a tutorial on how to write good reflective diaries will be organized very soon after the beginning of the course.

The reflective diary will correspond to 40% of your final grade.

Assessment 2: (Group) Video Report

Target: Digital literacy

Working in groups of 4 to 5 students, your task will be to create a 3-to-5-minute video on a specific topic related to language evolution [for the general public](#).

You will be offered a selection of sets of scientific articles covering various aspects of animal communication or of the origins of language. You will choose one of these sets - 3 articles – to learn more on the topic and acquire the knowledge to be reported in your video. Your primary goals while making the video will be two-fold: i) report scientific knowledge in a clear and accurate way, without eluding the complexity of the topic, ii) create an output that is attractive to viewers, and make them want to learn more on the topic.

The technical quality of the video will not be the key component of your assessment, but rather the accuracy of the scientific knowledge reported, the clarity of the explanations and how stimulating/lively/interesting your video is.

You will have to introduce and show your video during one of the last two lectures of the course.

To support your efforts, you will receive training during tutorials on how to create a storyboard and on how to create and edit a video. You will also have access to videos made by other students in the past years.

The video will correspond to 50% of your final grade.

Assessment 3: (Group) Peer review of video reports

Working with the same group as for your video report, your task will be to assess the other groups' videos. To this end, you will have to define and fill your evaluation grid. You will also be expected to provide constructive critics and suggestions.

To help you assess and criticize others' video, a tutorial will be devoted to various aspects of peer feedback and peer assessment.

The peer review of other groups' videos will correspond to 10% of your final grade.

ASSESSMENT RUBRIC: VIDEO

Dimensions of the performance	0 point	1 point	2 points	3 points	4 points
ACCURACY (7 points)					
Accuracy of the scientific content: Is the scientific knowledge reported in your video accurate? (3 points)	There are severe factual errors and inconsistencies, which reveal that the primary sources were not studied deeply enough. Viewers will get an inaccurate perception of the topic.	There are factual errors or inconsistencies, but most of them are relatively minor. Viewers will get a rather correct, yet still imprecise, picture of the topic.	The scientific content is reported in an accurate way, with no factual error or inconsistency, but some interesting details may remain a bit blurry. Viewers will get a correct picture of the topic.	The scientific content is reported in a very accurate way, and even subtle details have been well understood and reported. Viewers will get a very correct and nuanced picture of the topic.	
Coverage: Is the scientific knowledge reported in your video substantial? (2 points)	The scientific content reported is very narrow, and does not actually cover the key points presented in the primary sources.	Given the time limits, the scientific content is rather substantial, but some key issues are missing. Viewers will get a rather complete picture of the topic.	Given the time limits, the scientific content is very substantial, and all the important issues in the primary sources are reported. Viewers will get a very complete picture of the topic.		
References: Do you cite your sources, and are there additional references? (2 points)	There are no additional references, and the primary references are not cited	The primary references are cited rather correctly. There are one or two additional references, but they are not cited	There are several additional references, and all the references are properly cited		
CLARITY (10 points)					
Accessibility: Is your content easy to understand for people without prior knowledge? (3 points)	Naive viewers have a very hard time to understand what the video is about. Neither the visual content nor the oral explanations help.	Naive viewers have some difficulties to understand what the video is about. The visual content and/or the oral explanations are not always clear.	Naive viewers do not have much difficulties understanding what the video is about, and will learn during the process. The visual content and the oral explanations are mostly clear	Naive viewers are taken by the hand, and the content is very accessible and clearly presented. Much will be learned while watching the video. The visual content and the oral explanations are very clear.	
Oral Language: Is your language of good quality? (2 points)	The oral language is flawed with grammatical errors, inappropriate wording and bad pronunciation, to the point that it seriously interferes with the viewer's ability to understand content.	The oral language suffers from some errors in pronunciation, choice of words and grammar, but is overall comprehensible and fluent. Viewers can follow with relative ease.	The oral language used is very good, with very few or no errors, and very appropriate wording. The quality of the voice adds to the clarity. Viewers have no problem understanding the reported content.		
Written language: Are the subtitles easy to understand? (1 point)	There are no subtitles, or they don't follow what is said orally.	There are subtitles, which accurately correspond to the oral explanations.			
Structure: Is the content well structured, with good storyboarding? (4 points)	The presentation is very unclear, with very little organizational structure. Storyboard is very poor or inexistent. Viewers quickly get lost.	There is an organizational structure, though it may not be carried though in a consistent manner. The storyboard does not match the final production. Viewers sometimes get lost.	The organizational structure is rather good, and time has been spent on the storyboarding. . Viewers don't really get lost, but may feel confused at times.	The organizational structure is good, with a carefully built and detailed storyboard which is adhered to during production. Viewers are not confused, and may only be confused once or twice.	The organizational structure is excellent, with a very detailed, thoughtful and creative storyboard. Viewers are carried with the flow in a very smooth way.
TECHNICAL QUALITY (7 points)					
Editing: Is the editing good and original? (3 points)	The editing is overall poor, with obvious lack of work. The sequencing is illogical, transitions are choppy and confuse the viewer. Transitions are awkward between scenes. Titles are illegible.	The editing is overall acceptable and helps to express the content. Transitions are rather adequate, and things such as titles help to navigate the video.	The editing is good, with possibly a mixture of still images, animations or videos. Transitions provide easy movement from one scene to another. Titles or other clues are used and add to the video's flow.	The editing is very good, with consistently meaningful choice of texts/images/videos... to represent concepts, explain and reinforce key points. Transitions provide smooth movement between scenes, and add to the viewer's understanding of the topic.	
Technical elements: Is you video of good technical quality? (2 points)	Sound and visual files contain significant distortion. Technical difficulties seriously interfere with the viewer's ability to see, hear, or understand content	Sound and visual files may have some distortion but it doesn't distract the viewer. There are some technical problems, but the viewer is able to follow the presentation	Sound and visual files are mostly distortion free, and are of good or very good quality. There are very few or no technical problems, and none of a serious nature.		
Length of the video (2 points)	The video is either too short or too long (by more than 30s)	The video is a bit too short or too long (by less than 30s)	The video respects the time constraints.		
IMPACT (6 points)					
Originality / Creativity: Is your video 'out of the ordinary' in a good way? (3 points)	There is nothing new in the video: someone speaking for the whole time in front of the camera, a selection of still images etc.	The video has some originality, although it remains limited. Viewers overall like it, but are not fascinated either.	The video is original, with carefully thought and impactful way of reporting the knowledge. A mixture of approaches is used, or there is a very creative path consistently followed.	The video is very original. Viewers are surprised and enthralled by the approach taken to report the topic.	
Attractiveness: Are you catching your audience's interest? (3 points)	The video is not entertaining at all. No fun, no vibe. Viewers are quickly bored and lose interest.	The video is catching interest from time to time, but overall is not really attractive	The video is rather lively and attractive. Viewers enjoy watching it and overall have a good time.	The video is very lively and funny. Viewers' attention is caught in the first seconds, and they remain absorbed until the end.	

Clear assessment criteria. These skills must be taught explicitly in the course.

Clear descriptions of expectations of performance.

ASSESSMENT RUBRIC: REFLECTIVE DIARY

Dimensions of the performance	0 point	1 point	2 points	3 points	4 points
CONTENT (16 points)					
Addressing the task: Do you answer the question raised for the diary entry? (3 points)	Lacks an understanding of what the question requires or responds inappropriately or tangentially.	Identifies part of the question and a few of the subsidiary, embedded, or implicit aspects but only addresses them partially.	Identifies and addresses the question and some of the subsidiary, embedded or implicit aspects.	Identifies and addresses the question and most of the subsidiary, embedded or implicit aspects.	
Intellectual Engagement with Concepts, Theories or Issues (4 points)	Writings reveal an absence of intellectual engagement with concepts, theories or issues. Writings are irrelevant or superficial. No attempt to link concepts and theories with lived experience. Viewpoints are unsupported or supported with seriously flawed arguments.	Writings indicate some intellectual engagement with concepts, theories or issues but mostly at a superficial level. Writings are largely descriptive or anecdotal but do indicate some attempt to apply theoretical ideas to lived experience. Viewpoints are offered but tend to be insufficiently supported and from a single perspective.	Writings mostly indicate informed intellectual engagement with concepts, theories and issues but not always with sufficient depth, breadth or understanding. Applies theoretical ideas to lived experience but sometimes inappropriately or tenuously. Viewpoints are not always sufficiently supported or from multiple perspectives.	Writings mostly demonstrate informed and thoughtful intellectual engagement with a broad range of relevant concepts, theories and issues. Theoretical ideas are applied to lived experience mostly appropriately and at times insightfully. Viewpoints are in the main well supported and from multiple perspectives.	Writings consistently demonstrate informed, thoughtful and sustained intellectual engagement with a broad range of relevant concepts, theories and issues. Theoretical ideas are applied to lived experience appropriately and insightfully. Viewpoints are always meticulously supported and from multiple perspectives.
Personal development: How do you take position and offer ideas? (4 points)	No evidence of the development of self-understanding from the reflective writings. Unwilling or unable to scrutinize own beliefs, values and behaviours. Shows no openness to change.	Develops some limited self-understandings from reflective writings. Shows willingness to examine own beliefs, values and behaviours but mostly without sufficient questioning of them. Occasionally, shows openness to change.	Develops some perceptive self-understandings from reflective writings. Generally disposed to scrutinizing own beliefs, values and behaviours but not always in a sufficiently critical manner. Shows some openness to change.	Develops perceptive self-understandings from reflective writings. Demonstrates a willingness and ability to subject own beliefs, values and behaviours to critical scrutiny and an openness to change.	Develops extensive and highly perceptive self-understandings from reflective writings. Consistently demonstrates a willingness and ability to subject own beliefs, values and behaviours to critical scrutiny and an openness to change.
Structure: Is your argumentation well structured? (3 points)	There is a strong lack of articulation for the proposed ideas and arguments.	There are often problems with the articulation of ideas and arguments.	The ideas and arguments are overall well-articulated, but some issues are distracting.	The ideas and arguments are always or nearly always well-articulated.	
References: Have you looked for additional sources of information and are they well reported? (2 points)	There are no additional references	There are one or two additional references, but they are not cited correctly	There are several additional references, and they are properly cited.		
SURFACE (8 points)					
Language: Is your language of good quality? (4 points)	The entries are flawed with spelling mistakes, grammatical errors and inappropriate choice of words, to the point that it constantly distracts the reader and make things incomprehensible	There are quite a large number of spelling mistakes, grammatical errors and poor choice of words. This distracts the reader and sometimes create difficulties to understand.	The writing is good overall, with only a few mistakes. Words are used accurately, and support what the author has to say. Readers have no problem following what is written.	The writing is nearly flawless, and all the entries read very easily. Words are carefully chosen to express scientific knowledge and personal ideas. Readers have a very easy time.	The writing is excellent, and the writer display great command of the language. The vocabulary is very rich and nuanced. Readers actually learn from the writing itself.
Formatting (2 point)	The final diary is poorly presented, and key information (author, student id, titles and dates for entries) are missing	The diary is presented well enough, and most essential information (author, student id, titles and dates for entries) are reported	The diary is very well formatted, and all important information are reported		
Length of the entries: Is your document of the required length? (2 points)	Many entries are either too short or too long (less than 400 words, more than 600 words)	Some entries are either too short or too long (less than 400 words, more than 600 words)	All entries are of the correct length (more than 400 words, less than 600 words)		

Clear assessment criteria. These skills must be taught explicitly in the course.

Clear descriptions of expectations of performance.

ASSESSMENT RUBRIC: PEER ASSESSMENT

Dimensions of the performance

Systematic approach to assessment: Do you use a good grading instrument? (2 points)

Quality of the assessment: Are your grades fair and justified? (2 points)

Constructive suggestions: Do you offer some valuable suggestions for improvement? (2 points)

0 point

No grading instrument is used. Grades are given without any methodology.

There are no comments made besides the numerical grades, and these grades do not seem reasonable.

No suggestions are made on how to improve the work.

1 point

A grading instrument (like a rubric) is used, but it is not of a very good quality.

The grades mostly seem appropriate, but are not always supported by comments.

Some suggestions are made to improve the work, but they are not all convincing.

2 points

A meaningful assessment tool is used, which is well adapted to what needs to be assessed.

The grades are fair, and precise comments actually help to understand them.

A number of thoughtful suggestions are made to improve the work.

GRADE CALCULATION

Assessment	% of the final grade	Number of points
Video	50	30
Reflective diary	40	24
Peer assessment of the videos	10	6
Total	100	60