

## RUBRIC: Edited draft

CONS449C 204: Conversations on race and climate change  
Student Directed Seminar // Faculty of Forestry

### Assignment details

**Due date:** March 11<sup>th</sup>, 2019 (1:30 pm)

**Submission:** Hard copy, in-meeting

**Weight:** 25%

### Assignment Description

On Monday February 25<sup>th</sup>, participants in *Conversations* decided that the final group project would take the form of a multimedia e-book. The e-book will be comprised of the following sections:

- **Timeline:** Based on the timeline of race relations and climate events started during Week 2
- **Map:** Based on the world map of carbon emitters and climate headlines started during Week 4
- **Case studies:** Analyses of racialized climate issues that exemplify dynamics discussed throughout the e-book, with each case study comprised of a root cause analysis, the author's positionality statement, and a short essay on climate presents and futures

Each participant of *Conversations* will author one case study. The "Edited draft" assignment is intended as the first iteration of this case study. Having conducted a root cause analysis of a racialized climate issue, participants will be challenged to assess present realities and comment on potential climate futures informed by the group's collective *Equalitree*. The "Edited draft" includes a written component (max. 1000 words) and a timeline of the specific issue at hand (max. 500 words).

On March 11<sup>th</sup>, participants will bring hard copies of their drafts for comments and peer-evaluation. On March 18<sup>th</sup>, participants will submit the final version of their case study for a second round of peer-evaluation.

### Comments from peer evaluator

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Criteria	Unsatisfactory	Developing	Accomplished	Exceptional	Total
<b>Write-up</b> <i>max. 1000 words</i>	Write-up addresses one or less root cause ideologies mentioned in root cause analysis and positionality statement; analysis of potential climate futures does not draw on Equalitree; climate futures make little mention of trade-offs and are not specific to racialization or climate change; sources are missing technical reports/academic articles or community resources/news items	Write-up addresses two or less root cause ideologies mentioned in root cause analysis and positionality statement; analysis of potential climate futures draws from one or less levels of the Equalitree; climate futures mention some trade-offs but are not specific to a community affected by racialization and climate change; sources include technical reports/academic articles and community resources/news items	Write-up addresses three or less root cause ideologies mentioned in root cause analysis and positionality statement; detailed analysis of potential climate futures, drawing from two or less elements from each of the three levels of the Equalitree; climate futures mention some trade-offs from the perspective of 1-2 communities affected by both racialization and climate change; sources include technical reports/academic articles and community resources/news items	Write-up addresses at least three root cause ideologies mentioned in root cause analysis and positionality statement; complex and detailed analysis of potential climate futures, drawing from at least two elements from each of the three levels of the Equalitree; climate futures explicitly articulate trade-offs from the perspective of 1-2 communities affected by both racialization and climate change; sources include technical reports/academic articles and community resources/news items	/10
<b>Timeline</b> <i>max. 500 words</i>	Vague or inadequate structures/institutions, root cause ideologies, and positionality; timeline includes perspectives of <2 communities, with no mention of a community the student does not identify with; timeline is decontextualized and makes no mention of group timeline	Timeline is missing one or more of the case study's structures/institutions, root cause ideologies, or the author's positionality; timeline mentions actors, dates, places, and events from <2 communities, or does not mention a community that the student does not identify with; timeline is not responsive to group timeline	Timeline is missing case study's daily impacts, structures/institutions, root cause ideologies, or the author's positionality statement; timeline mentions some actors, dates, places, and events from <3 communities, including <2 that the student does not identify with; timeline is somewhat responsive to group timeline	Timeline includes content about case study's daily impacts, structures/institutions, root cause ideologies, and the author's positionality statement; timeline mentions key actors, dates, places, and events from >3 communities, including >3 that the student does not identify with; timeline makes reference to broader events referenced in group timeline	/7
<b>Comments</b>	Comments are vague and do not relate to local context of case study; little or no reference made to the	Comments are somewhat vague and do not relate to local context of case study; some reference is made to the Inequaliforest and	Comments refer to the local context of case study; comments demonstrate some understanding of the Inequaliforest and Equalitree	Comments are specific to the local context of case study; comments demonstrate thorough understanding of the case study relative to the	/2

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	Inequaliforest and Equalitree frameworks; comments are not constructive or actionable	Equalitree frameworks; comments are somewhat constructive or actionable	frameworks; comments are constructive or actionable	Inequaliforest and Equalitree frameworks; comments are constructive and actionable	
<b>Evaluation</b>	1 point for completing two peer evaluations and evaluation of a peer's comments				/1
					<b>/20</b>