

ASSESSMENT 1: ESSAY

/30%

	Not satisfactory			Developing			Satisfactory			Competent			Highly competent			
1. Discussion of approach to design thinking /35																
1a. Selection and explanation of approach to design thinking [15]	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Selection of approach is not appropriate. Explanation is inadequate and poorly done.			Selection of approach is appropriate. Explanation is confusing and does not show a clear understanding of approach.			Explanation has some detail; shows a basic understanding of approach.			Explanation is mostly detailed; shows a solid understanding of approach.			Explanation is detailed; shows excellent understanding of approach with additional insights.			
1b. Discussion of approach to design thinking in relation to design practice today [15]	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Discussion lacks depth and is not really relevant to the topic.			Discussion has some depth but thinking is superficial and simply repeats points from class discussion/readings.			Discussion has some depth but mostly repeats points from class discussion/. readings. Offers limited personal opinion.			Discussion is in-depth and builds on class discussion/ readings with own opinions that show some critical thinking.			Discussion is robust and builds on class discussion/readings with own opinions that show high level of critical thinking.			
1c. Use of texts to support discussion of approach to design thinking [5]	0	Does not use any texts from Essential Readings and/or texts selected are not academic or appropriate.			Uses at least 1 text from Essential Readings to support discussion, but other texts selected are not academic or appropriate.			Uses 2 texts from Essential Readings. Selection of all texts is appropriate and supports discussion.			Uses 3 texts from Essential Readings. Selection of all texts is appropriate and supports discussion.			Uses 3 or more texts from Essential Readings plus other academic texts. Texts are well-chosen and help to extend the discussion.		
2. Discussion on role of design thinking /35																
2a. Discussion of ethical role of design thinking [10]	0	1	2	3	4	5	6	7	8	9	10					
	Discussion is insufficient and/or makes no sense. Little to no personal reflection.			Key points are not clearly explained. Personal reflection is limited and discussion simply repeats points from readings or in-class discussion.			Some attempt to build on readings or in-class discussion. Key points are clearly explained but not in enough depth. Some personal reflection included.			Key points are clearly presented with some depth. Personal reflection provided is thoughtful, building on readings and in-class discussion.			Key points are well-articulated in depth. Builds on readings and in-class discussion to offer important or novel personal insights.			
2b. Discussion of theoretical role of design thinking [10]	0	1	2	3	4	5	6	7	8	9	10					
	Discussion is insufficient and/or makes no sense. Little to no personal reflection.			Key points are not clearly explained. Personal reflection is limited and discussion simply repeats points from readings or in-class discussion.			Some attempt to build on readings or in-class discussion. Key points are clearly explained but not in enough depth. Some personal reflection included.			Key points are clearly presented with some depth. Personal reflection provided is thoughtful, building on readings and in-class discussion.			Key points are well-articulated in depth. Builds on readings and in-class discussion to offer important or novel personal insights.			
2c. Discussion of strategic role of design thinking [10]	0	1	2	3	4	5	6	7	8	9	10					
	Discussion is insufficient and/or makes no sense. Little to no personal reflection.			Key points are not clearly explained. Personal reflection is limited and discussion simply repeats points from readings or in-class discussion.			Some attempt to build on readings or in-class discussion. Key points are clearly explained but not in enough depth. Some personal reflection included.			Key points are clearly presented with some depth. Personal reflection provided is thoughtful, building on readings and in-class discussion.			Key points are well-articulated in depth. Builds on readings and in-class discussion to offer important or novel personal insights.			
2d. Use of texts to support discussion of role of design thinking [5]	0	Does not use any texts from Essential Readings and/or texts selected are not academic or appropriate.			Uses at least 1 text from Essential Readings to support discussion, but other texts selected are not academic or appropriate.			Uses 2 texts from Essential Readings. Selection of all texts is appropriate and supports discussion.			Uses 3 texts from Essential Readings. Selection of all texts is appropriate and supports discussion.			Uses 3 or more texts from Essential Readings plus other academic texts. All texts are well-chosen and help to extend the discussion.		

	Not satisfactory			Developing			Satisfactory			Competent			Highly competent			
3. Referencing /10																
3a. In-text referencing [5]	0	Many in-text references missing, many formatting errors.			Some in-text references missing, some formatting errors.			All in-text references present, some formatting errors.			All in-text references present, few formatting errors.			All in-text references present, no formatting errors.		
3b. Reference list [5]	0	Many references missing from reference list; many formatting errors.			Some references missing, some formatting errors.			All references present, some formatting errors.			All references present, few formatting errors.			All references present, no formatting errors.		
4. Writing /20																
4a. Clarity, conciseness, structure, and style [10]	0	1	2	3	4	5	6	7	8	9	10					
	Writing is unclear and difficult to read; and structure is disorganised. Relies heavily on quotes and/or paraphrasing is essentially using quotes with only minor word changes.			Writing sometimes lacks clarity; structure is disorganised. Relies often on using quotes. Paraphrasing is not properly done (sometimes too close to original).			Writing is clear but is not always concise; structure is mostly organised. Some reliance on quotes instead of paraphrasing or paraphrasing is not always in own words.			Writing is clear and concise; structure is organised. Presents ideas from other authors via paraphrasing in own words, mostly effective.			Writing is clear, concise and eloquent; structure is well-organised. Presents ideas from other authors via paraphrasing in own words, very effective.			
4b. Correct word limit; spelling and grammar [10]	0	1	2	3	4	5	6	7	8	9	10					
	Significantly below word limit; many errors in spelling and grammar.			Below or over word limit; some errors in spelling and grammar.			Within word limit; few errors in spelling and grammar.			Within word limit; occasional errors in spelling and grammar.			Within word limit; no errors in spelling and grammar.			

COMMENTS

Your assessment was submitted 24-hour period(s) after the due date.
 The penalty for late assessment is 5% for the first 24 hours after the due date and 10% for each additional 24-hour period after that. Assessments more than 168 hours late (7 x 24 hours) late will not be marked.

TOTAL

/100

PENALTIES

Late
Plagiarism

FINAL MARK

/100

Date submitted
Time submitted
Extension Due