

Week 12 Final Assignment: Are we living in the Anthropocene?

This activity is worth **19% of your final mark** and is due on **Sunday (11:59 p.m.), December 13; maximum of 500 words** (include a word count).

Many scientists believe that we are living in a new geological epoch (time unit) in which humans are the dominating force on this planet, changing the hydro-, atmo-, bio- and lithosphere of our planet. The topics in this course covered many examples of these changes. For this final assignment

- a) Provide your own concise heading linking the Anthropocene to your two topics/evidence (OK to write after you've written the 'body' paragraphs), not included in word count;
- b) based on the online material posted for this week, summarize what you think the Anthropocene means (use your own words, paraphrase and cite) and briefly state if you concur or disagree that we have entered this new time (this is your overall claim/point of view); (ca. 100 words)
- c) looking at evidence presented in the climate change topic, evaluate in more detail if this supports your claim (ca. 200 words, use CER);
- d) choose another of the topics covered in this course to evaluate in more detail if the evidence covered in that unit supports your claim (ca. 200 words, use CER)
- e) write a short conclusion restating your key point(s) (one sentence, less than 30 words).

Word counts for the individual sections are suggestions.

This is a summative assessment, which means that your learning over this course will be assessed. Ideally you show that you have learned from the feedback given in previous assessments and are able to integrate concepts from this course. Specifically, this means for each of the parts: "Fair" is when students only provide evidence (descriptions of 'inputs and outputs' e.g. water pollution, issues from week 8-11) without discussing mechanisms and key concepts (the "processes", e.g. trophic cascades). A "good" part will provide a valid explanation of the processes and mechanisms, an "excellent" part will provide an explanation that is more in-depth and correctly links to specific scientific concepts, processes or mechanisms introduced in weeks 1-7 (= insightful).

Ensure that intext citations and the format of the reference list follow the citing and referencing conventions document posted in the folder "Academic Integrity, acceptable sources and citing conventions". Content in direct quotes will be ignored, as direct quotes are rarely used in scientific writing. You will need to provide sources in each part of this assignment. **Failure to paraphrase or cite key sources (in text and in reference list) will be considered an academic integrity violation and result in a 30 %-mark deduction (5.7 marks) and an official academic integrity incident report.**

This assessment **must be completed individually, and collaboration between students is not permitted**. Students will not share (through posts, texting, or otherwise) questions or answers through social media or other websites. Outsourcing work to a third party is a severe academic offense and will be treated as such.

Assessments submitted late (e.g. no extension granted or submitted after extension deadline) will carry a 10% deduction (1.9 marks) for every 24 hours late submission.

Rubric: see next page

Rubric Final Assessment

Category	Excellent (1)	Good (.8)	Fair (.6)	Poor (.4)
a) Heading /0.5	Concise insightful heading, relating Anthropocene to two topics	Heading including both topics	Heading including one of Anthropocene, climate change or another topic	Heading incomplete, not related to prompt or repeating the assignment heading
b) Summary Anthropocene/ 3	The summary is concise and insightful (beyond posted materials)	The summary is clear and reflects material posted	The summary relates to the Anthropocene but is either superficial or misses a key point	The summary is extremely vague or wrong
c) Climate change content/ 6	-the answer is fully developed using key terminology and concepts, relates to topic - insightful (exceeds expectations of this course) explanations provided, backed up by effective, specific and relevant examples and evidence - correctly links to concepts from week 1-7	- the answer is clear and defined, relates to topic and backed up by evidence but not quite developed OR missing some key terminology or concepts - good explanations provided, backed up by examples and evidence that might be a little general or less relevant	- basic content of the activity is present or related to, but missing most of the key terminology or concepts, partly off topic AND/OR - explanations or examples provided are superficial (not quite correct or fully applicable or very general) AND/OR only partially backed up by evidence (e.g. missing more than one citation)	-content of the answer is not related to activity, topic or prompts given OR - information or concepts used may be inaccurate or incorrect OR -no examples or explanations provided OR -not backed up by evidence (no citations)
d) Another topic content/ 6	-the answer is fully developed using key terminology and concepts, relates to topic - insightful (exceeds expectations of this course) explanations provided, backed up by effective, specific and relevant examples and evidence - correctly links to concepts from week 1-7	- the answer is clear and defined, relates to topic and backed up by evidence but not quite developed OR missing some key terminology or concepts - good explanations provided, backed up by examples and evidence that might be a little general or less relevant	- basic content of the activity is present or related to, but missing most of the key terminology or concepts, partly off topic AND/OR - mostly descriptive - explanations or examples provided are superficial (not quite correct or fully applicable or very general) AND/OR only partially backed up by evidence (e.g. missing more than one citation)	-content of the answer is not related to activity, topic or prompts given OR - information or concepts used may be inaccurate or incorrect OR -no examples or explanations provided OR -not backed up by evidence (not citations)
e) Conclusion/ 0.5	- short and concise conclusion, no new information	- good conclusion, a bit wordy, no new information	- conclusion is confusing or very descriptive, or new information	Conclusion is a fragment or unclear
Writing/ 3 0.6 deduction for not including a word count	-complete, well developed sentences - no grammatical errors and spelling mistakes -excellent paragraph structure (CER) including an excellent main idea or thesis statement <u>-cited (intext) and listed all necessary sources, correctly formatted in text citation and reference list</u> -500 words or less	- all complete sentences - no spelling mistakes - very few missed intext citations <u>- sources are cited and listed but have minor issues</u> in formatting or missing publishing detail - good paragraph structure (CER) including a good main idea or thesis statement, BUT could be more concise OR - minor grammatical mistakes OR -up to 550 words	- mostly complete sentences BUT -occasional grammatical mistakes OR - very few misspelled words OR - paragraph without an identifiable main idea or thesis statement OR - some intext citation missing OR Reference list incorrectly formatted OR -sources provided are problematic or missing a few OR - up to 600 words	- not written in complete sentences OR - grammatical errors make it hard to understand, OR - many misspelled words OR - no obvious structure OR - many intext citations missing OR - no attempt at providing sources OR - more than 600 words