

York University  
Faculty of Liberal Arts & Professional Studies  
Department of Economics  
Winter 2022

**AP/ECON 3569 N 3.00**  
**Economic Policy in Developing Countries**

Instructor:

Dr. Ricardo Grinspun  
e-mail: ricardo@yorku.ca

Office hours:

Immediately after class or by appointment (contact me to set a time at ricardo@yorku.ca).

Class time and location: Tuesday 6:00-9:00 pm, online with Zoom link. This course will be delivered remotely/online with synchronous class sessions: the delivery will be on the Day(s) and Start Time listed here. Attendance is required.

Email contact: Write the course number in the subject. I will strive to respond to student emails every two or three days.

Important dates:

First class: Tuesday, January 11

Last day to enrol without permission: January 23 (***please note there will be no allowance for late enrollers in terms of attendance, participation score, and late assignments***)

Winter Reading week: February 19-25

Last day to drop course: March 18

Last class: April 5

Goal, objectives and method

The goal of the course is to provide the student with an introduction to policy issues in international economic development. The particular focus this semester will be on the development challenges presented by ecological sustainability and climate change. The questions we will ask are: How are ecosystem degradation, the overpassing of planetary boundaries and the changing climate impacting on the future of developing nations and impoverished and vulnerable populations around the globe? What are the questions of equity and justice raised by ecological disruption? How can we tackle the double challenges of stabilizing the climate and advancing food security and poverty eradication? What are some of the policy responses to address these challenges?

We start the course with an introduction to concepts of planetary boundaries, climate change and biodiversity loss. Next, we engage in a systematic study of climate change and its developmental implications, starting with the science of climate change and the climate-development nexus. Then we discuss the international climate change regime, mitigation responses and the need for adaptation. We end the course discussing global impacts and paths for future action.

In the context of this policy-oriented course, we pursue several pedagogical objectives. These are to encourage: critical thinking and writing skills; the ability to conceptualize social problems and to evaluate alternative theoretical and policy approaches to deal with those problems; and the pursuit of meaningful, participatory citizenship through informed discussion of key societal issues.

We work toward these objectives through a participatory methodology that goes beyond the traditional classroom model. Although we cannot avoid evaluation and grades, our approach to policy questions is that there is no unique “truth” or a single recognized “authority” that imparts such a truth. We will encourage exposure to a variety of viewpoints on key policy issues facing both the ‘global north’ and the ‘global south’. Through the exposure to multiple perspectives, students critically develop their own views. Thus, the class is constructed from the active contributions of both students and the instructor.

Although we address some aspects of mainstream economic theory, the emphasis in this course will be on heterodox and interdisciplinary approaches. The assumption is that economic policy should not be designed exclusively on the basis of neoclassical theory. Thus, the course benefits from students who have different disciplinary backgrounds and hold diverse perspectives on the policy issues at hand. Students are exposed to mainstream (i.e., neoclassical) economic approaches to economic development, as well as alternative approaches arising from ecology (a central approach in this course), gender analysis, political economy, and human development perspectives. Students are encouraged to explore the theoretical underpinnings that underlie contrasting approaches, and which lead to diverse positions on key policy issues, as well as to substantively debate the merits and impacts of different positions.

Tentative topics (the specific choice and sequence of topics will be announced)

*Global environmental threats and planetary boundaries*

*Climate change: Introduction*

*Biodiversity and ecosystems*

*Science and the drivers of climate change*

*The climate-development nexus*

*The international climate change regime*

*Mitigation and low-carbon development*

*Adaptation and building resilience to climate change*

*Development and climate action: A global perspective*

*The way forward: Climate-smart development*

Required readings: We will read substantively from two books:

Jeffrey Sachs, *The Age of Sustainable Development*, Columbia University Press, 2015.

Thomas Tanner and Leo Horn-Phathanothai, *Climate Change and Development*, Routledge, 2014.

Both books are available online at the York University Library. Links to additional readings will be provided in eClass.

Expectations from the student:

Classes: Classes will be structured as a combination of frontal lecture, write-to-learn activities, class discussion, documentary films, and small group discussion. *Participation is required and you are expected to attend and actively participate in all class activities.* Questions and comments are welcome and encouraged. Please note that formal lecturing will be limited, which means that no effort will be done to systematically cover material in class. You are responsible for covering all the material through your preparation of the reading and writing assignments. Class discussion will be oriented to highlight key concepts, ideas and issues as well as to engage in policy debate. We will also pursue topics beyond the presentation in the text (for example, by presenting alternative perspectives, discussing current issues, or viewing documentary films). The thrust of class effort will be to promote student-centred learning and critical thinking around development issues.

Attendance and participation: Given the participatory nature of the class, *absenteeism is strongly discouraged, and will significantly affect the student's grade.* One component of the evaluation rewards those students who consistently attend and participate. Thus, *students who miss just a few classes will see this component of the evaluation severely affected.* Students will sign an attendance sheet every class [this semester to be checked through Zoom logs and group participation]. As a way to recognize the occasional problem (e.g., flu, jury duty, travel, and personal problems), you are allowed to be absent from ONE (1) class during the semester without any penalty. Aside from serious health situations or other exceptional circumstances (which must be discussed with the instructor as early as possible), no further consideration of minor illness or other personal problems will be allowed. Students who join the class late do not get a special allowance. A student cannot pass this course without attending at least 2/3 of the classes (unless there is a documented major reason for the absence). Lateness: given the disruption to class when students arrive late or leave early, these will be actively discouraged. [Zoom records will be utilized to document arrival and departure from the class]. Lateness and early departure will be recorded and will affect attendance and participation grade.

For remote teaching through Zoom: This is a participatory class that requires engagement with others. We are trying to replicate the social interaction of a classroom, where we are all present and visible. Thus, we will be with the video (camera) turned on during class time. Of course, you can turn off your camera for a few minutes if you need to use the facilities or attend to an urgent matter, but the normal mode during class will be with the video on. Please let me know if you

have a concern or face a special situation so we can address it.

Readings: The student will prepare a writing portfolio through weekly written assignments based on the assigned readings. The expectation is that you read *before* coming to class and prepare the weekly assignment. Details are provided below in and in eClass.

Documentary films: We utilize documentary films as tools to expand perspectives, provide context and elicit discussion. Students will be assigned to watch an online documentary film each week before coming to class.

Writing portfolio: You are asked to submit weekly writing assignments to an electronic portfolio in response to specific questions and tasks that will be detailed in the course website. The writing portfolio will be a major component of the evaluation in the course (65% of the final grade). See attached **Guidelines for Preparation of Writing Assignments and Class Participation**.

Academic honesty: Conduct that violates the ethical or legal standards of the University community or of one's program or specialization may result in serious consequences. Students should look at the *Senate Policy on Academic Honesty* which is found in the *Academic Integrity for Students* website, <http://www.yorku.ca/academicintegrity/students/index.htm>. You are encouraged to familiarize yourself with this Senate legislation and the other materials provided in this webpage. The instructor is particularly concerned about the availability of services offering to write student papers for a fee. See the *Addendum on Academic Honesty – Paper writing services* below.

Turnitin: In an effort to enhance academic integrity and prevent plagiarism, the instructor will use Turnitin, a commercial Internet-based search service available through eClass. See attached sheet on *Guidelines for Classroom Participation and Preparation of Written Assignments* for further information.

Evaluation:

Writing portfolio *	65%
Attendance and participation	35%

\*Note: midway through the semester a partial evaluation of your writing portfolio will be provided.

Important notice about the grading scale: Assignments (or their components) and participation in this course will be graded on a letter or point scale and with a marking rubric that will be announced in class. *The instructor will not use the regular FL&APS conversion table to convert percentage grades to letter grades.* The instructor will determine a conversion scale from total point scores accumulated by the student during the semester to final letter grades based on the performance of the students and the distribution of point scores in the class. Information about the distribution of scores for each of the assignments will be provided on a timely basis so

students can remain apprised of their standing in the course. *For students aiming for an “A” in the course, it is a requirement that you obtain an “A” average in the written assignments **and** an “A” in participation.*

Academic concerns: If you are encountering problems which are affecting your academic progress, (e.g., attendance at classes, participation in class, understanding reading material, completing assignments), or have any other academic concerns, contact immediately the instructor to discuss your situation. If a personal situation is impacting on your academic performance, refer also to Personal problems below.

University policies:

Senate Policy Regarding Academic Accommodation for Students with Disabilities: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established [by Senate]. (For further details see the [Senate policy](#)).

Religious observance: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents.

Resources:

Learning Commons: The Learning Commons brings together academic learning supports to help students with areas such as writing, library research, citing, time management, study skills, exam preparation, English language support, career planning and much more. Remember we are still very much here to support students’ academic success through our on-demand and bookable virtual services (e.g., via chat or zoom), online workshops and online tutorials, especially SPARK. Connect with us today! Go here: <https://learningcommons.yorku.ca/>

Important SPARK resource for writing papers: I strongly encourage students to work through the Spark resource website on student papers and academic research at the York University Libraries: <https://spark.library.yorku.ca/>. SPARK (Student Papers and Academic Research Kit) is a modular, online tool which helps students to identify and develop the skills required to write academic essays. SPARK is divided into thirteen modules, each taking 8-10 minutes to complete, and describes strategies for such skills as time management, library research, academic reading, and revising draft essays. Again, I strongly encourage students to complete the thirteen modules.

The Writing Centre: Effective writing allows us to articulate, expand and clarify our thoughts. In university, writing is the main means by which students engage thoughtfully with course themes

and communicate their ideas to their instructors. At York University, we recognize the importance of effective writing and also how challenging writing can be. Through its individual writing instruction and its group seminars, the Writing Centre helps students to become successful and confident writers. The Writing Centre offers individual instruction in all aspects of writing. For further details, go to <https://www.yorku.ca/laps/writing-centre/>. The website includes useful links to writing support, resources, videos, workshops and more.

ESL students: Students for whom English is a Second Language are encouraged to register and use the services of the ESL Open Learning Centre (ESL-OLC). The Open Learning Centre offers support to students registered in credit courses at York University, in any degree program, and is free of charge. Graduate and undergraduate students are welcome. For details, go to the website at <http://eslolc.laps.yorku.ca/>.

York International: York International is the central international education office of York University. If you are an international student at York; if you are considering studying or doing an internship abroad; or if you want to participate in international activities in campus, visit <http://international.yorku.ca>.

Disability and Accessibility services: Please visit the Student Accessibility Services Home Page at <https://accessibility.students.yorku.ca/> for links to a variety of disability-related resources and services at York University.

Personal problems: If you are facing personal problems, you are encouraged to contact Student Counselling, Health & Well-being. Please check the services available, important links and contact information at <https://counselling.students.yorku.ca/>. In case of personal crisis, call <https://good2talk.ca/> at any time -- this is a helpline for Ontario students open 24/7.

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Please don't hesitate to ask if you have any questions. I look forward to working with you, and hope you will have an enriching semester!

*Addendum on Academic Honesty – Paper writing services*

The course director notes with extreme concern the availability of services offering to write student assignments for a fee (sometimes referred to as “paper mills” or “ghostwriting”). Prof. Grinspun views the hiring of such a service as an extreme and egregious form of academic dishonesty. According to university regulations, penalties for academic dishonesty range all the way to expulsion from the university. Prof. Grinspun wants his students to be aware that he will seek the maximum feasible penalties according to University regulation when a student engages in this type of academic dishonesty. Such disciplining could lead to severe, perhaps life-changing consequences for the student’s academic and professional career.

Prof. Grinspun is actively seeking the intervention of the University directly with the authorities, policymakers and service providers to stop this kind of activity that destroys the academic integrity of the course.

Each student in the class will sign a statement indicating they have read and understood Prof. Grinspun’s approach to academic dishonesty. Student assignments will not be graded until their signed declaration has been received.

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***Student Declaration***

Student name (print full name): \_\_\_\_\_

Student number: \_\_\_\_\_

I understand that hiring the services of an individual or a service provider to write one of my papers constitutes an extreme act of academic dishonesty according to York University regulation. I also declare that I am aware of Prof. Grinspun’s approach to such an act of academic dishonesty, as stated above.

Signature:

Date:

**AP/ECON 3569**  
**Economic Policy in Developing Countries**  
**Prof. Ricardo Grinspun**  
**Winter 2022**

## **Guidelines for Preparation of Writing Assignments and Class Participation**

### **WRITING PORTFOLIO**

Rationale: We will use weekly written assignments as a pedagogic and evaluation tool in this course. One of the concerns with over-reliance on examinations is that many students report their exam scores do not reflect their effort in the course, but instead their performance during the exam. The writing portfolio is a reflection of your ongoing work and effort in achieving the goals of the course. It is also a flexible tool; it allows to focus one question on your reading of the textbook, another on an issue of interest, and yet another one commenting on a documentary film.

Class website: It is important that you check the eClass class website on a weekly basis for updates regarding assignments and everything else. Note: our eClass class website is integrated with Turnitin. Thus, you submit your assignments directly within eClass.

Due dates and late assignments: You will submit a writing assignment composed of one or more questions every week, starting on the second week. The eClass website will have details about questions and deadlines. You can submit assignments late, without giving me prior notice, but you will be penalized for lateness beyond a certain threshold. To provide flexibility for possible illness, jury duty, personal problems, etc., *you are allowed to be late for a total of 20 (twenty) days in a total of 3 weekly assignments, without penalty, over the semester.* You can arrive at the number 20 adding any way you want over a maximum of 3 late assignments: 3 days late in one, 5 days late in another, etc., or 20 days late in one assignment. Any number above 20 for the whole semester, or for more than 3 late assignments, will accumulate a penalty in your overall portfolio evaluation. For example, if you were late 5 days in one, 4 days in other, 2 days in another, and 4 days in another, you will get a penalty for the 2 days late. The penalty will grow with the accumulated count of late days, so even if you have surpassed the 20 days, it is in your interest to minimize additional late days. To calculate your lateness, your Turnitin record tells you how many days you were late in already submitted assignments. Take note that you will not be able to submit late assignments beyond the final date for submission of work at the end of the semester.

Questions regarding Turnitin: Turnitin is supported by York University. The York website says (<http://www.yorku.ca/academicintegrity/students/Turnitin-students.htm>):

Turnitin is an Internet-based service created at the University of California, Berkeley. Essentially, Turnitin scans submitted works for similarity to material in public web-sites, academic journals, papers purchased from an essay mill, etc., and to essays and



assignments concurrently or previously submitted to Turnitin, which are stored in a database. Through Turnitin, matches of as few as 8 consecutive words can be detected. After scanning, sections of a submission are outlined in colour in an originality report to the course instructor. [NOTE: also the student will see the originality report – RG].

Turnitin does not determine if plagiarism has occurred. The determination of a potential breach of academic honesty and the decision to proceed with a charge is made entirely by the professor.

Turnitin is available to all full-and part-time York instructors for their use on a voluntary basis. Students are asked to voluntarily submit their work to Turnitin when instructors wish to use the service in their classes.

As mentioned, you need to submit your assignments electronically to the Turnitin assignment in eClass. The submission is according to the number of the assignment. For example, submit your first assignment to "Assignment #1".

Technical problems with Turnitin: If you are facing technical difficulties in your submission to Turnitin, you should contact the eClass helpdesk immediately (by writing an email to [askit@yorku.ca](mailto:askit@yorku.ca)). If your submission is being delayed, send an email to the instructor attaching the assignment and explaining how you are dealing with the technical difficulty. You must submit to Turnitin as soon as possible. Important note: do not allow technical problems submitting to Turnitin to linger. You must solve these problems expeditiously.

You can resubmit assignments to Turnitin prior to the due date. You cannot resubmit assignments after the due date unless I first manually cancel your first submission. Then, your second submission is recorded with the later date and time. So, in short, if you are submitting after the due date, make sure you are done with your work.

Academic integrity: You should always follow the rules for academic integrity and for attribution of material. If you are copying material word by word, it should be presented in quotations marks and with the source provided. If you are paraphrasing or drawing from a source, you need to provide the source. If you are mentioning data, provide source and page number. In the case of assigned readings, there is no need to provide a formal reference; simply refer to “chapter 1 in Sachs.” For other sources, provide in-text citations and a reference list at the end of the assignment, using the APA citation style.

Resubmission of assignments: I will allow resubmission of some assignments; details will be provided in class. *Resubmission is only allowed when the student has done serious work in the original submission.*

#### Content:

The assignments reflect the effort and commitment that you are placing in this course. There will

be at least two types of questions in your assignment portfolio: a) reflective textbook review, and b) commentary. There may be also questions that require some c) research.

*a) Reflective textbook review<sup>1</sup>:*

These are questions that relate to your reading of assigned pages in your weekly reading. The most basic requirement for the assignment is to demonstrate you have completed the assigned readings. Thus, you should always prepare your assignment after you have completed your reading. You should write your response in a way that makes it evident to the reader that you have read the readings in their entirety and comprehensibly. Do not fall in the trap of using a summary of the readings, such as you may find in the internet somewhere, as a shortcut instead of actually reading the full text. Written assignments that do not make evident your detailed reading of the chapter will be evaluated poorly.

Remember, these are writing assignments, not formal academic essays. The purpose is to demonstrate you have read the assigned readings and give you an opportunity to put in writing your thought process, your engagement with ideas and issues, the acquiring of new knowledge, and your research for new information. That's what I mean by "reflective" review – you are doing an effort to reflect on your learning process. You want to show you have thought about what you have read and experienced. Relate to each one of the segments you read. What has most caught your attention? How did it relate to other material in the course? Don't just summarize a reading, although it is important you demonstrate you have done the reading. Write down your reactions, questions, comments, criticisms, and insights. Put in words your learning process. What's new for you? What did you gain?<sup>2</sup>

*Evaluation criteria:* The main criterion for this type of assignment is to respond to the assigned question in a way that demonstrates you have carefully read the chapter, critically engaged with it, and reflected on your learning.

*b) Commentary:*

These are questions that ask for a brief commentary on a documentary film, class discussion, group exercise, additional reading, or other type of activity. Which aspects were particularly noteworthy for you? Did you enjoy it? Do you agree? What did you learn? How does it relate to the assigned readings and other aspects of the course? We are seeking the same reflective approach mentioned above, but in relation to a film, activity, etc.

*Evaluation criteria:* The main criterion is to demonstrate you have critically, substantively, and actively engaged with this activity and reflected on your learning process.

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1 Adapted from: University of Edinburgh, *Reflection Toolkit - Reflective blogs/journals/diaries*. Available at <https://www.ed.ac.uk/reflection/facilitators-toolkit/components-tasks/reflective-blogs-journals-diaries> [accessed 13 September 2021].

2 Adapted from: McKeachie, W. J., & Hofer, B. K. (2002). *McKeachie's Teaching Tips: Strategies, Research and Theory for College and University Teachers* (11th ed.). Boston, MA: Houghton Mifflin Co, page 171.

*c) Research:*

These questions ask you to do research and a short write-up on specific issues assigned by the instructor.

As you seek library and internet materials, all the rules of academic integrity and honesty apply. You are encouraged to go out and seek materials on the assigned topic, but you must use those materials in appropriate ways. Make sure to keep electronic copies and / or links to all the documents you use, and include full references at the end of your response.

*Evaluation criteria:* The main criterion for this type of question is to demonstrate you have engaged in careful, critical, and substantive research, have linked the concepts you studied to those presented in the assigned readings and in class, and reflected on your learning.

Mechanics: You should strive to submit assignments that have correct grammar and spelling, that are well organized, well written, and where ideas flow easily and logically. Quality of writing matters and is part of the evaluation.

Formatting:

At the top of the first page of each assignment always write the following text:

Date  
Name and student number  
Assignment #

For each question you answer, indicate the number of words in your response to that question:

Question a): (643 words): In chapter 1, Sachs raises the issue of...

To count the number of words in Microsoft Word, select the text of your response, and then click Review, Word Count.

Evaluation: The writing portfolio will be evaluated in its entirety (for the whole semester); individual assignments will not. Thus, if in one occasion you cannot do work up to your standards (say, because you have a midterm in another course), make sure the next week you raise your standards. A partial evaluation of the portfolio will be provided mid-way through the semester so you can assess your learning and performance. You will be able to revise and upgrade some of the already submitted assignments towards the end of the semester.

Evaluation rubric:

The writing portfolio will be evaluated averaging four criteria:

1. Textbook reading - Demonstrates excellent comprehension of the assigned readings and critical engagement with them. Shows detailed understanding of the issues, themes, ideas, and approaches discussed in the readings. Applies them in a very effective manner.

2. Effective writing - Excellent presentation and articulation of ideas. Logical, subtle sequencing of ideas presented through well-developed paragraphs. Smooth transitions enhance organization.
3. Critical and reflective thinking & analytical effort - Demonstrates excellent analytical effort and critical / reflective thinking. Coherent, strong, well thought out discussion of ideas, issues, questions, and debates. Goes beyond simple exposition of ideas, toward critical engagement, showing your thought process, and the acquiring of new knowledge.
4. Overall level of effort and commitment - Writing portfolio reflects the student's excellent overall effort and commitment toward this course.

See the evaluation rubric below.

## **CLASS PARTICIPATION**

Given the nature of the class, it is crucial that students read their assigned reading before coming to class. Active class participation that demonstrates comprehension of assigned readings is required. Following an introduction by the instructor, students will be requested to discuss the reading assignments and the topic for that week in group work. Class time will be organized in various ways. A main tool will be small group work, followed by written and verbal reports to the whole class and general discussion.

### Evaluation of participation:

The evaluation will be based on the *quality* of your participation in class and in small group discussion, as well as *demonstration of knowledge about the assigned readings*: Do you participate actively, consistently and effectively? Does your participation demonstrate an effort to comprehend the assigned readings and the issues raised in class? Is your intervention relevant to the discussion at hand? Are you trying to use your knowledge and apply analytical skills in your intervention? Are you contributing in a thoughtful and serious way to the evaluation of participation by your peers? You should strive to: have a meaningful and ongoing participation in class and in small groups; be respectful of other students and/or their views, particularly when you disagree; and always raise questions, concerns, or point to areas you don't understand well. Students who consistently abstain from participation, particularly in small group discussion, will receive a poor evaluation.

Students will participate in the evaluation of class participation of their peers, and this will impact on their own participation score. They do this by filling a Group Evaluation Form after each group discussion. The quality of the work you do filling this form is part of the evaluation of your participation. Serious work with this form helps your participation evaluation. Sloppy, incomplete, and careless filling of this form does the opposite. Follow all the instructions and make sure your form provides accurate and honest information about how each member of the group performed.

Please feel free to raise any concerns about participation with the instructor.

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Let me know if questions remain, and most certainly let me know if you have concerns.

## Rubric for Writing Portfolio – Prof. Grinspun

Criteria	“A” paper (8.5 points)	“B” paper (7.5 points)	“C” paper (6.5 points)	“D” paper (5.5 points)	Points
1. Textbook reading.	Demonstrates excellent comprehension of the assigned readings and critical engagement with them. Shows detailed understanding of the issues, themes, ideas, and approaches discussed in the readings. Applies them in a very effective manner.	Overall a good general effort in this regard. Some minor interpretive problems and gaps may be evident.	Missed some of the readings’ main materials. Problems evident. Interpretive work requires more depth.	Little or no understanding of the material. Serious interpretive problems evident.	
2. Effective writing	Excellent presentation and articulation of ideas. Logical, subtle sequencing of ideas presented through well-developed paragraphs. Smooth transitions enhance organization.	Most ideas clearly presented. Paragraph development present but not perfected. Occasional awkward or abrupt transitions that do not detract from the general flow of the argument.	A few ideas clearly presented. Awkward or abrupt transitions interfere with readability. Paragraph organization incomplete.	Poor presentation and organization of ideas. Little evidence of paragraph structure.	
3. Critical and reflective thinking & analytical effort.	Demonstrates excellent analytical effort and critical / reflective thinking. Coherent, strong, well thought out discussion of ideas, issues, questions, and debates. Goes beyond simple exposition of ideas, toward critical engagement, showing your thought process, and the acquiring of new knowledge.	A reasonably good effort in this regard.	Barely sufficient effort. Incoherent aspects of paper.	No analytical coherence to the paper; just a compilation of information with no clear logic or articulation.	
4. Overall level of effort and commitment.	Writing portfolio reflects the student’s excellent overall effort and commitment toward this course.	Reasonably good effort.	Barely sufficient effort.	Minimal effort.	

### Notes:

- Assigning 0 points for “F” level performance.
- Criteria 1-4 are all worth the same.
- Your final score is the “average criteria score” = ([sum of points in criteria 1-4]/ 4)