Course Syllabus

ED 5022: Transformative Learning
May 1, 2024 – June 18, 2024

UNB
EST. 1785
UNIVERSITY OF NEW BRUNSWICK

Instructor: Kendra Haines
Faculty of Education
ADED 5022 FRE1A SU 2024

Territorial Acknowledgement:

We recognize and respectfully acknowledge that all UNB course interactions take place on the unsurrendered and unceded traditional lands of Wolastoqiyik (Maliseet). This territory is covered by the Treaties of Peace and Friendship which the Wolastoqiyik (Maliseet), Mi'kmaq and Passamaquoddy peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Wolastoqey (Maliseet), Mi'kmaq and Passamaquoddy title and established the rules for what was to be an ongoing relationship between nations.

MEET YOUR INSTRUCTOR

Hello! And welcome to ADED 5022: Transformative Learning Summer 2024. My name is Kendra, and I will be your instructor for this course. I have been facilitating classes at the undergraduate and graduate levels at UNB since Fall 2017 for both the Faculty of Education and the Faculty of Management.

My areas of research/teaching speciality lie in adult development, the transition to adulthood, conceptions of adulthood (how youth construct their understanding of what it means to be an adult), the #adulting phenomenon, precarious employment and union learning. My areas of facilitation include adult learning, methods and strategies of facilitating adult learning, distance education, online education, educational / instructional technologies and data visualization.

Kendra Haines
khaines@unb.ca
Office hours: by appointment

COURSE DESCRIPTION

In ADED 5022 learners will explores new concepts for working with adult learners, investigate critical thinking, critical self-reflection and transformative learning.

COURSE DELIVERY

ADED 5022 is an asynchronous instructor-paced, term-based class delivered through the Brightspace Leanring Management System. Having access to reliable Internet and a computer, laptop, or tablet is required.

COURSE OBJECTIVES

Key learning objectives will structure our course this session:

- Develop your theoretical understanding of transformative learning
- Foster and strengthen your critical reflection skills
- Acknowledge the role of critical reflection in transformative learning
- Inspire transformative learning practice (both as a student and as an educator)
- Act upon your ability to read and think critically
- Explore ways to foster transformative learning in practice
- Engage in class discussions with your peers sharing what you have learned and the learning connections you are making between theory and practice

Accessing the Course

This course is delivered as an asynchronous course using Brightspace LMS. We will have OPTIONAL synchrionous sessions on Tuesdays from 7:00-8:00pm to gather together as a learning community to socialize and/or discuss course content.

It is the students responsibility to have adequate and consistent technology (hardware, software and internet) access to complete the course.

Team Meeting Details

Please download the desktop application of Teams for Work through the UNB M365 Portal (you will not be able to connect to our class Team using the personal version of Teams included in Windows 11) or the mobile device client.
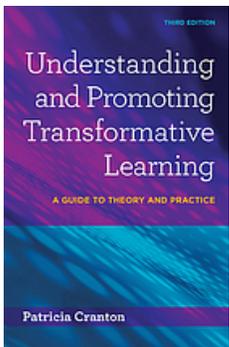
Teams Support
New to Teams? Visit the ITS Microsoft 365 Resources Site for more information on how to install and use Microsoft Teams. https://unbcloud.sharepoint.com/sites/M365/SitePages/

REQUIRED READINGS

In ADED 5022 we will be using (below) as our primary text:

Cranton, P. (2016). Understanding and promoting transformative learning: A guide to theory and practice (Third edition). Stylus Publishing, LLC.

The text is available as an eBook through the UNB Library system, or if you prefer to have a physical copy, it can be purchased on Amazon.ca for about 55$.

We will also have optional readings available through the HIL to support your development and exploration of the topics in ADED 5022. There is also a suggeested reading list available in Brightspace you can consult for your cumulative learning project.

COURSE GUIDELINES

Along with the general University and Departmental regulations (ie: Faculty of Education Undergradute Student Handbook, Faculty of Education Graduate Student Handbook, School of Graduate Studies Graduate Manual, Undergraduate Academic Calendar) regarding your participation in this course (plagiarism, etc.) I would like to provide a few guidelines for us to keep in mind as we progress through the course.

ADJUSTMENTS TO ASSIGNMENTS, SCHEDULE, AND SYLLABUS

The syllabus is a guide. Circumstances and events, such as student progress, copyright provisions, and content access may make it necessary for the instructor to modify the syllabus during the semester. The scope, timing, and due date/time of any assignments, projects, or any other required work may be adjusted by the instructor as needed to maximize learning opportunities for students and/or better serve the goals of the course. The syllabus may likewise be modified at the discretion of the instructor. Any adjustments will be communicated to students in class, on D2L, and through Email with as much advanced notice as possible.

Respecting our fellow learners:

We are a diverse group of learners and we each bring our own knowledge and experience to the class. I hope that we can create a dynamic and supportive learning environment. To that end, I would ask that we treat each other respect in our interactions. We all have something to contribute. I encourage reflective practice for this course and encourage you to bring your experiences to the discussions. However, while sharing your experience is welcome, please try to avoid making the discussions overly personal. *Note that reflection is more about how something makes you think rather than how something makes you feel.*

- You do not need to share anything about yourself that you do not wish to. No one is to pressure others to share private information.
- Please ensure that what you are sharing is relevant to the topic.
- Anything shared during this course is **confidential** and must not be shared with persons who are not members of the class.

Online Discussion Forum

I expect you to participate in all discussion forums in this course. Participating in our discussion forums is a critical component of the communicative and emancipatory nature of transformative learning. Discussion, weekly activities, and personal exploration will form the basis of our learning experience. The online space presents a unique opportunity and unique challenges for facilitating communicative and emancipatory learning.

Consistent participation in the weekly discussion forums is a requirement of ADED 5022. Not participating is the same as not attending class. Your particiation in the discussion forums should be evenly spread over the course of the discussion week and you should be engaging with your peers (responding to them, asking clarifiying questions….).

Discussion etiquette

- Check the discussion forum frequently and respond appropriately and on topic
- Use appropriate sentence case and capitalize additional words only to highlight a point. Capitalizing otherwise is known as shouting
- Be respectful in your online interactions
- Cite all quotes, references and sources, this way everyone can have access to the information
- Ask permission before forwarding a class message to someone outside of the class
- Using humor is good, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticisms or flaming (angry, antagonistic criticism)
- The class discussion area is not an appropriate place for forwarding ads, chain letters, or other unrelated email

Discussion forums are a part of our learning experience and our learning environment. University wide academic regulations apply here.

Language

All language for this course must be non-racist, non-sexist, non-homophobic. How a paper or discussion post is written and what it says are not separate issues, but rather components of the whole. This classroom will be conducted in way that values mutual respect. I encourage your active participation and welcome respectful discourse and reasoned debate. It is important to refrain from language and conduct that demonstrates a lack of respect for anyone's race, class, gender identity or expression, sexuality, culture, beliefs or abilities.

Pronouns

Chosen Names and Personal Pronouns: Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns, for example: they/them/theirs, ze/zir/zirs, etc. Rosters do not list gender or pronouns so you may be asked to indicate the pronouns you use so that I don't make assumptions based on your name and/or appearance/self-presentation (you are not obligated to do so). If you use a chosen name, please let me know. Chosen names and pronouns are to be respected at all times in the classroom. Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not however, tolerate repeated comments which disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen name and personal pronouns may evolve over time, so if at any point during the semester you would like to be addressed differently, please let me know.

We have an opportunity in this class to hear from people with different viewpoints and open some lines of communication about difficult or emotional topics. All opinions are welcome, as long as they are grounded in the evidence and presented respectfully. I reserve the right to manage, intercede, side-line, or stop a conversation if it is leading us too far off track or if it is disrespectful to others.

I'm (Professor) Kendra, and I use the pronouns she, her and hers. Pronouns are the parts of speech we use to refer to someone instead of their name. Using the right pronoun, like using someone's correct name, is a way to show respect."

The best means of contacting me is through email at khaines@unb.ca. I do not have office hours, per se as we are all working virtually. If you want to meet with me I am happy to do so through Teams at a time that is suitable to both of us.

I will respond to regular emails and course inquiries regularly throughout the week. Emails sent after 3:00pm Friday may not be addressed until the following Monday.

These are the initial guidelines that I propose for this course. I will monitor 'the workings' of these guidelines as we progress through the course and will be amenable to adding or changing them if we feel such changes are necessary to facilitate our learning.

PLAGIARISM AND ACADEMIC OFFENCES

The University of New Brunswick places a high value on academic integrity and has a policy on plagiarism as well as cheating and other academic offences. Plagiarism includes:

1. Quoting verbatim or almost verbatim from any source, including all electronic sources, without acknowledgement;
2. Adopting someone else's line of thought, argument, arrangement, or supporting evidence without acknowledgment;
3. Submitting someone else's work, in whatever form, without acknowledgment;
4. Knowingly representing as one's own work any idea of another.

Examples of other academic offences include:
1. Cheating on exams, tests, assignments or reports;
2. Impersonating somebody at a test or exam;
3. Obtaining an exam, test or other course materials through theft, bribery, collusion, purchase or other improper manner;
4. Submitting coursework that is identical or substantially similar to work that has been submitted for another course;
5. And more as set out in the academic regulations of the School of Graduate Studies Calendars (Section 15: https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/regulations/academic-offenses.html) and in the Undergraduate Academic Calendar (Section 8: https://www.unb.ca/academics/calendar/undergraduate/current/regulations/universitywideacademicregulations/viii-academicoffences/index.html)

Use of Generative AI (ie: ChatGPT, Perplexity.io, Grammarly AI) and the Use of AI Paraphrasers/Grammar Checkers (ie: Quilbot, Grammarly, Wordtune)

In this course, students shall give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations. When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of the conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).

Overall, AI tools should be used wisely and reflectively with an aim to deepen understanding of subject matter. It is a violation of university policy to misrepresent work that you submit or exchange with your instructor by characterizing it as your own, such as submitting responses to assignments that do not acknowledge the use of generative AI tools. Please feel free to reach out to me with any questions you may have about the use of generative AI tools before submitting any content that has been substantially informed by these tools.

Should you choose to use AI tools, one tool that I support the use of for academic purposes is AITutorPro, created by ContactNorth (https://www.aitutorpro.ca/).
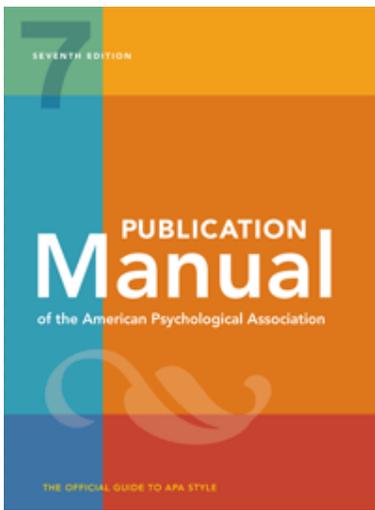
In the field of education, we use the APA 7th Edition (American Psychological Association) Style Guide for referencing and citations [https://apastyle.apa.org]. There have been several important updates from APA 6th Edition that you should take note of.

As well as information on how to cite materials for an academic paper, the full APA guide provides information for all elements of academic writing from the purpose of an introductory paragraph to how to craft a sentence. Academic writing is an important part of your academic work so I recommend that you give some thought and some time to these resources. Like many things, writing is a skill that can be learned and bettered with practice. I am happy to help you with that.

APA Resources

APA Style and Grammar Guidelines
https://apastyle.apa.org/style-grammar-guidelines

APA Style Guide to what's new in APA Style 7th Edition
https://apastyle.apa.org/instructional-aids/whats-new-7e-guide.pdf

APA 7th Edition Student Checklist
https://apastyle.apa.org/instructional-aids/publication-manual-formatting-checklist.pdf

APA 7th Edition Common Reference Examples Guide
https://apastyle.apa.org/instructional-aids/reference-examples.pdf

What's new in APA Style 7th Edition (webinar)
https://youtu.be/jOVZp8m0PCM

A step-by-step guide for APA style student papers (webinar) https://youtu.be/Ae6mQBUVqVE

Citing works in text using seventh edition APA style (webinar) https://youtu.be/Wfzo80CELqw

Creating references using seventh edition APA Style (webinar) https://youtu.be/gmZlfLX_qs8

Academic Writer Tutorial: https://extras.apa.org/apastyle/basics-7e/?_ga=2.172832803.1272569289.1608734026-2097927193.1597601462#

Writing and Study Skills Support
UNB's Student Affairs and Services provides many coaching and mentoring services to assist with writing papers, effective study methods, and other skills development related to student success: http://www.unb.ca/fredericton/studentservices/academics/index.html

To contact the Writing and Study Skills Support Centre: WSS@UNB.CA

The Harriet Irving Library also has a series of guides and documents to help you guide APA 7th Edition as well as issues surrounding plagiarism: https://guides.lib.unb.ca/guide/179

Note: Your instructor strongly recommends using the Writing and Study Skills Support Centre for writing support versus the use of Generative AI tools when feasible. Please do not leave requests for assistance from the WSS Centre to the last minute as they may not be able to accommodate your schedule.

STYLES OF WRITING — ACTIVE WRITING, PASSIVE WRITING, CONSTRAINED WRITING, FLOWERY WRITING, EXPERIMENTAL WRITING, FIGURATIVE WRITING, STRONG WRITING, FORCED WRITING, GHOSTWRITING, FRAGMENTED WRITING, REWRITING, PERSUASIVE WRITING. GRANT SNIDER

Services for Students with Disabilities

If you are a student with a disability of any type (physical, mental, learning, medical, chronic health, sensory; visible or invisible) you are strongly encouraged to register with the UNBF Student Accessibility Centre (SAC) so that you may receive appropriate services and accommodations. Once you are registered with SAC, I will be notified via the UNBF SAC Accommodation Letter of your specific accommodations. If you would like to discuss your particular needs with me, please book a time for a confidential appointment. http://www.unb.ca/fredericton/studentservices/academics/accessibility/

Class Recording and Copyright

Classes will not be recorded or stored for future use / review. It is your responsibility to attend class. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. Students may not create audio recordings of classes with the exception of those students requiring an accommodation for a disability, who should speak to the instructor prior to beginning to record lectures. Students creating unauthorized audio recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

Still Looking for Answers? Check your Student Handbook!
- Adult Education Undergraduate Handbook
- Education Graduate Student Handbook

Still can't find the answers? Email Kendra and we will find ansers!

Library Support

The Harriet Irving Library (HIL) is the main library on campus that is accessible to students both on and off campus (eBooks, eJournals, other electronic resources). To access the library holdings, you will need to use your UNB user account. This is where you will also be accessing course readings and resources. Distance Education students living in Canada are eligible for delivery of books from the UNB collection to their home address free of charge.

The library has several subject and course guides available to students based on their area of study. They maintain a subject guide page for adult education students that contains links to the most commonly accessed library resources, as well as resource videos to help you navigate the library system. You also have access to our education research librarian Marc Bragdon (mbragdon@unb.ca). Please don't hesitate to contact him when you are researching for your assignments. He is available to help you through the process.

The library research desk, located in the library commons, can help you to develop your research strategy for any paper you may be writing. You can visit them in person, or give them a call at (506) 453-3546 or email: askus@unb.ca .

Technical Support

Information Technology Services (ITS) Help Desk: 457-2222, itservicedesk@unb.ca at the Harriet Irving Library Learning Commons. http://www.unb.ca/its/get-it-help.html

LEARNING OPPORTUNITIES & ASSESSMENT

In keeping with the philosophy and spirit of transformative learning and andrgogical principles, learners in ADED 5022 will write a personalized learning contract in consultation with the instructor. In the learning contract, learners will identify their learning needs, develop leanring objectives to help them meet these needs, identify the learning strategies and resources needed to help them reach their learning outcomes, create critera for measuring / assessing these learning objectives, and enact the learning contract.

Learning contracts will be submitted to the Brightspace dropbox by May 7, 2024. The learning contracts may be reviwed and revised up to the mid point of the course (May 28, 2024). Learning contracts will be kept on file and are a binding learning agreement between the learner and the instructor.

There will be 3 learning opportunities on which you will base your learning contract on in this course.
1. Weekly Discussions and activities based on our readings – these will happen as a large and small groups. You will be expected to contribute to the weekly thread(s) of the discussion with your observations, analysis, and reflections on the reading(s) for the week. You will also be expected to participate in small group work when assigned as part of the discussion. (Due Weekly)
2. Mid-course Reflection / Status check-in on meeting the learning objectives in the learning contract (Due May 28, 2024)
3. Cumulative Learning Project (Due no later than June 18, 2024)

Learning Contract (Part 1, 2, and 3) Due May 7, 2024

Using the guide and template provided in Brightspace you will complete part 1 and part 2 of the learning contract. Part 3 of the learning contract is due at the mid-point of our class. In your learning contract you will identify your learning needs, develop learning objectives to help you meet these needs, identify the learning strategies and resources needed to help you reach your learning outcomes, create criteria for measuring / assessing these learning objectives, and enact the learning contract.

Weekly Dsicussions (Due Weekly)

Each week discussion prompts based on our course readings will be posted in the discussion forum in Brightspace. Either as a large group or in smaller groups you will discuss the prompt integrating your current knowledge, your understandings from our required and optional course readings and self-directed research. Learners are expected to engage with their peers by responding to their posts. As these are our primary learning activity each week, your participation is expected to be consistent throughout the week. Please refer to the example discussion assessment guide at the end of the syllabus to help you determine your level of participation.

Mid-Course Reflection (Due May 21, 2024)

Using your submitted learning contract reflect upon your learning journey so far in the course and submit a 1 page (singe spaced) reflection. How has your understanding of transformative learning grown since the beginning of our class? What have you learned (your big three takeaways to this point)? What questions do you still have? At this point you will also assess how well you are implementing your learning contract. At this time you can adjust your learning contract if needed. You will also provide a self-assessment of your discussion participation at this time. Are you meeting your set discussion participation goals?

Cumulative Learning Project (Due no later than June 18, 2024)
As part of your learning contract you will produce a cumulative learning project related to a topic within transformative learning that is relevant to your personal or professional contexts. There are various options for the format of the final product from a traditional paper, to an infographic, to a visual sketch learning journal.

Options for how you may want to approach the cumulative learning project are posted in Brightspace. If none of the options provided fit your idea, you are more than welcome to suggest an alternative format. The Cumulative Leraning project should demonstrate the application of learning at the appropriate level for a 5000 level course as well as your student status (ie: year in program, prior knowledge and courses, undergradute vs graduate).

Course Learning Reflection: Reflection on Learning Contract Implementation and Discussion Participation Self-Reflection/Assessment (Due June 18, 2024)
Submit a reflection on your learning process/journey throughout the course (this is part 4 in your learning contract). Go back over your learning contract and evaluate yourself against the learning outcomes and your validation criteria.

For us, this means a 2-page (max — if you go over, it's ok, but try to keep it as close to two pages as possible), single spaced reflection of your learning journey -- the successes, the challenges, the barriers - what your learned throughout the entire course, and how you perceive your performance at the end of our class (use your criteria for evidence!). This reflection will allow you to look back over the last seven weeks to see your growth and the areas that you can continue to work on after this class.

In this reflection, you will self-assign a letter grade between A to C for your Learning Contract Implementation and your Discussion Forum Participation. You must provide evidence and a rational to support your self-assigned grade (use the criteria you created in your learning contract to guide this process). A grade of "A+" is reserved for your instructor to determine and is typically awarded for work that demonstrates the ability to apply the course material in new and creative ways and/or has shown an understanding of its wider context and significance. Students at the A+ level are self-initiating, exceeds expectations and has an insightful grasp of the subject matter.

Your instructor reserves the right to lower or increase your grade based on their observations of your participation in discussions, your mid-course self-reflection, and the quality of your Leanring Project.

For learners who are uncomfortable engaging in self-assessment of learning, I am more than happy to provide you with an instructor-driven assessment approach where I decide the grades you receive for each portion of the course, with a rationale that I will provide to you or from an assessment rubric you create, based on a grade breakdown of 30% reading discussions, 30% Reflections, and 40% learning project. Learners who choose this assessment pathway will still need to compelte the Learning Contract, however, this will form the foundation of how I will assess you.

ASSIGNMENT SUBMISSION

All assignments wil be submitted to the appropriate assignment dropbox in Brightspace.

Written documents (unless stated) should follow APA guidelines as outlined below:

- 1" margins on all sides of document
- Student papers need only to include a page number in the upper right-hand corner of every page (title page is page 1)
- Use a common, readable font throughout
- Recommended: Calibri (11 pt.) or Times New Roman (12 pt.)
- Double spacing throughout (including title and references pages)

COURSE SCHEDULE (SUBJECT TO ADJUSTMENTS

Our course will run from May 1, 2024 to June 18, 2024 as an Asynchronous, discussion and project based course. On Tuesdays (and for our first week on Thursday) I will host an optional community building synchronous Teams session for those who would like to drop in and socialize or discuss course content. Teams invites will be sent once I have access to Teams.

May 1 - 7	Chapter 1: The Context of Transformative Learning Learning Contract Part 1, 2, and 3 (Due May 7, 2024 11:59pm AST) Thursday, May 2, 2024 Optional Teams "Coffee" Chat 7:00-8:00pm AST
May 8 - 14	Chapter 2: The Origins of Transformative Learning Theory Anand, T. S., Anand, S. V., Welch, M., Marsick, V. J., & Langer, A.(2020). Overview of transformative learning I: theory and its evolution. *Reflective Practice*, 21(6), 732–743. (optional) Anand, T. S., Anand, S. V., Welch, M., Marsick, V. J., & Langer, A.(2020). Overview of transformative learning II: real-world applications. Reflective Practice, 21(6), 744–758. (optional) Tuesday, May 7, 2024 Optional Teams "Coffee" Chat 7:00-8:00pm AST
May 15 - 21	Chapter 3: Transformative Learning Theory as an Integrated Perspective Chapter 4: Transformation: The Learner's Story Mid-Course Learning Reflection (Due May 21, 2024 11:59pm AST) Tuesday, May 14, 2024 Optional Teams "Coffee" Chat 7:00-8:00pm AST
May 22 - 28	Chapter 5: Individual Differences Chapter 6: Educator Roles Tuesday, May 21, 2024 Optional Teams "Coffee" Chat 7:00-8:00pm AST
May 29 - June 4	Chapter 7: The Importance of Power Chapter 8: Fostering Critical Self-Reflection and Self-Awareness Tuesday, May 28, 2024 Optional Teams "Coffee" Chat 7:00-8:00pm AST

June 5 - 11	Chapter 9: Supporting Transformative Learning
	Chapter 10: The Educator's Transformative Process
	Tuesday, June 4, 2024 Optional Teams "Coffee" Chat 7:00-8:00pm AST
June 12 - June 18	Work week to complete Learning Project, Final Course Learning Outcome Reflection and Course Discussion Participation Self-Assessment
	Tuesday, June 11. 2024 Optional Teams "Coffee" Chat 7:00-8:00pm AST Thursday, June 13, 2024 Optional Teams "Coffee" Chat 7:00-8:00pm AST
	Cumulative Learning Project Due no later than June 18, 2024 11:59pm AST
	Course Learning Reflection: Reflection on Learning Contract Implementation and Discussion Participation Self-Reflection/Assessment (Part 4 of Learning Contract) Due June 18, 2024 11:59pm AST
	**Note: Kendra will be in Montreal at the Canadian Association for the Study of Adult Education conference June 17-20, 2024. I will have access to email and will be checking it throughout the conference. I will be able to jump on Teams calls if needed.

DISCUSSION FORUM ASSESSMENT GUIDE

Grading participation in a discussion is always subjective, here is what an A student's participation would look like:

1. Promptness and initiative: The A student consistently initiates and/or responds to postings daily during the discussion period and demonstrates good self-initiative.
2. Delivery of post: The A student consistently makes grammatically correct posts with rare misspellings.
3. Relevance of post: The A student consistently posts topics related to discussion topic; cites additional references related to topic.
4. Expression within the post: The A student expresses opinions and ideas in a clear and concise manner with obvious connection to topic.
5. Contribution to the learning community: The A student is aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic.

Criteria	F/D	C	B	A
Frequency	Does not participate	Participates 1-2 times .	Participates 3-4 times but postings not distributed throughout week.	Participates 4-5 times throughout the week.
Initial Posting	Does not post	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.
Follow-up Postings	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely with peers.	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic of the week and connects to previous weeks.

GRADE SCALE GUIDE

A+	95	This mark indicates outstanding performance. In addition to having mastered the content of the course, the student has demonstrated the ability to apply the course material in new and creative ways and/or has shown an understanding of its wider context and significance. Normally achieved by a minimum of students.
A A-	90 - 94.9 85 - 89.9	Exceptional, outstanding and excellent performance. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter. Considerable evidence of original thinking, demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knoweldge base.
B+ B B-	80 - 84.9 75 - 79.9 70 - 74.9	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area. Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
C+ C	65 - 69.9 60 - 64.9	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter. Evidence of some understanding of the subject matter; ability to develop solutions to simple problems.
D	50 - 59.9	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter. Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills
F	Below 50	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.