

[Course Name & #]



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# Course Description

*Insert the course description here.*

**Tips for Instructors:** Consider this description as a hook to get students interested in your course. Describe the big ideas of your course, summarize what students will learn, explain why it matters. ***Note that if there are any changes to a course description, these need to be approved by Senate.***

---

## Course Learning Outcomes

On successfully completing this course, students should be able to:

- *Insert course learning outcome*
- *Insert course learning outcome*
- *Insert course learning outcome*
- *Insert course learning outcome*
- *Insert course learning outcome*

**Tips for Instructors:** Learning outcomes clearly explain the knowledge, skills, and attitudes students will gain through a course. Measurable learning outcomes communicate expectations to the learner and help guide the instructor. Align with program and/or institutional Student Learning Outcomes if required.

---

## Course Activities/Requirements

Activities include participation in discussions, assignments, and various ungraded learning activities designed to prepare students for assessments. See

course outline below for details on activities and assignments.

## Determination Of Final Grade

Assessment	Grade	Learning Outcome
Discussions	20%	1-7
Assignment 1: Article Analysis	10%	2,3,4,5
Assignment 2: Video Presentation	20%	4-5
Assignment 3: Group Project	25%	4-5
Assignment 4: Final Paper	25%	4-5

See the **Course Syllabus** and the **Assessments** section in Moodle for specific assignment details, including grading rubrics.

---

## Course Topics

1. *Insert course topic*
2. *Insert course topic*
3. *Insert course topic*
4. *Insert course topic*
5. *Insert course topic*
6. *Insert course topic*

---

## Course Resources

The following are key resources used in this course.

- *Insert course resource*

Note that not all sections of this course use all of the above resources. Please confirm which of the following texts are required by *checking your course syllabus*.

---

## Course Navigation



## Course Units

This course is organized into 10 units. Each unit of the course will provide you with the following information:

- A general overview of the key concepts that will be addressed during the unit.
- Specific learning outcomes and topics for the unit.
- Learning activities to help you engage with the concepts. These often include key readings, videos, and reflective prompts.
- The Assessment section provides details on assignments you will need to complete throughout the course to demonstrate your understanding of the course learning outcomes.

Note that assessments, including assignments and discussion posts will be submitted in Moodle. See the Assessment tab in Moodle for the assignment dropboxes.

## Course Activities

Below is some key information on features you will see throughout the course.

### *Learning Activity*

This box will prompt you to engage in course concepts, often by viewing resources and reflecting on your experience and/or learning. Most learning activities are ungraded and are designed to help prepare you for the assessment in this course.

### *Assessment*

This box will signify an assignment or discussion post you will submit in Moodle. Note that these demonstrate your understanding of the course learning outcomes. Be sure to review the grading rubrics for each assignment.

### *Checking Your Learning*

This box is for checking your understanding, to make sure you are ready for what follows.

**Media**

This box is for displaying/linking to media, such as videos or songs, in order to help illustrate or communicate concepts.

**Note**

This box signifies key notes, such as where to submit assignments. It may also warn you of possible problems or pitfalls you may encounter!

**Note**

This box signifies ...another box! Instructors, feel free to add your own activity types, such as highlighting case studies, connections between topics/learners/instructors, etc.

**Note**

This box signifies Tips for Instructors. Please delete these before you share this course book with your students!

## How To Navigate This Book

To move quickly to different portions of the book, click on the appropriate chapter or section in the table of contents on the left. The buttons at the top of the page allow you to show/hide the table of contents, search the book, change font settings, download a pdf or ebook copy of this book, or get hints on various sections of the book.



Figure 1: Top menu bar

The faint left and right arrows at the sides of each page (or bottom of the page if it's narrow enough) allow you to step to the next/previous section. Here's what they look like:





Figure 2: Left and right navigation arrows

## Writing Standards

For this course, you are expected to follow the writing standards according to APA 7. Please consult the OWL Purdue website for guidance and seek assistance from the TWU Writing Center and writing coaches as needed. Assignments have rubrics that attribute some marks to APA formatting and cannot be graded as fully meeting expectations if there are APA errors. That said, your conceptual understanding remains of primary importance. It is your responsibility to ensure polished work to the highest standard of which you are capable. This demands meticulous attention to detail, which will become more ‘natural’ with practice. Please seek any necessary clarification from your instructor.

*It will be assumed that you have read, understand, and agree to the information provided at the Academic Dishonesty Policy website. If you have any questions at all please contact your instructor.*



# Course Communities

As you begin this course, how will you build community with your fellow learners?

In this course, we have the following tools available to help foster community in your course, including other students who have previously taken this course. Some of these tools will be prescribed and graded (e.g. Moodle Discussion Forums), others will be up to you to take advantage of.

Check with your course syllabus for which community tools will be used, and consider building your own Community of Practice with your classmates and external colleagues.

## Communication Tools

**Moodle Discussion Forums:** In this course, we ask you to discuss ideas with your colleagues, challenging one another and analyzing key course resources. Refer to the course syllabus for assessment details, as well as the unit Assessment section for discussion questions. Submit your responses in Moodle.

**Video Conferencing:** We will have scheduled online meetings (Zoom or Teams). Take advantage of these face-to-face conferences! Come prepared with your questions and assigned activities. Refer to the course syllabus and unit activity instructions for details.

*Optional:*

Your cohort may want to engage in other informal discussions to build community and support each other. Consider using the following:

**Learning Cafe:** This discussion forum in Moodle is a place for you to interact about things going on, share resources, and generally get to know one another. Your posts don't have to be course related. Take this opportunity to connect with fellow learners and learn from one another!

**Teams:** Every TWU course has a Teams channel, mostly to manage videos. Feel free to use the messaging feature to connect with peers.

**Twitter hashtag #CRSE###:** You can tweet about this course using #CRSE###.

**What's App:** Feel free to use a platform that works for you!! What's App is a popular chat forum that learners use for discussions, class projects, etc.

A key takeaway...make these forums work for you! Interact with your peers, learn from each other, and make connections that will stay with you beyond this course.

With that, let's begin the journey together!



# Chapter 1

## Unit title

### Overview

Welcome to [insert Course name & #]!  
In this first unit, we begin the course by...

**Tips for Instructors:** Here is where we want to hook our students! Set the stage for the main ideas in the unit, questions that may arise, and how topics apply to practice. The Overview can help focus learners on where the unit is heading and motivate them to engage in the unit.

### Topics

1. *Topic*
2. *Topic*
3. *Topic*
4. *Topic*

### Learning Outcomes

- *Describe...*
- *Contrast...*
- *Analyze...*
- *Determine...*
- *Create...*

## Activity Checklist

Here is a checklist of learning activities you will benefit from in completing this unit. You may find it useful for planning your work.

**1.0.0.0.1 Unit 1 Learning Activities** *Activity 1.1:* Read... ( 20 minutes)

*Activity 1.2:* Watch the video... ( 8 minutes)

*Activity 1.3:* Explore the online resources... ( 10 minutes)

*Activity 1.4:* Read the Case Study... ( 10 minutes)

*Activity 1.5:* Take the ungraded quiz... ( 10 minutes)

**1.0.0.0.2 Unit 1 Assessments:** *Unit 1 Discussion Post:* Respond to the questions posted.

*Unit 1 Quiz (5%):* Assesses your understanding of Unit 1 learning outcomes. Refer to Chapter 1 of your textbook and other online resources.

**Tips for Instructors:** Learning activities are typically ungraded, and can be optional for students, however they are designed to help students learn the material and prepare for the assignments.

## Topic Title

[Add content]

**Tips for Instructors:** Topic content can be 1-2 paragraphs or several pages. Consider using instructional videos, graphics, charts, or other images to convey information and appeal to visual learners.

## Activity: Introductory Readings & Video

Read ...

**Questions to Consider** After completing the activities above, consider the following questions:

- ...
- ...



*Note that the learning activities in this course are ungraded, unless specified. They are designed to help you succeed in your assessments in this course, so you are strongly encouraged to complete them.*

**Tips for Instructors:** As you add the details of the chapter/article/website to read, be sure to add the context for the reading (details about author and/or subject) and relate the reading to the unit learning outcomes.

The “Questions to Consider” feature gives students an opportunity to reflect on readings and make connections, encouraging higher order thinking. In addition to questions, ask students to create graphic organizers and jot down notes in a Reflective Journal.

## Topic 2 Title

[add content]

### Activity: Video

Watch the video...

### Questions to Consider

After completing the activities above, consider the following questions:

- ...
- ...

## Topic 3 Title

[add content]

### Activity: Video

Watch the video...

### Questions to Consider

After completing the activities above, consider the following questions:

- ...
- ...

## Unit 1 Summary

[add content]

**Tips for Instructors:** Remind students of a few key points and how they apply to a greater context. You can mention the assignment or perhaps prepare them for what is in the next unit.

## Assessment

### Assessment Title

See the Assessment section for the Grading Criteria that explains how your discussion contributions will be evaluated.

**Tips for Instructors:** Use a variety of assessment techniques to gauge students understanding of the course learning outcomes. Assessment types include: essays (include drafts/outlines), quizzes, presentations, group projects, discussions, journals, blogs, e-portfolios, interviews, and media projects (infographics, graphic organizer, video, podcast).

## Checking your Learning

Now that you have completed the learning activities and assignments for this unit, check the unit learning outcomes below to see if you are able to do the following:

- *Describe...*
- *Contrast...*
- *Analyze...*
- *Determine...*
- *Create...*

Feel free to review topics more in depth or continue on to the next unit.



# Chapter 2

## Unit title

Overview

Topics

Learning Outcomes

Activity Checklist

---

Learning Activities

---

Topic Title

Activity: Reading



Unit Summary

## Assessment

### Assessment Title

See the Assessment section for the Grading Criteria that explains how your discussion contributions will be evaluated.

## Checking your Learning

# Chapter 3

## Unit title

Overview

Topics

Learning Outcomes

Activity Checklist

---

Learning Activities

---

Topic Title

Activity: Reading



Unit Summary

## Assessment

### Assessment Title

See the Assessment section for the Grading Criteria that explains how your discussion contributions will be evaluated.

## Checking your Learning



# Chapter 4

## Unit title

Overview

Topics

Learning Outcomes

Activity Checklist

---

Learning Activities

---

Topic Title

Activity: Reading



Unit Summary

## Assessment

### Assessment Title

See the Assessment section for the Grading Criteria that explains how your discussion contributions will be evaluated.

## Checking your Learning

# Chapter 5

## Unit title

Overview

Topics

Learning Outcomes

Activity Checklist

Learning Activities

Topic Title

Activity: Reading



Unit Summary

## Assessment

### Assessment Title

See the Assessment section for the Grading Criteria that explains how your discussion contributions will be evaluated.

## Checking your Learning

# Chapter 6

## Unit title

Overview

Topics

Learning Outcomes

Activity Checklist

---

Learning Activities

---

Topic Title

Activity: Reading



Unit Summary

## Assessment

### Assessment Title

See the Assessment section for the Grading Criteria that explains how your discussion contributions will be evaluated.

## Checking your Learning

# Chapter 7

## Unit title

Overview

Topics

Learning Outcomes

Activity Checklist

---

Learning Activities

---

Topic Title

Activity: Reading



Unit Summary

## Assessment

### Assessment Title

See the Assessment section for the Grading Criteria that explains how your discussion contributions will be evaluated.

## Checking your Learning



# Chapter 8

## Unit title

Overview

Topics

Learning Outcomes

Activity Checklist

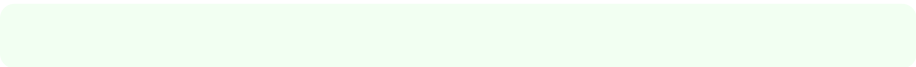
---

Learning Activities

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Topic Title

Activity: Reading



Unit Summary

## Assessment

### Assessment Title

See the Assessment section for the Grading Criteria that explains how your discussion contributions will be evaluated.

## Checking your Learning

# Chapter 9

## Unit title

Overview

Topics

Learning Outcomes

Activity Checklist

Learning Activities

Topic Title

Activity: Reading



Unit Summary

## Assessment

### Assessment Title

See the Assessment section for the Grading Criteria that explains how your discussion contributions will be evaluated.

## Checking your Learning

# Chapter 10

## Unit title

Overview

Topics

Learning Outcomes

Activity Checklist

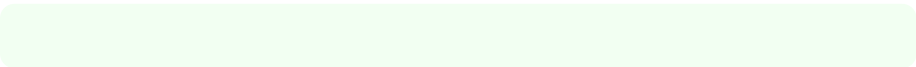
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Learning Activities

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Topic Title

Activity: Reading



Unit Summary

## Assessment

### Assessment Title

See the Assessment section for the Grading Criteria that explains how your discussion contributions will be evaluated.

## Checking your Learning

# Assessment

The following assignments are opportunities for learners to demonstrate their understanding of the course outcomes. Please confirm assignment details with your instructor, referring to the course syllabus.

Note that Assignment dropboxes are located in Moodle. Also refer to the Course Schedule in Moodle for the specific due dates.

## Assignment:



## Grading Criteria

See the following rubric that explains how your assignment will be evaluated. Also available as a pdf

#### APA/WRITING {-}

**Unsatisfactory:** Paper does not model language and conventions used in scholarly literature. Writing is not well-organized. Several errors in grammar or composition. Sources are not cited. APA citations are not appropriately formatted.

**Developing:** Paper partially models language and conventions used in scholarly literature. Writing is somewhat well organized and includes some errors in grammar or composition. Not all sources cited. APA citations are generally formatted correctly, with several errors.

**Proficient:** *Paper consistently models language and conventions used in scholarly literature. Writing is well-organized and includes few (if any) errors in grammar or composition. All resources are appropriately cited (including in-text citations and bibliography information). Few (if any) errors in APA citations.*

**Exemplary:** Paper is an exemplar of language and conventions used in scholarly literature. Writing is well-organized and free of errors in grammar or composition. All resources are appropriately cited. No errors in APA format.

**STATEMENT OF TEACHING IDENTITY**

**Unsatisfactory:** Does not provide a statement about identity as a teacher/facilitator

**Developing:** Provides an unclear statement about identity as a teacher/facilitator.

**Proficient:** *Provides a clear, concise, and powerful statement about identity as a teacher/facilitator.*

**Exemplary:** Provides a clear, concise, and powerful statement about identity as a teacher/facilitator. Statement incorporates theory or research from course materials.

**DEVELOPING A COHESIVE AND LOGICAL ACADEMIC ARGUMENT**

**Unsatisfactory:** Does not make a focused, cohesive, or logical academic argument. Paper is confusing, and is missing an introduction, body, or conclusion. Transitions between sections and ideas are missing.

**Developing:** Makes an academic argument that is only partially focused, cohesive and logical. Paper is generally organized, but is missing an introduction, body, or conclusion. Transitions between sections and ideas are unclear.

**Proficient:** *Makes a focused, cohesive, logical academic argument. Paper is effectively organized and includes an introduction, body, and conclusion. Transitions between sections and ideas are clear.*

**Exemplary:** Makes a focused, cohesive, logical and compelling academic argument. Paper is effectively organized and includes an introduction, body, and conclusion. Transitions between sections and ideas are clear, and build on each other.

**ANALYSIS OF IDENTITY AS A TEACHER**

**Unsatisfactory:** Does not include three important aspects of identity as a teacher/facilitator. Does not include an analysis.

**Developing:** Lists but does not discuss three important aspects of identity as a teacher/facilitator. Includes a partial analysis.

**Proficient:** *Includes a detailed discussion of three important aspects of identity as a teacher/facilitator. Includes thoughtful analysis of each of the three elements.*

**Exemplary:** Includes a detailed discussion of three important aspects of identity as a teacher/facilitator. Includes a thoughtful analysis, integrating scholarly literature to support analysis and furthering scholarly thinking related to teacher identity.



## SCHOLARLY INTEGRATION

**Unsatisfactory:** Does not integrate references to support claims and assertions made in the paper.

**Developing:** Integrates references to support some of the claims and assertions made in the paper.

**Proficient:** *Integrates references to support claims and assertions made in the paper.*

**Exemplary:** Integrates references to support claims and assertions made in the paper, effectively synthesizing different perspectives and research results from scholarly sources.

		10 = 50%	20 = 100%
<b>TOTAL</b>	<b>0 = 0% (F)</b>	<b>(C)</b>	<b>15 = 75 (B) (A+)</b>

## Assignment: Company Website Analysis

Investigate the Human Resources or Faculty Development portion of a company's website, a higher education institution or adult learning facility, preferably one with which you are familiar. Focus on the faculty or employee development part of the website. In this assignment, you will apply the theory of teaching in/for/with depth by analyzing the learning culture of an organization.

In a 4-5 page APA formatted paper, analyze the website by responding to the following questions in your report:

1. What can you infer about the company's learning culture?
2. From what is visible on the public website, would you say it is an authentic learning community? Why or why not? Discuss whether the website reflects aspects of one or more of the learning community models explored in previous lessons.
3. Do you see evidence that interconnectedness and integrity are valued? Explain.
4. What traits and skills seem to be valued in employees?
5. How does the company develop skills in its employees (e.g., workshops, seminars, mentoring)? Are the methods based on the principles of andragogy? (see Smith YouTube video). What specific adult learning strategies do you see reflected in the development/training opportunities for employees?

Your paper should be 4-5 pages and should incorporate references to at least five scholarly sources you have studied in this course, or other scholarly sources you have identified.

The paper should include:

1. Introduction
2. Analysis (responding to the prompts)
3. Conclusion
4. Reference List

## Company Website Analysis Rubric

See the following rubric that explains how your assignment will be evaluated. Also available as a pdf

### APA Formatting

**Unsatisfactory:** Paper does not model language and conventions used in scholarly literature. Writing is not well-organized. Several errors in grammar or composition. Sources are not cited. APA citations are not appropriately formatted.

**Developing:** Paper partially models language and conventions used in scholarly literature. Writing is somewhat well organized and includes some errors in

grammar or composition. Not all sources cited. APA citations are generally formatted correctly, with several errors.

**Proficient:** *Paper consistently models language and conventions used in scholarly literature. Writing is well-organized and includes few (if any) errors in grammar or composition. All resources are appropriately cited (including in-text citations and bibliography information). Few (if any) errors in APA citations.*

**Exemplary:** Paper is an exemplar of language and conventions used in scholarly literature. Writing is well-organized and free of errors in grammar or composition. All resources are appropriately cited. No errors in APA format.

## DEVELOPING a COHESIVE and LOGICAL ACADEMIC ARGUMENT

**Unsatisfactory:** Does not make a focused, cohesive, or logical academic argument. Paper is confusing, and is missing an introduction, body, or conclusion. Transitions between sections and ideas are missing.

**Developing:** Makes an academic argument that is only partially focused, cohesive and logical. Paper is generally organized, but is missing an introduction, body, or conclusion. Transitions between sections and ideas are unclear.

**Proficient:** *Makes a focused, cohesive, logical academic argument. Paper is effectively organized and includes an introduction, body, and conclusion. Transitions between sections and ideas are clear.*

**Exemplary:** Makes a focused, cohesive, logical and compelling academic argument. Paper is effectively organized and includes an introduction, body, and conclusion. Transitions between sections and ideas are clear and build on each other.

## ANALYSIS of LEARNING CULTURE

**Unsatisfactory:** Does not include an analysis of the company learning culture, and no evaluation of the authenticity of the learning community.

**Developing:** Includes a partial analysis of the company learning culture, including a limited evaluation of the authenticity of the learning community.

**Proficient:** *Includes a detailed analysis of the company learning culture, including an evaluation of the authenticity of the learning community.*

**Exemplary:** Includes a detailed analysis of the company learning culture, including an evaluation of the authenticity of the learning community. Includes a thoughtful analysis, integrating scholarly literature to support analysis and furthering scholarly thinking related to teacher identity.

**EVALUATION of INTERCONNECTEDNESS and INTEGRITY**

**Unsatisfactory:** Does not include an evaluation of evidence of interconnectedness and integrity on the company website. Does not integrate scholarly sources in the evaluation.

**Developing:** Includes a partial evaluation of evidence of interconnectedness and integrity on the company website. Evaluation includes only limited reference to scholarly sources.

**Proficient:** *Includes a detailed evaluation of evidence of interconnectedness and integrity on the company website. Evaluation integrates scholarly sources.*

**Exemplary:** Includes a detailed evaluation of evidence of interconnectedness and integrity on the company website. Includes recommendations for ways in which to integrate interconnectedness and integrity into employee development.

**ANALYSIS of ADULT LEARNING STRATEGIES**

**Unsatisfactory:** Does not include a detailed analysis of valued skills and evidence of adult learning theory in employee development. Does not integrate scholarly sources.

**Developing:** Includes a partial analysis of valued skills and evidence of adult learning theory in employee development. Analysis integrates few, if any, scholarly sources.

**Proficient:** *Includes a detailed analysis of valued skills and evidence of adult learning theory in employee development. Analysis integrates scholarly sources.*

**Exemplary:** Includes a detailed analysis of valued skills and evidence of adult learning theory in employee development. Includes recommendations for ways in which to integrate adult learning theory into employee development.

**SCHOLARLY INTEGRATION**

**Unsatisfactory:** Does not integrate scholarly references to support claims and assertions made in the paper.

**Developing:** Integrates scholarly references to support some of the claims and assertions made in the paper.

**Proficient:** *Integrates scholarly references to support claims and assertions made in the paper.*

**Exemplary:** Integrates scholarly references to support claims and assertions made in the paper, effectively synthesizing different perspectives and research results from scholarly sources.

		10 = 50%	20 = 100%
		(C)	(A+)
<b>TOTAL</b>	<b>0 = 0% (F)</b>	<b>15 = 75 (B)</b>	

## Assignment: Platform Paper

For this assignment, you will write a contextualized Platform Paper in which you discuss your ideal learning community and your role as teacher/leader of that learning community. Select a context for your paper (i.e. facilitating in a FAR Centre in a specific country, teaching adult learners, facilitating employee development workshops, etc.). Your paper should be written and referenced in APA format and include references to a minimum of 10 scholarly sources (this can include literature you read in this course). You will write a draft of the Platform Paper in Unit 8 and post for Peer Review. In Unit 9, you will provide feedback to another learner on their paper. You will make revisions based on the Peer Review and, in Unit 10, you will submit the final Platform Paper. Peer reviewers will be assigned in advance.

### 10.0.0.1 Paper Outline

This paper will be 12-15 pages long, and should include: 1. Introduction (1-2 pages) 2. Section 1: Ideal Learning Environment (5-7 pages) 3. Section 2: Your Role as Teacher and Leader (5-7 pages) 4. Conclusion (1-2 pages)

### 10.0.0.2 Paper Guidelines

- **Introduction:** Introduce the two sections in your paper, providing a brief description of the key points you will make in each section.
- **Section 1:** In section one, you will describe your ideal education learning environment. This section should demonstrate your learning about authentic learning communities, incorporating scholarly sources and your own analysis to depict your ideal learning environment. Incorporate a discussion of the learning community environment, learning experiences, student learning outcomes, and personal beliefs about teaching and learning.
- **Section 2:** In this section, describe your role as a teacher or leader within an authentic learning community. Incorporating scholarly literature, analyze your role as a facilitator/leader in planning learning experiences, facilitating student learning, and assessing student learning. Describe the actions, practices, and strategies you will engage in to achieve your vision of the learning community you described in section one.
- **Conclusion:** Summarize the key points you made in each section.
- **References:** Include a reference list with references to at least 10 scholarly sources.

## Platform Paper Rubric

See the following rubric that explains how your assignment will be evaluated. Also available as a pdf

### APA/WRITING

**Unsatisfactory:** Paper does not model language and conventions used in scholarly literature. Writing is not well-organized. Several errors in grammar or composition. Sources are not cited. APA citations are not appropriately formatted.

**Developing:** Paper partially models language and conventions used in scholarly literature. Writing is somewhat well organized and includes some errors in grammar or composition. Not all sources cited. APA citations are generally formatted correctly, with several errors.

**Proficient:** *Paper consistently models language and conventions used in scholarly literature. Writing is well-organized and includes few (if any) errors in grammar or composition. All resources are appropriately cited (including in-text citations and bibliography information). Few (if any) errors in APA citations.*

**Exemplary:** Paper is an exemplar of language and conventions used in scholarly literature. Writing is well-organized and free of errors in grammar or composition. All resources are appropriately cited. No errors in APA format.

### DEVELOPING a COHESIVE and LOGICAL ACADEMIC ARGUMENT

**Unsatisfactory:** Does not make a focused, cohesive, or logical academic argument. Paper is confusing, and is missing an introduction, body, or conclusion. Transitions between sections and ideas are missing.

**Developing:** Makes an academic argument that is only partially focused, cohesive and logical. Paper is generally organized, but is missing an introduction, body, or conclusion. Transitions between sections and ideas are unclear.

**Proficient:** *Makes a focused, cohesive, logical academic argument. Paper is effectively organized and includes an introduction, body, and conclusion. Transitions between sections and ideas are clear.*

**Exemplary:** Makes a focused, cohesive, logical and compelling academic argument. Paper is effectively organized and includes an introduction, body, and conclusion. Transitions between sections and ideas are clear, and build on each other.

### IDEAL LEARNING ENVIRONMENT

**Unsatisfactory:** Does not include a description of your ideal learning environment. Does not reference scholarly sources. Does not analyze key elements

of an authentic learning community. Does not mention or describe the learning community environment, student learning outcomes, learning outcomes and personal beliefs about teaching and learning.

**Developing:** Includes a partial description of your ideal learning environment, referencing few scholarly sources and including a partial analysis of key elements of an authentic learning community. Mentions some elements, but does not fully describe the learning community environment, student learning outcomes, learning outcomes and personal beliefs about teaching and learning.

**Proficient:** *Includes a detailed description of your ideal learning environment, referencing scholarly sources and analyzing key elements of an authentic learning community. Describes the learning community environment, student learning outcomes, learning outcomes and personal beliefs about teaching and learning.*

**Exemplary:** Includes a detailed description of your ideal learning environment, referencing scholarly sources and analyzing key elements of authentic learning communities. Provides a rationale for key elements of the learning community environment, student learning outcomes, learning outcomes and personal beliefs about teaching and learning. Advances scholarly thinking about authentic learning communities.

## YOUR ROLE AS TEACHER AND LEADERS

**Unsatisfactory:** Does not include a description of your role as a teacher or leader within an authentic learning community, incorporating scholarly literature. Does not include an analysis of your role as a facilitator/leader in planning learning experiences, facilitating student learning, and assessing student learning. Does not include a description of the actions, practices, and strategies you will engage in to achieve your vision of the learning community you described in section one.

**Developing:** Includes a partial description of your role as a teacher or leader within an authentic learning community, incorporating scholarly literature. Describes but does not analyze your role as a facilitator/leader in planning learning experiences, facilitating student learning, and assessing student learning. Lists but does not describe the actions, practices, and strategies you will engage in to achieve your vision of the learning community you described in section one.

**Proficient:** *Includes a detailed description of your role as a teacher or leader within an authentic learning community, incorporating scholarly literature. Includes a detailed analysis of your role as a facilitator/leader in planning learning experiences, facilitating student learning, and assessing student learning. Includes a detailed description of the actions, practices, and strategies you will engage in to achieve your vision of the learning community you described in section one.*

**Exemplary:** Includes a detailed analysis of your role as a teacher or leader within an authentic learning community, incorporating scholarly literature. In-



cludes a detailed analysis of your role as a facilitator/leader in planning learning experiences, facilitating student learning, and assessing student learning. Includes a detailed description of the actions, practices, and strategies you will engage in to achieve your vision of the learning community you described in section one. Synthesizes scholarly thinking about the role of the teacher/leader.

## SCHOLARLY INTEGRATION

**Unsatisfactory:** Does not integrate many references to support the arguments made in the paper.

**Developing:** Integrates fewer than 10 scholarly sources to support arguments made in the paper.

**Proficient:** *Integrates a minimum of 10 scholarly sources to support arguments made in each section of the paper.*

**Exemplary:** Integrates a minimum of 10 references to support the arguments made in each section, including several scholarly sources not included in course materials.

		<b>10 = 50%</b>	<b>20 = 100%</b>
<b>TOTAL</b>	<b>0 = 0% (F)</b>	<b>(C)</b>	<b>15 = 75 (B) (A+)</b>



# References

The following are key references used in this course. *Check with your course syllabus for required readings.*