

Philosophy for Life

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Welcome

This is the course book for Philosophy for Life. This book is divided into thematic units of study to help you engage with the materials. The course resources and learning activities are designed not only to help prepare you for the course assessments, but also to give you opportunities to practice various skills.

Below you will find information about how to navigate this book. Please read the full course syllabus located on the Course Home page in Moodle. It includes key information about the course schedule, assignments, and policies.

Course Notes

You should be reading this information in the context of a Trinity Western University course offered via Moodle. If this is not the case, then this may be an unauthorized reproduction of the course. Please contact elearning@twu.ca if you have concerns.

These notes will be your guide through the learning activities and assessment strategies necessary for you to succeed in the course, so it is important for you to engage to the best of your ability and take advantage of the resources available to you through Trinity Western University.

Assessment tasks are managed in other sections of the Moodle course, so be sure to familiarize yourself with those requirements and resources.

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.



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:



You can also download an offline copy of this book in various formats, such as pdf or an ebook. If you are having any accessibility or navigation issues with this book, please reach out to your instructor or our online team at elearning@twu.ca.

Course Units

This course is organized into thematic 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 section(s) in Moodle for full assignment details.

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. Ways to check your learning might include self-check quizzes or questions for discussion. These activities are not graded but are critical for you to be able to begin to develop evaluative judgement in this domain of knowledge.

Note

This box signifies key notes. It may also warn you of possible problems or pitfalls you may encounter!

If you have any questions, do not hesitate to ask. We are here to help and be your guide on this journey.

Chapter 1

Wisdom, Action, Knowledge

Overview

This unit is divided into two lectures.

1. Wisdom and Action Lecture
2. Wisdom and Knowledge Lecture

Learning Outcomes

When you've completed this unit, you will have learned how to:

- Identify the differences between knowledge and wisdom
- Understand the type of knowledge important and necessary for wisdom
- Recognize and be able to apply the types of actions a wise person may take

1.1 Wisdom and Action

Wisdom and Action This topic examines wisdom and action. According to Nozick, wisdom is practical in that wisdom is required to live life well, to cope with and respond to the many challenges of life, and, if possible, avoid some of those challenges. For living life well, wisdom requires both affirming the right beliefs and practicing the right actions. How do we know which beliefs and actions are

appropriate for living life well? Nozick argues that a wise person holds beliefs about many aspects of life, including beliefs about life's most important values, beliefs about achieving one's goals, and following the necessary steps to achieve these goals. Likewise, the right actions for living a fulfilling life are derived from applying the aforementioned beliefs. If a person knows about the most important values and goals in life, but never applies them to their behavior, then they are not considered wise. In other words, having knowledge does not entail wisdom. Nozick is also aware that applying the appropriate beliefs and actions is not sufficient to live life well. Sometimes bad things occur for no apparent reason, which may undermine our efforts. A wise person is aware of this problem, and while pursuing their goals, prepares for failure, learns how to avoid it, and how to respond to it if failure occurs. In the following video, we briefly discuss some of Nozick's ideas about wisdom and action.

Read

- Robert Nozick - "*What is Wisdom and Why Do Philosophers Love It So?*"

Watch

- Wisdom and Action - Unit 1 Lecture 1.1 video (10 min 25 sec)
- This video introduces wisdom and action. Wisdom is not only about possessing knowledge. Wisdom is practical; wisdom helps us get on in life. This video also introduces a few ideas from the Nozick required reading, such as the importance of the deeper story in life, positive and negative wisdom, setting and achieving goals, and how to deal with failure.

1.2 Wisdom and Knowledge

This topic examines wisdom and knowledge. In the previous topic, we established that knowledge is not sufficient for wisdom because wisdom requires action. There are two ideas associated with wisdom and knowledge to discuss. The first idea is that acquiring knowledge requires the practice of doubting. Do not believe everything you read and hear. The second idea is that a wise person obtains knowledge of the most valuable things in life, such as knowledge about God, science, and morality. According to Rene Descartes, pursuing knowledge of these higher domains is not only good in itself, but higher knowledge can enable one to live a better life.

Having doubt about something does not entail rejecting its truth. For our purposes, doubting something means applying careful consideration, such as asking yourself: Why should I think this is true? What is the best way to verify the claim? Who can give me an informed opinion? Healthy doubt is valuable for acquiring knowledge and living life well. For example, whenever we detect

incoming scams, such as phone and computer scams, we employ doubt. The hesitation (or doubt) to believe and act according to the computer scam resembles the hesitation one should apply when listening to the news, a podcast, a sermon, or reading an opinion on social media. However, particularly in ordinary affairs, Descartes also warns that extreme doubt may be harmful. Neither the need for basic necessities nor the importance of friendship should be questioned. When individuals are faced with situations such as these, it is often necessary that they act even if they lack all the information about the situation. Descartes argues that remaining paralyzed by doubt is an inadvisable course.

Descartes also believes that one should pursue a higher knowledge about God, science, and morality. His point about seeking this type of valuable knowledge relevant because of the human obsession with entertainment. We often seek entertainment and pleasure rather than searching for the truth about the most important ideas in life. For Descartes, that obsession with entertainment and the neglect of seeking valuable knowledge undermines one's potential to gain wisdom and seek a fulfilling life. In the following video, we briefly discuss these two ideas, the importance of learning to doubt and the value of seeking higher knowledge about God, science, and morality.

Watch

- Wisdom and Knowledge - Unit 1 Lecture 1.2 video (7 min 59 sec)
- This video introduces wisdom and knowledge. Wisdom does require at least some knowledge to get along in life. According to Descartes, this knowledge includes the highest form of knowledge, such as knowledge about God, science, and morality, as well as the importance of doubt when attempting to obtain knowledge.

Required Note Taking Learning Activity

- Answering these questions will help you reflect on the video lecture content and prepare you for your Unit 1 Reflection Assignment.
- Click the Download button after you've completed all the questions for this unit and save the answers to your computer.
- You will be required to submit these downloaded notes as part of your Final Course Reflection Essay/Video Assignment.

Chapter 2

Wisdom, Humility, Charity

Overview

This unit is divided into three lectures.

1. Wisdom and Humility Lecture 1 discusses an allegory.
2. Wisdom and Humility Lecture 2 is a section from Plato.
3. Wisdom and Charity Lecture discusses the importance of first defending your opponent's view before raising objections.

Learning Outcomes

When you've completed this unit, you will have learned how to:

- Apply wisdom to practice intellectual humility with knowledge
- Interpret Plato's "The Apology" from a wise person's perspective
- Develop and apply wisdom to strategies for practicing charity towards your opponents

2.1 Wisdom and Humility Lecture 1

This topic examines the first part about wisdom and humility. If wisdom includes learning and practicing the right types of knowledge and avoiding the wrong types of knowledge, then one ought to practice humility. One must find a way to accept their limitations about what they know. Indeed, the more one learns, often the more they realize how much they do not know. Thus, knowledge often extends outwards, growing more and more as one learns the topic.

A wise person practices the skill of not caring about how much they think they know. A wise person practices the skill of not caring when they are wrong. Indeed, they recognize their error as the opportunity to grow in their knowledge. In the following video, we explore the allegory of the Knowledge Rooms to help us imagine the challenges of obtaining knowledge and the importance of maintaining a humble disposition.

Read

- Plato's *Apology* - <https://classics.mit.edu/Plato/apology.html>

Watch

- Wisdom and Humility - Unit 2 Lecture 2.1 video (13 min 12 sec)
- This video introduces wisdom and humility. Intellectual humility is valuable for keeping our so-called knowledge in check. A wise person is aware of their own ignorance. This idea is made clearer with the allegory of the knowledge rooms. The term allegory means a kind of story to represent a deeper point.

2.2 Wisdom and Humility Lecture 2

This topic examines the second part about wisdom and humility. Plato believed that a wise person understands the limitations of what they know and do not know. In other words, a wise person is aware of their ignorance. The word “ignorance” in this case does not have a negative connotation, but rather describes a lack of knowledge about a particular thing.

In “the Apology of Socrates,” Plato introduces the character Socrates, who is on trial for his life. During his defense, Socrates describes the account of his friend, Chaerephon, seeking answers from the Oracle of Delphi, wondering if there is any person wiser than Socrates. In reply to Chaerephon, the oracle says that no one is wiser than Socrates. Socrates is puzzled by the revelation about his wisdom since he considers himself to be unwise. Socrates then asks questions of different people in the city, such as politicians, poets, and artisans, in an attempt to solve the mystery about the oracle's revelation. Socrates discovers that while these individuals claim to know a great deal about issues such as the nature of beauty and what is good, he observes that they know very little about such issues. These people think they possess knowledge, when in fact they do not, and that is why they lack wisdom. Their way of thinking contrasts with Socrates, who thinks he lacks knowledge about these issues; more specifically, Socrates is aware of his ignorance about the nature of beauty and what is good, while the others are unaware of their own ignorance about these same issues. Because of this, Socrates is the wisest person.

One application of being aware of ignorance for seeking wisdom is to practice a humble attitude towards the complex issues in life, such as how to interpret the Bible, evolution, the nature of sexuality, the implications of social media for our lives, and was Donald Trump an effective president? These types of questions represent complex ideas that even some of the most specialized scholars cannot answer. A wise person demonstrates their humility towards these complex issues by asking thoughtful questions about the opposing view, knowing when to withhold judgment and opinion, and with a willingness to change their mind. In the following video, we explore Plato's description of Socrates when confronted by his accusers and how Socrates seems to exhibit humility.

Watch

- Plato's *The Apology of Socrates* - Unit 2 Lecture 2.2 video (12 min 57 sec)
- This video expands on wisdom and humility. This includes a short section of Plato's "The Apology of Socrates," and reinforces the idea that a wise person is aware of their own ignorance. A wise person knows about their own skills and competency, but is also aware of the many things they do not know, such as their ideas about politics, sexuality, religion, and science.

2.3 Wisdom and Charity

This topic examines wisdom and charity. The term "charity" in this case refers to a principle of treating a person's argument and/or opinion in its strongest form. Charity involves more than humility. It requires willpower. One must willfully, and temporarily, embrace the opponent's view, assist with constructing that view in its best possible light, and then express the view better than the opponent. The act of embracing an opposing argument is challenging for many reasons, but one reason is that humans are not built to act with charity toward those with whom they disagree, especially when those convictions are strong. Put in a different way, humans struggle to, on the one hand, affirm a viewpoint in which they hold strong convictions, and then, on the other hand, compartmentalize that view away while attempting to charitably evaluate objections to that conviction.

A wise person practices charity because of their humility. They recognize the value of charity because they recognize the limitations of their knowledge. That is, perhaps the opponent's view is correct. Or perhaps the spirit of the opponent's view is correct, even if the opponent cannot properly state this view. Charity requires that we help this opponent first to be sure their view is represented accurately before raising counterpoints. In the following video, we examine this idea of charity and some of the problems with practicing charity.

Watch

- Wisdom and Charity - Unit 2 Lecture 2.3 video (13 min 36 sec)
- This video introduces wisdom and charity. The term charity in this case applies to intellectual charity, which means presenting your opponents view in its strongest light before raising objections. A wise person does not take advantage of their opponent, such as their inability to communicate well, or the mistakes they make. Rather, a charitable person helps their opponent build their best case and then raise objections afterwards.

Required Note Taking Learning Activity

- Answering these questions will help you reflect on the video lecture content and prepare you for your Unit 2 Reflection Assignment.
- Click the Download button after you've completed all the questions for this unit and save the answers to your computer.
- You will be required to submit these downloaded notes as part of your Final Course Reflection Essay/Video Assignment.

Chapter 3

Wisdom, Friendship, Rhetoric

Overview

This unit is divided into four lectures.

1. Wisdom and Friendship Lecture 1 on Aristotle's view of friendship.
2. Wisdom and Friendship Lecture 2 on Aquinas' views of pride and envy and how they affect friendship.
3. Wisdom and Rhetoric Lecture 1 focusses on the importance of rhetoric.
4. Wisdom and Rhetoric Lecture 2 focusses on some skills for practicing rhetoric.

Learning Outcomes

When you've completed this unit, you will have learned how to:

- Apply wisdom to identify what forms a good friendship and a bad friendship
- Identify and apply the importance of virtue in friendship
- Apply wisdom to identify and use some basic skills of rhetoric (or persuasion)

3.1 Wisdom and Friendship Lecture 1

This topic examines the first part about wisdom and friendship. A wise person is careful about how they view their friends. In doing so, it is best to learn

about the various types of friendships. According to Aristotle, there are several types of friendships, such as friends of utility, pleasure, and virtue. Friends of utility are friends who are a means to an end, such as business partners, or some friends on a sports team. Friends of pleasure are friends with whom we share pleasurable activities. Friends of virtue are friends who exhibit good qualities and help us develop these qualities as well. Aristotle believes that the third type of friend is the best friend, and this type of friendship, while difficult to find and develop, is worth pursuing and fighting for. In the following video, we briefly outline Aristotle's view of friendship and then figure how a wise person should think about friendship in these ways.

Watch

- Wisdom and Friendship - Unit 3 Lecture 3.1 video (14 min 14 sec)
- This video introduces Aristotle's view of friendship. A wise person is aware of the different types of friendships and the importance of these types. This video helps us understand what makes a good friend and how we can be good friends to other people.

3.2 Wisdom and Friendship Lecture 2

This topic examines the second part about wisdom and friendship. For Aristotle, friends of virtue are the best of friends because they care about us and our character development beyond the scope of utility and pleasure. They care about us even when things are difficult. But how do we find these friends and how can we be virtuous friends to other people? Thomas Aquinas provides some advice. Aquinas suggests that we should be careful about the bad qualities that make for a poor friend, such as envy and pride. These vices (or bad characteristics) undermine the pursuit of virtue and thus compromise any friendship that is built upon virtue.

An envious person is someone who is upset about our own success. Think of a friend you have. Have they ever been upset or sad when good things happen to you? If the answer is yes, then this person may not be a virtuous friend. They may suffer from envy towards you. Or have you ever had a friend who jokes about you but can never receive the joke back to them in turn? This person may not be a virtuous friend because they suffer from arrogant pride. They think too highly of themselves. Furthermore, we should be cautious about whether we are exhibiting these defects as well. Do we feel upset about our friends success? Do we exhibit a sense of arrogant pride about ourselves? These vices undermine virtuous friendships. In the following video, we briefly outline Aquinas' views about envy and pride and note how these vices undermine our friendships.

Watch

- Wisdom and Friendship - Unit 3 Lecture 3.2 video (10 min 19 sec)

- This video introduces Aquinas' view of pride and envy. These vices are damaging to friendships because they undermine virtue. This video helps us understand how to identify bad friends and how we can be aware of when we are being a bad friend to others.

3.3 Wisdom and Rhetoric Lecture 1

This topic examines the first part about wisdom and rhetoric. Rhetoric refers to the art of persuasion or influence. Previously we discussed how wisdom requires an awareness and application of our actions, knowledge, humility, charity, and friendship making. The art of persuasion applies to all of these skills. Rhetoric can help us get along in life in these various domains, particularly when dealing with other people.

But many people throughout history have neglected this art of rhetoric. Indeed, Plato thought rhetoric was for fools. It was the art of manipulation. Rhetoric was for the sophists and those who only wished to confuse the masses, aiming these people away from the truth. However, his student, Aristotle, rejected Plato's view. For Aristotle, rhetoric was a tool that, while available for manipulation, was equally valuable for communicating the truth. Rhetoric was the only weapon suitable to combat such manipulation. Thus, it is better to hone the skills of rhetoric to combat the sophists. In the following video, we analyze Plato's objections to rhetoric and Aristotle's reasons for rejecting Plato's views and embracing the art of rhetoric.

Read

- Jay Heinrichs - *Thank You for Arguing*

Watch

- Wisdom and Rhetoric - Unit 3 Lecture 3.3 video (8 min 01 sec)
- This video introduces wisdom and rhetoric. Rhetoric is the art of persuasion. This is a valuable skill to practice in life because we often engage in rhetoric with other people, family, friends, supervisors, strangers, and even enemies. This video introduces Aristotle's defense of using rhetoric against Plato's criticisms of the practice.

3.4 Wisdom and Rhetoric Lecture 2

This topic examines the second part about wisdom and rhetoric. Arguments with other people, such as family, friends, or colleagues, are part of everyday life. A wise person knows how to argue without fighting. According to Jay

Heinrichs, a necessary skill for arguing productively is knowing the appropriate goal you wish to bring about. Are you trying to influence someone's decision? Is that feasible? Are you hoping to feel like a winner? Is that an appropriate goal? It may be your goal to change the mood of your opponent, or simply to inform your opponent of a different point of view. Would you like to end the argument quickly? After the argument, would you like to maintain the relationship with the person? Should you pursue either of these goals? How will you go about accomplishing your goal? In what way are you prepared to compromise? Are you prepared to experience defeat from your opponent's point of view in order to achieve your goal? What is the purpose of the argument and how should it be achieved?

Exercising the previous skills of wisdom when arguing with other people is helpful for practicing rhetoric. Wise actions, for example, require setting reasonable goals and avoiding the pitfalls that may undermine these goals. Similarly, when applying rhetoric in an argument with someone else, focus on the goal you wish to bring about and be willing to concede as much as possible to get there. Furthermore, remember that wisdom requires knowledge and humility. When these skills are applied to rhetoric, demonstrate the ability to challenge your own views to show your intention to understand the opponent's position. And in everything, act with charity. When arguing with others, assist them with their arguments, and, if possible, suggest ways in which their arguments can be strengthened. Demonstrate your comfort with the exchange by temporarily embracing their viewpoint. Charity of this kind encourages your opponent to act in a similar manner, and, in doing so, may reduce the defensiveness of each person. Depending on your rhetorical goal when arguing with another person, the tactics above may be useful. The following video explores some of these simple rhetorical strategies to help us better get along with other people.

Watch

- Wisdom and Rhetoric - Unit 3 Lecture 3.4 video (11 min 13 sec)
- This video expands on the study of rhetoric by discussing some strategies for applying rhetoric. One strategy is to set goals of the encounter and focus on what you must do to achieve these goals. Perhaps you want the other person to understand your view, or perhaps you want to end the encounter with the person as quickly as possible without making things worse. Practicing rhetoric can help us in these ways.

Required Note Taking Learning Activity

- Answering these questions will help you reflect on the video lecture content and prepare you for your Unit 3 Reflection Assignment.
- Click the Download button after you've completed all the questions for this unit and save the answers to your computer.

- You will be required to submit these downloaded notes as part of your Final Course Reflection Essay/Video Assignment.

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%
TOTAL	0 = 0% (F)	(C)	15 = 75 (B) (A+)

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%
TOTAL	0 = 0% (F)	(C)	15 = 75 (B) (A+)

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.

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)

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. 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. 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.

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

References

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