

# Philosophy for Life

Andrew Bigham

2023-02-01



# Contents

<b>Course Description</b>	<b>5</b>
Course Description . . . . .	5
Course Navigation . . . . .	5
Course Learning Outcomes . . . . .	5
Texts and Reading Resources . . . . .	6
Academic Integrity and Avoiding Plagiarism at TWU . . . . .	7
Course Navigation . . . . .	8
Writing Standards . . . . .	10
<b>Course Communities</b>	<b>11</b>
Communication Tools . . . . .	11
<b>1 Title</b>	<b>13</b>
<b>2 Title</b>	<b>15</b>
<b>3 Title</b>	<b>17</b>
<b>4 Title</b>	<b>19</b>
<b>5 Title</b>	<b>21</b>
<b>6 Title</b>	<b>23</b>
<b>7 Title</b>	<b>25</b>
<b>8 Title</b>	<b>27</b>
<b>Assessment</b>	<b>29</b>
Assignment: . . . . .	29
Assignment: Company Website Analysis . . . . .	32
Assignment: Platform Paper . . . . .	36
<b>References</b>	<b>41</b>



# Course Description

## Course Description

This course explores philosophy as a way of life accessible to all, in order to think more truthfully, act more justly, and live more faithfully. This course focuses on critical thinking as an invaluable ethical tool for interpreting current events. Students will learn to analyze and evaluate the claims of contemporary culture and religious faith.

## Course Navigation

This course is organized into 3 units. Each unit of the course will provide you with the following information:

- A general overview of the topic that will be addressed during the unit.
- Specific learning outcomes and topics for the unit.
- Resources that you will need to address learning activities and assessments in the unit.
- Learning activities both formative and summative will be included in each unit.
- Assessments pages will provide you with information about assignments that you will need to complete each for each unit.

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

## Course Learning Outcomes

This course will enhance leadership skills and facilitate learning whereby a student will:

1. Develop skills for living a life of wisdom and justice
2. Cultivate skills of logical argumentation.
3. Develop and enhance skills of written communication.
4. Practice the skills of wisdom and reason, such as humility, reflection, charity, rhetoric, and argumentation.
5. Write a journal that expresses the learned skills concisely and effectively.
6. Enhance skills of wisdom and reason to live life within the context of justice and faith.
7. Understand how to become a well-rounded person and citizen.

## Texts and Reading Resources

**Required** - A variety of resources will be provided throughout each unit.

### 0.0.1 Course Evaluation

Assignment	Activity	Value	Due
Engagement	Camera, Class, Café	10%	Unit 1, 2, 3
Life Skills Video	Personal Reflection Video	30%	Unit 1
Arguments Quiz	Quiz	30%	Unit 2
Reflection Paper	750 word Reflection Essay/Reflective Questions	30%	Unit 3

For in-person students, check with your teacher about deadlines for assignments.

Please review the course syllabus to review full list of Course Activities/Requirements/Evaluation.

*Note:* **WC** = For students required to attend the Writing Centre, you must have a 1:1 writing coach session before you submit your assignment. You must include the writing coach report as page 2 when you submit your assignment.

## Academic Integrity and Avoiding Plagiarism at TWU

As scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see [policy below]). Learning what constitutes plagiarism and avoiding it is the student's responsibility. Two resources describing plagiarism and how to avoid it have been prepared by TWU Librarian William Badke and are freely available for viewing here.

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

[button url="https://www.twu.ca/student-handbook/university-policies/academic-misconduct/procedures-dealing-acts-academic-0" target="\_blank" label="Academic Dishonesty Policy" type="danger" classes="external-link"]\_

<https://www.twu.ca/about-us/policies-guidelines/university-policies/academic-misconduct-fraud>

### 0.0.2 Late Assignments Policy

Assignments should be submitted on the due date in order to receive full credit. The penalty for unexcused late assignments will be determined by the following scale:

1. For each day or part thereof late, the instructor will reduce the assigned grade by one- third of a letter; e.g., "A" to "A-," "B+" to "B."
2. Requests for extensions **must be communicated in advance** of the due date. Special circumstances may warrant additional consideration.

### 0.0.3 Writing Centre Sessions

Please note that you may be required to use the support of our writing center coaches for this course. Plan to book your appointments well in advance, so that the coaches have time to work with you on each of your assignments. The Writing Centre is available to assist all students with their academic writing assignments in any subject at any stage of the writing process. This is a free service. Online Writing Sessions are available, for more information visit [www.create.twu.ca/learningcommons](http://www.create.twu.ca/learningcommons) or contact [writingcentre@twu.ca](mailto:writingcentre@twu.ca)

### 0.0.4 Program Grade Submission Policy

ALL course work must be submitted for final grading within 14 days following the course end date. The instructor has to submit grades to the Registrar within 14 days of the course end date. In extenuating circumstances, a provision is made for an INC to be entered pending final assignment of a course mark.

! :fa-bell:*Note:* **WC** = For students required to attend the Writing Centre.

### 0.0.5 Online Learning Orientation

For information on how to navigate through this course on Moodle, see the **MOODLE GUIDE**. Also see the **STUDENT GUIDE TO ONLINE LEARNING** for some tips on how to be successful in the online learning environment.

## 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:

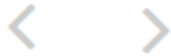


Figure 2: Left and right navigation arrows

---

## 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

## Title



## Chapter 2

### Title





## Chapter 3

### Title



## Chapter 4

### Title



## Chapter 5

### Title



## Chapter 6

### Title





## Chapter 7

### Title



## Chapter 8

### Title



# 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.

		<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>

## 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%
<b>TOTAL</b>	<b>0 = 0% (F)</b>	<b>(C)</b>	<b>15 = 75 (B) (A+)</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.

### 8.0.0.1 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)

### 8.0.0.2 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.*