

# Philosophy 366 - Fall 2016 - **Activity Plan** - Description and Marking Rubric

There is one activity plan that those in the theory-practice/CSL stream are responsible for during the term. The activity plan will be left behind with the community partner to provide a “leg-up” or “bread crumb trail” for anyone who comes after that may want to use the resources that you’ve been working with and developed the plan for. The activity plan will contribute 20% of the marks towards your final grade.

**Task:** Produce an activity plan for one or more of the technologies available at the Edmonton Public Library Makerspace so that the technolog(y/ies) of focus become more accessible to outside groups using the Makerspace than they otherwise would be. **This activity plan must be submitted as a PDF via email to the course instructor in accord with the instructions in the syllabus. See the syllabus for due dates.** Reflections should be named with the following convention: <LastName>-ActivityPlan.pdf. Where <LastName> is your last name. So, if I was submitting my third reflection then the file should be named “Simpson-ActivityPlan.pdf”. Somewhere on the activity plan it should be made clear that the plan was produced by you for the EPL as part of the Community Service-Learning component of this class. You may also want to include a copyright notice (I recommend one of the [Creative Commons licenses](#)) but this is entirely up to you.

**Evaluation:** The rubric below outlines the criteria on which you will be assessed. Each criteria will be given even weight for a total score out of 40. There is no minimum word count but it is unlikely that you will be able to hit at least a satisfactory with anything less than 3-4 pages. You have been invited to submit a full draft for comment so there will be no resubmission except in exceptional circumstances. Remember that the rubric is to be read left to right such that assessments to the right are not available to you if the criteria to the left have not been met.

	Incomplete (0-5)	Needs Improvement (5-7)	Satisfactory (7-8)	Accomplished (8-9)	Outstanding (10)
<b>Audience Alignment</b>	The topic seems at odds with the selected target audience and there is little to no evidence offered for the pairing OR time devoted to sections, complexity, and tasks seem to be misaligned with the skills, knowledge, and interest of the target audience.	Topic matches the target audience but little to no justification is offered for this pairing. Overall length of time devoted to each section, complexity of the task(s), and topics is partially aligned with the skills, knowledge, and interests of the target audience.	Topic matches the target audience and justification is offered for this pairing that goes beyond mere anecdote. Overall length of time devoted to each section, complexity of the task(s), and topics align with the skills, knowledge, and interests of the target audience. Means of assessing the competency of participants before beginning is included.	Assessment of competency is included throughout each stage of the activity plan and suggestions for getting those falling behind back on track are included.	Strong alignment of target audience and activity with justification. Evidence of testing and opinion gathering with and from potential users of the activity plan from both a participant and activity leader perspective.
<b>Richness / Motivation</b>	The activity plan amounts to a set of bullet points outlining the process but providing little to no background, flagging of possible trouble areas, or other useful information that would be useful to an activity leader or participant.	The activity plan shows attempts to move beyond being just a bare outline of the process to lead the participants through but does not do at least one of making the motivations for the activity and its components clear, flagging likely trouble spots, sharing additional information of interest, and pointing to outside resources.	Motivation for the activity as a whole and its components is clearly laid out. Goals for each stage are included alongside possible flags for trouble or deviation that an activity leader should be aware of. More than just a list of steps the activity plan contains additional information that a session leader or participant would likely find to be of additional value. Additional resources are pointed to.	The plan incorporates the use of questions for participants to both focus their thinking on particular aspects of the task that require deeper attention and to extend their interest beyond the immediate tasks at hand, such as to broader global or philosophical issues. In short, the plan embeds itself both practically and philosophically in the broader world.	The activity plan is a wealth of information on the topic area targeted by the plan from philosophical, historical, and practical perspectives. This information is provided in a balanced way that does not detract from the nature of the activity plan as an <i>activity plan</i> .
<b>Flexibility / Robustness</b>	The activity is almost completely linear with little to no accommodation for various skill sets, experience levels, or other differences among the participants or groups of participants.	The activity plan attempts to make accommodations for various skill sets, experience levels, or other differences among the participants or groups of participants but fails to be successful, likely because of misunderstanding the participants or an incomplete accommodation.	The activity plan has been built to accommodate one of a diverse population of students, time constraints, or resource limitations. Consideration has been given to allow for the plan to be modified / extended to be done a second time / over multiple periods.	The plan is actually a set of plans for smaller activities that are interrelated such that the components can be swapped in and out to accommodate any of a diverse population of students, time constraints, or resource limitations	More than a set of plans, the activity plan provides an overall approach that is extremely flexible, allowing for accommodation of any reasonable collection of students, time constraints, and resource limitations. It can be used multiple times and over multiple periods.
<b>Appearance / Clarity</b>	The activity plan looks like a draft or as though little to no attention was put into how it looks and reads. It is not easy to read or follow, likely due either to formatting or logic.	The plan looks as though some effort was expended on making it readable but this is either misplaced (e.g. pretty fonts when spelling is off?) or incomplete (e.g. simple things like headers and lists could be used).	The plan can be followed easily from start to finish. There are minimal spelling and grammar errors. The overall layout shows some thought and care through the use of practical formatting such as headers and lists.	Images, diagrams, or other media have been built into the plan in non-trivial ways such that the overall usefulness of the plan is significantly improved by their presence.	The activity plan has a professional quality such that it would not be unreasonable to suppose that it would be held up as an exemplar on the basis of its language, layout, and visuals.