

Philosophy 366 - Fall 2016 - **Reflective Thinking** - Description and Marking Rubric

There are four pieces of reflective thinking that you will prepare during the term. While generally short, they are expected to be of high quality and *force you to engage with the CSL related experience*. Each piece of refined thinking will contribute 6.25% of the marks towards your final grade for a total of 25%.

Task (x4): Choose one event that has happened either during a CSL placement visit or as a direct result of the placement overall and write a short piece of prose demonstrating that further thought has been dedicated to the issue or topic raised. Think of this as a thoughtful journal entry. **This “journal” must be submitted as a PDF emailed 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>-Reflection<#>.pdf. Where <LastName> is your last name and <#> is a number representing which reflection this is. So, if I was submitting my third reflection then the file should be named “Simpson-Reflection3.pdf”.

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 250 words (and that would take some work to do). Include a word count. You may revise and resubmit at most two reflections.

	Incomplete (0-5)	Needs Improvement (5-7)	Satisfactory (7-8)	Accomplished (8-9)	Outstanding (10)
Reporting	No description of incidents and issues that are relevant to the service-learning experience.	Providing some description of relevant incidents and issues.	Describing relevant incidents and issues in some detail.	Describing relevant incidents and issues, with well-considered observations of the situation; explaining why these were relevant, noteworthy, puzzling, or troubling.	Describing highly relevant incidents and issues, with perceptive observations of the situation; explained why these were relevant, noteworthy, puzzling, or troubling.
Relating	Made no connections between the incidents and issues and your own personal skills and experiences.	Making some connections between the incidents and issues and your own personal skills and experiences.	Making clear connections between the incidents and issues and your own personal skills, experiences, values and beliefs. Addressing questions such as: Have I seen or encountered this before? Were the circumstances the same/different?	Making clear and well-considered connections between the incidents and issues and your own personal skills, experiences, values and beliefs. Addressing questions such as: Have I seen or encountered this before? Were the circumstances the same/different?	Making clear, insightful connections between the incidents and issues and your own personal skills, experiences, values and beliefs. Addressed questions such as: Have I seen or encountered this before? Were the circumstances the same/different? In what ways is this challenging?
Reasoning	Made no attempt to consider how the incidents and issues could be explained.	Making some attempt to consider how the incidents and issues could be explained, by referring to own knowledge and experience, and theory and literature.	Considering how the incidents and issues could be explained, by referring to own knowledge and experience and relevant theory and literature.	Considering, from different perspectives, how the incidents and issues could be explained, by referring to own knowledge and experience and relevant theory and literature.	Insightfully considering, from different perspectives, how the incidents and issues could be explained, by referring to own knowledge and experience and relevant theory and literature.
Reconstructing	Made no attempt to describe what has been learned.	Making some attempt to describe what has been learned.	Described what has been learned.	Describing what has been learned and noting any questions that remain unanswered.	Considering other possible responses to the incidents and issues; describing what has been learned and noting any questions that remain unanswered.