

## Contract Grading Scheme with Instructor Gate (Bean & Melzer 348-49)

### EXHIBIT 16.3

#### Sarah Faye's Portfolio-Emphasis Grading Contract

This grading system gives you credit for your overall performance, rather than for points for individual assignments—so it puts you in greater control of your grade and reduces stress. You will be assured a B in the class if you complete all the work on time and according to the requirements. At the end of the quarter, you will submit a final portfolio of your major projects, which will be evaluated to determine whether your grade remains a B or is higher than a B (you will receive feedback on these projects throughout the quarter). I will email you with a progress report mid-quarter and you are welcome to check in with me about grades during the quarter if you have concerns.

**You are guaranteed a B if you:**

1. Actively participate in class daily.
2. Have no more than one absence and are rarely late for class.
3. Meet due dates and requirements for all major assignments.
4. Complete all homework on time, meeting the requirements.
5. Participate in all peer reviews with a complete draft and cover memo.
6. After peer review, revise your draft before you submit to instructor for further feedback.
7. Substantially revise your major projects for the final portfolio (not just surface editing).
8. Meet with the instructor to discuss your major writing projects.
9. **Complete your final portfolio** and meet the requirements (must be completed to pass the class, no matter the grade).
10. **Complete your final research poster** and meet the requirements (must be completed to pass the class, no matter the grade).

**To receive an A** in this class, you must have a B from the contract and an A-level portfolio. We will go over the final portfolio rubric to discuss what an A-level portfolio is.

While this course is set up to help you succeed, and I expect you all to do well, **if you have not met the above contract requirements**, you are no longer guaranteed a B for the class. Your contract grade will drop by 1/3 letter grade for each missing requirement (i.e., B to B-). Your new grade will then be averaged with your portfolio grade. Pay special attention to the following:

**Peer review workshops**, which are an essential part of this course. If you come to peer review workshop without a draft, your grade will drop by 1/3 of a letter grade. If you skip peer review workshop entirely, your grade will drop by 2/3 of a letter grade. If you are sick or have an emergency, you will need a doctor's note to be excused. No free passes for peer review days.

**Meeting requirements for major assignments.** Each major assignment has requirements in addition to the essay, clearly outlined on the assignment. Each assignment requires a cover memo before peer review and a second cover memo before you submit to the instructor. In addition, a writing theory reflection will be due after the assignment. If any of these components are missing or incomplete, you will not have met all the assignment requirements and your contract grade will drop by 1/3.

**Free passes.** You are allowed two free passes to submit homework late (no more than 48 hours). **NO free passes for drafts for peer review workshops.**

**Contract Grading Scheme without Instructor Gate (Bean & Melzer 350)**

**EXHIBIT 16.4**

**Dan's Labor-Emphasis Grading Contract**

	<b>A Range</b>	<b>B Range</b>	<b>C Range</b>	<b>D to F Range</b>
Class and one-one-one conferences attendance	Always attends class and conferences and is rarely late for class (no more than one absence)	Regularly attends class and conferences and is rarely late for class (no more than two absences)	Does not regularly attend class and conferences and is sometimes late for class (no more than three absences)	Does not regularly attend class and conferences and is often late for class (more than three absences)
Participation in peer response workshops, small-group activities, and class discussions	Frequently participates	Regularly participates	Does not regularly participate	Rarely participates
Focused on class activities and not homework from other classes, social media, and so on	Always focused on class activities	Usually focused	Often not focused	Frequently not focused
Classroom citizenship	Always respectful to and considerate of peers and instructor	Respectful to and considerate of peers and instructor	Sometimes disrespectful to and inconsiderate of peers and/or instructor	Frequently disrespectful to and inconsiderate of peers and/or instructor
Peer response workshop feedback	Provides feedback in all workshops that meets all the guidelines	Provides feedback in all workshops but a few peer responses may not meet the guidelines	Feedback missing or does not meet the guidelines	Does not provide feedback
Reading response journals and other online tasks	Completes all journals and online tasks and meets all the guidelines	Completes all journals and online tasks, meeting most of the guidelines (a few journals or tasks may not meet the guidelines)	Some journals or online tasks not completed or many journals failing to meet the guidelines	Most journals and online tasks not completed or failing to meet the guidelines
e-Portfolio	Meets all the guidelines	Meets most of the guidelines	Many of the guidelines not met	Most of the guidelines not met

*Meeting every criteria but one in a contract grade category will result in a – grade rather than a lower letter grade.*

## Specifications Grading Example 1 (Nilsson 79)

Assignments in this course will not be graded in the typical “point” fashion. Instead, each assignment will be graded pass/fail. The number of assignments that you pass will determine your course grade:

### •Minimum requirements for an A:

1. May miss up to two classes. Be on time and prepared for all other classes.
2. Complete and hand in all bi-weekly reflection papers. (Students write 250–300 word reflections on what they are learning in the course and how they are applying it in everyday life). May hand in one paper late.
3. Complete and hand in all summaries of assigned readings from *You* and *Health Psychology*. May hand in two sets of summaries late. (Students read the assigned chapter from *You* and write a 300–350 word summary of the two most important points of the chapter and relate the information to their life and experiences. Students also read one of the two articles assigned from *Health Psychology* and write a 300–350 word summary of the main point of the article and relate the information to their life and experiences.)
4. Complete the health behaviors project. Must attend April 30 presentations. (Students to apply the course material to their personal health-related choices by altering a health-related behavior in themselves.)
5. Read, summarize, and discuss *Optimal Human Being*. Must turn in summary and reflection no later than March 15. (Students write a 1,400–1,500 word summary and reflection relating the information in the book to their life and their expectations for the future.) Must attend class on March 29 to discuss the book with the other students who have decided to earn an A in the course.

### •Minimum requirements for a B:

1. May miss up to three classes. Be on time and prepared for all other classes.
2. Complete and hand in all bi-weekly reflection papers. May hand in two papers late.
3. Complete and hand in all summaries of assigned readings from *You* and *Health Psychology*. May hand in three sets of summaries late.
4. Complete the health behaviors project. Must attend April 30 presentations.

### •Minimum requirements for a C:

1. May miss up to four classes. Be on time and prepared for all other classes.
2. Complete and hand in all bi-weekly reflection papers. May hand in three papers late.
3. Complete and hand in all summaries of assigned readings from *You* and *Health Psychology*. May hand in four sets of summaries late.

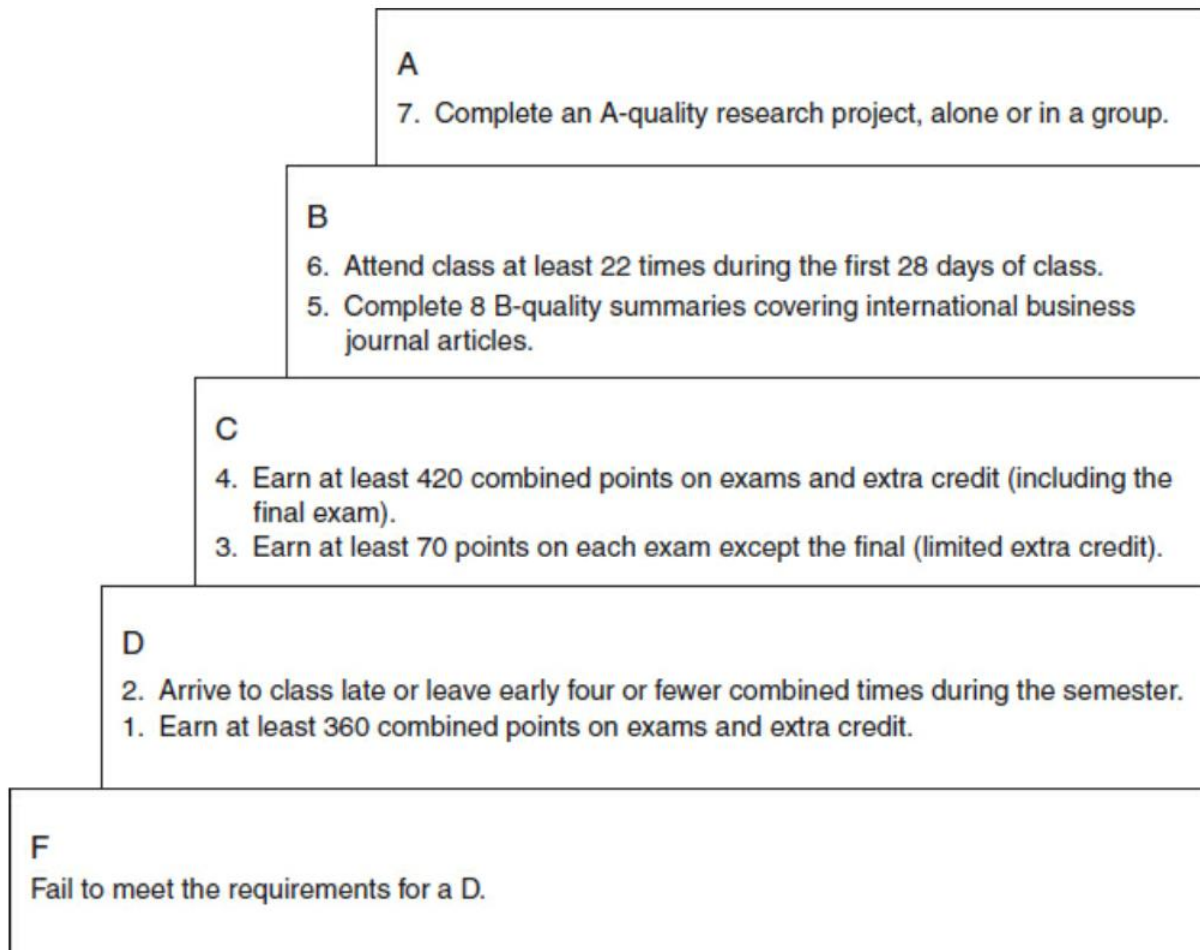
### •Minimum requirements for a D:

1. May miss up to six classes. Be on time and prepared for all other classes.
2. Complete and hand in all bi-weekly reflection papers. May hand in four papers late.
3. Complete and hand in all summaries of assigned readings from *You* and *Health Psychology*. May hand in six sets of summaries late.

Students must meet all requirements for each grade category to earn that grade. For example, if you miss one class, complete the health requirements project, read and discuss the *Optimal Human Being* book, complete all reflection papers on time, but turn in three sets of summaries from *You* and *Health Psychology* late, you will earn a B in the course. This may seem “picky” but I have to define clear criteria for each grade category and then hold to those criteria for this grading system to work.

## Specifications Grading Example 2 (Nilsson 82)

Figure 7.1. Graphic Depiction of the Grading System in the International Business Management Course Taught by Dr. Janis L. Miller



## Specifications Grading Example 3 (Nilsson 83)

Grades are assigned on a complete/incomplete basis, so there is no partial credit. All requirements for each grade tier must be complete in order to receive that grade.... All grade tiers require attendance and participation in in-class discussions and activities. Excessive absences will bring your grade down a letter.... If you do not meet the minimum requirement for a C in the course, you will receive an F.

•For a C in this course:

1. Two individual projects
2. One critique session (written and oral components completed to my satisfaction)
3. A group project with one deliverable for a real client

Assignment quality: One or more projects need *major* revisions in order to look professional, be ready for print, or satisfy the client.

•For a B:

1. Three individual projects
2. Two critique sessions (written and oral components completed to my satisfaction)
3. A group project with two deliverables for a real client

Assignment quality: One or more projects need *minor* revisions in order to look professional, be ready for print, or satisfy the client.

•For an A:

1. Four individual projects
  2. Two critique sessions (written and oral components completed to my satisfaction)
  3. A group project with two deliverables for a real client
  4. A final group presentation of the client project deliverables
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## Ben Lander (History)

### Contract Grading - Integrative Seminar

The purpose of contract grading is to allow you to be involved in designing this class and particularly how you want to participate in it. Together we will decide the requirements for each grade range and develop rubrics for determining whether assignments meet those requirements. This will be an ongoing process that will evolve as the term goes on.

I would like us to keep in mind the idea of S.M.A.R.T. design. Let's keep these in mind as we design parts of this course. S.M.A.R.T is an acronym that is used to guide the development of measurable goals. Each objective should be: Specific, Measurable, Achievable, Relevant and Time-Oriented.

Here are a number of non-negotiable items that everyone must do in order to pass the class.

Non-negotiables:

You have to complete the components of the major project for the course.

- Context Paper
- Focused Paper
- Comprehensive Paper – First Draft
- Comprehensive Paper – Final Draft
- Proper MLA conventions for paraphrasing and citations.
- Reflection assignments
- Oral Presentation

Here are some of the negotiable items:

Negotiables:

- Number of Reading/Film Responses you have to do for each grade?
- Word count and writing quality for responses and papers.
- Class Attendance and participation
- Extra-curricular work
- Number of sources

Here is an example of what the grading contracts could look like. Next class we can discuss whether this is something that you're interested in and if so you will write your own contract where you lay out your learning objectives for this class, you will then choose a grade and finally you will explain how you plan to achieve that grade.

Possible grades A (86-100), B (71-85), C (60-70)

Your final grade will be determined at the end of the term through a written self-assessment and a meeting with me. Remember that completing the tasks for each grade level is the minimum work required to achieve the lowest grade for each level. A higher completion rate, commitment to the class, engagement with the material, quality of work, and moving your learning beyond the classroom is necessary to move up the grade range in each level.

To achieve a grade of C you will need to complete a reduced number of assignments at an acceptable level. If you meet that level you pass the class. Great work! Now you can leave Dawson!

To achieve a grade of B you will need to complete the standard number of assignments at an acceptable level. Great work! Now you can leave Dawson!

To achieve a grade of A you will need to complete the standard number of assignments at a higher level of engagement and with more persuasive and carefully crafted language. The major component of an A will be greater engagement and participation in the class and particularly to move your work beyond the classroom and into the wider world. Great work! Now you can leave Dawson!

**Ben Lander (History)  
Grading Contract**

All grading will use a +, ✓, - system. Or I might use 3, 2, 1, if it is easier on electronic submissions. In either case, a +/3 means that the assignment exceeds expectations for your chosen grade. A ✓/2 means that the assignment meets expectations for your chosen grade. A -/1 means that the assignment does not meet expectations for your chosen grade.

	A	B	C
<b>Reading Responses</b>			
All responses must connect the topic of the class (i.e. the Great Law of Peace) to the theme of Indigenous Resurgence/Resistance/Resilience. All responses must use proper MLA formats for paraphrasing and citations. All responses must use proper conventions for referring to Indigenous peoples/nations.			
# of Responses	9-12	7-8	6-7
Quality of responses	700 words, excellent quality with references to more than one source.	500 words, very-good quality with reference to one source.	300 words, good quality with reference to one source.
<b>Presentations</b>			
You must all work in groups and contribute to at least the minimum level expected. You will grade each other on your contributions to the group work.			
# of sources	8-10	6-8	4-6
<b>Attendance and Participation</b>			
Attendance	0-1 classes missed	1-3 classes missed	3-5 classes missed
Participation	You participate in class conversations and discussions almost every class.	You regularly participate in class conversations and discussions.	You rarely participate in class conversations and discussions.



## Jocelyn Parr (History)

Name \_\_\_\_\_

**Instructions:** Replace this blue text with your own persuasive paragraph where you explain what grade you feel you earned over the course of the semester. You should reflect on the feedback you were given on your Essay(s) and/or responses. Your grade must sit within the grade range established by the work you did over the course of the semester. This means that if you didn't complete more than 7 responses/collegial activities you are limited to the 66-75 range. However, you have the option of explaining why you fell short in one section and of using your excellence in another element to argue for a grade that falls out of the range. For example, you might argue that you attended every class and participated by speaking or helping others, even if you didn't manage to write responses, or you might show how many responses you did despite poor results on an assignment. *See the example on the second page.*

In the fields below, you must replace the **textboxes** with the names of the responses/collegial activities you have finished and put a check in the box. Note: Some weeks have three possible responses; other weeks there were no responses. You are encouraged to find your own way through this material and to work hard when you can, and take it easy when you can't. **Perusalls, Responses, & Collegial activities all 'count' for 1 check.**

	86-95	76-85	66-75	60-65
Reciprocal Agreement	W3. Agreement in <input type="checkbox"/> W16. Checklist in <input type="checkbox"/>	W3. Agreement in <input type="checkbox"/> W16. Checklist in <input type="checkbox"/>	W3. Agreement in <input type="checkbox"/> W16. Checklist in <input type="checkbox"/>	W3. Agreement in <input type="checkbox"/> W16. Checklist in <input type="checkbox"/>
Indigenous Research Methods (25%)	Grade > 80 <input type="checkbox"/>	Grade > 70 <input type="checkbox"/>	Grade > 60. <input type="checkbox"/>	Completed the assignment <input type="checkbox"/>
Resistance Assignment (25%)	Grade > 80 <input type="checkbox"/>	Grade > 70 <input type="checkbox"/>	Grade > 60. <input type="checkbox"/>	Completed the assignment <input type="checkbox"/>
Making Workshop	Attended	Attended	Missed out!	Missed Out!
<b>Choose your own way</b>				
Responses and Collegial Activities	<b>66-75</b> Complete 7 responses <i>or</i> collegial activities		Identify which response or collegial activity. <input type="checkbox"/> Identify which response or collegial activity. <input type="checkbox"/> Identify which response or collegial activity. <input type="checkbox"/> Identify which response or collegial activity. <input type="checkbox"/> Identify which response or collegial activity. <input type="checkbox"/> Identify which response or collegial activity. <input type="checkbox"/> Identify which response or collegial activity. <input type="checkbox"/>	



	<p><b>76-85</b> An additional 4 responses <i>or</i> collegial activities for a <b>total of 11</b></p>	<p>Identify which response or collegial activity. <input type="checkbox"/></p> <p>Identify which response or collegial activity. <input type="checkbox"/></p> <p>Identify which response or collegial activity. <input type="checkbox"/></p> <p>Identify which response or collegial activity. <input type="checkbox"/></p>	
	<p><b>86-95</b> Additional 4 responses <i>or</i> collegial activities for a <b>total of 15.</b></p>	<p>Identify which response or collegial activity. <input type="checkbox"/></p> <p>Identify which response or collegial activity. <input type="checkbox"/></p> <p>Identify which response or collegial activity. <input type="checkbox"/></p> <p>Identify which response or collegial activity. <input type="checkbox"/></p>	

Example:

Name: Jocelyn Parr

I think that I deserve to get a grade that is in the middle of the highest range, so a 70. I don't think I did the absolute best in that range, but I did do all the necessary activities. I got a job half-way through the semester, so I wasn't able to do all of the activities.

	86-95	76-85	66-75	60-65
Reciprocal Agreement	W3. Agreement in <input type="checkbox"/> W16. Checklist in <input type="checkbox"/>	W3. Agreement in <input type="checkbox"/> W16. Checklist in <input type="checkbox"/>	W3. Agreement in <input type="checkbox"/> W16. Checklist in <input type="checkbox"/>	W3. Agreement in <input type="checkbox"/> W16. Checklist in <input type="checkbox"/>
Indigenous Research Methods (25%)	Grade > 80 <input type="checkbox"/>	Grade > 70 <input type="checkbox"/>	Grade > 60. <input type="checkbox"/>	Completed the assignment <input type="checkbox"/>
Resistance Assignment (25%)	Grade > 80 <input type="checkbox"/>	Grade > 70 <input type="checkbox"/>	Grade > 60. <input type="checkbox"/>	Completed the assignment <input type="checkbox"/>
Making Workshop	Attended	Attended	Missed out!	Missed Out!
<b>Choose your own way</b>				
Responses and Collegial Activities	<b>66-75</b> Complete 7 responses <i>or</i> collegial activities	Responded to the Somatics Workshop <input type="checkbox"/> Wrote about Social Science Week (FFPSE Project) <input type="checkbox"/> I uploaded my notes on February 9. <input type="checkbox"/> I helped a friend in the class who was feeling triggered by the material <input type="checkbox"/> Responded to the Algonquin Governance Talk <input type="checkbox"/> Uploaded notes after the Gendered Resurgence Talk <input type="checkbox"/> Responded to Indigenous resistance talk <input type="checkbox"/>		
	<b>76-85</b> An additional 4 responses <i>or</i> collegial activities for a <b>total of 11</b>	Identify which response or collegial activity. <input type="checkbox"/> Identify which response or collegial activity. <input type="checkbox"/> Identify which response or collegial activity. <input type="checkbox"/> Identify which response or collegial activity. <input type="checkbox"/>		
	<b>86-95</b> Additional 4 responses <i>or</i> collegial activities for a <b>total of 15.</b>	Identify which response or collegial activity. <input type="checkbox"/> Identify which response or collegial activity. <input type="checkbox"/> Identify which response or collegial activity. <input type="checkbox"/> Identify which response or collegial activity. <input type="checkbox"/>		

## Jocelyn Parr (History)

### GRADING CONTRACT

The purpose of a grading contract is to emphasize a student's labour rather than their evaluation by the teacher. Why? When students earn grades based solely on evaluation, an implicit benefit goes to students who come into the classroom already equipped with the skills a teacher is evaluating. Oftentimes, these skills have been gained through underlying privileges tied to class, race, or maternal language. In contrast, awarding grades based upon effort or labour levels the playing field and allows students to know exactly what they must finish to get a grade within a specific range.

- **At the beginning of term**, you chose which of the below scenarios you want to commit to.
- Except for the essay and exams, your grade range will be the result of the effort you put in rather than my assessment of its quality. The Essay, Exam, and Self-Reflection are mandatory; for the rest, you *choose your own way*.
- **At the end of the term**, you will submit this sheet and a paragraph explaining what grade range you achieved and what grade you think you deserve; I will raise or lower your grade *within the agreed upon range*, based upon the quality of work I saw. *If you over- or underestimated yourself, you can argue that you deserve to be considered within a different range.*

	85-95	75-85	65-75	60-65	Fail
Essay	Essay with grade > 80 <input type="checkbox"/>	Essay grade > 70 <input type="checkbox"/>	Essay grade > 60 <input type="checkbox"/>	Completed an essay <input type="checkbox"/>	
Exam	Midterm Exam <input type="checkbox"/> Final Exam <input type="checkbox"/> Avg. mark > 75	Midterm Exam <input type="checkbox"/> Final Exam <input type="checkbox"/> Avg. mark > 70	Midterm Exam <input type="checkbox"/> Final Exam <input type="checkbox"/> Avg. mark > 65	Midterm Exam <input type="checkbox"/> Final Exam <input type="checkbox"/> Avg. mark > 60	
Self-Reflection	W.3 Contract <input type="checkbox"/> W.15 Self-Eval <input type="checkbox"/>	W.3 Contract <input type="checkbox"/> W.15 Self-Eval <input type="checkbox"/>	W.3 Contract <input type="checkbox"/> W.15 Self-Eval <input type="checkbox"/>	W.3 Contract <input type="checkbox"/> W.15 Self-Eval <input type="checkbox"/>	
Workshop	Lead a discussion <input type="checkbox"/> Participate in two discussions <input type="checkbox"/>	Lead a discussion <input type="checkbox"/> Participate in one <input type="checkbox"/>	Participate in one <input type="checkbox"/>		
Group	Attend two debates <input type="checkbox"/> Give feedback <input type="checkbox"/>	Attend one debate <input type="checkbox"/> Give feedback <input type="checkbox"/>	Attend one debate <input type="checkbox"/> or Give feedback <input type="checkbox"/>		
Choose your own way	Complete 15 of the following (once a week)	Complete 11 of the following	Complete 7 of the following	No responses	
Responses to films/readings	W1. <input type="checkbox"/> W2. <input type="checkbox"/> W3. <input type="checkbox"/> W4. <input type="checkbox"/> W5. <input type="checkbox"/>	W1. <input type="checkbox"/> W2. <input type="checkbox"/> W3. <input type="checkbox"/> W4. <input type="checkbox"/> W5. <input type="checkbox"/>	W1. <input type="checkbox"/> W2. <input type="checkbox"/> W3. <input type="checkbox"/> W4. <input type="checkbox"/> W5. <input type="checkbox"/>		
Or	Extra <input type="checkbox"/> W7. <input type="checkbox"/> W8. <input type="checkbox"/>	Extra <input type="checkbox"/> W7. <input type="checkbox"/> W8. <input type="checkbox"/>	Extra <input type="checkbox"/> W7. <input type="checkbox"/> W8. <input type="checkbox"/>		
Do an *extra* response	W9. <input type="checkbox"/> W10. <input type="checkbox"/> W11. <input type="checkbox"/> W12. <input type="checkbox"/> W13. <input type="checkbox"/> W14. <input type="checkbox"/>	W9. <input type="checkbox"/> W10. <input type="checkbox"/> W11. <input type="checkbox"/> W12. <input type="checkbox"/> W13. <input type="checkbox"/> W14. <input type="checkbox"/>	W9. <input type="checkbox"/> W10. <input type="checkbox"/> W11. <input type="checkbox"/> W12. <input type="checkbox"/> W13. <input type="checkbox"/> W14. <input type="checkbox"/>		
(See Moodle)	Extra <input type="checkbox"/> Extra <input type="checkbox"/> Extra <input type="checkbox"/>	Extra <input type="checkbox"/> Extra <input type="checkbox"/> Extra <input type="checkbox"/>	Extra <input type="checkbox"/> Extra <input type="checkbox"/> Extra <input type="checkbox"/>		
Or	Collegial <input type="checkbox"/>	Collegial <input type="checkbox"/>	Collegial <input type="checkbox"/>		
Collegial Activities	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

## Jeff Gandell (English)

Assignment	D level grade Final grade between 60-69%	C level grade Final grade between 70-79%	B level grade Final grade between 80-89%	A level grade Final grade between 90-100%
<b>Components of Summative Assessment</b>				
<b>Final Draft of Summative Assessment</b>	Finish Final Draft of Feature Story by May 19	Finish Final Draft of Feature story by May 19. Publish on class blog	Finish Final Draft of Feature story by May 19. Publish on class blog	Finish Final Draft of Feature story by May 10. Publish on class blog
<b>First Draft</b>	Submit a First Draft	Submit a First Draft	Submit a First Draft	Submit a First Draft
<b>*Proposal and 0 Draft</b>	Submit a Proposal and 0 Draft	Submit a Proposal and 0 Draft	Submit a Proposal and 0 Draft	Submit a Proposal and 0 Draft
<b>*Research Journey</b>	Submit a Research Journey	Submit a Research Journey	Submit a Research Journey	Submit a Research Journey
<b>*Outline</b>		Create an outline for your first draft	Create an outline for your first draft	Create an outline for your first draft
<b>*Interview report</b>			Submit an Interview Report	Submit an Interview Report
<b>ALC Fest</b>				Participate in ALC Fest event on May 12
<b>Handing in assignments late</b>	2 or 3 assignments handed in late	2 assignments handed in late	1 assignment handed in late	All work submitted on time
<b>Small Assignments and Class Activities</b>				
<b>In-Class Activities</b>	Participate in 50% of class activities	Participate in 65% of class activities	Participate in 75% of class activities	Participate in 90% of class activities
<b>*Reading &amp; Writing Challenges</b>	Complete 5 Reading & Writing Challenges	Complete 6 Reading & Writing Challenges	Complete 7 Reading & Writing Challenges	Complete 8 Reading & Writing Challenges

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All assignments except First Draft and Final Draft of Summative assessment will contain a detailed completion checklist, and a single line pass/fail rubric. This means you either get full marks or zero marks for these assignments, depending on whether you meet the criteria or not.

For the First Draft, you will get a grade out of 10, and for the Final Draft, you will get a grade out of 20, like a traditional assignment. Your grades on your First and Final drafts will determine where you fall in the grade range of the level grade that you've chosen to complete.

**No work that is more than one week late will be accepted.**

\*You have 2 tokens for your components of your summative assessment, and 2 tokens for your Reading & Writing Challenges. If you submit an assignment, and don't meet the requirements, you can cash in a token to rewrite and resubmit it. These are only valid for assignments in the left-hand column of the table (in blue) that are indicated with an \*asterisk.

Early in the semester, you will choose a grade level that you wish to complete. You will then submit the amount of assignments indicated in that grade level. You can choose to change your grade level during the semester, if you want to. If you choose a specific grade level and don't meet the requirements, you will automatically be bumped down to a lower level.

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## **Assignments and Grade Distribution**

**This class will use a grading method called "Specifications Grading." This means that early in the semester, you will choose what grade level you will attain in this class, and complete only the assignments necessary to attain this grade level. See the "Specifications Grading Explained" sheet at the end of this syllabus.**

### **Reading and Writing Challenges** **20%**

*Weekly assignments where you'll practice specific writing tools. You'll also be responding to assigned readings, as well as reflecting on your process. These challenges are meant to help you build your feature story slowly and steadily. Any work done on any challenges can be revised and adapted for use in your feature story. 8 or 9 challenges in total.*

### **In-Class Activities** **15%**

*In most classes, you'll be given a small group task to complete. The class activities, like the reading and writing challenges, are meant to help you develop and shape your feature story. 15 or 16 of these activities in total will be graded.*

### **Major Project: Feature Story** **65%**

*A 1,500-2,000 word Feature Story on the topic of your choice. The feature story process represents the summative assessment for this class. Your topic must be related to your field of study. Your final draft will be published on a class blog, and you have the option of presenting your work at the ALC Fest in May. Don't be freaked out by the fact that this is worth 65%. As you can see below, this project is divided into many manageable steps, each one worth a reasonable amount of grades.*

- Proposal & 0 Draft 5%
- Research Journey 15%
- Interview Report 5%
- Outline for 1<sup>st</sup> Draft 5%
- 1<sup>st</sup> Draft 10%
- Participation in ALC Fest 5%
- Final Draft\* 20%

2

## **Works Cited**

Bean, John C. & Dan Melzer. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. 3rd Edition. Jossey-Bass, 2021.

Nilson, Linda B. *Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time*. Stylus, 2015.