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Draft

Appendix 1: Explaining conference grading

This class follows a conference style methodology, aka consultation style. Each assignment submission receives a *grade* of “complete” (missing submissions receive “incomplete”). Each assignment receives *feedback* from me.

I don’t get it. What’s wrong with points, percentages, and letters? Excellent question. Grading is a sorting mechanism that incentivizes “product over process”, prioritizes what the teacher thinks (not you, the student), and is ultimately subjective, arbitrary, and inconsistent. Grades do not actually convey what you have learned.

So how does this conference thing work? Another great question. On its surface, this class looks like any other with assignments and due dates. However, instead me assigning a score, I will give you feedback that highlights strengths and provides suggestions for improvement. In some cases, you will also receive feedback from your peers. The assignments are designed to be iterative so you can incorporate feedback into subsequent assignments.

Ok, but I need a letter grade of some sort for my transcript. How does that get assigned? I get it, you want to know the mechanics. *You* will submit a recommendation for your final grade, based on an honest assessment of your work that takes into account the feedback you receive from me and your classmates

The class comprises two types of assignments (as described above):

- Course (engagement, Twitter, lit review)
- Self assessment (process journals, final reflection)

Figuring out your grade

This whole process may feel intimidating. I provide a suggested breakdown of assignment weights below to help guide your reflections. In the event someone does not submit a final reflection, I will use this breakdown to calculate their final grade.

- Engagement 30%
 - Class (15%)
 - Nonprofit (15%)
- Literature Review 25%
- Midterm 15%
- Process Journal 20%
- Final Reflection 10%

Appendix 2: Sample process journal worksheet

Think back over the material of Module 2

<i>Ideas that Resonate:</i> What concepts <i>from module 2</i> have been most interesting?	
<i>Speed and Organization of Course:</i> How is the course going for you so far? Is the pace too fast or too slow?	
<i>Areas of Confusion:</i> What concepts or readings are still unclear? (Use this space to ask a question and I <i>will</i> answer it)	

Now consider your engagement in the class thus far

<i>Attendance & Participation:</i> How many class sessions have you attended/ missed? How is your engagement? Do you participate in class discussion? Do you find yourself attentive or easily distracted?	
<i>Discussion Boards:</i> There have been 6 discussion boards so far. How many discussion board posts have you completed? Are you interacting with classmates in discussion threads? How would you describe the quality of your contributions to online discussion? Do you substantively add to the conversation?	

Self-Assessment and Goals

<i>Module 1 Feedback/ Grade:</i> Did you turn in the Worksheet for Module 1? If yes:	
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<ul style="list-style-type: none"> ▪ Summarize the feedback you received from me on the first worksheet in your own words. <p>If no:</p> <ul style="list-style-type: none"> ▪ Did you contact me for an extension? <p>Based on the above, give yourself a grade on this assignment.</p> <p>Do you plan to revise?</p>	
<p>Overall Grade: Based on your assessments of your participation, discussion boards, and the Module 1 worksheet, what is your grade in the course <i>right now</i>?</p>	
<p>Goals: Are you happy with this grade? If so, how do you intend to keep this grade? If not, how might you improve it?</p>	

Reflect on your strengths, areas for improvement, and needs for success

<p>Identify Your Strengths: What do you think you are doing well so far? How might you build on that?</p>	
<p>Identify Your Areas for Improvement: Where are you having some difficulty? What do you think could use improvement and how might you work toward this?</p>	
<p>Identify Your Needs: What supports (from me or the university) would help you better achieve your goals?</p>	

Appendix 3.1: Final Self-Assessments

Example 1

Assignment	Reflection	Grade (optional)
<p><i>Discussion Boards (18pts):</i> There were 18 discussion boards:</p> <ul style="list-style-type: none"> • How many regular discussion posts did you submit? (provide an exact number) • Did you interact with classmates in discussion threads? • Did your posts just meet the 2-sentence minimum, or were they more substantive? 		
<p><i>Module 1 Worksheet (10pts):</i></p> <ul style="list-style-type: none"> • Did you complete this assignment? • Did you revise this worksheet? • Summarize the feedback you received and provide your own assessment of the worksheet. 		
<p><i>Module 2 Worksheet (10pts):</i></p> <ul style="list-style-type: none"> • Did you complete this assignment? 		

<ul style="list-style-type: none"> • Did you revise this worksheet? • Summarize the feedback you received and provide your own assessment of the worksheet. 		
<p>Module 3 Worksheet (10pts):</p> <ul style="list-style-type: none"> • Did you complete this assignment? • Did you revise this worksheet? • Summarize the feedback you received and provide your own assessment of the worksheet. 		
<p>Module 4 Worksheet (10pts):</p> <ul style="list-style-type: none"> • Did you complete this assignment? • Did you revise this worksheet? • Summarize the feedback you received and provide your own assessment of the worksheet. 		
<p>Self-Assessments (12pts):</p> <p>There were 4 self-assessments during the semester. How many did you complete? (Please give an exact number)</p>		

<p>Participation (5pts):</p> <p>How many class sessions have you attended/ missed? How is your engagement? Do you participate in class discussion?</p>		
<p>Essay Rough Draft & Peer Review (5 pts):</p> <ul style="list-style-type: none"> • Did you submit a rough draft? • Did you provide written feedback to your group members on the discussion board prior to class? • Did you attend the peer review class session? • Did you come to class prepared to discuss classmates' papers? 	<p style="text-align: center; font-size: 48px; opacity: 0.3;">Draft</p>	
<p>Final Project (20pts):</p> <ul style="list-style-type: none"> • Did you complete this assignment? • How did you use feedback from the peer review process to revise your paper? • Please summarize the feedback you received and provide your own assessment of the final paper. 		

<p>Overall Assessment: Reflect on your learning progression throughout the course.</p> <ul style="list-style-type: none"> • How have you achieved your learning goals for the course? • What learning goals have you fallen short on? • What achievements are you most proud of? 		
<p>What are your main takeaways from this class?</p>		
<p>Final Grade: Considering all of your answers above, what is your final grade in the course?</p>		

Draft

Appendix 3.2: Final Self-Assessments

Example 2

Final reflection & grade recommendation

Section 1: Course Reflection

You have the opportunity to think about the course overall, your own engagement, and a plan for future development. Your comments may inform future iterations of this class, as well.

To be considered complete, your reflection **must** include reference to at least 3 resources we used in class. One reference must come from the *Reframing Nonprofit Organizations* text. The others can come from any other resource (readings, video, exercise from class, guest speakers, etc.)

You may answer each prompt below separately, or you may combine your answer in a way that addresses each prompt. You may submit your answers in written form (short answer, bullet points, diagrams, etc. are all acceptable), or you may record your answers (i.e.: voice memos, videos, PowerPoints, etc.).

You will be judged on completeness of your answers, not content – as long as you answer all parts of each question and reference the course materials, your reflection will be considered complete.

- a. How has this class changed your understanding of our approach to public affairs? What was your favorite topic? What topic made you think the most?

- b. Think critically about this class: what did you expect coming into the class? What exceeded your expectations? What fell short? What activities worked well (both in-class and asynchronous activities outside of class)? What suggestions do you have? How were you able to be successful in this class? What tips/advice would you give to future students on how to approach/prepare for/succeed in SPEA-V 521? Knowing what you know now about the class, is there anything you would have changed about your own approach?

- c. Having completed the class, what academic and/or professional benefits have you gained? In what ways might you improve your knowledge and/or civic engagement moving forward (either professionally and/or personally)?

Section 2: Final Grade Recommendation

Assignment	Comments/Reflection	Letter Grade (optional for all except the last row)
<p>Engagement – Consider your attendance, participation in large and small group class discussions, communication with professor, emailing an author, providing your peers with formal and informal feedback ...</p>		
<p>Twitter – Did you complete the weekly Twitter assignments through October (when we paused it)?</p>		
<p>Process Journals – did you complete all 4? To what extent did you take feedback from (an) early submission(s) to inform later submission(s)?</p>		
<p>Midterm - How would you assess the effort you put into the midterm? What was your original intent? To what degree did the final project reflect your original designs?</p>		
<p>Literature Review– To what extent did you engage with the literature in your chosen topic? To what extent did you take advantage of feedback opportunities (submitting your topic, rough draft, etc.)? How did you incorporate the feedback you received from your peers into your final project?</p>		
<p>Final Grade Recommendation – Given your overall reflection and your comments in this table, what is your final grade in this course?</p>		

Appendix 4: Self-Graded Participation

Classroom Policies: Attendance/Participation

This class is intended to be interactive. As graduate students, I expect you to be professional and serve as a valuable resource to one another. You will be held accountable and responsible for the quality of class sessions. I will also push you to make connections between the course material and your own professional experiences. When contributing, be sure to be respectful of your instructor and your peers. This includes remaining focused, not monopolizing conversation, and observing proper classroom decorum (minimizing laptop use, turning off your cell phone during class, etc.).

Attendance/Participation counts for 20% (200 points) of your grade, and includes face-to-face and online engagement. [Note: Participation in Zoom sessions is not a factor, since these sessions were not required. In this case, online engagement includes participation assignments and communication with classmates/your professor.]

A ($\geq 93\%$)	Consistent (~90% attendance) high quality contributions*.
A- (90-92.9%)	Reasonably frequent (~80% attendance) high quality contributions.
B+ (87-89.9%)	Reasonably frequent (~80% attendance) contributions, but not always of high quality.
B (83-86.9%)	Sometimes contributes but not always high quality or occasional (~60% attendance) high quality contributions.
B- (80-82.9%)	Occasional contributions, but not always of high quality.
C+ (77-79.9%)	Contributes once in a while, but not always of high quality.
C (73-76.9%)	Does not take part in class discussion unless specifically asked to do so.
D (63%)	Is present but takes no part in discussions.
F (<60%)	Fails to participate, does not contribute,

*A high quality contribution reflects that a student: responds to other students as well as the instructor, volunteers illustrations from personal experiences about subjects under discussion, has prepared prior to class and listens actively in class.

Appendix 5: Explanation of deadlines

Late Submissions

My default is to be flexible with deadlines to the greatest extent possible. However, assignments serve different functions in learning and flexible deadlines are not possible when late work will impact your classmates. Below I provide the explanations for varying flexibility in deadlines.

Assignments accepted until the last day of class with unlimited revisions

Reading Responses: These are due along with the self-assessment journals they coincide with. These are meant to be completed as we work through the semester. It is advisable that you turn them in within a day or two of the due date and then revise as needed.

Facilitation Reports: These are due by the end of the day the Sunday after you facilitate discussion. If you need a few extra days to complete this, the deadline is flexible.

Assignments with some leniency

Reflection Journals: These reflection journals are spaced out in a way that allows for time periodic reflection throughout the semester. Because the journals are cumulative, journals are only accepted until the next reflection journal is due.

Final Paper: Due to the tight timeline at the end of the semester, flexibility is limited for for final papers. Extensions must be arranged with me as early as possible.

Assignments not accepted late

Discussion Board Posts: Discussion forums are meant to get us talking to one another *before* class starts. If you post late, you are not contributing to that dialogue. Therefore, discussion posts submitted after class starts will not be given credit.

Facilitation Materials and Questions: These need to happen as scheduled, unless a change of dates is agreed upon by fellow group members (i.e., you get someone to swap days with you). Your materials need to be posted 24 hours in advance in order to provide your groupmates with time to look at your materials before class.

Final Self-Assessment: This determines your final grade for the class. Remember, this is your chance to help determine your grade for the semester. If you do not

submit a timely final self-assessment, I will calculate your grade based on the work that has been submitted and the weighting scale given in the grading section.

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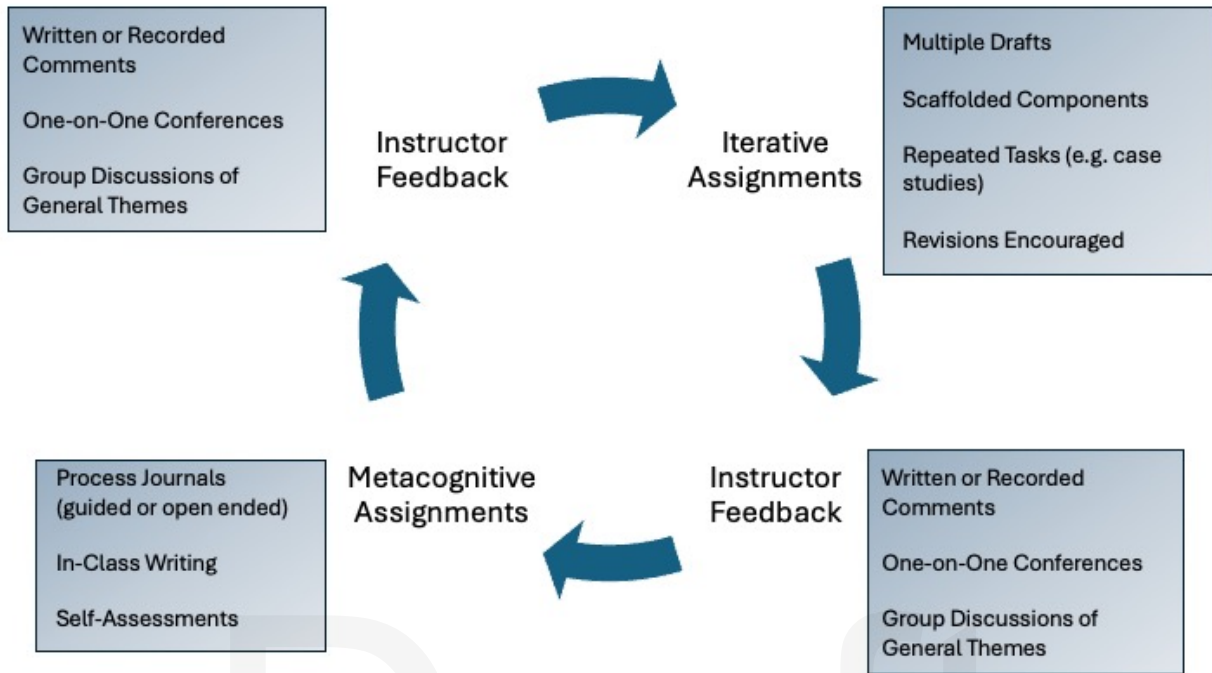


Figure 1: Ungrading Reflexive Learning Loop