

SYLLABUSⁱ
EADU 8030
INTERNATIONAL ADULT EDUCATION

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Department of Adult Education
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Do not leave personal emails on WebCT for me, please.
- Oasis Title:** International Ad Ed – Call # (73-287)
- Class Location:** Rm 156
- Class Dates:** January 13, 2009 – April 28, 2008 (Tuesday nights)
- Class Time:** 4:30 pm – 7:15 pm
- Instructional Format:** Note that this is a Blended Class. We will meet both Face to Face and Online as indicated in the Syllabus

Course Description From the Catalog:

History, goals, governmental and nongovernmental organizations and delivery systems worldwide are considered in light of the global economy. Issues of access and opportunity, societal versus individual change, and the meaning of development are explored. Adult Education in various regions and countries is compared.

Course Description From the Instructor:

A glimpse at the World Wide Web site for International Adult Learner's Week (<http://www.adultlearnersweek.org/about/international.html>) shows that people around

the globe are engaged in a world of learning! The United Nations Educational, Scientific, and Cultural Organization (UNESCO), Institute for Learning (UIL) held the Fifth World Conference on Adult Education (called CONFINTEA V) in Hamburg, Germany in 1997. Most of the 10 themes to emerge from this major conference explore the impacts of globalization on adult learning communities. They call for all members of the global society to engage in dialog, discussion, deliberation, and debate on such key items as democracy, educational equity, gender equity and the empowerment of women, culture, new information technologies, environmental justice, the universal right to literacy and basic education, and the changing world of work in relation to adult education.

EADU 8030 explores theories, policies, research, multiple discourses, methodologies, histories, goals, organizations (governmental and community-based), delivery systems, and practices of adult education from an international (and comparative) perspective. It examines models, paradigms, and data of adult education in light of neoliberalism and globalization. This course is organized around central themes, from a critical perspective, of access & opportunity, societal & individual change, race, ethnicity, class, gender, and sexual orientation. The course examines the role of adult learning and education (ALE) for personal growth, critical citizenship, processes of democratization, relationships to work, and sustainable development.

Course Objectives:

- ☑ To develop an international and cross-cultural perspective on adult education
- ☑ To develop knowledge and understanding of adult education and global cultural diversity
- ☑ To develop knowledge and understanding of adult education and international cooperation and solidarity
- ☑ To develop an understanding of research methodologies used in international and global comparative adult education studies
- ☑ To develop an understanding of the need for majority communities to be educated on the adult education needs of minority and indigenous communities
- ☑ To develop knowledge and understanding of the formal, nonformal and informal sites of intercultural information and education
- ☑ To develop an international understanding of the four pillars of learning (Delors Commission) for the 21st century: *learning to be* (the right of self-identification and self-definition), *learning to know* (the right to self-knowledge), *learning to do* (the right to self-development), and *learning to live together* (the right to self-determination)

Class Structure: The course is designed as a seminar, based on a substantial array of readings, critical classroom and online dialog/discussions, and scholarly writings. The instructor will be a co-discussant with the class.

Because of the centrality of participation, students will be expected to arrive on time and to interact with the learning community (the class). Your active, prepared participation and critical reflection in relations to the readings, students'/instructor's comments, and

other materials is the very centerpiece of the class. We may use videos, other media and guest lecturers during the course. Details on assessing special assistance due to physical conditions are found at the end of this syllabus.

Class Structure: The course uses multiple pedagogical tools, central to which are the *Reading Circles*. Handouts, explanation by the instructor, and postings on WebCT describe this process.

Email Policy:

Please note the following:

In accordance with [University of Georgia policy](#), every student is required to have an e-mail address to which official University communications can be sent. It has been determined that, in the best interest of effective communications management, this address must reside on the University-maintained UGAMail e-mail system.... Any student who elects to forward UGAMail e-mail to a different e-mail address assumes full responsibility for reading e-mail at the forwarded location.... Students are expected to check their University e-mail account, or the account to which their University e-mail is forwarded, at least once a week. See: <http://www.emailinfo.uga.edu/mailpol.html>

I will try to honor requests to use a student's ISP that is other than UGA (e.g., not ending in [____@uga.edu](#)), but I cannot guarantee that all communications will be sent this way.

A Few Common Sense & Common Courtesy Items for Class

1. Students are expected to **arrive to class on time and to leave at the end of the class period**. It is important to make arrangements for all situations that might draw you away from class, except of course for emergencies. Unexcused class absences will result in deductions from the final course grade.
2. In the past I was pleased to photocopy Reading Circle Role Sheets and course-related handouts that students wanted to distribute to class. Extreme budgetary conditions will no longer allow this. **Students will have to make their own photocopies**. I am deeply sorry to report this.
3. I will be sending items by email to students that normally would have been photocopied and distributed as handouts in class. It is essential that you do NOT let your email inbox get **"Over Quota."** It is your responsibility to see that you have space to receive email messages from the instructor. I will happily use any email address that you provide to me, but please note that UGA policy specifies that faculty are only responsible and accountable for sending email to UGA addresses.
4. When working in groups, coming to class with completed materials not only allows **you to make significant contributions**, but also **enriches the experiences of others**. If a member of your group consistently arrives unprepared, or with no Role Sheets, for class,

please inform me. This can be done by making an appointment for an in-person conversation, by sending an email, or by leaving a message in my faculty mailbox.

5. It is the role of each Reading Circle member to mandate that **group work remains on-point** and does not drift to unrelated topics. Reading Circles are times to reflect critically on the topics assigned for that night. Our time each class period is brief, we have much to cover, so please use it productively.

6. It is always disheartening to learn the last week of class that the Reading Circles had not worked to their maximum potential. Any **problems should be called to the attention of the instructor immediately!** Do not wait until the end of the course, please.

7. As we journey together, typically group members build trust. If however, interpersonal conflicts arise, please attempt to resolve them as a group. If this can not be achieved in a brief period of time, please see me.


Required Texts:

📖 Merriam, S. B., Courtenay, B. C., Cervero, R. M. (Eds.). (2006). *Global issues and adult education: Perspectives from Latin America, Southern Africa and the United States*. San Francisco: Jossey-Bass. ISBN: 978-0-7879-7810-5. Distributed free by the instructor.

📖 Abdi, A. A., & Kapoor, D. (2009). *Global perspectives on adult education*. NY: Palgrave/Macmillan. ISBN: 13-978-0-230-60795-8. Available with the 20% coupon attached or through various sources, including the publisher at <http://us.macmillan.com/globalperspectivesonadulteducation>

📖 Haddad, Sergio. (1997). *Adult education: The legislative and policy environment*. Boston: Kluwer Academic Publishers. (Published in cooperation with UNESCO Institute for Education, Hamburg). eReserve (GIL). **You do not purchase this.** (This text presents a gaze at the international policy environment. It focuses on civil organizations' roles in lifelong learning, such as voluntary associations, social and popular movements, and NGOs [non-government organizations]).

📖 **For all electronic reserve material (e-reserve)** through the online UGA library: go to the library's web page (www.libs.uga.edu) and click on "GIL Catalog, find books and more." This takes you to the GIL page (<http://gil.uga.edu/>). Here click on "Search Course Reserves" (<http://gil.uga.edu/webvoy.htm>); then select **Instructor:** Hill, Robert; **Department:** EADUAdult Education; **Course:** EADU8030: International Adult Education. This will take you to the 'course page,' where it is possible to access the e-items. The list flows alphabetically, so it is easy to find the necessary articles. Click on the desired article and then enter the password < **global** >. This step will open the article and allow you to print it if you wish. When accessing library materials off campus, the password is < **greeting** >.

 Documents may be sent to you by way of standard email (not WebCT email) and may be simultaneously posted directly on WebCT, on the general Discussion Board.

Class Assignments and Due Dates Spring 2008:

- **Read and reflect** on the materials prior to each class session—Each week
- **Dynamic Participation**—Each week
- **Six Essays Posted on WebCT on: January 27, 2009, February 10, 2009, February 24, 2009, March 24, 2009, April 7, 2009, and April 21, 2009.** (These are dates we will meet online not in class! Note that *Reading Circle Role Sheets* are also to be posted online on these dates)
- **Portfolio**—Hard copy of 12 Reading Circle Role Sheets due in class on April 14th (contents described below), together with an Introductory Essay. (Role Sheets in the Portfolio will be for the following weeks: January 20, 27; February 3, 10, 17, 24; March 3, 17, 24, 31; April 7, and 14). Note that the Role Sheet for April 21, 2009 will not be included in Portfolio but will be reviewed on WebCT; the Role Sheet for April 28 will be brought to class). **Graded portfolios will be distributed to the class on April 28.**

Evaluation:

1. Dynamic Participation	30%	
2. Six Online Essays-WebCT	30%	3. Portfolio of 12 Role Sheets + Essay 40%
GRADING SYSTEM (See below for Plus/Minus details): A = 90 and above I = Incompletes are reserved for extreme circumstances.		B = 80 – 89 C = 70 – 79 Please see Appendix I for the Grading Rubric

Plus/Minus Grading Notes

For the official policy, please see: <http://bulletin.uga.edu/PlusMinusGradingFAQ.html>

The plus/minus grading system is the official grading system approved by the Board of Regents for a three-year period. *It is the only grading system approved for the University of Georgia.*

All grades throughout a three-year period beginning Fall 2006 will be provided in this plus/minus grading system.

The assignment of grades in a course is *the responsibility of the instructor*. The new plus/minus system provides more grade options, but *how those options are used is the decision of the instructor*.

Letter grades will correspond to the following (note that there is no A+ in the UGA system!):

A	= 4.0
A-	= 3.7
B+	= 3.3
B	= 3.0
B-	= 2.7
C+	= 2.3
C	= 2.0
C-	= 1.7
D	= 1.0
F	= 0.0

I have assigned the following point system to correspond to the Letter grade plus/minus options:

A	= 100 - 93
A-	= 92 - 90
B+	= 89 - 86
B	= 85 - 83
B-	= 82 - 80
C+	= 79 - 76
C	= 75 - 73
C-	= 72 - 70
D	= 69 - 61
F	= < 60

Description of Assignments:

1. Dynamic Participation – Each week

In this blended course using online and seminar structures, students should read all assigned materials, submit written assignments, and come to class or go online prepared for dialog and in-depth discussion—these are all forms of ‘participation.’

Dynamic participation in class activities is important. It is accepted that there are multiple ways in which dynamic participation can occur. In addition to class discussions, other forms of acceptable participation are: suggesting outside readings, films or television programs that relate to course topics; and attending any relevant activities outside class and reporting on them to the class.

Students must submit a Remediation Plan for all classes missed *after using the Freeloader pass*. The Remediation Plan must list the general reason for an absence, and

the ways the student expects to make up missed work. If approved, the Plan constitutes an excused absence. If not approved, or not submitted, the absence constitutes a missed class for which a letter grade will be deducted from the final course grade for each occurrence.

A Note on the Blended Instructional Format

1. **Procedures during each Face to Face Meeting** will follow in this order: Part 1 - Reading Circle Role Sheet; Break; Part 2 – Large Group Discussion based on Readings. **Face to Face Instructional Meeting Dates:** January 20, February 3, February 17, March 3, March 17, March 31, April 14, and April 28. During face to face class formats, meeting on WebCT is optional!
2. **Procedures during each Online WebCT Meeting** will follow this order: Assignments are divided into two parts. Part 1 is the standard *Reading Circle Role Sheet Exercise*. These will be posted to WebCT. Part 2 is **an additional written Essay assignment** that will replace the Large Group Discussion which typically occupies the second half of each face-to-face class session. This essay will be posted on WebCT. **Online Instructional Meeting Dates:** January 27, 2009, February 10, 2009, February 24, 2009, March 24, 2009, April 7, 2009, and April 21, 2009

Essay Assignments for Online Class Dates. These are in addition to posting your Reading Circle Role Sheets.

[Note that the guidelines below are repeated on the Study Guide]

January 27, 2009 – Online Part 2

CONFINTEA VI – *Convergence* Issue

Go to < <http://www.icae2.org/?q=en/publications>> and select “09/10/2008 **Convergence Volume XL (3–4) 2007, EDITORIAL**, Ana Agostino, Heribert Hinzen, Joachim H. Knoll” < <http://www.icae2.org/?q=en/node/184>>. Here you will find a pdf file of the entire issue of *Convergence* written in preparation for the 2009 CONFINTEA VI meeting < <http://www.icae2.org/files/convergence34.pdf>>. Skim all articles.

ASSIGNMENT: Select one manuscript from this issue and, after reading it thoroughly, write an essay on *the relevancy of the issues that it contains to your personal practice of adult learning and education*. The essay should be 3 single spaced, numbered pages of text, 12 point font, 1” page margins; place your name in a “header” and the date of the assignment.

February 10, 2009 – Online Part 2

CONFINTEA VI - National Reports

The 33rd General Session of the United Nations Educational, Scientific, and Cultural Organization (UNESCO), held in Paris, France, from 9-14 October, 2005, elected to convene the sixth International Conference on Adult Education (CONFINTEA VI) in 2009. This action sustained the pattern of holding a global adult education conference every twelve years that began in 1949. Previous conferences included those in 1960, 1972, 1985, and the last one in July 1997, in Hamburg, Germany (CONFINTEA V). The 1997 meeting led to the adoption of two significant documents: *The Hamburg Declaration on Adult Learning* and *The Agenda for the Future*, which recognized adult learning and education as key tools to address current social and development challenges world-wide (*Final Report*, 1997). CONFINTEA VI was scheduled for May, 2009, in Belém, Brazil.

The aim of CONFINTEA VI is to renew international momentum for adult learning and education (ALE) by highlighting the crucial roles that they play in achieving *Education for All* (EFA) and the *Millennium Development Goals* (MDGs), in the building of knowledge economies and learning societies, as well as other major international policy frameworks in relation to education and development, in particular the *Literacy Initiative for Empowerment* (LIFE), the *United Nations Literacy Decade* (UNLD), and the *United Nations Decade of Education for Sustainable Development* (DESD).

In order to prepare for CONFINTEA VI, each UNESCO Member State was requested to write a national report on: (a) the developments in adult learning and education since 1997 (CONFINTEA V), (b) the current state of the art of adult learning and development, and (c) future challenges for adult learning and education. The call for participation is found at < <http://www.unesco.org/uil/en/focus/confintea.htm> >. Click on Apr. 2008 CONFINTEA VI National Reports Available Online.... “More>>” to go to < <http://www.unesco.org/uil/en/nesico/confintea/confinteanatrep.html> >. The link to the report is found at < For the list of countries which have submitted their report please **click here** >. Skim (it is far too long to read, and far too poorly written to spend extensive amounts of time on) the US National Report. Then, from the document found on WebCT under “Resources: Read the “Review and Critique” of the US National Report. A major critique was that there was virtually no stakeholder involvement in the construction of the US National Report. The US National Commission ostensibly wanted to take a snapshot of all areas of learning that U.S. organizations and programs addressed and how they aligned their strategies with policies in other sectors (health, economic, labor, rural development, etc.). Other goals included gathering data on gender equality, active citizenship, cultural diversity and poverty reduction, and the creation of knowledge economies and the building of learning societies. Respondents were to specify the *primary target group of their organizations and programs, and to identify the measures undertaken to mobilize learners and increase public participation.*

ASSIGNMENT: Make a list of major adult learning and education organizations in the US that might have been consulted. The list should be 3 single spaced, numbered pages, 12 point font, 1” page margins; place your name in a “header” and the date of the

assignment. Note that this list will not be exhaustive given the enormous task of ALE in the US, and will more accurately reflect your specific areas of ALE!

February 24, 2009 – Online Part 2

International Adult Learners' Week

<http://www.adultlearnersweek.org/about/international.html>

Since the late 1980s, and especially since CONFINTEA V (1997), many countries have celebrated *Adult Learners' Week Festivals*. The aims of *Adult Learners' Week Festivals* are: to bridge the activities during the national adult learners' weeks, to learn from the experiences of other countries, to share the celebration with people in other contexts and to amplify the cooperation between agencies active in the promotion of adult learning at international level.

ASSIGNMENT: Explore the websites <

<http://www.adultlearnersweek.org/about/international.html> and

<http://www.unesco.org/education/uie/InternationalALW/>> and select at least two countries to explore. Discuss the similarities and differences in each. How are these countries developing cooperation among and between agencies (within a country, not necessarily between countries)? What are key ALE themes? What are vital projects and necessities for adult learning and instruction? Finally, write a strong statement on what values found in the countries of your selection could be adapted to your own country of citizenship or residency. The essay should be 3 single spaced, numbered pages of text, 12 point font, 1" page margins; place your name in a "header" and the date of the assignment.

March 24, 2009 – Online Part 2

International Journal for the Scholarship of Teaching and Learning

<http://academics.georgiasouthern.edu/ijstol/> or

Cut and Paste <International Journal for the Scholarship of Teaching and Learning> into a search engine.

ASSIGNMENT: Select "Current Issue" <

<http://academics.georgiasouthern.edu/ijstol/v3n1.html>>

Then, select an article from one of the categories (Research Articles, Essays about SoTL, Personal Reflections) and write an essay on the ways that you will/can incorporate concepts expressed in the article in *your personal adult learning and education* (ALE) experiences. The essay should be 3 single spaced, numbered pages of text, 12 point font, 1" page margins; place your name in a "header" and the date of the assignment.

April 7, 2009 – Online Part 2

UNESCO

http://portal.unesco.org/education/en/ev.php-URL_ID=48712&URL_DO=DO_TOPIC&URL_SECTION=201.html

Select the article “Financial meltdown means we must intensify our efforts concludes High Level Group on Education for All.” The panel on the left is marked “Worldwide.”

ASSIGNMENT: Select a region. Then select a member state (country). What are some of the educational issues in that member state, especially as they relate to adult learning and education (ALE). What are the similarities and differences in your country of citizenship? The essay should be 3 single spaced, numbered pages of text, 12 point font, 1” page margins; place your name in a “header” and the date of the assignment.

April 21, 2009 – Online Part 2

Global Monitoring Report on Education for All – 2009

<http://www.unesco.org/en/education/efareport/>
<http://www.unesco.org/en/education/efareport/reports/2009-governance/>

Despite much progress since 2000, millions of children, youth and adults still lack access to good quality education and the benefits it brings. This inequality of opportunity is undermining progress towards achieving *Education for All* by 2015. Some key questions to answer include, but are not limited to: Who are these individuals and groups that lack access? What are the obstacles they face? How can governance policies help break the cycle of disadvantage and poverty? What policies work? Is education reform integrated into the bigger picture? Is the international community making good on its commitments?

ASSIGNMENT: You are to: (a) Select a country other than your own and explore one area where there is an “inequality of opportunity” for adult access to learning and education; (b) Compare and contrast the same situation in your country (i.e., where you claim citizenship); and (c) List at least three areas in your country where there is an inequality of opportunity for adult access to education. (Note: the URL provided has Regional Overviews and Fact Sheets).

Your paper should be not more than 3 single spaced, numbered pages of text, 12 point font, 1” page margins; place your name in a “header” and the date of the assignment. The essay should be posted under your Name-Thread on WebCT.

Reading Circle Portfolio – Due (hard copy) April 14th

Most weeks, after the first one, students will prepare a *Reading Circle Role Sheet* based on that week’s readings and the roles that have been assigned to you. See WebCT for printable copies of the appropriate *Reading Circle Role Sheets*, which will also be provided the first week of class as hardcopies. [Note that one of these may be the role of “Freeloader”—it is best to plan to use this during an excused absence such as work or family related events that take you from class, or for emergencies] All *Reading Circle Role Sheets* should be compiled into a Portfolio. This should be Prefaced by an introductory Essay (which should also be Abstracted).

In summary: The *Portfolio* should consist of:

- A 250 word Abstract of your Introductory Essay
 - A five page Introductory Essay that reports on the (a) intellectual, (b) emotional, and/or (c) spiritual growth that has occurred during the class
 - All of YOUR Reading Circle Role Sheets – One Freeloader may be used
 - Include Role Sheets for which Excused Absences were granted, indicating the manner in which missed work was completed.
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Academic Citizenship.

The Department of Adult Education supports the directives of the President of UGA, the Faculty Council, and University policies on multiculturalism, diversity, and equal opportunity. The University of Georgia continues its **affirmative implementation of equal opportunity** to employees, students, covered contractors and vendors, and applicants for employment, admission, or contractor/vendor status. The University of Georgia will act in matters of employment, admissions, programs, services, and activities free of prohibited bias with regard to race, creed, color, sex, national origin, religion, age, veteran status, and disability. Furthermore, the University of Georgia will not maintain racially segregated facilities. Continuation of the above policies is consistent with applicable provisions of the Civil Rights Act of 1964, the Education Amendments of 1972, Executive Order 11246, Revised Order 4, the Vietnam Era Veterans Readjustment Act of 1974, the Rehabilitation Act of 1973, and The Americans with Disabilities Act of 1990, as revised and/or amended, with implementing regulations. Accordingly, this institution will not discriminate in employment, admissions, programs, services, or activities with regard to any position for which the applicant, employee, or student is qualified and will make reasonable accommodation for covered limitations.

Additionally, the University Council, on April 25, 1991, passed the following resolution, “The University of Georgia strives to maintain a campus environment where all decisions affecting an individual's education, employment, or access to programs, facilities, or services are based on merit and performance. Irrelevant factors or personal characteristics that have no connection with merit or performance have no place in the University's decision-making process. Accordingly, it is the policy of the University of Georgia that an individual's sexual orientation is an irrelevant factor and shall not be a basis for making decisions relating to education, employment, or access to programs, faculties, or services. Any employee of the University of Georgia who believes that he/she has been harassed or discriminated against because of sexual orientation should contact his/her immediate supervisor, the Employment and Employee Relations Department of the Human Resources Division, or the Equal Opportunity Office for appropriate action. Any member of the University community may also call upon the Equal Opportunity Office for counseling and advice....”

The Affirmative Action Plan implementing the above body of law, regulation, and policy is administered by the Director of the UGA Equal Opportunity Office at 3 Peabody Hall, Athens, Georgia 30602-1622. Questions and complaints may be directed to that address. Telephone inquiries concerning this Plan may be directed to (706) 542-7912. Copies of

the Plan are available for inspection in the Equal Opportunity Office and in the UGA Main Library during normal weekday working hours.

NOTE ON ACCESS TO THIS COURSE: The University of Georgia is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualification as determined by the University and state or federal authorities. *If anyone has special assistance needs due a physical condition, please feel free to discuss this with me before or after class.* The University of Georgia has resources available for students with certain disabilities. In addition, other accommodations may be made in consultation with me or with other students.

Attempts will be made to accommodate learners with disabilities. Learners with questions about disabilities should contact UGA Disability Services at <http://www.dissvcs.uga.edu/> or (706) 542-8719.

Spring Semester 2009	
Classes Begin	Jan. 8, Thursday
Holiday: Martin Luther King Jr. Day	Jan. 19, Monday
Midterm Week	March 2, Monday
Spring Break	March 9 – 13, Monday – Friday
Classes Resume	March 16, Monday
Classes End	April 30, Thursday
Commencement	May 9, Saturday

Note: This class will not require field research involving human subjects. For students' information, however, you may want to review the university's policies on this.

APPROVAL FOR RESEARCH INVOLVING HUMAN SUBJECTS: The University of Georgia requires prior notification or approval for all research on human subjects, even as part of courses such as this. For class projects, see: <http://www.ovpr.uga.edu/hso/guidelines/12.html>. Information may not be used to theorize from, nor may it be generalized to people or populations. It can not be used in professional papers or presentations. If any class projects/activities include human subject *research*ⁱⁱ, you must have approval from the Institutional Review Board (IRB) before commencing the research. Depending on the complexity of the research, approval may take several weeks, so please plan accordingly. Further information see <http://www.ovpr.uga.edu/hso/>

ⁱ The *Syllabus* and *Study Guide* for EADU8030, International Adult Education, are presented as a way of familiarizing students interested in the course with its typical content. The instructor may provide additional materials, or delete listed items, with prior notice.

ii “Research” is defined at UGA as: “a systematic investigation that contributes to the larger body of knowledge of any given discipline. This includes collection of scholarly materials for theses and dissertations done by students, and investigations carried out by faculty and staff for publication and/or presentation.”

APPENDIX I - Grading Rubric

Emerging Knowledge	Proficient Knowledge	Exemplary Knowledge
<p>High Range 82-80 Low Range 79-76 <u>Knowledge (60%)</u> The participant demonstrates minimal knowledge. Assignments show partially correct information. Writing reflects, at best, a superficial understanding of the topic. <u>Organization (20%)</u> Disorganized to poorly organized. Logic not clear or flawed. No or few segues that allow for flow of thought. <u>Orthography (10%)</u> Many errors in spelling, punctuation, capitalization, subject-verb agreement. Appears to not have been proof read. <u>APA 5th (10%)</u> Author appears to have little understanding of APA 5th Style Manual.</p>	<p>High Range 89-86 Low Range 85-83 <u>Knowledge (60%)</u> The participant demonstrates satisfactory knowledge. Assignments show knowledge of details, for the most part. The responses reflect a good <i>basic</i> understanding of the topic. <u>Organization (20%)</u> Loosely organized and structured. Logic sustained throughout. Segues that allow for flow of thought present. Flow of thought obvious and clear. <u>Orthography (10%)</u> Few errors in spelling, punctuation, capitalization, subject-verb agreement. Appears to have been proof read with occasional misses. <u>APA 5th (10%)</u> Author appears to have adequate understanding of APA 5th Style Manual. Some of the more complex points missed.</p>	<p>High Range 100-93 Low Range 92-90 <u>Knowledge (60%)</u> The participant demonstrates extensive knowledge. Assignments show show knowledge of details that are extensive and accurate. The responses show an <i>unusual</i> depth of understanding of the topic. <u>Organization (20%)</u> Expertly organized and structured. Logic beyond criticism. Judicious use of segues allowing for easy of reading. Masterfully crafted piece. <u>Orthography (10%)</u> No errors in spelling, punctuation, capitalization, subject-verb agreement. Shows skill in care in proof reading. <u>APA 5th (10%)</u> Author appears to have expert understanding of APA 5th Style Manual. Highly complex points fully grasped.</p>

APPENDIX 2 – Online Guidelines Supplemental to Appendix 1

Guidelines for Effective Online Posts

What makes for an effective post? Here are some general guidelines for participation, content, critical thinking and mechanics. They'll ensure that your posts will enhance online learning.

Participation

Participation is interaction. It means responding to the comments of others, helping other students, asking provocative questions, being involved, and debating.

EXCELLENT: Provides comments in a regular and equitable manner to many online members. Interacts with a variety of participants.

GOOD: Provides comments in a regular manner in appropriate threads.

FAIR: Sporadically provides comments. Interacts with only one or two participants.

POOR: Provides minimal comments and information to other participants.

Content of Posting

Your level of understanding will be evident in your posts. Understanding requires more than memorizing facts. It requires exploring on your own understandings and meanings of the materials and asking pertinent questions.

EXCELLENT: Reveals a solid understanding of the topic as evidenced by thoughtful original posts, responses, and questions to previous posts. Provides new information on a regular basis in appropriate threads.

GOOD: Reveals an adequate understanding of the topic. Provides new information from time to time in appropriate threads. The posts indicate that the student has completed the readings and follows the threads.

FAIR: Reveals a restricted understanding of the topic limited to information that could be derived from only online material and prior posts.

POOR: It's evident that the student only read the posts of the students prior to contributing.

Critical Thinking

You own a piece of knowledge when you feel confident discussing it online. And that's when you gain insights, providing your own interpretation to that knowledge.

EXCELLENT: Introduces a different interpretation to an idea that challenges the class.

GOOD: Offers an effective critical analysis of an existing posted idea.

FAIR: Only agrees or disagrees with existing discussion. Merely regurgitates the

information provided in the lesson.

POOR: Provides no evidence of thought, agreement, or disagreement with existing discussion.

Mechanics of Posting

The idea is clearly communicated. Good communication means you've thought an idea through, *then* organized it. That's what mechanics are about.

EXCELLENT: Expresses thoughts with complete sentences, clear organization, grammatically correct and free of spelling errors. Always cites sources. Understands APA 5th edition.

GOOD: Expresses thoughts with complete sentences, clear organization, but some grammar and/or spelling errors. Understands APA 5th edition.

FAIR: Expresses thoughts with complete sentences, but the arguments are not coherent. Organization needs improvement. Has three or more grammar and/or spelling errors per paragraph. Not familiar with APA 5th edition.

POOR: Expresses thoughts with poor sentence structure, inadequate organization, numerous grammar and/or spelling errors.

Appendix 2 has been modified from guidelines regarding online posting developed by Mark Johnson Ed.D., Project Coordinator
Advanced Learning Technologies, Board of Regents, University System of Georgia,
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APPENDIX 3 - Online Etiquette

Remember you are interacting with people.

Because you only see letters stringing across a screen, it is easy to forget or ignore that a person sits on the other side of the network. This can tempt people to excess verbal boldness or emotional explosions, leaving readers angry and hurt. Over the Internet, you should consider yourself as having a face-to-face conversation with someone in a crowded room. Cursing and raw abuse are not appropriate. Keep debate civil, and keep it a debate, not a slanderous brawl. Always remember behind every e-mail address is another person.

Differentiate between public and private messages.

The WebCT is public space. Personal messages, such be solicited and then only sent to that person only. To broadcast such messages on WebCT can embarrass and anger.

Make subject lines descriptive.

People should have a flavor of the message from glancing at the subject line. "Hello," is not as good as, "Education For All Fails to Meet Goals."

Edit the original message in your replies.

When replying to a thread, summarize a very few lines of the original message so the reader will know immediately what matter you are addressing. Responding to a the thread that had multiple thoughts can be confusing. However, do not re-send the entire original message.

Be clear, well-thought-out, and use an economy of words.

Say it succinctly. It will have a greater impact and more people will read it in its entirety.

Write clearly and logically.

Simplicity of expression usually is best. Sudden poetic bursts intended to "impress" usually do not impress, and may bother the reader.

Be prudent with speculation.

Keep your comments "on mark" and always in dialog with the readings, class discussion, previous postings, your experiences as they relate to the topic, concepts of experts or wizened individuals.

Be cautious with humor and sarcasm.

Typed language is naturally colder than spoken language, because it is stripped of voice inflections and body language. Quite easily, humor can be taken as insult, especially if subtle. Some users prefer to employ symbols (emoticons) that hint at tone, such as the smiley face: :-) It is safest to frankly note satirical messages by saying that the remark is sarcastic or cynical (but based in good taste and judgement).

Postings are as good, and only as good, as the writer makes them.

WebCT works best when intelligent people bring fresh knowledge and ideas to the table. New ideas can stimulate discussion. Trivial or inane comments often kill discussion.

Write robust, thoughtful things and everyone will benefit from the list.

Some Dont's

Distribution/posting of obscene materials or use of obscene language, posting of vulgar materials, or use of vulgar language, or use of abusive, defamatory, profane, hate- or bias-based or threatening language of any kind, will constitute a violation of policies. While we respect academic freedom and First Amendment Rights to speech, determination of whether specific postings violate others rights to safe learning environments must be considered.