

## Professionalism Rubric <sup>1</sup> for Canadian Democracy Course POLS 4903

Evaluation of professionalism will be discussed on the first day of class. Elements of that class discussion are reflected in the criteria below used to evaluate professionalism. The fifteen percent of the course grade for professionalism consists of a combination of attendance, preparation for course work, timeliness and organization, presentation of work, and conduct in class discussion and group work. The behaviours encouraged in this component of the course are important skills needed in a democratic society: they are crucial for successful employment and they are crucial for respectful interaction towards others in society.

<b>Learning Objective</b>	<b>Students receiving <i>Excellent (A)</i> will:</b>	<b>Students receiving <i>Good (B)</i> will:</b>	<b>Students receiving <i>Satisfactory (C)</i> will:</b>	<b>Students receiving <i>Poor to Failure (F-D)</i> will:</b>
<b>Attendance</b>	Attend every class	Miss only 1 class with	Miss several classes	Miss many classes
	Be on time and prepared to start class	Be on time and prepared to start class	Arrive late for one or two classes	Arrive late for many class
	If ill, give notice prior to class/due date	If ill, give notice prior to class/due date	If ill, give notice after the class/due date	If ill, give no notice or notice after an absence
	Pay attention	Pay attention	Pay attention most of the time	Talk to others, sleep, eat, or give your attention to other work or activities
<b>Preparation</b>	Read assignments in advance	Read assignments in advance	Read most assignments in advance	Frequently not do required readings in time for class
	Ask questions in a timely manner	Ask questions in a timely manner	Asks questions close to deadline	Often asks questions when it is too late
	Read instructions before asking questions	Read instructions before asking questions	Sometimes fails to read instructions thoroughly	Often ask questions without consulting the course materials first
	Use graded feedback to improve all future work	Use selected graded feedback to improve future work	Use selected graded feedback to improve some future work	Ignore instructor feedback and/or disputes grade without a careful critique of your own work

<sup>1</sup> This idea of a professionalism grade instead of a participation grade is based on a presentation by Elizabeth Wells at STLHE 2007. Here I have expanded her idea of a professionalism grade to include elements that relate to democratic learning objectives.

<b>Timeliness And organization</b>	Hand in assignments on time	Hand in assignments on time	One or two assignments late by 1-2 days	Assignments often late or late by over 4 days
	Plan your time to use resources well in advance of deadlines	Plan your time to use resources in advance of deadlines	Occasionally plan your time too late to use resources in advance of deadlines	Often leave work to the last minute so that if resources are broken or missing, the assignment is late
	Always prepare assignments in advance to allow time to solicit feedback, reflect and revise	Often prepare assignments in advance to solicit feedback and revise	Prepare few assignments in advance to solicit feedback from others	Complete most work too late for feedback or reflection before submission
<b>Presentation of work</b>	Present written assignments in a professional manner (typed, correct spelling and grammar, no typos, stapled, double spaced)	Present written assignments in a professional manner (typed, mostly correct spelling and grammar, few typos, stapled, double spaced)	Present written assignments (typed, with over 3-5 spelling, grammar, or typos per page, stapled, double spaced)	Present sloppy written work with many typos, spelling and grammar errors, not typed, stapled or double spaced
	Write on-line assignments informally, with a few typos, grammar or spelling errors; but easy to understand and the ideas are clear	Write on-line assignments informally, the few typos and spelling errors do not impede understanding	Write on-line assignments informally, but some typos, grammar and spelling errors impede understanding and make the ideas less clear	Fail to contribute to on-line discussions; on-line assignments full of errors and difficult to understand and unclear

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## Class Discussions (In class or on-line)

Demonstrate cognitive skills: analysis, synthesis, and evaluation	Demonstrate cognitive skills: analysis and synthesis	Demonstrate cognitive skills: recall, paraphrase and some analysis	Seldom demonstrate cognitive skills beyond recall or paraphrase
Pay attention to others' ideas and respond specifically and appropriately to them	Pay attention to others' ideas and generally respond to them	Be aware of what others speak/write, but do not respond to them	Ignore others' ideas
Frequently engage with other students' ideas by expanding on them or using them to further the discussion	Sometimes engage with other students' ideas by expanding on them or using them to further the discussion	Listen to other students' without explicitly addressing their ideas	Seldom address what other students say
Listen to others who disagree with you and try to understand how the issue makes sense from their perspective	Listen to others who disagree with you and be able to succinctly summarize how they see the issue	Listen to others who disagree with you and be able to summarize some of what they say	Listen to others only to tell them why they are wrong
Keep on topic and expand the depth and breadth of the discussion	Keep on topic	Mostly keep on topic	Take the discussion off topic
Be clearly understood by others	Be clearly understood by others	Be clearly understood by others most of the time	Mumble, speak too softly, chew gum, eat, etc. so you cannot be heard
Always connect your ideas to course material and class discussions	Connect your ideas to the course material and class discussions	Seldom connect your ideas to course material or class discussions	Rarely connect your ideas to the course material or class discussions
Respect others in tone, language and demeanor	Respect others in tone, language and demeanor	Most of the time respect others in tone, language and demeanor	Often disrespect others in tone, language or demeanor
Often work to improve others' learning experience	Occasionally try to improve others' learning experience	Do nothing to improve others' learning experience	Impede other's learning in the course