

Global Issues Grading

This is a course that is graded a little differently than what you are likely used to. It is an engagement course and as such, traditional evaluation tools are largely done away with. There are no formal tests for starters, except for the final exam. In addition, simply showing up and paying attention is valuable and will earn you 40%. If you wish to go beyond this number, the following descriptions give you a sense of what you need to do to succeed in this course.

To get a sense of the descriptions, know that engagement happens in a number of different ways. The following are key ways to engage in the course: snapshots, teaching the whole period, written reflective pieces, note taking, oral discussion, facebook participation (Hawk Justice), periodic in class assignments, and taking part in challenges.

40% student – this person shows up to class on time, pays attention to what is happening but engages in only this passive way. There are no behavior issues and classes are not skipped. The general attitude to the course is positive.

50% student – this person does all of what the previous student does but engages meaningfully in one area on a relatively consistent basis. Please note that doing nothing all term and then handing in stuff or participating a week before grades are due is not consistent engagement.

60% student – does all that the previous categories suggest but engage meaningfully in two areas on a consistent basis. This student also develops a vision statement for a take action project by the end of term one. A failure to do will not allow the grade to go past 60%.

70% student – all of the above with consistent engagement in three areas. This student also begins the working out of his or her vision during term two. A failure to do anything with the vision from term one will max out the grade at 70%.

80% student – all of the above with consistent engagement in four areas. Snapshots are an essential form of engagement for this level. Please note that this level is not possible without stage one of your “Take Action Project” being completed in first term and part two in second term. The final outcome of your work on your project is ready for display and questioning by the class during term three. Even if the outcome was not successful or you missed some of your goals, at least you tried and the work you put into it was adequate. Sometimes, things just don’t work.

90% student – Five areas of engagement are consistently practiced but for this noble point to be reached, the student must be publically engaged with the class. A failure to do snap shots or teaching a whole class as part of the package knocks you from this pedestal.

100% student – Engages consistently in six areas and all of the expectations of the 90 student are met.

Term 3 – One of the big challenges of the term is the carrying out of your Take Action Plan. Traditionally, this project receives one of three marks: 10, 20, or 30. A phenomenal Take Action Project will net a 30%. You are then only required to engage consistently in three other areas during third term in order to receive 100%.

Hopefully, these standards can be reached by all of you. While I appreciate quality work, and though consistently shoddy work or performances can affect your grade, the real point is to see growth and maturity as a well-rounded global citizen, and to learn from your mistakes. Please note the importance of a Take Action Project. This is so important because it puts into practice what we are learning. Not working on any of the three stages of the product will max you out at 60% no matter how many other areas of engagement you take part in.

Description of Consistent Engagement Pieces (10% per category)

- 1) Taking notes – the expectation is that each class will have pertinent information recorded and that there will be some reflective material on what you learned. The last 5 minutes of each class is devoted to the reflective writing. Please note that some classes simply require a brief summary of what was done during class, followed by the reflective piece, while others may suit themselves for more formal note taking (though there is very little formal in the gathering of our information). Consistency is seen as nearly every day we have class.
- 2) Hawk Justice Facebook page. Sign up to be a part of the growing legacy of Hawk Justice students. Post interesting articles or videos, make comments on current events, or respond to what others have written. Consistency in this is at least one entry per week.
- 3) Written reflective pieces. We watch a lot of documentaries this year. Feel free to write one page reflections on what you have seen. You may also write one page entries on presentations done by others or anything else discussed in class. Consistency in this area is generally seen as three written submissions per block. There are two blocks each term.
- 4) Snapshots are simply your chance to teach or expose your classmates to something that adds to the topic we are currently on. They are intended to be 1-5 minute experiences. Students are expected to facilitate a short discussion on the topic covered by the snapshot. Typically, snapshots focus on a short video clip but can also include reviews of a book or article you read, pictures, connections to personal experiences, etc. Consistency is seen as one snapshot per block.
- 5) Full class lessons do what snapshots do, only in far greater length. Critical to this experience is engaging the class in worthwhile discussion. In other words, don't show a

film for 60 minutes and walk away. Feel free to show films, but stop periodically to ask us to take note of something or have discussions on ideas brought up. Engage the class – this is key. Consistency here is a bit irrelevant. One full session is enough in any given term.

- 6) Challenges are a way of creating understanding and empathy over the year about the plight of people and our world. Engagement in this area is simply a willingness to try the challenges and reflect on them, either to the class or to me privately. Examples of challenges in the past have included the \$20 a week food consumption plan, attending the Global Justice Film Festival, the 15 minute shower challenge, the no pop or bottled water challenge, etc. Consistency is considered trying at least two challenges a term. This could be one challenge a term, depending on how many are offered. Challenges are created and envisioned by me and or by the students in any given year.
- 7) Oral participation is the key to a dynamic class. Your comments and opinions are critical in shaping our understanding. Even for the shy people in our world, it is possible to take a courageous step here. Consistency is seen as hearing your voice at least once a week.
- 8) Class room assignments. Periodically you will be asked to engage in an activity during class and either hand in the work or present your findings to the class. These presentations to the class are not considered snapshots. Consistency is generally considered to be at least half of all assignments given.

New to the engagement pieces this year is the opportunity to double up on one of the areas. In essence, this means that if you really like participating orally in class, you could at least double the requirements and earn 20%. Snapshots might be your thing and so doing two per block would double the score.

Time permitting, I will sit down with each student before marks go out and together we will look at the evidence gathered for your grade and come to a mutually agreed upon number. There is some room for interpretation but also some strict guidelines. In the end, your growth as a human being means much more to me than a number.

Final Exam: In previous years, this was not part of the experience of my students. Not so this year. You will be writing an exam, most likely in the last couple of classes of our year together. It will be open book and will ask you only two questions: What is wrong with our world and what can we do about it? Key to success in this piece of writing will be the chance to reflect personally on how you might begin to be the kind of citizen that makes a difference.