Course Syllabus
Wycliffe College
Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number :	WYP1617HF
Course Name:	Community-Based Assessment and Design
Campus:	St. George

Instructor Information

Instructor:	W. Clayton Rowe	Teaching Assistant:
E-mail:	clayton_rowe@worldvision.ca	E-mail:
Office Hours:		

Course Prerequisites or Requisites

Give the course code and title of any pre-requisite or requisite courses.

Course Description

Residents of urban at-risk communities often have ministry done to them by well-meaning people. Non-profits, churches or the government deploy well-resourced experts that swoop in and tell community members what the community really needs. Playgrounds are erected overnight, murals are painted over, or gardens are planted without consulting the people who actually live there. The message that 'no one listens' is reinforced over and over again. God's vision of 'shalom' cannot be pursued in this way. The goal of seeing a community develop toward 'peace and well-being' is a journey that inspires everyone's contribution.

Course Methodology

Lectures, readings, presentations, group work

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be achieved through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
• will be able to define local neighbourhoods from	Lectures, readings	**MTS:** 1.5, 1.6

community members' perspectives;		**MDiv:** 1.5, 1.6 **MTSD:** [Under Revision] **MDivP:** [Under Revision]
• will be able to complete Stakeholder Analysis and Key Informant Interviews through;	Lecture 3	**MTS:** 2.1 **MDiv:** 2.1, 2.3 **MTSD:** [Under Revision] **MDivP:** [Under Revision]
•will be able to design a focus group	Lecture 6	**MTS:** 3.3 **MDiv:** 3.3 **MTSD:** [Under Revision] **MDivP:** [Under Revision]
• will engage in secondary research on the local community context	Assignment F	**MTS:** 2.1, 2.3 **MDiv:** 2.1 **MTSD:** [Under Revision] **MDivP:** [Under Revision]
• will be able to lead a consultation within the local community	Assignment G	**MTS:** 3.3 **MDiv:** 2.3, 3.3 **MTSD:** [Under Revision] **MDivP:** [Under Revision]
• will be able to analyze project idea for connection to community need	Assignments D, E	**MTS:** 2.1 **MDiv:** 2.1 **MTSD:** [Under Revision] **MDivP:** [Under Revision]
• will be able to conduct a community validation of Community Assessment Report	Lecture 6	**MTS:** 2.1 **MDiv:** 2.1 **MTSD:** [Under Revision] **MDivP:** [Under Revision]
• will craft a personal philosophy of community development	Assignments A–C	**MTS:** 2.3 **MDiv:** 2.2] **MTSD:** [Under Revision] **MDivP:** [Under Revision]

Course Resources

Required Course Texts

- Gornik, Mark, *To Live in Peace: Biblical Faith and the Changing Inner-City*, Erdmann's, 2002.
- Linthicum, Robert C., *Building A People of Power: Equipping Churches to Transformation in Their Community*, Authentic Media, 2005.
- Rowe, W. Clayton Rowe and Hugh T. Brewster, *Community Assessment: Listening to the Community*, World Vision Canadian Programs. (Version 2013) (This resource will be available on-line once class begins)
- Rowe, W. Clayton Rowe and Hugh T. Brewster, *Project Design, Monitoring and Evaluation: Responding with the Community (LEAP 2),* World Vision Canadian Programs. (Version 2013) (This resource will be available on-line once class begins)

Recommended Reading:

Kretzmann, John and John L. McKnight, *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*, Institute for Policy Research, Northwestern University, 1993.

Lupton, Robert. *Compassion, Justice, and the Christian Life*. Regal, 2007.

Lupton, Robert. *Toxic Charity*. HarperOne, 2012.

Myers, Bryant, *Walking with the Poor: Principles and Practices of Transformational Development*, Orbis, 1999.

Snow, Luther K, *The Power of Asset Mapping: How Your Congregation Can Act on Its Gifts*, The Alban Institute, 2004.

Course Website(s)

- Blackboard https://weblogin.utoronto.ca/

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at http://portal.utoronto.ca and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at http://www.portalinfo.utoronto.ca/content/information-students. Students who have trouble accessing Blackboard should ask Thomas Power for further help.

Class Schedule

Week 1 (September 15) **Understand** who is the class; **Dig** into community development; **Review** the Course Syllabus; **Unpack** the words: Community, Community development, Shalom.

Readings: Review Course Syllabus; Review Assignment A: A Personal Philosophy of Community Development (Part 1); *Building a People of Power,* Chapters 1–2

Week 2 (September 22) **Review** the concept of Shalom; **Focus** upon the idea of Peace & Well-being; **Understand** the foundation of Community Assessment & Design (LEAP); **Review** the 6 steps of the community assessment process; **Answer** the question, "Why Do a Community Assessment?".

Readings: Building a People of Power, Chapters 3–5.

Assignment A: A Personal Philosophy of Community Development (Part 1) 5% of Grade, Due September 25

Week 3 (September 29) **Define** a community (Step 1); **Engage** stakeholders (Step 2); **Review** Assignment B.

Reading: Review Assignment B: A Personal Philosophy of Community Development (Part 2); *Building a People of Power,* Chapters 6–9

Week 4 (October 6) **Conduct** a case study on the movie "The Garden".

Readings: Review Assignment E: Case Study Questions for movie "The Garden"; *Building a People of Power,* Chapters 10–12

Week 5 (October 13) Reflect on Community Development (Part Deux); Consider the role of Secondary Research (Step 3); Plan a community consultation (Step 4).

Readings: Review Assignment D: Community Assessment Report; *Nehemiah* (Chap 1 to 6); *Isaiah* 61 & *Jeremiah* 29; *Matthew* 25 & *Revelation* 21.

Assignment B: A Personal Philosophy of Community Development (Part 2) 5% of Grade, Due October 16

Week 6 (October 20) **Plan** a Focus Group; **Analyze** your Research (Step 5); **Conduct** a community validation meeting (Step 6); **Review** CAR Template and CAR Report; **Review** Assignment D.

Readings: Review Assignment C: A Personal Philosophy of Community Development; Read *CAR* for Assigned Organization (Assignment D); *To Live in Peace* (Chaps 1–3)

Assignment E: Case Study (The Garden) 10% of Grade, Due October 23

Week 7 (October 27) Reading Week.

Week 8 (November 3) **Look** for Sign-Posts of Hope; **Review** Assignments; **Review** the reasons of project design; **Learn** the three phases of design, monitoring & implementation; **Begin** creating an objectives tree.

Readings: Review Assignment G: Creating a PDMAP; Review Assignment F: Research Presentation on vulnerable communities; *To Live in Peace*, Chapters 4–6

Assignment D: Community Assessment Report 20% of Grade, Due November 6

Week 9 (November 10) **Begin** creating an objectives tree; **Cultivate** Well-Being; Discuss **Working** with Vulnerable Communities; **Review** presentation assignment.

Week 10 (November 17) **Review** an objectives tree; **Engaging** with a risk analysis; **Investigating** indicators; **Writing** indicators.

Assignment C: A Personal Philosophy of Community Development (Part 3) 10% of Grade, Due November 20

Week 11 (November 24) **See** God working through Project Design; **Discuss** the importance of Key Q&A; **Review** your Google "Research"; **Create** baselines and targets; **Create** a Project budget.

Assignment G: Creating a PDMap 10% of Grade, Due November 27

Week 12 (December 1) **Present** research projects on "Community Projects for Vulnerable Communities" (Group Presentations) Second Groups.

Assignment F: Research Presentation on vulnerable communities 20% of Grade, Due day of presentation

Week 13 (December 8) **Present** research projects on "Community Projects for Vulnerable Communities" (Group Presentations) Second Groups.

Assignment F: Research Presentation on vulnerable communities 20% of Grade, Due day of presentation

Evaluation

Requirements

Assignment	Percentage of Grade	Assignment	Evaluation Criteria
Critique a community assessment report	20%	Assignment D: Community Assessment Report Critique	• Integration of class discussions, reading and your experience into the critique • Quality of analysis • Strength of recommendations
Propose a Project Design Monitoring Action Plan	10%	Assignment G: Creating a PDMAP	• Logical flow to projected recommendation • Alignment of project with Community Assessment Report
Analyze a case study (Group Assignment)	20%	Assignment E: Case Study on The Garden	• Depth of analysis • Integration of principles discussed in class and readings • Clarity, creativity and quality of final presentation
Facilitate a presentation on project development for vulnerable communities (group presentation)	10%	Assignment F: Research Presentation on vulnerable communities	• Evidence of quality research • Practical recommendations for other class members • Clarity, creativity and quality of final presentation
Write a personal philosophy of community development	20%	Assignments A-C: Personal Philosophy of Community Development	• Integration of reading materials • Personal reflection and application

			• Clarity, creativity and quality of final presentation • Usefulness of 1-page resource page
Participate fully in class discussions	20%	Assignment H: Class Participation	• Attendance, timeliness, engagement, & reflection
Total	100%		

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR   Designates credit; has no numerical equivalent or grade point value

NCR   Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation

SDF   Standing deferred (a temporary extension)

INC   Permanent incomplete; has no numerical equivalent or grade point value

WDR   Withdrawal without academic penalty

AEG   May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = "standing deferred") beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF

must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar's office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from http://www.tst.edu/academic/resources-forms/handbooks and the University of Toronto *Code of Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/policies/behaveac.htm), a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Turnitin.com. Students may be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.

Special Note on Assignment A-C

During the 12 weeks of this course I am asking you to read two books, consider relevant scripture passages, reflect on your own experience and articulate a personal philosophy of community development from a theological and developmental perspective. This will be achieved by completing three separate assignments (Assignments A–C) over the weeks of this course. Each new assignment will build upon your previous work and incorporate new ideas and thinking.

Assignment A: A Philosophy of Community Development (Part 1)   **5%**

Having completed the reading of chapters 1–5 of *Building A People of Power* by Robert Linthicum.

- **Summarize** the authors rationale for calling Christians to participate in community development/transformation
- **Analysis** 3 major ideas from Linthicum's writing with which you agree or disagree of his perspective and articulate your reasons.
- **Comment** Linthicum's understanding of "Shalom"
- **Construct** a biblical-rooted definition of community development/transformation with supportive reasoning. You should consider both a theoretic and Biblical framework for your discussion. Place your final definition in a textbox.

It is expected that this assignment will be between 2-3 pages.
Higher marks will be given for analysis and the depth of personal reflection/story.
If you have any questions please do not hesitate to contact me.
clayton_rowe@worldvision.ca
Note: Assignments not received by the deadline will be subject to a lower grade.

Assignment Evaluation:

- Understanding and integration of course learning into your paper (35%)
- Evidence of research from external sources and the Bible (20%)
- Clarity, creativity and logical flow of your philosophy (20%)
- Soundness of recommendations for integration and application within your organization (20%)
- Style, grammar and English usage (5%)

Assignment B: A Philosophy of Community Development (Part 2)   **5%**

Having completed the reading of chapters 6–12 of *Building A People of Power* by Robert Linthicum and the four foundational scriptural passages: Isaiah 61, Jeremiah 29, Matthew 25, and Revelations 21 consider the following:

- **Reflect** on Building a People of Power (chapters 6-12) and analysis 3-4 major ideas from Linthicum's writing in these chapters that have influenced, affirmed or contracted your concept of community development within local neighbourhoods. Ensure to include a good rationale for your each observation.
- **Build** upon Linthicum's calling of Christians toward community development. How does your interpretations of the above scriptures support or contradict his ideas as you discussed in assignment A.
- In light of completing Linthicum's book and the relevant scriptural passages, **Review** your definition of community development/transformation from Assignment A. What would you affirm and/or change from that definition. Give rationale based on your classroom discussions, reading and your experience. Clearly restate your final definition of community and community development/transformation. Place your revised definition in a text box.

It is expected that this assignment will be between 3-4 pages.
Higher marks will be given for analysis and the depth of personal reflection.
If you have any questions please do not hesitate to contact me.
clayton_rowe@worldvision.ca
Note: Assignments not received by the deadline will be subject to a lower grade.

Assignment Evaluation:

- Understanding and integration of course learning into your paper (35%)

- Evidence of research from external sources and the Bible (20%)
- Clarity, creativity and logical flow of your philosophy (20%)
- Soundness of recommendations for integration and application within your organization (20%)
- Style, grammar and English usage (5%)

Assignment C: A Philosophy of Community Development (Part 3)   10%

Having completed the reading of *To Live in Peace: Biblical Faith and the Changing Inner-City* by Mark Gornik consider the following:

- **Reflect** on To Live in Peace (chapters 1-6) and analysis 3-4 new ideas that Gornik adds to your understanding of community development/transformation. Ensure to note any ideas that affirm or contrast the work of Linthicum in our previous book.
- In light of completing Gornik's book, **review** your definition of community development/transformation from Assignment A and B. Discuss what would you affirm and/or change from that definition, what ideas have changed since the beginning of this course, ensure to give rationale based your readings, class discussions and your own theological reflection. Place your final definition in a text box.

It is expected that this assignment will be between 3-4 pages.
Higher marks will be given for analysis and the depth of personal reflection.
If you have any questions please do not hesitate to contact me.
clayton_rowe@worldvision.ca
Note: Assignments not received by the deadline will be subject to a lower grade.

Assignment Evaluation:

- Understanding and integration of course learning into your paper (35%)
- Evidence of research from external sources and the Bible (20%)
- Clarity, creativity and logical flow of your philosophy (20%)
- Soundness of recommendations for integration and application within your organization (20%)
- Style, grammar and English usage (5%)

Assignment D: Critique of a Community Assessment Report   20%

Review the assigned Community Assessment Report (CAR) and critique the report based on its alignment with the CAR Template provided. Submit a written report which outlines its strengths and areas of growth. Include within your critique 5 specific recommendations which would strengthen the report. In your feedback you might want to consider class discussions, your readings, and the following criteria.

Assessment Criteria	Approved	*Recommendations*
Completeness of Report		
1. Report includes all required sections		
2. Respects 12-14 page (+ Annexes) length requirement		
3. Works Cited page is included as Annex 1		
4. Examples of Participatory Research Tools included as Annex 2		
5. Map of Geographic Community is included as Annex 3 (if applicable)		

A. Executive Summary		
1. Is clear, concise, convincing and complete		
2. Adheres to the 1.5 page requirement		
3. Demonstrates clear alignment between project idea and organization's mission statement		
B. Background + C. Methodology		
1. The connection between the organization, the community and the general project idea is established		
2. At least 8-10 Key Stakeholders have been consulted, representing participants, community leaders and service providers		
3. At least one Key Stakeholder has expertise with a similar community elsewhere		
4. At least one focus group has been convened and 8-12 community members consulted		
5. Interviews and focus groups are designed to allow respondents to reflect on the roots of the challenges the community faces		
6. Limitations in assessment methodology are acknowledged		
D. Community Analysis		
1. Community context and background is outlined		
2. Secondary data sources discussed are appropriate and aligned with the purpose of the assessment (Stage 1)		

It is expected that this assignment will be between 2-3 pages.
Higher marks will be given for analysis and the depth of personal reflection.
If you have any questions please do not hesitate to contact me: clayton_rowe@worldvision.ca
Note: Assignments not received by the deadline will be subject to a lower grade

Assignment E: Case Study on the Garden (Group Assignment 2-3 people)   **20%**

Having watched the documentary *The Garden* (2008) by Scott Hamilton Kennedy, you will be asked to conduct a case study which addresses the following elements. You can find additional background information here: http://en.wikipedia.org/wiki/South_Central_Farm

Situation Analysis – A clear, concise description of the situation and the people of this community. Consider Stage 1 - Define the community and Stage 2 -Stakeholder Analysis of the Leap community assessment process which will include only what is relevant to the problem(s) you will discuss in the next section.

Problem(s) Found in Situation Analysis – Identify one of the main problems that the community is seeking to address. Describe the problem and the impact upon the community. Explore what dimensions of "well-being" and "shalom" are being compromised in the community. What are the short-term and long-term implications if this problem persists?

Strategic Alternatives – Be sure to include these elements.
- Create two alternative solutions for the problem you describe in the previous section.
- State the limitations for each alternative you describe

- Confirm the reason why each alternatives might be right for this problem

You should articulate direct links in this section to community development concepts being considered in your readings, in class discussions and your own experience.

Recommendation and Implementation Details
- Chose the alternative solution you believe is best to recommendation which addresses the problem you are focusing upon in this community.
- Develop an Implementation plan that discussions
  - What will be accomplished?
  - Who will do the work?
  - When it should be completed?
  - How it will be done?
- Describe what is the desired outcome of this recommendation
- Discuss how you would know the recommendation would be successful

It is expected that this assignment will be between 3-4 pages.
Higher marks will be given for analysis and the depth of personal reflection.
If you have any questions please do not hesitate to contact me. clayton_rowe@worldvision.ca
Note: Assignments not received by the deadline will be subject to a lower grade.

Assignment F: Presentation on project development with vulnerable communities
(Group Presentation 3-4 people)   **10%**

The objective of this assignment is to allow you to fully explore community development with people who can be described as marginal or hidden populations.

Examples of these communities could be:
- Street youth
- Children in high-risk neigbourhoods
- Cultures that are restrictive to women
- People with mental health issues
- People with addictions
- Seniors who are house-bound
- Other

In groups of 3-4 people you will develop a 25 minute presentation to present to the class during the last weeks of this course. The presentation will:

1. Describe your chosen population in light of the wider community by articulating their assets, limitations and aspirations.
2. Discuss the barriers individuals within this marginalized group have to engage in a community assessment and project design process.
3. Research techniques, models and practices that would allow you to include these voices within their own development.

Along with your presentation you will be required to produce a 1-page handout of resources for your class members. Included within the 1-page will be your research references which support your presentation.

Higher marks will be given for creativity and the depth of breath of research.
If you have any questions please do not hesitate to contact me.

clayton_rowe@worldvision.ca
Note: Assignments not received by the deadline will be subject to a lower grade.

Assignment G: Project Design Monitoring Action Plan (On Your Own)   **10%**

Having reviewed an assigned case study, you will complete a Project Design Monitoring Action Plan (PDD). This will be an open book exam which will have you complete this.

Sample - you will be given a word copy of this

Project Design Monitoring Action Plan [PD MAP][1]						
Objective	Indicator	Baseline (Where did participants start?)	Target (What will change?)	Key Q & A: (What needs to be clarified about your approach to each objective?)	Means of Verification (How will you assess the target?)	Risks
Goal						
Outcomes 1.						
2.						
Outputs 1.1						
1.2						
2.1						
2.2						

Activities	Description	Indicator
1.1.1		
1.1.2		
1.2.1		
1.2.2		
2.1.1		
2.1.2		
2.2.1		
2.2.2		

PD MAP CONTEXT

How many hours/month will a participant be involved in project-sponsored activity (on average)?		What is an average session length? (i.e. How long will it take an average participant to achieve the project goal?)	
How many participants per session?		How many individual participants over 3 years? (n.b. remember to consider if your project intends to work with the same individuals for multiple sessions)	
Please profile the 'average' participant for which this project is designed:			

Assignment H: Class Participation   **20%**

With only 12 sessions for this course, attendance is essential at all sessions. Active participation is required in each classroom session, and assumes thorough understanding of assigned readings, evidence of exploration of some additional recommended readings, full engagement in classroom learning events and activities (active listening, verbal, visual and kinaesthetic) and completion of in-class and extra-class assignments. A variety of participatory learning technologies will be explored and employed together by instructors and students.

"Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria. The criteria focus on what you demonstrate, and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. The average level of participation to satisfy the criteria for this class would be a '3'." (Maznevski, 1996)

Grade Range	Criteria
4 (A/A+)	• Demonstrates excellent preparation: has analysed case exceptionally well, relating it to readings and other material (e.g. readings, course material, discussions, experiences etc.). • Offers analysis, synthesis, and evaluation of case material; for example, puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyse which approaches are appropriate etc. • Demonstrates ongoing very active involvement.
3 (A-/B+)	• Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. • Offers interpretations and analysis of case material (more than just facts such as life experience) to class. • Contributes well to discussion in an ongoing way: responds to other participants' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. • Demonstrates consistent ongoing involvement.
2 (B)	• Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyse them. • Offers straightforward information (e.g. straight from the case or reading), without elaboration, or does so very infrequently (perhaps once a class). • Does not offer to contribute to discussion, but contributes to a moderate degree when called on. • Demonstrates sporadic involvement.
1 (B-)	• Present, not disruptive. • Tries to respond when called on but does not offer much. • Demonstrates very infrequent involvement in discussion.
0 (F)	• Absent

Maznevski, M. (1996). Grading Class Participation. *Teaching Concerns: A newsletter for faculty and teaching assistants.*