

Including the Excluded

EDUU 9801

1 Semester Credit/Unit

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As we all know, it is vital for students to be connected in some way with their classmates. It is usually painful and sometimes destructive for those students who find themselves excluded from the school social environment. This course offers advice for effectively including an excluded and/or isolated student.

Course Overview

Learn to identify excluded and isolated students in the school community. Discover how to effectively involve the entire school in supporting those students, helping them to become connected with their classmates and helping them to become included members of the school's social community. Share course-provided recommendations with teachers and parents.

Assignment 7 requires students watch the movie, Michael Moore – *Where to Invade Next?* available on Amazon prime (a rental fee may be required)

Course Objectives: In this course, participants will have opportunity to:

- recognize the excluded student
- understand the effects of exclusion
- identify school programs that include the excluded
- become aware of the nature and extent of the problem

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and in which assignment drop area to place completed work. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

[A grading assessment rubric for written projects is found in this document.](#)

Course Assignments

Assignment 1: Research on and characteristics of isolated and excluded students

Read the following and complete Written Assignment 1:

<https://www.noisolation.com/global/research/consequences-of-social-isolation-for-children-and-adolescents/>

<https://www.beyonddifferences.org/social-isolation/>

<http://www.adi.org/journal/2018ss/LondonIngramSpring2018.pdf>

<https://www.noisolation.com/global/research/how-does-social-isolation-affect-a-childs-mental-health-and-development/>

<https://www.noisolation.com/global/research/consequences-of-social-isolation-for-children-and-adolescents/>

[https://www.nuffieldfoundation.org/sites/default/files/files/final-report-and-recommendations\(2\).pdf](https://www.nuffieldfoundation.org/sites/default/files/files/final-report-and-recommendations(2).pdf)

Written Assignment 1 – *From your experience comment on the findings of Dr. Farouk in his article The Life Stories of Students Excluded from School and their Engagement in Education. What findings, if any, are inconsistent with your observations? What findings particularly resonated with you? What observations would you add to his findings?*

Post Written Assignment 1 to the Submit Assignment 1 Section

Assignment 2: What can and should be done

Read the following post a reply to Forum A

<http://drkennethshore.nprinc.com/for-teachers/helping-socially-isolated-child/>

<https://www.verywellfamily.com/ways-teachers-can-help-socially-isolated-students-460602>

<https://www.edutopia.org/article/10-powerful-community-building-ideas>

View video – Breaking Down the Walls

<https://www.beyondifferences.org/videos/>

Forum Post A – *Explain in detail what you, your school, and parents are doing to address isolation and exclusion. Include what has succeeded and failed and why? What advice would you give parents to avoid their child being excluded and to parents whose child is being excluded? The goal of this assignment is to develop a list of best practices that will be shared with teachers, schools, and parents.*

Post your reply to Forum A.

Assignment 3: Video and Website

Watch the following videos and complete Forum Post B:

The purpose of this assignment is to develop a list of links to videos, that students can either watch in class or be assigned as homework. Watch these and search for more online that you would recommend be added to this list. If a picture is worth a thousand words videos must be worth tens of thousands.

Watch the following videos to complete Assignment 3

<https://www.youtube.com/watch?v=lfII5Rw6dBQ>

<https://www.wedinetgether.org>

Ted Talks:

<https://www.youtube.com/watch?v=sh7XFCysTr4>

<https://www.edutopia.org/article/10-powerful-community-building-ideas>

Forum B Post: List videos with links and indicate the grade levels for which the content would be appropriate.

Assignment 4: Best Practices

Read the following Best Practices list and complete Written Assignment 4

Written Assignment 4 What “best practices” do you recommend be added to the list?

Post Written Assignment 4 to the Submit Assignment 4 Section.

There is another course I’ve written for Dominican University, (that you may consider taking) titled *Reversing the Trend from Narcissism to Compassion*. We all know that compassion and empathy are essential to recognizing and coming to the aid of those who are excluded. These qualities are taught, not inherited. An increasing number of schools are devoting more time to teach compassion and empathy for reasons that are

known to you. I've been able to compile a list of "best practices" provided by teachers who took that course and others who took the time to share what they recommend. The list is as follows;

1. Circle Time:

I learned about circle time from, Deborah Hungerford, a fifth-grade teacher at Springhill Elementary School in Lafayette. She starts every class with circle time and has for twenty-eight years. Of all the tools available to a teacher, circle time seems to me to be the one with the greatest potential impact on a student's compassion and empathy, particularly the way Deborah conducts hers.

Deborah's advice and recommendations;

"At the beginning of the school year in addition to setting goals, rules and expectations for my class I also begin preparing my students for daily Circle. This practice is modeled after the TRIBES Program, by Jeanne Gibbs. I received training in Tribes and Circle at the beginning of my teaching career and I have continued to incorporate Circle Time into my daily routine for the past twenty-eight years. I feel it is singularly the most beneficial aspect in creating a community of caring, empathetic people.

Before our first circle time I discuss and explain the following Tribes agreements:

➤ Attentive Listening

. We will listen with our eyes, ears, and heart. This is the most important social skill of all to be taught and practiced.

➤ Appreciation/No put-downs. We will speak kindly to others and think of other people's feelings.

➤ Right to pass

. We have the right to pass in certain activities and know that the more we participate the more we gain.

➤ Confidentiality/Respect. We will treat people the way we want to be treated and keep what was shared in circle contained to our class.

Tribes Process <http://tribes.com/about>

Thousands of schools throughout the United States, Canada, Australia and other countries have become Tribes Learning Communities, safe and caring environments in which students can thrive.

Tips for teaching the Tribe Agreements:

I have found it to be very beneficial to have the class play-act both positive listening skills and also negative listening skills. I emphasize 'listening with the heart'. In other words, listening with empathy. This social skill is an on-going practice and it takes a lot of time for students to incorporate this trait into circle and their daily lives.

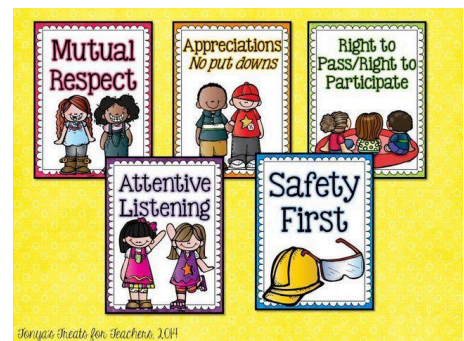
It is essential to create a safe classroom environment in order to have a genuine daily community circle time. I model positive character traits and behaviors, and over time I expect the class to develop these skills and exhibit them both in circle and in class. Circle Time provides the perfect opportunity for practice and reinforcement.

I have created a space in my room large enough for us all to sit on a carpet in a circle. In past years I have used a talking stick as it is important to have the students hold something to help ground them while talking. This year I have switched to a microphone as it has the added benefit of amplifying their soft quiet voices.

I have also started incorporating a silent mindfulness exercise time at the start of Circle. I ask the class to sit in silence and notice their breathing, their bodies, their feelings and what they are grateful for in their lives. I am gradually increasing the time and their endurance for this group silence. I have found it to be very effective in grounding the class and giving them time to consider what they are feeling and experiencing.

My Circle time incorporates these three components:

A. "All students must share what they are feeling (this is not optional). The important lesson with this daily activity is to build their vocabulary of feeling words. Some students are not in touch with their feelings, but over the course of the school year, they begin to recognize their feelings and articulate what they are feeling with appropriate words.



B. After all students have shared their feelings, they may ask questions of each other based on what has been shared (students have the option at this point to use their right to pass).

C. The third essential part of our circle time is to give appreciations. I call it 'acts of kindness' (This is optional but highly encouraged). We start with 'in class' acts of kindness and I stress that it is not appreciating friendships, but actively appreciating those little things students do for each other in the course of the school day. It could be as simple as sharing markers. It takes time for students to recognize the many simple acts they do for each other, and when they say them out loud, it is a positive and empowering experience for the both parties. I then give time for them to appreciate someone outside our classroom community. This often includes parents or coaches or others in their daily lives."

I was particularly impressed by Deborah's requirement that students share how they are feeling every morning. I was in school for twenty years. I recall being asked my grades, my score on a test, whether my team won, whether I had scored any goals and what college I would be attending. In hindsight I was being judged and judged myself by how well I did in competing with my classmates. Not once was I ever asked how I was feeling nor do I recall asking the question myself.

I now realize how important sharing feelings among classmates is. Having feelings out in the open rather than stored inside can't help but trigger empathy and compassion. Won't students discover they share more in common than not and therefore be more likely to come to the aid of those in need? Looking back I realize that the greatest rewards in life come from the impact we have on the lives of others. The sooner children learn this lesson the happier and more rewarding their lives will be.

2. Buddy Stops

An increasing number of schools are providing "Buddy Stops", a bench or place on their campus where students can sit who need a friend. Harton Primary School in the UK selects students to serve as "playground Buddies" who are responsible for making certain that whoever goes to the Buddy Stop will have a friend. Having the students make, decorate and maintain a Buddy Stop bench would be a project they'd likely enjoy. There are also Boy or Girl Scouts who are likely to be willing to make a Buddy Stop or bench to earn a merit badge. My father was a colonel in the United States Air Force. We moved every three or four years. Several times during my formative years I was in a new school, on the outside, trying to get in. Finding and establishing friends would have been much easier if all I had to do was sit on a Buddy bench.

3. Acts of Kindness Walls

Students are encouraged to observe others doing random acts of kindness and to write them on the board, or if someone is kind to them, they can write the act of kindness on the board. At the end of each week someone reads a kindness note from each grade over the intercom and a student from each grade is honored for his/her act of kindness.

4. Teaching Children about Life in Other Countries

"One of my most powerful lessons is a lesson I teach about children in Guatemala that live in trash dumps. I am able to show my students pictures of families in Guatemala and how their lives are changed with the help of others. We compare how children live in other countries with how children live in the United States. We talk about how it might feel to go a whole day without food, or what it might feel like to not be able to go to school but instead stay home while your parents go to work, or what it might feel like to have to work at age seven or eight. Young children are very capable of putting themselves in the shoes of others and expressing how it might feel to live like them".

5. Slam Poetry

"This year we did Slam Poetry" and it was a huge success. Students had to write a slam poem and perform it in front of the class about something that is important to them. They had to spill their guts on stage. One student brought the whole class to tears with her tragic story of foster care. The next time she needed a pencil, ten students were begging to give her one. Another shared why she isn't in school every day. Her anxiety keeps her home. A boy wrote about how he is "haunted by trouble" given that he is known as a trouble-maker. These assignments lead to students showing compassion on a daily basis. The advice I would give to other teachers

would be to incorporate empathy into your curriculum and find places that compassion is present and use those as teaching moments."

6. Peer Mediations

"There are often conflicts that arise among my students over various dramas around social media, bullying, feeling left out, etc. One of the techniques I use that does work for the most part is peer mediation. While I often lead the meditations, I utilize peers that have been trained in mediation to help facilitate the mediations. Peers often have more respect and empathy for each other than an older educator. During the meditations which we sometimes call "circles" students are encouraged to talk about the harm that was caused to them and how it made them feel. Students are encouraged to repair the harm and help move the situation forward so that everyone involved can feel heard and empathized with. The technique used to work better before social media began to dominate their social culture. Recently I find that as soon as a "circle" or "peer mediation" is complete, the students are back on social media talking about it. Until the school bans the use of phones in school, this is a major issue we will combat."

7. Restorative Justice Circles

"Restorative justice takes more than two parties into account. Restorative justice does exactly that; it works with all parties involved in a harm caused. It is a specially designed program that has a training program for educators that I went to. Information about it can be found at www.restorativejustice.org. The training equips educators with notecards with questions on them to ask the parties involved. The training is extensive and allows educators to feel comfortable enough to run a circle that will have a positive outcome.

These restorative justice circles can also be used when the community suffers. For example, I had a ninth grader that was shot and killed this year and the students obviously had a really hard time with it. Having a "circle" was a helpful way to allow students an opportunity to express how they felt while hearing from others and encouraging empathy. The advice I would give others around teaching empathy is to not push too hard and allow students to have open forums to discuss emotions. It is also imperative to model good empathetic behavior. Telling them that "everything will be ok" when a friend has been killed or their parent disowns them is not helpful to their situation. I find that showing empathy and asking how I can help is the most useful way to model empathy. Students learn to do the same with each other. We as educators cannot always fix every situation, but sometimes showing empathy and being supportive are the most helpful things we can do".

8. Issue Bins or Boxes

"Our principal encourages teachers to conduct classroom meetings at least once a week to give students time to discuss issues or problems they are having. The topic discussed may be identified by the student, teacher, principal, playground supervisor, lunchroom aide, or other school staff. For example, if a student is having trouble finding someone to play with on the playground, the student would either tell a teacher or playground supervisor or write it on a note and deposit it into the "Issue Bin" in the classroom. The next time a meeting is held, the issue would be brought up and discussed. If the issue is pressing, the teacher may hold an impromptu meeting rather than waiting for the regularly scheduled meeting. If there is an issue in the lunchroom, such as students throwing food, the classroom meeting may address why this is problematic for students and the lunchroom staff. This helps students see issues/problems from another person's perspective and to think about ways to solve these problems themselves.



9. Monthly Meetings with Guidance Counselors

"We have monthly lessons with the school guidance counselor. Usually the topic of these lessons is decided by the counselor, but if a class is having a particular problem, the counsellor may create a lesson specific to the issue. Teachers are required to stay in the classroom during the counsellor's lesson, rather than using the time for planning or lesson preparation. Listening to the guidance counsellor's lesson is very helpful because it gives everyone (students and teachers) the same language to use to discuss or address issues.

One lesson our guidance counselor shared with our students was the concept of “warm fuzzies” and “cold pricklies.” The former are things people say that make us feel good and the latter are things people say that make us feel bad. Students practiced giving each other “warm fuzzies.” They traced their hand on construction paper and then went around the room asking five people to write a warm fuzzy or compliment on each of the paper fingers. Throughout the year, teachers could use the concept of warm fuzzies and cold pricklies to help students think about how their words or actions made others feel.”

10. Games Students Can Play

While surfing the web I stumbled upon an organization, Playworks, devoted to evaluating, improving and creating games that students can play. Its services include advising individual schools and coaches on what games are best under different circumstances and to achieve prescribed objectives.

What is particularly impressive about this organization is that it offers a “Playbook” that can be downloaded without charge and has offices located throughout the country enabling it to service many schools and school districts. The Playbook is 347 pages and includes an index of games at the end.

Any teacher involved in supervising or organizing recess or who includes games in his/her classroom will benefit from the advice provided on its website. <https://www.playworks.org/about/what-we-do/>

11. Let them eat cake

“In the Danish education system empathy is considered as important as teaching math and literature, and it is woven into the school’s curriculum from pre-school through high school. Included within their curriculum is Klassen Time (“Class Time”). Klassen time is described by Jessica Alexander, author of “The Danish way of Parenting”;

“The Class’s Hour” is set for a special time once a week, and it is a core part of the curriculum. The purpose is for all the students to come together in a comfortable setting to talk about any problems they may be having. Together, the class tries to find a solution. This could be an issue between two students or a group, or even something unrelated to school at all. If there are no problems to be discussed, then they simply come together to relax and hygge — or cozy around together.

This is where the “Klassen Time kage,” or “the Class Hour cake,” comes in. It’s a simple cake that students take turns baking every week for the occasion. If they don’t want to bake, they can bring in any kind of hyggelige (cozy) snack to enjoy together after the talk. The “Class Hour cake” is such an integral part of Danish culture that it even has its own recipe.

During the Class’s Hour, the teacher brings up any issues they may have observed, in addition to what the students themselves mention.

You can read the entire article <https://www.salon.com/2016/08/09/teaching-kids-empathy-in-danish-schools-its-well-its-a-piece-of-cake/>

12. Have a conversation with someone you don’t know.

Have students pair up with a student they don’t know and provide the pairs with five questions to ask each other. Each student introduces their partner to the class, speaking as if they were their partner, while the rest of the class looks at the student being introduced. This exercise “helps students to see each other more deeply.”

13. Alliteration Nicknames

- a. Ask students what characteristics or words describe a person of good character. Brainstorm ideas and write them on the board.
- b. Tell students to think of a word that matches a character attribute and that begins with the same letter as their first name. This can be done individually, in pairs, or in groups with others whose first names begin with the same letter. Share an example using your own name. For example: Patient (Miss) Penny. Circulate the room and help students or groups as necessary.
- c. Once students have chosen their attribute, have students say the word and their name together. For example, student Allie may choose the word altruistic. She would say aloud, “altruistic Allie.”
- d. Tell students they just created alliteration. Explain that alliteration is what you get when a group of words begins with the same letter, (e.g., funny Frida; slow, silly snail).

- e. Tell students that one of the best ways to develop a habit or practice a behavior regularly is to be reminded of it often. To remind each other to be more like their chosen attribute, the students and teacher should call each other by their alliteration nicknames.
- f. To remember everyone's new nicknames, tell students they will create nameplates.
- g. Distribute a sheet of heavy stock paper and coloring utensils to each child and have the students create nameplates to place on their desk.
- h. Call students by their nicknames for the day (or the week, month, or school year) and remind them to think about living up to their chosen nicknames.

Recommended by Character Counts for grades k – 5 – For this and more recommendations for elementary lessons <https://s3.amazonaws.com/ccsc/CCWEEK/2016+CC!+Elementary+Lesson+Plan.pdf>

14. Use one another's name in conversation and debate.

“Change can begin with a simple modification of daily routine. At Brooklyn’s High School of Telecommunication Arts and Technology, every teacher and student is required to use each other’s name in conversation and debate. “Kindness is the operating order for our school,” says assistant principal Jeffrey Osler. “All interaction should reflect that. When you use a person’s name, it shows respect to them and their ideas, no matter the context.”

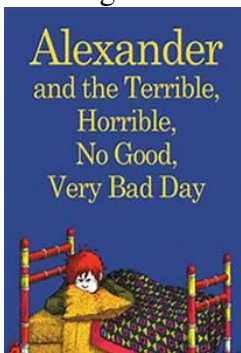
15. A day in their shoes - literally

Education expert Molly Barker created an easy tool for younger kids to learn about empathy and compassion: Simply take a few pairs of shoes and label them. “Poor,” “rich,” “boy,” “girl,” “homeless,” “physically disabled,” “old,” “young,” “sick,” “from a different country,” “different religion,” “different ethnicity,” and “different political beliefs.” She then asks the child to “walk” in another person’s shoes.

16. Replace detention with meditation. www.dailygood.org/story/1703/genius-school-replaces-detention-with-meditation-isabelle-khoo/

17. Mindfulness

I'm just learning about mindfulness. A considerable number of teachers and others swear by it. Deborah Hungerford notes that she is devoting more time to mindfulness during circle time. It has been suggested that circle times begin with mindfulness as a means of quieting students and getting them to focus. James Butler, Austin Independent School District Teacher of the Year and Pre-K teacher at Gullett Elementary School, is bringing mindfulness into all Austin classrooms with his Mindful Classrooms Curriculum. He has 16 years teaching experience, including teaching abroad for a year in rural Namibia. Early childhood education is his passion, and seven years ago he helped establish the Pre-K program at Gullett Elementary. Overseas, he used mindfulness as a way to relieve stress and bond with his students. Back in Austin, he started incorporating mindfulness into his daily teaching routine. In the summer of 2015, AISD Superintendent Paul Cruz learned of Butler’s Mindful Classrooms curriculum and immediately helped to get it into more classrooms in the school district. Today, Mindful Classrooms is in 45 Austin area elementary schools. That’s 250 classrooms and counting.



The children’s book by Judith Viorst, “Alexander and the Terrible, Horrible, No Good, Very Bad Day,” is one of Butler’s favorites to read with his students. “Everyone has bad days and makes mistakes. But can you learn from those mistakes?” That’s where the Mindful Classrooms curriculum really makes a difference. With five minutes of daily stretching and breathing practices, children are able to learn to be aware of what’s happening in the present moment, and thus are able to be more self-reliant and self-aware in potentially stressful moments.

In addition to national studies which confirm the mental and physical benefits of mindfulness, early AISD surveys show a 75% average improvement in the following categories: class atmosphere, students handling emotions, conflict resolution and teacher self-reflection. If that’s not enough,

then just ask the students. One of Butler's former students, now in third grade, shared: "Mindfulness helps me find peace and quiet."

James Butler has uploaded videos to his YouTube channel and it is a free resource. It is recommended to watch the 5 Tips for Mindfulness Implementation video on his Mindful AISD YouTube playlist:

<https://youtu.be/BQsnJfLFd5I> to get started.

James Butler's mindfulness blog offer tips and downloadable Free content: <https://www.smores.com/7985b-mindfulaisd>

18. Recommendations found in The Danish Way of Parenting:

A. "Mix children of different strengths and weaknesses and seat them accordingly. Students who are stronger academically are taught alongside those who are less strong; shier kids with more gregarious ones; and so on. This is done subtly... The goal is for students to see that everyone has positive qualities and to try to help each other reach the next level... This system fosters collaboration, teamwork, and respect."

"Studies show that there is a huge learning curve in teaching others. Students who teach others work harder to understand the material, recall it more precisely, and use it more effectively. But they also have to try to understand the perspective of other students in order to help them where they are having trouble."

B. Reading stories is of course a powerful means of communicating with children, enlisting emotions, feelings, observations and insights. Apparently, stories read to children in American schools are "nice stories" with happy endings while Denmark teachers read books that encompass all emotions, including negative and uncomfortable ones. Jane Alexander maintains that "dealing with reality, even at the level kids can handle, is honest and is proven to significantly improve empathy".

C. "Children in the Danish school system participate in a mandatory national program called Step by Step as early as preschool. The children are shown pictures of kids who are each exhibiting a different emotion: sadness, fear, anger, frustration, happiness, and so on. The students talk about these cards and put into words what the child is sensing, learning to conceptualize their own and others' feelings. They learn empathy, problem-solving, self-control, and how to read facial expressions. An essential part of the program is that the facilitators and children aren't judgmental of the emotions they see; instead, they simply recognize and respect those sentiments."

Jessica Alexander, "America's Insensitive Children?"

<https://www.theatlantic.com/education/archive/2016/08/the-us-empathy-gap/494975/> to read article

Assignment 5: Empathy can be measured

Review the questionnaires, then post a written assignment to the Submit Assignment 5 Section

There are several questionnaires available online that can be used to measure a student's empathy and compassion. They vary according to age group. The questionnaires themselves have value, whether or not they are tabulated. A student taking the questionnaires will become familiar with those situations when empathy and compassion are important. Below are some questionnaires we've been able to find.

Take the Adults quiz and see how you do. Share the quiz with others. You needn't send in your results. It's just for your eyes only.

Middle and High School:

<http://www.researchcollaboration.org/uploads/EmpathyQuestionnaireInfo.pdf>

Teachers sign up and get a code. Students take the quiz online and enter the code when submitting their answers. The code enables teachers and students to access the results. This is at a 7th grade reading level, so it is geared toward middle school and high school students.

3rd- 5th grade: <https://classroom.kidshealth.org/classroom/3to5/personal/growing/empathy.pdf>

This one is an empathy workshop for teachers of grades 3-5. It has teaching tools for empathy, discussion questions, activity guides and work sheets.

PreK- 2nd: <https://kidshealth.org/classroom/prekto2/personal/growing/empathy.pdf>

This one is an empathy workshop for teachers of grades preK-2. It has the same teaching tools and work sheet as the PDF link above, but this one is geared towards Preschool thru Second Grade students.

Adults: https://greatergood.berkeley.edu/quizzes/take_quiz/empathy

This is an online quiz that provides analyses and resources.

Assignment 5: What ideas and/or strategies in Part 5 interested you? In what way will you make use of them?
Post Written Assignment 5 to the Submit Assignment 5 Section

Assignment 6: Conclusion

Written Assignment 6 – Evaluate this course. *Recommended what should be deleted or added. Provide links to articles and videos that you recommend be added to the course.* For each recommended addition to or deletion from the course explain why.

Post Written Assignment 6 to the Submit Assignment 6 Section

Assignment 7: Watch the movie, Michael Moore – Where to Invade Next? – available on Amazon prime (a rental fee may be required)

Written Assignment 7 – What was your reaction to the differences in policies portrayed in the movie? What do you think the reactions would be for most Americans?

Post Written Assignment 7 to the Submit Assignment 7 Section

Course Assessment Rubric:

<p style="text-align: center;">EXCELLENT</p> <p style="text-align: center;">Meets or Exceeds Course Objectives: A to A-</p>	<p style="text-align: center;">ACCEPTABLE</p> <p style="text-align: center;">Majority of Work Meets Course Objectives; B+ to B-</p>	<p style="text-align: center;">NOT ACCEPTABLE</p> <p style="text-align: center;">Needs Considerable Improvement: Resubmit Work Suggested: C or below</p>
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by assignment responses and Forum posts.	Most responses show evidence of new knowledge evidenced by assignment responses and Forum posts.	Responses show little to no evidence of new knowledge evidenced by assignment responses and Forum posts.
Work submitted was organized and clearly articulated.	Most work submitted was organized and clearly articulated.	Work submitted was not organized or not clearly articulated.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.