

# Assignment 3: Platform Paper (30%)

	<b>UNSATISFACTORY</b> 0 = 0%	<b>DEVELOPING</b> 2 = 50% (C)	<b>PROFICIENT</b> 3 = 75% (B)	<b>EXEMPLARY</b> 4 = 100% (A)
<b>APA/WRITING</b>	Paper does not model language and conventions used in scholarly literature. Writing is not well-organized. Several errors in grammar or composition. Sources are not cited. APA citations are not appropriately formatted.	Paper partially models language and conventions used in scholarly literature. Writing is somewhat well organized and includes some errors in grammar or composition. Not all sources cited. APA citations are generally formatted correctly, with several errors.	<i>Paper consistently models language and conventions used in scholarly literature. Writing is well-organized and includes few (if any) errors in grammar or composition. All resources are appropriately cited (including in-text citations and bibliography information). Few (if any) errors in APA citations.</i>	Paper is an exemplar of language and conventions used in scholarly literature. Writing is well-organized and free of errors in grammar or composition. All resources are appropriately cited. No errors in APA format.
<b>DEVELOPING A COHESIVE AND LOGICAL ACADEMIC ARGUMENT</b>	Does not make a focused, cohesive, or logical academic argument. Paper is confusing, and is missing an introduction, body, or conclusion. Transitions between sections and ideas are missing.	Makes an academic argument that is only partially focused, cohesive and logical. Paper is generally organized, but is missing an introduction, body, or conclusion. Transitions between sections and ideas are unclear.	<i>Makes a focused, cohesive, logical academic argument. Paper is effectively organized and includes an introduction, body, and conclusion. Transitions between sections and ideas are clear.</i>	Makes a focused, cohesive, logical and compelling academic argument. Paper is effectively organized and includes an introduction, body, and conclusion. Transitions between sections and ideas are clear, and build on each other.
<b>IDEAL LEARNING ENVIRONMENT</b>	Does not include a description of your ideal learning environment. Does not reference scholarly sources. Does not analyze key elements of an authentic learning community. Does not mention or describe the learning environment, student learning outcomes, learning outcomes	Includes a partial description of your ideal learning environment, referencing few scholarly sources and including a partial analysis of key elements of an authentic learning community. Mentions some elements, but does not fully describe the learning environment, student learning outcomes, learning outcomes	<i>Includes a detailed description of your ideal learning environment, referencing scholarly sources and analyzing key elements of an authentic learning community. Describes the learning environment, student learning outcomes, learning outcomes and personal beliefs about teaching and learning.</i>	<i>Includes a detailed description of your ideal learning environment, referencing scholarly sources and analyzing key elements of authentic learning communities. Provides a rationale for key elements of the learning environment, student learning outcomes, learning outcomes and personal beliefs about</i>

	and personal beliefs about teaching and learning.	and personal beliefs about teaching and learning.		<i>teaching and learning. Advances scholarly thinking about authentic learning communities.</i>
<b>YOUR ROLE AS TEACHER AND LEADERS</b>	Does not include a description of your role as a teacher or leader within an authentic learning community, incorporating scholarly literature. Does not include an analysis of your role as a facilitator/leader in planning learning experiences, facilitating student learning, and assessing student learning. Does not include a description of the actions, practices, and strategies you will engage in to achieve your vision of the learning community you described in section one..	Includes a partial description of your role as a teacher or leader within an authentic learning community, incorporating scholarly literature. Describes but does not analyze your role as a facilitator/leader in planning learning experiences, facilitating student learning, and assessing student learning. Lists but does not describe the actions, practices, and strategies you will engage in to achieve your vision of the learning community you described in section one.	<i>Includes a detailed description of your role as a teacher or leader within an authentic learning community, incorporating scholarly literature. Includes a detailed analysis of your role as a facilitator/leader in planning learning experiences, facilitating student learning, and assessing student learning. Includes a detailed description of the actions, practices, and strategies you will engage in to achieve your vision of the learning community you described in section one.</i>	Includes a detailed analysis of your role as a teacher or leader within an authentic learning community, incorporating scholarly literature. Includes a detailed analysis of your role as a facilitator/leader in planning learning experiences, facilitating student learning, and assessing student learning. Includes a detailed description of the actions, practices, and strategies you will engage in to achieve your vision of the learning community you described in section one. Synthesizes scholarly thinking about the role of the teacher/leader.
<b>SCHOLARLY INTEGRATION</b>	Does not integrate many references to support the arguments made in the paper.	Integrates fewer than 10 scholarly sources to support arguments made in the paper.	<i>Integrates a minimum of 10 scholarly sources to support arguments made in each section of the paper.</i>	Integrates a minimum of 10 references to support the arguments made in each section, including several scholarly sources not included in course materials.
<b>TOTAL</b>	<b>0= 0% (F)</b>	<b>10 = 50% (C)</b>	<b>15 = 75 (B)</b>	<b>20 = 100% (A+)</b>