

Philosophy Paper Grading Rubric

Tells of the assessment strategy called performance assessment. Examines two parts of a performance assessment: tasks and criteria (scoring guides or rubrics). Explores seven effective strategies for using performance criteria as a teaching tool.

The moment is right for critical reflection on what has been assumed to be a core part of schooling. In *Ungrading*, fifteen educators write about their diverse experiences going gradeless. Some contributors are new to the practice and some have been engaging in it for decades. Some are in humanities and social sciences, some in STEM fields. Some are in higher education, but some are the K-12 pioneers who led the way. Based on rigorous and replicated research, this is the first book to show why and how faculty who wish to focus on learning, rather than sorting or judging, might proceed. It includes honest reflection on what makes ungrading challenging, and testimonials about what makes it transformative.

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(Re)Generation contains selected poetry by Anishinaabe writer Kateri Akiwenzie-Damm that deals with violence against Indigenous women and lands, Indigenous erotica and the joyous intimate encounters between bodies. Not interested in simplistic representations, Akiwenzie-Damm's poetry grapples with the full complexity of lived lives.

The increase of online nursing education programs has furthered the need for nursing faculty to have specific preparation for online teaching. Drawing from the authors' extensive experience teaching online nursing education programs, *Online Nursing Education: A Collaborative Approach* is unlike any other text. It was written and designed for faculty teaching online post-licensure students in a nursing education degree program, post-master's certificate program, advanced practice program, or other advanced education-related degree program. This unique text takes a theoretical approach and includes practical examples as well as sample curriculum, course design, and policies. Topics covered include strategies for teaching online, learning through writing in an online classroom, experiential learning in online programs, generational differences in online learning, and more practical discussions backed by evaluation studies and qualitative research.

How the Occupy movement has challenged the gap between American principles and American practice—and how we can realize our most cherished ideals. The Occupy Wall Street movement has ignited new questions about the relationship between democracy and equality in the United States. Are we also entering a moment in history in which the disjuncture between our principles and our institutions is cast into especially sharp relief? Do new developments—most notably the rise of extreme inequality—offer new threats to the realization of our most cherished principles? Can we build an open, democratic, and successful movement to realize our ideals? *Occupy the Future* offers informed and opinionated essays that address these questions. The writers—including Nobel Laureate in Economics Kenneth Arrow and bestselling authors Paul and Anne Ehrlich—lay out what our country's principles are, whether we're living up to them, and what can be done to bring our institutions into better alignment with them. Contributors: David Grusky, Doug McAdam, Rob Reich, Erin Cumberworth, Debra Satz, Kenneth J. Arrow, Kim A. Weeden, Sean F. Reardon, Prudence L. Carter, Shelley J. Correll, Gary Segura, David D. Laitin, Cristobal Young, Charles Varner, Doug McAdam, Paul R. Ehrlich, Anne H. Ehrlich, Paul R. Ehrlich and Anne H. Ehrlich, Donald A. Barr, Michele Elam, Jennifer DeVere Brody, H. Samy Alim and David Palumbo-Liu.

The Big Questions: A Short Introduction to Philosophy

What We Really Value

A Common Sense Guide

The Architecture of Belief

A Guide for Early Career Faculty

A Moral and Political Theory

(Re)Generation

A guide to writing philosophy essays which addresses the needs of instructors as well as students. It is a valuable aid to grading papers that facilitates communication between instructors and students. It also presents the steps of writing a philosophical essay. It addresses common mistakes and confusions about philosophical writing.

The first edition of Assessing Student Learning has become the standard reference for college faculty and administrators who are charged with the task of assessing student learning within their institutions. The second edition of this landmark book offers the same practical guidance and is designed to meet ever-increasing demands for improvement and accountability. This edition includes expanded coverage of vital assessment topics such as promoting an assessment culture, characteristics of good assessment, audiences for assessment, organizing and coordinating assessment, assessing attitudes and values, setting benchmarks and standards, and using results to inform and improve teaching, learning, planning, and decision making.

In this book, distinguished philosopher Jorge J.E. Gracia reflects on his family and life in Cuba before the Castro Revolution. Through his stories the author hopes to entice historians, philosophers, writers, teachers, and others to pursue the study of Cuban society during that important period in the history of the island.--Lynette Bosch, professor of art history, SUNY Geneseo

Teaching Leadership provides guidance for leadership educators in a variety of organizational and community contexts and across academic disciplines. An experienced leadership educator, Crosby promotes an inclusive vision of leadership that recognizes the inherent leadership potential in everyone. Featuring interviews with 25 respected leadership educators, Teaching Leadership complicates and enriches the leader-follower dichotomy to advance a holistic and practice-oriented model of leadership education. Using the metaphor of 'heart, head, and hands,' Crosby shows how authentic leadership is an embodied practice based equally in emotional, intellectual, and experiential learning.

Linda Nilson puts forward an innovative but practical and tested approach to grading--the specifications grading paradigm--which restructures assessments to streamline the grading process and greatly reduce grading time, empower students to choose the level of attainment they want to achieve, reduce antagonism between the evaluator and the evaluated, and increase student receptivity to meaningful feedback, thus facilitating the learning process - all while upholding rigor. In addition, specs grading increases students' motivation to do well by making expectations clear, lowering their stress and giving them agency in determining their course goals. Among the unique characteristics of the schema, all of which simplify faculty decision making, are the elimination of partial credit, the reliance on a one-level grading rubric and the "bundling" of assignments and tests around learning outcomes. Successfully completing more challenging bundles (or modules) earns a student a higher course grade. Specs grading works equally well in small and large class settings and encourages "authentic assessment." Used consistently over time, it can restore credibility to grades by demonstrating and making transparent to all stakeholders the learning outcomes that students achieve.

A Tool for Learning and Assessment

Using Performance Criteria for Assessing and Improving Student Performance

Educational Assessment of Students

A Tool for Learning and Assessment in College

A Handbook

A Century of Family Memoirs

A Companion for Philosophy Students and Instructors

Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning Stylus Publishing, LLC

Going beyond providing you with the tools, strategies, and approaches that you need to navigate the complexity of academic life, Don Haviland, Anna Ortiz, and Laura Henriques offer an empowering framework for taking ownership of and becoming an active agent in shaping your career. This book recognizes, as its point of departure, that faculty are rarely prepared for the range of roles they need to play or the varied institutions in which they may work, let alone understand how to navigate institutional context, manage the politics of academe, develop positive professional relationships, align individual goals with institutional expectations, or possess the time management skills to juggle the conflicting demands on their time. The book is infused by the authors' love for what they do while also recognizing the challenging nature of their work. In demonstrating how you can manage your career, they weave in the personal and institutional dimensions of their experience and offer vignettes from their longitudinal study of pre-tenure faculty to illustrate typical issues you may have to contend with, and normalize many of the concerns you may face as a new member of the academy. This book offers you:

- The resources, tips, and strategies to develop a strong, healthy career as a faculty member
- Empowerment— you take ownership of and become an active agent in shaping your career
- Advice and strategies to help women and members of traditionally underrepresented racial and ethnic groups navigate institutional structures that affect them differently
- An understanding of the changing nature of academic work, and of how to grow and succeed in this new environment

While explicitly addressed to early career faculty, this book's message of empowerment is of equal utility for full-time faculty, both tenure-track and non-tenure track, and can usefully serve as a text for graduate courses. Department chairs, deans, and faculty developers will find it a useful resource to offer their new colleagues.

There has been a remarkable growth of interest in the assessment of student learning and its relation to the process of learning in higher education over the past ten years. This interest has been expressed in various ways - through large scale research projects, international conferences, the development of principles of assessment that supports learning, a growing awareness of the role of feedback as an integral part of the learning process, and the publication of exemplary assessment practices. At the same time, more limited attention has been given to the underlying nature of assessment, to the concerns that arise when assessment is construed as a measurement process, and to the role of judgement in evaluating the quality of students' work. It is now timely to take stock of some of the critical concepts that underpin our understanding of the multifarious relationships between assessment and learning, and to explicate the nature of assessment as judgement. Despite the recent growth in interest noted above, assessment in higher education remains under-conceptualized. This book seeks to make a significant contribution to conceptualizing key aspects of assessment, learning and judgement.

Asao B. Inoue argues for the use of labor-based grading contracts along with compassionate practices to determine course grades as a way to do social justice work with students.

What We Really Value traces the origins of traditional rubrics within the theoretical and historical circumstances out of which they emerged, then holds rubrics up for critical scrutiny in the context of contemporary developments in the field. As an alternative to the generic character and decontextualized function of scoring guides, he offers dynamic criteria mapping, a form of qualitative inquiry by which writing programs (as well as individual instructors) can portray their rhetorical values with more ethical integrity and more pedagogical utility than rubrics allow. To illustrate the complex and indispensable insights this method can provide, Broad details findings from his study of eighty-nine distinct and substantial criteria for evaluation at work in the introductory composition program at "City University." These chapters are filled with the voices of composition instructors debating and reflecting on the nature, interplay, and relative importance of the many criteria by which they judged students' texts. Broad concludes his book with specific strategies that can help writing instructors and programs to discover, negotiate, map, and express a more robust truth about what they value in their students'

rhetorical performances.

Scoring Rubrics in the Classroom

Online Nursing Education: A Collaborative Approach

Objective, Comprehensive Evaluation of Student Work

Philosophy Skills Book

Rightness as Fairness

Idea-Based Learning

Effective Grading

Create and sustain a learning environment where students thrive and stakeholders are accurately informed of student progress. Clarify the purpose of grades, craft a vision statement aligned with this purpose, and discover research-based strategies to implement effective grading and reporting practices. Identify policies and practices that render grading inaccurate, and understand the role grades play in students' future success and opportunities.

Built around practical exercises, this book helps students to practise and master core reading and writing skills crucial to the successful study of philosophy.

"Joe Feldman shows us how we can use grading to help students become the leaders of their own learning and lift the veil on how to succeed. . . . This must-have book will help teachers learn to implement improved, equity-focused grading for impact." --Zaretta Hammond, Author of Culturally Responsive Teaching & The Brain Crack open the grading conversation Here at last—and none too soon—is a resource that delivers the research base, tools, and courage to tackle one of the most challenging and emotionally charged conversations in today's schools: our inconsistent grading practices and the ways they can inadvertently perpetuate the achievement and opportunity gaps among our students. With Grading for Equity, Joe Feldman cuts to the core of the conversation, revealing how grading practices that are accurate, bias-resistant, and motivational will improve learning, minimize grade inflation, reduce failure rates, and become a lever for creating stronger teacher-student relationships and more caring classrooms. Essential reading for schoolwide and individual book study or for student advocates, Grading for Equity provides A critical historical backdrop, describing how our inherited system of grading was originally set up as a sorting mechanism to provide or deny opportunity, control students, and endorse a "fixed mindset" about students' academic potential—practices that are still in place a century later A summary of the research on motivation and equitable teaching and learning, establishing a rock-solid foundation and a "true north" orientation toward equitable grading practices Specific grading practices that are more equitable, along with teacher examples, strategies to solve common hiccups and concerns, and evidence of effectiveness Reflection tools for facilitating individual or group engagement and understanding As Joe writes, "Grading practices are a mirror not just for students, but for us as their teachers." Each one of us should start by asking, "What do my grading practices say about who I am and what I believe?" Then, let's make the choice to do things differently . . . with Grading for Equity as a dog-eared reference.

An award-winning scientist offers his unorthodox approach to childrearing: "Parentology is brilliant, jaw-droppingly funny, and full of wisdom...bound to change your thinking about parenting and its conventions" (Amy Chua, author of Battle Hymn of the Tiger Mother). If you're like many parents, you might ask family and friends for advice when faced with important choices about how to raise your kids. You might turn to parenting books or simply rely on timeworn religious or cultural traditions. But when Dalton Conley, a dual-doctorate scientist and full-blown nerd, needed childrearing advice, he turned to scientific research to make the big decisions. In Parentology, Conley hilariously reports the results of those experiments, from bribing his kids to do math (since studies show conditional cash transfers improved educational and health outcomes for kids) to teaching them impulse control by giving them weird names (because evidence shows kids with unique names learn not to react when their peers tease them) to getting a vasectomy (because fewer kids in a family mean smarter kids). Conley encourages parents to draw on the latest data to rear children, if only because that level of engagement with kids will produce solid and happy ones. Ultimately these experiments are very loving, and the outcomes are redemptive—even when Conley's sassy kids show him the limits of his profession. Parentology teaches you everything you need to know about the latest literature on parenting—with lessons that go down easy. You'll be laughing and learning at the same time.

Over the past 50 years, Jorge J.E. Gracia has been a seminal figure in Latin American philosophy, philosophy of race and ethnicity, metaphysics and ontology, medieval philosophy, and the theory of interpretation. This book commemorates Gracia's legacy with a critical investigation of his deep and wide-ranging impact.

The Powers Metaphysic

A Practical Guide to Productivity and Happiness

Cuba Before Castro

Why Rating Students Undermines Learning (and What to Do Instead)

A Treatise of Human Nature

On Your Mark

Grading for Equity

The second edition of Effective Grading—the book that has become a classic in the field—provides a proven hands-on guide for evaluating student work and offers an in-depth examination of the link between teaching and grading. Authors Barbara E. Walvoord and Virginia Johnson Anderson explain that grades are not isolated artifacts but part of a process that, when integrated with course objectives, provides rich information about student learning, as well as being a tool for learning itself. The authors show how the grading process can be used for broader assessment objectives, such as curriculum and institutional assessment. This thoroughly revised and updated edition includes a wealth of new material including: Expanded integration of the use of technology and online teaching A sample syllabus with goals, outcomes, and criteria for student work New developments in assessment for grant-funded projects Additional information on grading group work, portfolios, and service-learning experiences New strategies for aligning tests and assignments with learning goals Current

thought on assessment in departments and general education, using classroom work for program assessments, and using assessment data systematically to "close the loop" Material on using the best of classroom assessment to foster institutional assessment New case examples from colleges and universities, including community colleges "When the first edition of Effective Grading came out, it quickly became the go-to book on evaluating student learning. This second edition, especially with its extension into evaluating the learning goals of departments and general education programs, will make it even more valuable for everyone working to improve teaching and learning in higher education." —L. Dee Fink, author, Creating Significant Learning Experiences "Informed by encounters with hundreds of faculty in their workshops, these two accomplished teachers, assessors, and faculty developers have created another essential text. Current faculty, as well as graduate students who aspire to teach in college, will carry this edition in a briefcase for quick reference to scores of examples of classroom teaching and assessment techniques and ways to use students' classroom work in demonstrating departmental and institutional effectiveness." —Trudy W. Banta, author, Designing Effective Assessment

Do you want to expand working knowledge of how to construct, revise, and implement rubrics with specific how-to s and plenty of examples? Rubric Assessment Goes to College provides effective college-level rubrics that are the right tools for the job of objective, comprehensive assessment and can be constructed almost as easily as constructing an ice cream sundae!"

One of the most significant works of Western philosophy, Hume's Treatise was published in 1739-40, before he was thirty years old. A pinnacle of English empiricism, it is a comprehensive attempt to apply scientific methods of observation to a study of human nature, and a vigorous attack upon the principles of traditional metaphysical thought. With masterly eloquence, Hume denies the immortality of the soul and the reality of space; considers the manner in which we form concepts of identity, cause and effect; and speculates upon the nature of freedom, virtue and emotion. Opposed both to metaphysics and to rationalism, Hume's philosophy of informed scepticism sees man not as a religious creation, nor as a machine, but as a creature dominated by sentiment, passion and appetite.

*This new edition retains the appeal, clarity and practicality that made the first so successful, and continues to provide a fundamental introduction to the principles and purposes of rubrics, with guidance on how to construct them, use them to align course content to learning outcomes, and apply them in a wide variety of courses, and to all forms of assignment. Reflecting developments since publication of the first edition, the authors have extended coverage to include: * Expanded discussion on use of rubrics for grading * Grading on-line with rubrics * Wider coverage of rubric types (e.g., holistic, rating scales) * Rubric construction in student affairs * Pros and cons of working with "ready-made" rubrics * Using rubrics to improve your teaching, and for SoTL * Use of rubrics in program assessment (case study) * Application of rubrics in the arts, for study abroad, service learning and students' independent learning * Up-dated literature review Drawing on research from the fields of neuroscience, faculty development, work productivity, positive psychology, and resilience, The Peak Performing Professor is filled with techniques, strategies, and practical tools for managing the complexities of academic life while maximizing professional potential. This much-needed resource reveals the four skill sets (PACE) that enhance peak performance and shows faculty step-by-step how to: Power their work and lives with purpose and meaning. Align all of their activities with that purpose. Connect with mutually helpful colleagues and intimates. Energize themselves to thrive in this interesting and engaging career. To help develop these essential skills, the book contains exercises that can help faculty hone their abilities to anchor their work, roles, and use of time in their most deeply held values; to integrate their personal and professional lives into a seamless whole; to experience more work-life balance; and, ultimately, to create a legacy of a life well-lived. Administrators will also find the book a useful tool for guiding their faculty to produce, stay engaged, and experience job satisfaction. "The first time I saw Susan present her Pyramid of Power model, I knew I needed to learn more. This book provides both the ideas and the practical advice that can help faculty and faculty developers make our lives more effective and more livable." —L. Dee Fink, author of Creating Significant Learning Experiences "An amazing book—essential reading for every faculty member. The integration of sound scholarship and practical advice is extraordinary. This book will power faculty workshops and faculty lives!" —Barbara Walvoord, professor emerita, University of Notre Dame; author of Effective Grading*

Teaching Leadership

Occupy the Future

The Philosophical Legacy of Jorge J. E. Gracia

The Critic as Amateur

An Introduction

Writing Philosophy Papers

Restoring Rigor, Motivating Students, and Saving Faculty Time

The grading process can yield rich information about student learning. Effective Grading enables faculty to go beyond using grades as isolated artifacts and helps them make classroom grading processes more fair, time-efficient, and conducive to learning. Classroom assessment of student learning can then contribute to departmental and general-education assessment in ways that meet the needs of institutions and accrediting agencies. Tailored to specific needs of faculty members who seek to make grading a valuable part of student learning and motivation, Effective Grading balances assessment theory and hands-on advice. It offers an in-depth examination of the link between teaching and grading and provides concrete guidance on such critical steps as setting and communicating grading standards, developing assignments to grade, managing time spent on grading, and providing feedback for students.

This is the long-awaited update on the bestselling book that offers a practical, accessible reference manual for faculty in any discipline. This new edition contains up-to-date information on technology as well as expanding on the ideas and strategies presented in the first edition. It includes more than sixty-one chapters designed to improve the teaching of beginning, mid-career, or senior faculty members. The topics cover both traditional tasks of teaching as well as broader concerns, such as diversity and inclusion in the classroom and technology in educational settings.

John Dewey's Democracy and Education addresses the challenge of providing quality public education in a democratic society. In this classic work Dewey calls for the complete

renewal of public education, arguing for the fusion of vocational and contemplative studies in education and for the necessity of universal education for the advancement of self and society. First published in 1916, *Democracy and Education* is regarded as the seminal work on public education by one of the most important scholars of the century. *Teaching and Learning in a Concept-Based Curriculum: A How-To Best Practice Approach* provides specific, practical tools and strategies for teaching and evaluating students in the concept-based curriculum model. Building on the theoretical underpinnings of concept-based curricula, this text expands into its application and practice. The text includes sample lesson plans and study guides to show how a concept is taught in the classroom, clinical teaching activities that connect classroom and clinical learning, and clinical evaluation tools to assess student competence in a concept-based curriculum. *Systematic metaphysics* is defined by its task of solving metaphysical problems through the repeated application of single, fundamental ontology. The dominant contemporary metaphysic is that of neo-Humeanism, built on a static ontology typified by its rejection of basic causal and modal features. This book offers a radically distinct metaphysic, one that turns the status quo on its head. Starting with a foundational ontology of inherently causal properties known as "powers", Neil E. Williams develops a metaphysic that appeals to powers in explanations of causation, persistence, laws, and modality. Powers are properties that have their causal natures internal to them: they are responsible for the effects in the world. A unique account of powers is advanced, one that understands this internal nature in terms of blueprint of potential interaction types. After the presentation of the powers ontology, Williams offers solutions to broad metaphysical puzzles, some of which take on different forms in light of the new tools that are available. The defence of the ontology comes from the virtues of metaphysic it can be used to develop. Particular attention is paid to the problems of causation and persistence, simultaneously solving them as it casts them in a new light. The resultant powers metaphysic is offered as a systematic alternative to neo-Humeanism.

Beyond Rubrics in Teaching and Assessing Writing

A Course Design Process to Promote Conceptual Understanding

What It Is, Why It Matters, and How It Can Transform Schools and Classrooms

Challenging the Conventions of Grading and Reporting

Democracy and Education

Introduction to Rubrics

Parentology

For students who already know the basics of writing college papers in general, this textbook focuses on the kinds of papers most often assigned in philosophy classes. It addresses such questions of organization, documentation, research, and writing styles. Annotation (c) Book News, Inc., Portland, OR (booknews.com).

Rightness as Fairness provides a uniquely fruitful method of 'principled fair negotiation' for resolving applied moral and political issues that requires merging principled debate with real-world negotiation. Why have people from different cultures and eras formulated myths and stories with similar structures? What does this similarity tell us about the mind, morality, and structure of the world itself? From the author of *12 Rules for Life: An Antidote to Chaos* comes a provocative hypothesis that explores the connection between what modern neuropsychology tells us about the brain and what rituals, myths, and religious stories have long narrated. A cutting-edge work that brings together neuropsychology, cognitive science, and Freudian and Jungian approaches to mythology and narrative, *Maps of Meaning* presents a rich theory that makes the wisdom and meaning of myth accessible to the critical modern mind.

Solomon and Higgins's engaging text covers philosophy's central ideas in an accessible, approachable manner. You'll explore timeless big questions about the self, God, justice, and other meaningful topics, gaining the context you need for an understanding of the foundational issues, as well as the confidence to establish your own informed positions on these big questions. Available with InfoTrac Student Collections <http://goengage.com/infotrac>. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Synthesizing the best current thinking about learning, course design, and promoting student achievement, this is a guide to developing college instruction that has clear purpose, is well integrated into the curriculum, and improves student learning in predictable and measurable ways. The process involves developing a transparent course blueprint, focused on a limited number of key concepts and ideas, related tasks, and corresponding performance criteria; as well as on frequent practice opportunities, and early identification of potential learning barriers. Idea-based Learning takes as its point of departure the big conceptual ideas of a discipline that give structure and unity to a course and even to the curriculum, as opposed to a focus on content that can lead to teaching sequences of loosely-related topics; and aligns with notions of student-centered and outcomes-based learning environments. Adopting a backwards design model, it begins with three parallel processes: first, identifying the material that is crucial for

conceptual understanding; second, articulating a clear rationale for how to choose learning outcomes based on student needs and intellectual readiness; and finally, aligning the learning outcomes with the instructional requirements of the authentic performance tasks. The resulting syllabi ensure cohesion between sections of the same course as well as between courses within a whole curriculum, assuring the progressive development of students' skills and knowledge. Key elements of IBL include: * Helping students see the big picture * Building courses around one or more authentic performance tasks that illuminate the core concepts of the discipline * Clearly identifying performance criteria for all tasks * Incorporating practice in the competencies that are deemed important for students' success * By placing the onus of learning on the student, liberating faculty to take on the role of learning coaches * Designing tasks that help students unlearn simplistic ideas and replace them with improved understandings Edmund Hansen expertly guides the reader through the steps of the process, providing examples along the way, and concluding with a sample course design document and syllabus that illustrate the principles he propounds.

Maps of Meaning

The Poetry of Kateri Akiwenzie-Damm

Shaping Your Career

Writing To Reason

Science Teaching Reconsidered

Rubric Assessment Goes to College

A highly-respected book in its field, *The Educational Assessment of Students 4/e* is the most thorough discussion of traditional and alternative assessments of any text-explaining, giving practical real-world examples, discussing pros and cons, and showing how to construct virtually all of the choices teachers can make in classroom assessment. Theories and research findings abound; the author examines why, when, and how teachers should use assessment in the classroom. Topics include: the bases for assessment in the classroom, crafting and using classroom assessments, and interpreting and using standardized tests. With its extensive and valuable appendix set, this book is a must-have desk reference for teachers and others involved in the field of education.

Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. *Science Teaching Reconsidered* provides undergraduate science educators with a path to understanding students, accommodating their individual differences, and helping them grasp the methods--and the wonder--of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why don't they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for further research.

The authors conclude that in the games of hierarchical respect, no class can emerge the victor; and that true egalitarianism can be achieved only by rediscovering diverse concepts of human dignity. Examining personal feelings in terms of a totality of human relations, and looking beyond the struggle for economic survival, *The Hidden Injuries of Class* takes an important step forward in the sociological critique of everyday life.

Substantially updated and revised, the third edition of *Philosophical Writing* is designed to help those with little or no experience in philosophy to think and write successfully. Traces the evolution of a good philosophical essay from draft stage to completion Now includes new examples of the structures of a philosophical essay, new examples of rough drafts, tips on how to study for a test and a new section on how to utilize the internet effectively Written with clarity and wit by a bestselling author

"This wonderfully compact introduction to rubrics will serve higher education teachers well [and] when departments or groups of faculty use rubrics as described in this book, they will indeed achieve the 'academic currency' sought today in higher education." -- Amy Driscoll, director of Teaching, Learning and Assessment CSU, Monterey Bay. You need rubrics if: * You find yourself repeating the same comments on most student papers * You worry that you're grading the latest papers differently from the first * You're concerned about communicating the complexity of a semester-long assignment * You question the consistency of your and your colleagues' grading scales * Grading is taking up far too much of your valuable time Research shows that rubrics save professors' time while conveying meaningful and timely feedback for students, and promoting self-regulated and independent learning. The reason rubrics are little used in higher education is that few faculty members have been exposed to their use. At its most basic a rubric is a scoring tool that divides an assignment into its component parts and objectives, and provides a detailed description of what constitutes acceptable and unacceptable levels of performance for each part. Rubrics can be used to grade any assignment or task: research papers, book reviews, participation in discussions, laboratory work, portfolios, oral presentations, group work, and more. This book defines what rubrics are, and how to construct and use them. It provides a complete introduction for anyone starting out to integrate rubrics in their teaching. The authors go on to describe a variety of processes to construct rubrics, including some which involve student participation. They demonstrate how interactive rubrics -- a process involving assessors and the assessed in defining the criteria for an assignment or objective -- can be effective, not only in involving students more actively in their learning, but in establishing consistent standards of assessment at the program, department and campus level. "A valuable resource for the new user in a content discipline and belongs in every faculty developer's library." -- Edward Nuhfer, Director, Center for Teaching and Learning, Idaho State University

Labor-based Grading Contracts

Assessment, Learning and Judgement in Higher Education

Everything You Wanted to Know about the Science of Raising Children but Were Too Exhausted to Ask

The Peak Performing Professor

Building Equity and Inclusion in the Compassionate Writing Classroom

An Integrative Approach

Teaching and Learning in a Concept-Based Nursing Curriculum

Can the criticism of literature and culture ever be completely professionalized? Does criticism retain an amateur impulse even as it evolves into a highly specialized discipline enshrined in the university? *The Critic as Amateur* brings leading and emerging scholars together to explore the role of amateurism in literary studies. While untrained reading has always been central to arenas beyond the academy – book clubs, libraries, used bookstores – its role in the making of professional criticism is often disavowed or dismissed. In this volume, the first on the critic as amateur, restores the links between expertise, autodidactic learning and hobbyist pleasure to the history of literary criticism in and out of the university. Our contributors take criticism to the airwaves, through the culture of early criticism, the press, the undergraduate classroom and extracurricular writing groups. Canonical critics are considered alongside feminist, postcolonial, and queer intellectuals. *The Critic as Amateur* is a vital book for readers invested in the disciplinary history of literary studies and the history of the humanities. It is also a crucial resource for anyone interested in how literary criticism becomes a richly diverse yet shared practice in the 20th and 21st centuries.

An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning

Ungrading

Specifications Grading

Assessing Student Learning

Exercises in Philosophical Thinking, Reading, and Writing

Tools for Teaching

The Hidden Injuries of Class