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## ASSIGNMENT GUIDELINES & RUBRICS

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### Assignment Two: A Faith / Spiritual Autobiography

4 - 6 pages. Papers are to be on time, typed on one side of paper only, double spaced, 12 point font, on white paper and include a title page with the assignment title, your name, instructor's name, date of submission; pages are to be numbered sequentially and to be stapled. *Students in the faculty of Education are expected to write with clarity, to adhere to the grammar and usage of Standard Canadian English, to spell and to punctuate according to the conventions of academic and professional writing*

**Due Date:** Tuesday, November 17, 2009

#### How do I begin to write my spiritual / faith autobiography?

- The best way to approach your spiritual autobiography is to simply tell your story. It is a story of God's action in your life, of God's on-going presence and your responses, of the changing relationship you have with Jesus and with the Church. It should be a story. It shouldn't be simply a collection of random thoughts and reflections such as a spiritual journal. It should possess an interior organization and cohesion and, in some manner or another, describe the progression from when you began to where you are today. You will need to be selective in the material you choose – what to leave in and what to omit.

#### PART 1: LIFE OVERVIEW 2 – 3 PAGES

Your life overview begins at birth and continues until today. **You are looking at your relationship with God, especially with Jesus Christ, and with a gathered faith community (the church) as well as how you live it out.** The intention is for you to work with significant broad strokes with about half of the paper dealing with the life over view. (2 – 3 pages) You will need to be selective in what you include.

##### A. EARLY CHILDHOOD

- You can begin with your parents' religious background and general spiritual approaches. Your early life might include messages that were communicated to you; early experiences that had impact on your subsequent spiritual journey; even if religion was not part of your upbringing, there may have been spiritual influences from either parent – what were those influences.
- You can then explore your early experiences with organized religion; how you were initiated and integrated into a religious community (parish); particular events that may have impacted you; persons who influenced you spiritually. Did the Catholic school play any role in these years? The local parish? How did you experience God in these years?
- How did you come to know Jesus? Was Jesus part of your life in your home – through family prayer, talking about Jesus, opportunities for retreat?

##### B. LIFE AS TEEN, YOUNG ADULT, ADULT

- You can then move on to the teen years. What connections do you see between significant people, events, experiences, and ways you experienced God as active in your life? What role, if any, did the Catholic school play in your life? The local parish? How did you continue to experience God in your life? How did you come to know and experience Jesus? How did your experience of Jesus and the church change in this life stage.
- Move then to the young adult and adult years. You can explore your experiences with organized religion; your relationship with Christ; commitments you have made as a result of this relationship with Jesus; any sense of Christian vocation which has emerged; ways that you have matured in your faith life and patterns in your religious / faith life. How do you see yourself within a formal church community: Sunday Eucharist, church teachings, parish life? What turning points have there been? Areas in faith life that remain ongoing concerns?

#### PART 2: SOME PARTICULAR AREAS FOR REFLECTION 2 – 3 PAGES

- **On suffering:** in general how have the sufferings of your life impacted your spiritual / faith journey?
- **On prayer:** what role has prayer played in your life? What type of prayer experiences have you had? What unanswered prayers? Have you had opportunities for retreat?
- **On doubt:** have there been times of doubting in your spiritual journey? What doubts have you struggled with? How do you approach the questions that come to you in your faith life?
- **On justice and peace:** has your spiritual journey been impacted by the Gospel vision of justice and peace? What contact have you had with the poor and suffering?

#### SOME THINGS TO KEEP IN MIND WHEN WRITING YOUR FAITH / SPIRITUAL AUTOBIOGRAPHY

- I will not be marking the content of your faith life. ***I will only be marking the way in which it is presented and how well you have followed the above outline.*** It is an exercise in reflection essay writing and needs to be approached that way.
- The following set of rubrics will help you understand where your mark comes from for this assignment.
- Remember that your personal journey is yours. I will not be sharing any information with anyone else. You must decide what particulars you share with me. Please feel free to talk about "an event" when you do not want to specify the particular event.

## **Assignment Three: Catholic Education Assignment**

**FOR PJ & JI STUDENTS: Options of a reflection paper or a multi-media PowerPoint presentation on your vision of Catholic Education**

**REFLECTION PAPER** 2 – 3 pages Papers are to be on time, typed on one side of paper only, double spaced, 12 point font, on white paper and include a title page with the assignment title, your name, instructor's name, date of submission; pages are to be numbered sequentially and to be stapled. *Students in the faculty of Education are expected to write with clarity, to adhere to the grammar and usage of Standard Canadian English, to spell and to punctuate according to the conventions of academic and professional writing*

**Due Date: Tuesday, March 9, 2010**

You will write a reflection paper on your vision of Catholic Education; on what you perceive as the distinctive elements/features of education in the Catholic school system. Resources to help you write this paper will be presented during class, in notes on the website and through your experiences in your teach placements, if within Catholic schools.

*The paper should include some reference to each of the following areas:*

1. **underlying vision of Catholic Education**; foundation principles
2. the **Catholic culture** of a school: statues, pictures, prayer tables, prayer in class and school, role of parish, values, celebrations, ways of being in the class
3. the particular **role and ministry of the teacher** in the classroom and in the school
4. the presence of **specific Catholic curriculum**
5. the reality of **Catholicity across curriculum** – integrating Catholic Graduate Expectations and Catholic Themes and Anchor Concepts across curriculum; incorporating scripture, aspects of the teachings of the church, examples and opportunities to live as a Catholic Christian .

**CREATIVE MULTI-MEDIA POWERPOINT PROJECT** 15 – 20 slides, Images, film clips, graphics, pictures, word statements, quotes from documents or people, music etc could be part of this project. Project is to be handed in on CD-ROM or DVD-ROM. Before taking pictures in the classroom or school, check with the principal for school rules regarding privacy and safety. Please note where images, music, clips etc have been obtained.

**Due Date: Tuesday, March 9, 2010**

You will create a multi-media PowerPoint presentation which presents what you see as the distinctive elements/features of education in the Catholic school system. Resources to help you develop this vision of Catholic Education will be presented during class, in notes on the website and through your teacher placements, if within Catholic school.

**The PowerPoint** should include some reference to each of the following:

1. **underlying vision of Catholic Education** ; foundation principles
2. the **Catholic culture** of a school: statues, pictures, prayer tables, prayer in class and school, role of parish, values, celebrations, ways of being in the class
3. the particular **role and ministry of the teacher** in the classroom and in the school
4. the presence of **specific Catholic curriculum**
5. the reality of **Catholicity across curriculum** – integrating Catholic Graduate Expectations and Catholic Themes and Anchor Concepts across curriculum; incorporating scripture, aspects of the teachings of the church, examples and opportunities to live as a Catholic Christian

**FOR IS STUDENTS: Catholic Education Assignment Catholicity in Curriculum**

**5 EXAMPLES OF CATHOLICITY IN CURRICULUM:** Papers are to be on time, typed on one side of paper only, double spaced, 12 point font, on white paper and include a title page with the assignment title, your name, instructor's name, date of submission; pages are to be numbered sequentially and to be stapled. *Students in the faculty of Education are expected to write with clarity, to adhere to the grammar and usage of Standard Canadian English, to spell and to punctuate according to the conventions of academic and professional writing*

**Due Date: Tuesday, March 9, 2010**

You will develop 5 examples of Catholicity in curriculum. Examples are to be from lessons taught in your placement or lessons created from grade and subject expectations. Catholicity within curriculum refers to both Catholic Graduate Expectations (what kind of person are we helping to form in our classes) and to the integration of Scripture / Catholic themes / Christian living component / Catholic teaching including social justice into learning (knowledge and pedagogical approach).

**The report should include the following:**

- ✚ Grade and subject taught
- ✚ What knowledge / skills to be taught in this lesson (learning expectations)?
- ✚ What Catholic Graduate Expectation(s) included and how?
- ✚ What scripture / church teaching / and/or Christian living practice (Catholic Theme) included (Catholic teaching)?
- ✚ How might these Expectations and /or Catholic Teaching relate to the learning expectations?
- ✚ How can you make Catholic Teaching visible in this curriculum?

**RUBRICS FOR PAPERS: FAITH / SPIRITUAL AUTOBIOGRAPHY & REFLECTION ON VISION OF CATHOLIC EDUCATION**

CATEGORY	A ABOVE EXPECTATIONS	B AS EXPECTED	C BELOW EXPECTATIONS	D BARELY ADEQUATE
<b>INTRODUCTION &amp; CONCLUSION</b>	The introduction is engaging, clearly states the main purpose of the paper and previews the structure of the paper. Conclusion effectively wraps up and goes beyond restating main purpose of paper	The introduction states the main purpose of the paper and previews the structure of the paper but is not particularly inviting to the reader. Conclusion effectively summarizes the paper.	The introduction states the main purpose of the paper but does not adequately preview the structure of the paper and is not particularly inviting to the reader. Conclusion is recognizable and ties up some loose ends.	There is no clear introduction or main purpose of the paper and no clear sense of the structure of the paper. The conclusion is not connected to purpose of paper.
<b>MAIN POINTS Body paragraphs</b>	Well developed main points directly related to the purpose of the paper, supporting examples are concrete. The narrative is developed with a consistent and effective point of view, showing the story in detail. Excellent response to all areas to be addressed and readily apparent. Shows depth of thought. (Parts 1 & 2)	There are some main points well developed, but some also lack details. The narrative shows events from the author's life using some details. There is a good response to the areas to be addressed as most of them are addressed. Good depth of thought. (Parts 1 & 2)	Some main points are present. The narrative shows events, but may lack details. There is some connection to the areas to be addressed. Does not go deeply enough into reflection and some areas to be addressed are not present. (Parts 1 & 2)	Few main points, and/or poor development of ideas. The narrative is underdeveloped and does not tell story well. Connections to areas to be addressed are unclear and sporadic. Reflection surface. (Parts 1 & 2)
<b>ORGANIZATION</b>	Logical progression of ideas with a clear structure. Transitions are mature and graceful and provide clear links between and within paragraphs	Logical and orderly progression of ideas. Transitions are present equally throughout. Paragraphs are usually clearly linked to each other.	Organization is clear and generally arranged logically. Transitions are present but are not always clear. The arrangement of ideas seems mechanical and lacks imagination.	No discernable logical organization Frequently ideas fail to make sense together and are sometimes scattered. Transitions are not present or not clearly evident.
<b>STYLE</b>	Writing is smooth, skilful, coherent. Sentences are strong and expressive with varied structure and length. Words well chosen, colourful, expressive, consistently precise and accurate. Presentation is compelling and hooks the reader and sustains interest throughout.	Writing is clear and sentences have some variety in structure. Word choice is generally good. The writer goes beyond generic word to find one more colourful, effective. Writing is generally engaging, but material is not always arranged in truly attractive manner.	Writing is clear, but sentences may lack variety and / or be too complex. Word choice is adequate, range of words limited and certain words much repeated. Some of sentences are awkwardly constructed and distracting. Writing is not always engaging and it is sometimes difficult to maintain interest.	Writing is confusing, hard to follow. Contains fragments and/or run-on sentences, haphazard sentence and word selection. Errors in sentence structure are frequent enough to be distraction. Many words are used inappropriately. Writing has little personality and the reader quickly loses interest.
<b>MECHANICS Spelling, punctuation grammar</b>	Punctuation, spelling, capitalization, grammar correct. Several or no errors.	Punctuation, spelling, capitalization and grammar are generally correct, with some errors. (4 - 5)	Errors in punctuation, spelling, capitalization, grammar. ( 6 +)	Distracting errors in punctuation, spelling, capitalization, grammar.

**RUBRICS FOR MULTI-MEDIA POWERPOINT: REFLECTION ON VISION OF CATHOLIC EDUCATION**

CATEGORY	A ABOVE EXPECTATIONS	B AS EXPECTED	C BELOW EXPECTATIONS	D BARELY ADEQUATE
SLIDES	PowerPoint includes 15 – 20 slides	PowerPoint includes less slides than required but at least 12	PowerPoint includes less slides than required –but at least 10	PowerPoint includes less than 10 slides
SUBJECT KNOWLEDGE	Subject knowledge is clearly evident throughout PowerPoint. All information is clear, appropriate and accurate. All areas are present.	Subject knowledge is evident in most of the PowerPoint. Most information is clear, appropriate and accurate. Most areas are present.	Some subject knowledge is evident in PowerPoint. Some area are present.	Subject knowledge is not evident. Information is confusing, incorrect or flawed, or too insufficient to judge. Few areas are present
ORGANIZATION	The sequence of information is logical and well organized. Reveals very clear outline, introduction, body and conclusion.	The sequence of information is quite well organized. Mostly clear outline, introduction, body and conclusion.	Parts of sequence of information are organized. Some attempt at outline, introduction, body and conclusion.	The sequence of information is disorganized. Outline, introduction, body and conclusion are confused or unclear
TECHNICAL ASPECTS	Presentation of slides runs very smoothly. Slide transitions and animations are very consistent, and timing and order of appearance enhance the presentation.	Presentation of slides runs smoothly. Slide transitions and animations are consistent, subtle, and well-timed.	Presentation generally runs smoothly. Animations and transitions are mostly consistent and suitable.	Presentation is rough. Slide transitions and animations are not consistent. Timing is confusing.
LAYOUT	Layout is exceptionally creative and visually pleasing, appropriate to message, and uses headings, sub-headings and white space very well. Fonts, colour and background are all in harmony and provide a consistent theme and easy readability.	Layout is creative and visually appealing, appropriate to the message and uses headings, sub-headings, and white space well. Fonts, colour and background are almost all in harmony, and provide a clear theme and easy readability.	Layout quite visually appealing / appropriate to the message. Headings and sub-headings are not always logical, and white space is sometimes too cluttered / too empty. Fonts, colour and background are not in harmony and do not always present a clear theme or easy readability	Layout lacks visual appeal and is sometimes unstructured, or confusing, while white space is not used effectively. (too cluttered / too empty) Colour and font scheme is not easy read.
EFFECTS Graphics, sound, video	Graphics, sound/video or other enhancements are used to enrich PowerPoint and all are used effectively. Enhancements contribute significantly to convey the intended meaning.	Some graphics, sound/video or other enhancements are used to enrich PowerPoint and most are used appropriately. Enhancements contribute in conveying intended meaning.	Some use of graphics, sound/video or other enhancements, but they do not always enrich PowerPoint. Enhancements are sometimes appropriate, relevant.	Very few, if any, graphic, sound/video or other effects are present, and / or use of these tools is inappropriate, irrelevant or excessive.
WRITING MECHANICS	The text is clearly written, with no spelling, grammar or punctuation errors to detract from the content.	The text is clearly written, with few errors in spelling, grammar, or punctuation to detract from content.	Content is understandable, but spelling, grammar and punctuation occasionally detract from content.	Many spelling and /or punctuation errors seriously hinder the communication of the content.

**RUBRICS CATHOLIC EDUCATION ASSIGNMENT: CATHOLICITY IN CURRICULUM:**

<b>CATEGORY</b>	<b>A ABOVE EXPECTATIONS</b>	<b>B AS EXPECTED</b>	<b>C BELOW EXPECTATIONS</b>	<b>D BARELY ADEQUATE</b>
<b>EXAMPLES</b>	Report includes 5 examples	Report includes less than 5 but more than 3	Report includes less than 3 examples	Report does not include clear examples
<b>SUBJECT KNOWLEDGE / SKILLS TO BE LEARNED (LEARNING EXPECTATIONS)</b>	Subject knowledge / skills (learning expectations) are clearly evident throughout all examples. All information is clear, concise and easily understood.	Subject knowledge / skills (learning expectations) are evident in most of the examples. Most information is clear, concise and easily understood.	Some subject knowledge / skills (learning expectations) are evident in most of the examples. Some information is clear, concise and easily understood or information may not be clear, concise or easily understood in some of the examples.	Subject knowledge / skills (learning expectations) are not clearly evident. Information is confusing, not concise or not easily understood. .
<b>PEDAGOGICAL APPROACH</b>	Pedagogical approach is clearly articulated and presented in all examples.	Pedagogical approach is presented in a good articulate manner in all examples.	Pedagogical approach is not well or clearly presented and / or is only present in some of the examples.	Pedagogical approach is hardly presented and / or most of the examples have no pedagogical approach presented
<b>CATHOLIC GRADUATE EXPECTATIONS</b>	Expectation (s) clearly present and well connected to subject matter & pedagogical approach in all examples.	Expectation (s) presented in way that does mostly connect to subject matter & pedagogical approach in most of the examples	Expectation (s) presented in way not easily connected to subject matter & pedagogical approach in most of the examples	Expectation(s) presented in unclear and unconnected way to subject matter and pedagogical approach in examples
<b>SCRIPTURE / CHURCH TEACHING / CHRISTIAN LIVING (CATHOLIC THEMES)</b>	Scripture / teaching / themes / Christian living component clearly present and well connected to subject matter & pedagogical approach Concepts easily visible in all examples.	Scripture / teaching / themes / Christian living component presented in way that connects to subject matter & pedagogical approach Concepts easily visible in most examples.	Scripture / teaching / themes / Christian living component presented in way not easily connected to subject matter & pedagogical approach. Concepts not easily visible in examples.	Scripture / teaching / themes / Christian living component presented in unclear and unconnected way to subject matter and pedagogical approach. Concepts not visible in most of examples.