



Royal Roads
UNIVERSITY

SET Program Guidelines

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GUIDELINES FOR SET LEARNERS

Late Policy

The submission of academic work on time is a reflection of professional communication skills. Late assignments will therefore be penalized with a 10% deduction of the total points possible for the first day the assignment is late; on day two and onward, the penalty will be 5% per day late. Informal extensions for course work will be granted only if the learner notifies the instructor in advance of a deadline and the instructor agrees on a different due date. If the learner is unable to submit assignments on time due to unanticipated emergency situations, official documentation (doctor's notes, police reports, etc.) may be required by the instructor and/or the School of Education and Technology. Informal extensions cannot be granted if they delay course completion date. In such instances, a formal course extension must be pursued as outlined at the following link: <http://policies.royalroads.ca/academic-regulations/section-4-grading>.

Attendance Policy for On-campus Residency Courses

In general, attendance at all classes is expected and required. Learners who know in advance that they will not be able to attend a class session should notify the instructor (with a copy to the program office) by email 24 hours in advance and make arrangements for making up missed work on their own. Deadlines for written assignments will remain in place. Learners who have to miss a class due to a personal or medical emergency should notify the instructor as soon as possible by email and make arrangements to make up missed work on their own. If team work is involved, learners also need to notify their team members in advance or, if impossible due to circumstance, as soon as possible. Courses that contain assessment based on contribution are likely to include academic penalties for lack of participation due to absence.

Assessment of Your Contribution to the Learning Community

While your instructor will discuss key ideas and raise important issues, parts of this course will be guided by dialogue, discussion, and inquiry. Think about this course as a guided conversation that begins on the first day we meet and ends on the last scheduled day of class. In order for this learning experience to be beneficial and worthwhile to everyone, it is imperative that you read the assigned material, contribute to the discussions, and participate in all class activities. Conversations and ideas develop best when everyone has read the assigned material, reflected on their relevance and meaning, and/or contributed to the class discussions. Participation should be thoughtful, meaningful, timely, and relevant. Participation should also provide active support to the learning community, by attempting to motivate contributions, acknowledging alternative viewpoints, and supporting others.

In responding to your colleagues, you should feel free to suggest that they explore appropriate websites or resources to expand the discussion to a deeper level. However, please do ensure to

provide explanations as to why such resources are relevant and interesting to the rest of the class and provide an accurate reference to the resource. For example, the response “In the document that I am attaching, Joe Scholar gives examples of cases where technology brings people closer together and argues that empathy matters more than technology” is a much better response than “Please see the attached document for a different perspective.”

In responding to others, strive to work towards a culture that is collaborative, respectful, encouraging, and supportive. You should be receptive to change and use conflict resolution techniques when required. Posts that show evidence of ongoing negative behavior, that impede the flow of discussion, and that indicate the poster seems unaware of, or uninterested in, responding to others without being prompted degrade the learning experience and do not advance opportunities for everyone to learn from each other.

Also, please consider how your contribution will advance and extend the discussion. For example, in your response, you can:

- draw from the assigned readings, concepts and perspectives introduced in the course, and outside readings,
- pose constructive questions,
- reflect back to your own experiences,
- connect to a course reading/assignment,
- ask for clarification,
- build connections between your thoughts and other learners’ perspectives, and/or
- offer alternative perspectives.

When responding to your classmates, you are expected to respect others’ values, perspectives, and experiences. Use good netiquette and care.

The following rubric can help guide your participation in the activities. The rubric will be used by your instructor to assess your contribution to the learning community.

	Excellent Contribution (A+ to A-)	Good Contribution (B+ to B-)	Poor Contribution (F)
Critical Thinking	Consistently provides posts that are analytical and that demonstrate the author’s insights, observations, and reflections; includes relevant examples; offers substantive questions and suggests ideas to enhance further discussion; includes citations to external materials of high academic quality; provides ideas,	Provides some posts that are insightful and reflective but usually offers only a surface level analysis that lacks insights, observations, and reflections; provides some follow-up questions that are cursory and un-substantive and do not help move the conversation forward; rarely includes citations to external materials of high academic quality.	Provides post(s) that lack analysis, insights, observations, and reflections; does not provide follow-up questions for the group to consider.

	Excellent Contribution (A+ to A-)	Good Contribution (B+ to B-)	Poor Contribution (F)
	alternatives or actions not previously identified.		
Response and Synthesis	Consistently provides responses to colleagues that include a thoughtful treatment of the original post; provides responses that demonstrate the learner's ability to synthesize information and share this synthesis in a way that deepens the class's collective understanding, and move the discussion towards a thoughtful conclusion; provides posts that demonstrate application of learning and are based in the course readings, conceptual materials presented, outside reading, and experiences.	Occasionally will synthesize others' posts and current information and share this in a way that contributes to the class's understanding; provides some contributions that lack connections to the responses from others and do not represent intentional, synthesized thought or advance the discussion in a substantive way.	Provides responses that offer minimal analysis, lack depth, and do not advance the discussion.
Communication	Provides timely individual postings that are well-written and succinct (2-3 paragraphs on average), on topic, and written in a style appropriate for the particular kind of activity or exercise; uses appropriate grammar; spells correctly; and shows consistent evidence of appropriate proof-reading; provides excellent constructive feedback and seeks feedback from others; comments and questions are excellent, on topic, original, and contribute to moving the discussion forward.	Provides posts that contain some spelling, grammar and punctuation errors; lack brevity; or distract from the comments or questions made by others; provides some good feedback and sometimes seeks feedback from others; comments and questions are usually relevant and sometimes contribute to moving the discussion forward.	Provides contributions that contain numerous grammatical, spelling, or punctuation errors; shows evidence of a style of writing that consistently fails to facilitate communication. Rarely provides relevant input or feedback in a timely or constructive manner.
Professional Knowledge	Consistently provides excellent responses in posts that demonstrate a breadth and depth of	Provides responses in posts that: demonstrate some breadth and depth of understanding,	Provides minimal, if any, demonstration of application of learning, contribution of facts, or

	Excellent Contribution (A+ to A-)	Good Contribution (B+ to B-)	Poor Contribution (F)
	understanding, integrates course materials, are analytical and makes linkages to professional practice; solves problems using principles and educational theories; includes citations to external materials of high academic quality.	integrates course materials, are analytical and makes some linkages; identify principles and educational theories for problem solving; include some citations to external materials of high academic quality.	theories and principles in discussions.

Grading

Official grades at Royal Roads University are assigned on a letter grade system. Please see the RRU grading policy at: <http://policies.royalroads.ca/academic-regulations/section-4-grading>.

Learners are responsible for ensuring they are familiar with Royal Roads' academic regulations and, specifically, those related to course withdrawals, academic probation, and formal grade appeals. Please see the RRU Academic Regulations at: <http://policies.royalroads.ca/academic-regulations>.