

What do assignments look like?

and how are they graded?



These are suggestions. Actual assignment types and weights are to be determined by the Professor.



Participation, Attendance, Class Contributions (10 – 20%)



Assessed in a variety of ways from students putting up their hands, speaking up in class to supporting other students in their learning, eagerly contributing during activities, taking a leadership role, suggesting additional readings, movies, piece of art that speaks to discussions. It also includes discussion board postings, reflections and summaries. Overall, this grade is about taking the class seriously, and thoughtfully extending that concern to others as this is a class about advocacy that requires active participation and presence

Advocacy Activities and Pieces (10 – 30%)



These could be either individual or group activities working on the design of a number or series of advocacy activities to bring the plight of a scholar at risk to the public with grades based on the quality (appropriateness, variety, design, accuracy) and impact (how many people reached) of the activity.

Selected options could include:

- a letter to the editor, choosing an article relevant to their work and responding to the article.*
- a letter to an elected official, identifying an issue relevant to an organization, person or population served and writing a letter advocating on their behalf.*



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Scholars at Risk



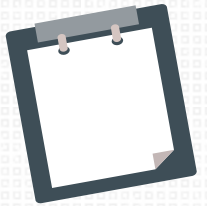
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Individual Assignments (10 - 20%)

This could include reading responses summarising theoretical readings, infographics, 5 to 10 minute videos, other creative/non written formats on case studies of historical human rights advocacy, mini essays, critical analysis and/or discussion of effectiveness of an advocacy strategy, end of term reflection.



Group Assignments (10 - 30%)

This is an opportunity for students to work for Scholars at Risk on selected Scholars. They work in groups to research and prepare a report on the scholar at risk. This could take different forms: a Capstone Project, Poster and Presentation, Social Media Campaign, Advocacy Plan or a Human Rights Report with samples provided

Journalling (10 - 20%)

Using this format, students will be responsible for keeping a journal that tracks the research they are doing on a capstone project or advocacy initiatives. Students will track the sources they found and investigated, short analysis of the sources and research methodologies.

It can also include personal reflections, self-analyses and evaluations that provide the self-care element needed when working on the cases as well as helps students critically assesses their contributions to the class and assigned materials. Formats can include typed or hand written notes, drawings, art, and audio-visual elements.



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Resume and Portfolio Building (5 - 15%)

To complement the work being done and the professional development of the students involved, resume and portfolio building can also be a graded component of the student's work. The assignments and advocacy work carried out as a part of the class can contribute to these.

Service Learning (20 - 30%)

To provide an experiential learning and professional development component, the class can also include a service learning component where students are paired with community partners for volunteer placements carried out for an allotted amount of time (e.g. once a week, 4 hours per week).

Support could be arranged where possible in form of transportation subsidies, necessary paperwork, finding and selecting options.



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