

*LTU'S College of Management prepares students for the challenges and opportunities of the global economy through interdisciplinary educational programs that emphasize the multiple business, ethical, social, and technological dimensions of leadership and management.*

<b>COURSE TITLE BLACKBOARD SITE</b>	ACC 3013/Managerial Accounting Spring 2013 – <a href="http://my.ltu.edu">http://my.ltu.edu</a> and select CRN 3361
<b>INSTRUCTOR</b>	Virginia Kirkwood Adjunct Professor Email: <a href="mailto:vkirkwood@ltu.edu">vkirkwood@ltu.edu</a> Home phone: 803.426.8116 (South Carolina) Office hours by appointment and Saturday 11:00 am -12:00 am
<b>SCHEDULE</b>	January 14, 2012 – April 27, 2012  Refer to <a href="http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp">http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp</a> for the last date to withdraw and other important registration related information.
<b>LEVEL/HOURS PREREQUISITE</b>	Undergraduate Prerequisite: ACC 2013 and ACC 2023
<b>REQUIRED TEXT</b>  (See Blackboard for additional resources)	Required Text(s): Managerial Accounting, fourteenth edition, Garrison, Noreen, Brewer, McGraw Hill Irwin, ISBN:978-0-07-811100-6  Available for online purchase through LTU Bookstore at: <a href="http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489">http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489</a>
<b>ADDITIONAL RESOURCES</b>	LTU Online student resources: <a href="http://www.ltu.edu/ltuonline/">http://www.ltu.edu/ltuonline/</a>
<b>TECHNICAL SUPPORT</b>	Technical support for using Blackboard is provided by the Helpdesk, 248.204.2330 or <a href="mailto:helpdesk@ltu.edu">helpdesk@ltu.edu</a> . Send the Help Desk a form detailing any issues by clicking here <a href="http://tinyurl.com/3yqrvne">http://tinyurl.com/3yqrvne</a> .

## COURSE SCHEDULE FOR COLLEGE OF MANAGEMENT (GRAD) SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start and Jan 14 – Jan 16	Module 0	Online Learning Orientation Course Orientation Student Interviews  Read Chapter 1 <b>Managerial Accounting: An Overview</b>	Participate in “Getting to Know You” Assignment and the “Scavenger Hunt”
Week of Jan 14 – Jan 20	Module 1	Read Chapter 2 <b>Managerial Accounting and Cost Concepts</b>	Participate in Instructor Led Discussions  Written Homework Assignment # 1
Week of Jan 21 – Jan 27	Module 2	Read Chapter 3 <b>Job-Order Costing</b>	Participate in Instructor Led Discussions  Written Homework Assignment # 2
Week of Jan 28 – Feb 3	Module 3	Read Chapter 4 <b>Process Costing</b>	Participate in Instructor Led Discussions  <b>Quiz # 1: Chapters 1-3</b>  Written Homework Assignment # 3
Week of Feb 4 – Feb 10	Module 4	Review Chapters 1 - 4	<b>Exam # 1: Chapters 1-4</b>  Participate in Instructor Led Discussions
Week of Feb 11 – Feb 17	Module 5	Read Chapter 5 <b>Cost-Volume-Profit Relationships</b>	Participate in Instructor Led Discussions  Written Homework Assignment # 5
Week of Feb 18 – Feb 24	Module 6	Read Chapter 6 <b>Variable Costing and Segment Reporting</b>	Participate in Instructor Led Discussions  Written Homework Assignment # 6
Week of Feb 25 – Mar 3	Module 7	Read Chapter 8 <b>Profit Planning</b>	Participate in Instructor Led Discussions  <b>Quiz # 2: Chapters: 5-6</b>  Written Homework Assignment # 7

Dates	Modules	Topics / Readings	Assignments Due
Week of Mar 4 – Mar 10	Module 8	Review Chapters 5, 6 & 8	<b>Exam # 2: Chapters 5,6,8</b>  Participate in Instructor Led Discussions
<b>Mid-semester Break – No Classes</b>			
Week of Mar 18 – Mar 24	Module 9	Read Chapter 9 <b>Flexible Budgets and Performance Analysis</b>	Participate in Instructor Led Discussions  Written Homework Assignment # 9
Week of Mar 25 – Mar 31	Module 10	Read Chapter 10 <b>Standard Costs and Variances</b>	Participate in Instructor Led Discussions  Written Homework Assignment # 10
Week of Apr 1 – Apr 7	Module 11	Read Chapter 11 <b>Performance Measurement in Decentralized Organizations</b>	Participate in Instructor Led Discussions  <b>Quiz # 3: Chapters 9-10</b>  Written Homework Assignment # 11
Week of Apr 8 – Apr 14	Module 12	Read Chapter 13 <b>Capital Budgeting Decisions</b>	Participate in Instructor Led Discussions  Written Homework Assignment # 12
Week of Apr 15 – Apr 21	Module 13	Review Chapters 9, 11, 13	<b>Exam # 3: Chapters 9, 11, 13</b>  Participate in Instructor Led Discussions
Week of Apr 22 – Apr 27	Module 14	Course Summary	Final Reflection Paper  Participate in Instructor Led Discussions

## STUDENT EVALUATION

The course has various assignments related to participation, homework, quizzes and exams totaling **100** points. Letter grades are awarded based on the total number of points achieved. Points are deducted for late assignments.

Assignments	Points
Discussion Board	25
Homework	20
Quizzes (3 @ 5 points each)	15
Exams (3 @ 10 points each)	30
Final Reflection Paper	10
<b>Total Points</b>	<b>100</b>

Class Points	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
61 – 70	D (Undergrad Only)
60 and below	E

*Note: Grades lower than a “B” fall below the LTU graduate standard*

## EDUCATIONAL GOALS

Managerial Accounting is designed to provide users of accounting information with the skills necessary to appraise and manage a business. The course will cover several current accounting topics to provide an understanding of how managers within an organization use accounting information in order to plan operations, control activities, and make decisions. Topics covered in this course include Product Costing, Cost Behaviour Analysis, and Budgeting. Students who plan to concentrate in accounting will get the necessary foundation to pursue additional accounting courses, while non-accounting majors will benefit from an overview of the accounting system.

## STUDENT LEARNING OBJECTIVES / OUTCOMES

At the end of the course students should be able to:

- Understand the differences between managerial accounting and financial accounting;
- Calculate costs in a job order and process cost systems and analyze how these costs flow through the accounting system;
- Calculate cost volume profit relationships;
- Gain understanding of profit planning and how to prepare a flexible budget, capital budgets and analyze their use in performance evaluation;
- Explain management's decision making processes as they relate to product pricing, production, costing systems, analysis and planning;
- Reflect on the theory and practice within the course and evaluate how both have impacted them personally and professionally;
- Analyze how this course has supplemented the learning from prior courses or work experience if applicable;
- Actively participate in group discussions in a professional style reflecting a strong understanding of managerial accounting;
- Write clear, concise professional documents meeting the standards of the rubrics provided.

## PREREQUISITE SKILLS

ACC 2013 and ACC 2023

## INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

Each module will have reading assignments, homework assignments, discussion boards, PowerPoint presentations and chapter summaries. These tools are available to students to help gain a better understanding of the material presented.

We will include the following:

**Blackboard Learning Environment** – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, PowerPoint presentations, written lecture notes, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

**Student/Instructor Conversations** – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.

**Required Reading** – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.

**Assignments** – Selected homework problems, discussion boards, quizzes and exams.

**Academic Integrity** - Academic integrity is an important character trait for all students. While students often feel pressure to earn high grades, few employers dwell on a student's GPA. One's integrity, however, is always important to employers and colleagues. Students benefit in the long run when they work honestly, take responsibility, and accept grades that reflect their work.

All LTU Online students are expected to:

- Submit original work done by the student, specifically for the course. This means that it is wrong to submit work done by someone else, or to re-submit work that a student has prepared during a prior course.
- Cite all sources used to prepare your work, and clearly identify and give credit to the thoughts and ideas of others. Students must cite their sources using the conventions set forth by the American Psychological Association (APA).
- Work without assistance from peers or books (unless permitted by the instructor) during quizzes and examinations.
- Follow the guidelines set forth by the instructor for completing individual or group class assignments. It is unacceptable to copy another student's work in any form when completing an individual assignment.

Lawrence Tech subscribes to a comprehensive [Academic Honor Code](#) and all LTU Online students are expected to abide by the provisions of this code.

## CLASS POLICIES AND EXPECTATIONS

*I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:*

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under “Blackboard Tools”, then “Personal Information”** and send an email to me to store your email address in my directory.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.

**All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact the instructor in advance. Late assignments will not be accepted without prior approval from the instructor.**

Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

Be prepared to log into Blackboard **at least once each day**. Please focus your online correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

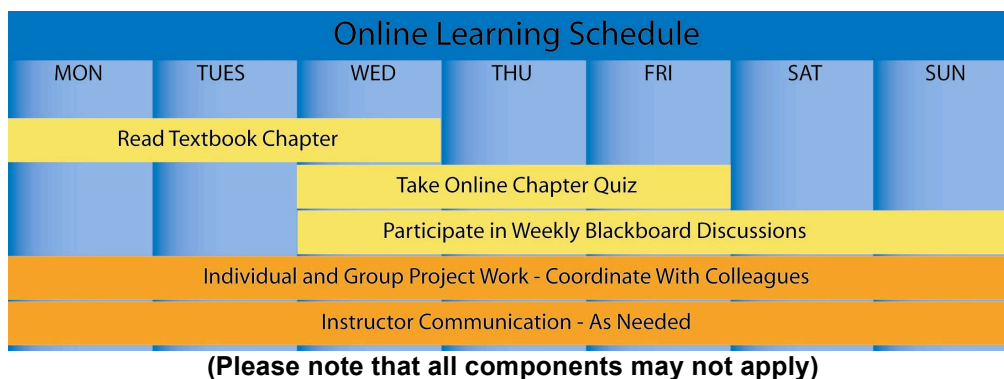
- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or should special circumstances arise that require my assistance, please contact me so that we may discuss and resolve the matter.

### PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
  - 8-9 hours preparing your case study review;
  - 24-40 hours working with your group on the three parts of your semester-long project;
  - 8-9 hours working on the various components of your reflective consolidation (final exam).

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic may be used to guide you in planning your weekly course work to remain on schedule:



## ASSIGNMENT DETAILS

Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Please note that you should not submit any assignments to the Blackboard “Digital Drop Box.” All assignments are submitted using the Blackboard “Assignments” or “SafeAssign” function. Some assignments are also posted to the Blackboard Discussion Forum for student comments. **Late Assignments will not be accepted without prior approval from the instructor.**

### Assignments: 100 Points

## DISCUSSION BOARDS – Total points: 25: weekly points based on Rubric A scoring

- **Module 0:**
  - **Getting to Know You**

If we were meeting in a classroom in the College of Management we would have an opportunity to meet each other in the halls and in class. Since we can't do that online, during Module 0 I like to get to know you by having you introduce yourself to our community by providing the following:

- Name
- Location where taking the course
- Number of online courses taken to date
- Current, prior, or hoped for position/employer
- Three areas of interest outside of school or work

Please provide this information no later than Wednesday pm of Module 0 since then we go on a Scavenger Hunt starting on Thursday!

- **Scavenger Hunt**

Now that most of us have provided our introductory information, let's start our scavenger hunt. Read all the introductions and identify two students that have something in common with you. Identify who they are and what you have in common. For example: Jane Doe and I are both taking the course in New York City; Fred Jones and I both love to sky dive. If you get really desperate you can always read Staff Information and see if you find a match there.

Have some fun with this and see if you can find more than two people or if Jane and Fred have even more in common with you like they both love taking online courses at LTU. The hunt should be done by midnight Sunday.

- **Modules 1-13:**
  - **Theory and Practice Discussions**

Each week the instructor will post questions to discuss the chapter material. Students are expected to participate **at least once in both of** these discussion boards **before Wednesday evening**. This gives us



time to discuss the theory early in the week. Students are expected to address each question asked in the “theory” discussion board and the “practice” discussion board. On Thursday the instructor will make comments about the theory and your answers. You are expected to make at least two additional postings in both in response to peer/instructor postings by Sunday. A rubric for participation is in Attachment A in this syllabus.

- **Module 14:**

Discussion this week is focused on the final reflection paper prepared by the students. Students will discuss how they feel the course has related to their personal and/or professional life.

### **THEORY**

In each module the instructor posts a chapter PowerPoint under “Theory”. These resources are available to support but not replace your reading of the entire chapter in the text.

### **PRACTICE**

- **Module 0:**

Discussion this week will focus on you and what you may or may not have in common with your peers in the class.

- **Module 1-12**

- **Homework Assignments: Total 20 points**

Each chapter has a variety of exercises and problems that reinforce some dimension of the material from that chapter. The requirements should be obvious from the information given. When I grade your assignments I will be looking for the conscientious effort you have made in attempting to solve the problem. That means that you may receive full credit for an assignment even though you made a mechanical error somewhere. The goal, of course, is to learn through those mistakes. When a problem is scheduled, instructions will be given for the completion of the assignment and some of your assignment problems will require using Excel and submitting those spreadsheets to me.

- **Quizzes: Total 15 points: 3 quizzes, 5 points each**

There will be three quizzes during the semester. Each quiz covers specific chapters as indicated on the schedule. Quizzes will be multiple choice and short essay questions covering the material in the text and the homework. **You will take the quizzes online on Monday-Tuesday of the module and you will be given 60 minutes to complete.** The quizzes will be similar to the type of questions you will find on the exams.

- **Exams: Total 30 points: 3 exams, 10 points each**

There will be three exams during the semester. Each exam covers specific chapters as indicated on the schedule. Exams will be multiple choice and short essay questions covering the material in the text and the homework. The exams will have all the necessary details and points identified. **You will take the online exam on the Friday-Sunday of the module and you will be given three hours to complete.**

- **Final Reflection Paper: Total 10 points**

The purpose of the Final Reflection Paper is for the students to demonstrate skills of critical inquiry over the range of topics pertinent to the current and prior courses of the program. Students are expected to utilize the reflection activities and written assignments completed throughout the semester to prepare a formal document expressing how the theory covered in the class sessions, text, and readings has impacted them personally and professionally. Paper should be a **maximum of five pages** and comply with the standards for a general paper.

Specific guidelines and the Rubric for Reflection Papers can be found in Attachments C and D.

### **SYLLABUS ADDENDA**

Please see the LTU Online “Current Students” web site <http://www.ltu.edu/ltuonline/> for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included in these syllabus requirements.

The LTU Online “Current Students” web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the [eHelp web site](#) regarding the use of the SafeAssign product.

#### **Undergraduates: Leadership Transcripts**

The leadership transcript enables students to track co-curricular activities that are undertaken above and beyond the requirements of the LTU curriculum. The leadership transcript serves students by enhancing the leadership portfolio; providing the opportunity for a transcript of distinction; enhancing their resumes; and assisting in articulating leadership experience. It can be accessed by logging on to Banner Web and clicking the Student and Financial Aid tab. Leadership Activities is located at the bottom of the list. More information is available at <http://www.ltu.edu/leadership>.

## **Attachment A**

### **Discussion Forum Rubric**

Discussion forums in a 100% online course enhance learning as you share your ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, plus broaden your classmates' understanding of the course content. Use the following rubric information to assess and improve the quality of your discussion contributions.

Participating in a discussion forum requires timely and frequent contributions each week. Specific guidelines are listed in the syllabus. This includes timely posting, quality of contribution, and posting(s) addresses and develops the discussion topic.

<b>Criteria</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable 1 Point</b>	<b>Good 2 Points</b>	<b>Excellent 3 Points</b>
<b>Frequency</b>	No participation	Participates 1-2 times within specified timeframe	Participates 3-4 time but not inclusive of student and faculty postings	Participates 4-5 times, within specified timeframe, and inclusive of student and faculty postings
<b>Initial Assignment Posting by Wednesday</b>	No assignment posting	Posts adequate information with superficial thought and preparation; aspects of topic not addressed	Posts well developed information, addresses aspects of assignment; lacks full development of concept	Posts well developed information; fully addresses and full development of concept
<b>Follow-up Postings if required</b>	No follow-up responses to others	Posting does not extend/enrich discussion, provides only (agree or disagree)	Extends on existing post with further comment or observation	Demonstrates analysis with follow-up post, extends meaningful discussion
<b>Content Contribution</b>	Posting is off topic, incorrect, not relevant to subject	Repeats, does not add substantive information	Information posted is factual, lacks full development of concept / thought	Contribution is factual, reflective, and advances discussion topic
<b>References &amp; Support</b>	No references included supporting posting	Personal experience provided, no reference to reading or research	Some references from literature and personal experience	Applied references from personal experience, literature, and readings supporting comments
<b>Clarity &amp; Mechanics</b>	Posting unorganized, long, or inappropriate , multiple errors	Communication friendly, courteous, helpful, some errors in clarity, mechanics errors	Contributes valuable information, minor clarity or mechanics errors	Contributes with clear concise comments, formatted in easy to read style, free of grammatical or spelling errors

## **Attachment B**

### **Grading Rubric for Written Assignments**

You will be asked to prepare written assignments for your LTU Online courses. LTU Online instructors use the following grading rubric to evaluate your work. Some instructors will use point totals rather than letter grades to evaluate your work; see the course syllabus for complete information about assignments and expectations.

Letter Grade	Criteria
“A” Paper (Exemplary)	<ul style="list-style-type: none"> <li>Complies fully with the assignment. Information clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth analysis of a sufficiently limited topic. The reader gains insights.</li> <li>Is directed towards and meets the needs of a defined audience (is persuasive or argumentative).</li> <li>Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are sound.</li> <li>Provides compelling supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.</li> <li>Is well-organized and unified with ideas and sentences that relate to the main topic. The ideas are arranged logically to support the thesis.</li> <li>Uses appropriate, direct language: writing is compelling; sentences are well-phrased and varied in length and structure. Paragraphs are well-structured, use of headings is excellent, and paper shows strong organization.</li> <li>Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).</li> <li>Is free of errors in grammar, punctuation, word choice, spelling, and format. Maintains a level of excellence throughout, and shows originality and creativity in realizing 1-6.</li> </ul>
“B” Paper (Proficient)	<ul style="list-style-type: none"> <li>Complies in a competent manner with the assignment. Information provides firm support for a central purpose or thesis, and displays evidence of a basic analysis of a sufficiently limited topic. The paper demonstrates overall competency. It shows some originality, creativity, and/or genuine engagement with issues at hand.</li> <li>Is directed towards and meets the needs of a defined audience (is persuasive, argumentative or informational).</li> <li>Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are adequate.</li> <li>Provides adequate supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.</li> </ul>

Letter Grade	Criteria
	<ul style="list-style-type: none"> <li>Is well-organized and unified: sentences relate to main topic; ideas are arranged logically to support the thesis. Paragraphs are well structured; use of headings is good, and paper shows general organization and flow.</li> <li>Is comprised of well-phrased sentences that are varied in length and structure. There are occasional violations in the writing, but they don't present a major distraction or obscure the meaning.</li> <li>Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).</li> <li>Contains minimal errors in grammar, punctuation, word choice, spelling, and format.</li> </ul>
<b>"C" Paper (Marginal)</b>	<ul style="list-style-type: none"> <li>Complies adequately with the assignment. Information supports the thesis at times. Analysis is basic or general. The purpose is not always clear. The paper completes (rather than engages in) the assignment.</li> <li>Presents an unclear (either persuasive or argumentative) rhetorical position.</li> <li>Has partial or inadequate introduction and conclusion.</li> <li>Does not provide adequate supporting arguments, evidence, examples and/or details.</li> <li>Is not arranged logically. Ideas fail to make sense and are not expressed clearly. The reader can figure out what the writer probably intends, but may not be motivated to do so.</li> <li>Contains some awkwardly constructed sentences that present an occasional distraction for the reader. Paragraphs are unstructured, headings are missing, and general organization and flow is lacking.</li> <li>Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.</li> <li>Contains numerous errors in grammar, punctuation, word choice, spelling, and format which distract the reader.</li> </ul>
<b>"D" Paper (Unacceptable)</b>	<ul style="list-style-type: none"> <li>Does not adequately comply with the assignment. The paper does not successfully identify the thesis. Analysis is vague or not evident.</li> <li>Has no rhetorical position.</li> <li>Has an inadequate introduction and conclusion.</li> <li>Does not provide adequate supporting arguments, evidence, examples and/or details. Paragraphs may "string together" quotations without a context of discussion.</li> <li>Is not arranged logically. Frequently, ideas fail to make sense and are</li> </ul>

Letter Grade	Criteria
	<p>not expressed clearly. The reader cannot identify a line of reasoning.</p> <ul style="list-style-type: none"> <li>• Contains frequent errors in sentence structure, which present a major distraction to the reader. Paragraphs are unstructured, headings are missing, and the paper lacks general organization and flow.</li> <li>• Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.</li> <li>• Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which obscure the meaning of the passage. The reader is confused and stops reading.</li> </ul>

## Attachment C

# Learning through Reflection

## Frequently Asked Questions

### What is a reflection paper?

*Reflection papers and assignments are designed to reinforce what has been learned through lectures, discussions, and activities presented in class and in the readings. In addition, they are often about personal reactions and thoughts; they should not be done in collaboration with other students unless directed to do so by the instructor.*

### How do I write an effective reflection paper?

*The general rules of writing apply to papers about your thoughts and feelings. Although you are writing about a personal experience, this does not allow you to use a free-form of writing. Here are five steps to follow:*

#### **1. Focus your feelings**

*Before writing a reflection paper, the writer needs to stop and decide what it is that he or she going to write about. By establishing a theme, the writer will be able to write in a **clear** and **concise** manner.*

#### **2. Be organized**

*Being organized will also allow the writer to write in a **clear**, **concise**, and **cogent** manner.*

- *Make a point--State what you have established as your theme and the pertinent information that surrounds the theme.*
- *Divide your paper into paragraphs--Give each major point its own space so that the reader will be able to understand and conceptualize the different components of your theme.*
- *Use topic sentences in paragraphs--These sentences should correspond with your major points and draw the attention of the reader.*

***\*A reflection paper is not a random free-flow of ideas. It needs to grab the interest of the reader and present ideas in a clear, concise, and cogent manner.\****

**3. Develop observations and feelings** *Observations and feelings are an essential component of a reflection paper; however, in order for these components to be properly conveyed by the writer, they must be developed.*

- *Identify specific aspects or components of the situation that has been observed. One way to do this is by asking the five basic questions.*

***Who** observed the situation?*

*From **What** perspective was the observation made and **What** was being observed?*

***When** did the observation take place?*

***Why** was the particular situation being observed?*

***Where** did the observation take place?*

***\*After asking these questions, state what it is that you have learned. This will give relevance to the observation and your feelings, as well as, help the reader better understand your point of view.\****

#### **4. Review your work at the sentence level**

- *Use good sentence structure--Remember the Mnemonic Device K.I.S.S==> **Keep It Simple Stupid**: Do not pack your sentences full of ideas but, keep them focused.*
- *Avoid sentence fragments--Write complete sentences that have a subject and verb.*
- *Avoid fused sentences--Two sentences that have been fused together into one sentence.*
- *Choose language which expresses your meaning--Again remember K.I.S.S., simplicity brings clarity. The writer does not need to use language that does not fit within the setting.*

#### **5. Remember these tips**

- *Relate ideas and link the information together from the writer's personal experience.*
- *Relate relevant information from classroom learning to the experience.*
- *Use key phrases, such as "for example," "as a result of," "another idea that supports my view is," "an opposite view is," and "a different perspective is," are all good transitional phrases that signal the introduction of specifics as well as shifts in the argument.*



## **What does the reader expect in a reflection paper?**

*In a reflection paper your reader expects you to show that you can:*

- *acquire a certain amount of knowledge in a specific area of learning;*
- *relate this knowledge to personal experience;*
- *analyze your current knowledge, your experiences and your own assumptions to gain a broader perspective on the topic;*
- *communicate these things clearly (logical argument, and writing skills at a professional standard);*
- *think deeply.*

## **What are some strategies that will help me achieve the deep thinking necessary for critical reflection?**

*Effective questioning will assist you through the process:*

*Ask yourself why something happened, or why something did not happen.*

*Ask yourself what was good: why?; what was bad: why?; what was neither good nor bad, yet interesting and relevant: why?*

*Think of alternatives; what other things could have happened and how could you devise ways of making them happen?*

*Look for other points of view (e.g., what was this like from the other participants' perspective?).*

*Look for hidden assumptions in others' attitudes, and in your own (e.g., what incidents in my own education have led me to believe this?; what are the hidden rules in my own culture?).*

*Parts and qualities: look at something as a collection of parts (components and relationships), but also as a set of qualities (e.g., values and judgments).*

*Look at something from an opposite point of view to challenge it.*

*Ask who might be advantaged and who might be disadvantaged by current (and new hypothetical) responses and actions.*

**Attachment D**

**Rubric for Reflection Papers**

<b>Score</b>	<b>Criteria</b>
<b>100% - 90%</b>	Assignment demonstrates a thoughtful, in-depth reflection on what has been learned; Contains specific personal reflection on the course material including the text, lectures, in class and online discussions, research articles, outside readings, and student presentations; Clearly articulates how the learning has impacted the student's intellectual, personal, professional and ethical development; Insights on how the student has incorporated learning from personal/professional experiences, other courses/students/faculty is evident.
<b>89% - 80%</b>	Assignment displays a thoughtful reflection on what has been learned; Contains some personal reflection on the course material including the text, lectures, in class and online discussions, research articles, outside readings, and student presentations; Articulates how the learning has impacted the student's intellectual, personal, professional and ethical development; Some insights on how the student has incorporated learning from personal/professional experiences, other courses, students/faculty are evident.
<b>79% - 70%</b>	Assignment shows partial reflection on what has been learned; Contains limited personal reflection on the course material including the text, lectures, in class and online discussions, research articles, outside readings, and student presentations; How the learning has impacted the student's intellectual, personal, professional and ethical development is unclear; Insights on how the student has incorporated learning from personal/professional experiences, other courses/students/faculty are lacking.
<b>69% - 0%</b>	Assignment shows little or no reflection on what has been learned; Personal reflection on the course material including the text, lectures, in class and online discussions, research articles, outside readings, and student presentations is not evident; How the learning has impacted the student's intellectual, personal, professional and ethical development is lacking; Contains little or no insights on how the student has incorporated learning from personal/professional experiences, other courses/students/faculty.

**Comments:**

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**Grade:** \_\_\_\_\_