

**GEMC3001 Service Learning/Civic Engagement**  
Grading Criteria for Journal

		Criteria			Impact and personal growth <sup>1</sup>
		Awareness of purpose	Observations	Critical reflection	
A	Excellent	Impressive awareness of the purpose of service.	Exceptionally clear and comprehensive recording of events, behavior, facts, patterns, issues, and/or thoughts about readings. Insightful questions are raised frequently.	Responds daily to previous entry. Deductions based on impressive awareness and careful contemplation. Employs digression as a discursive tool. Always conscious of how student's identity makes them like or different from others.	Daily reflection and keen scrutiny of way(s) their views have (or have not) changed during the service project.
A-	Very Good	Student is highly aware of the purpose of service.	Generally comprehensive recording of events, behavior, facts, patterns, issues and/or thoughts about readings. Questions are raised at regular intervals throughout the journal.	Usually responds daily to previous entry. Makes rational deductions based on careful analysis of reading(s), experiences, conversations, and/or contemplation. Allows for unconnected thoughts. In most cases, aware of how student's identity makes them like or different from others.	Regular reflection on way(s) their views have (or have not) changed during the service project.
B+	Good	Student is aware of the purpose of service.	Good recording of events, behavior, facts, patterns, issues, and/or thoughts about readings. Records questions as they arise.	Considers previous entries. Makes deductions based on reading(s), experiences, conversations, and/or contemplation. Strays from topic when necessary to deal with thoughts that appear. Student is generally conscious of how their identity makes them like or different from others.	Notices way(s) their views have (or have not) changed during the service project.
B					
B-					
C+	Fair	Reasonable awareness of the purpose of service.	Reasonable if sparse recording of events, behavior, facts, patterns, issues, and/or thoughts about readings. Questions are raised periodically.	Periodic consideration of previous entries. Some deductions based on reading(s), experiences, conversations, and/or contemplation. Digressions sometimes lead to confusion that is not revisited/clarified in later entries. Student is sometimes aware of how their identity makes them like or different from others.	Limited commentary on way(s) their views have (or have not) changed during the service project.
C					
C-					
D+	Pass	Basic awareness of the purpose of service.	Partial recording of events, behavior, facts, patterns, issues, and/or thoughts about readings with obvious exclusions. Questions rarely raised; connections are not always clear.	Limited consideration of previous entries. Occasional deductions based on reading(s), experiences, conversations, and/or contemplation. Digressions often lead to loss of focus. Student is often unaware of how their identity makes them like or different from others.	Poor awareness of way(s) their views have (or have not) changed during the service project.
D					
F	Fail	Very limited or no awareness of the purpose of service.	Little to no recording of events, behavior, facts, patterns, issues and/or thoughts about readings. Few or no questions raised.	Little to no consideration of previous entries. Conclusions are not based on reading(s), experiences, conversations, and/or contemplation. Digressions with no follow up. Student is unaware of how their identity makes them like or different from others.	Little to no awareness of/interest in way(s) their views have (or have not) changed during the service project.

<sup>1</sup> Students are encouraged to consider how the service learning experience has affected their personal growth. The descriptions in this column are included as guidelines only.