Online Course Syllabus
Course Name and Number: *IS610 – The Power of One: Aging and Living Independently with Alzheimer's Disease or Other Neurocognitive Disorders – France*
3 Credit Hours
Spring 2023

Course Introduction	

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Official Course Description
This course applies theoretical and practical professional knowledge related to working with culturally diverse aging populations within an international context. Students will examine an innovative community-based approach to the provision of care for older adults with Alzheimer's disease and other neurocognitive disorders in France that enables them to live independently. This course will provide students an opportunity to engage in a service-learning activity by designing culturally-informed projects for persons with Alzheimer's disease and other neurocognitive disorders. (3 credits)

Institutional Learning Competencies and Outcomes

Institutional Learning Outcomes

Professional Practice
Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.

- CLO 1: Demonstrate knowledge of the symptomatology and etiology of Alzheimer's disease and other neurocognitive disorders within the international context.
  - MLO 1: Students will identify symptoms of Alzheimer's disease and other neurocognitive disorders.
  - MLO 2: Students will explain etiology and manifestation of Alzheimer's disease and other neurocognitive disorders within the international context.

Diversity
Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

- CLO 2: Analyze the impact of aging on neurocognitive processes as well as protective and risk factors for Alzheimer's disease and other neurocognitive disorders.
  - MLO 3: Students will analyze age-related changes in neurocognitive processes of older adults.
  - MLO 4: Students will identify protective and risk factors for Alzheimer's disease and other neurocognitive disorders in the US and France.
- CLO 3: Examine intersectionality of ageism and mental ableism within the international context and explore innovative ways for the provision of care to older adults with Alzheimer's disease and other neurocognitive disorders that support their independence and dignity.
  - MLO 5: Students will examine intersectionality of ageism and mental ableism within the international context in the US and France.
  - MLO 6: Students will propose innovative ways for the provision of care to persons with Alzheimer's disease and other neurocognitive disorders that support their independence and dignity.

Professional Behavior

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

- CLO 4: Explain personal, professional, and academic effects of their service-learning experience abroad on their values, beliefs, and behaviors toward aging and ableism as related to older adults with Alzheimer's disease and other neurocognitive disorders to support their independence and dignity.
  - MLO 7: Students will reflect on and explain how their study abroad experience in France will influence their personal views of aging and neurocognitive decline, and will contribute to their academic development and professional practice.

Required and Optional Texts and Electronic Reserves

Required Texts

Title	ISBN-13	Publisher's Price
Ravdin, L., & Katzen, H. (Eds.). (2019). *Handbook on the neuropsychology of aging and dementia*. Second edition. Cham, Switzerland: Springer. doi:10.1007/978-3-319-93497-6. https://link-springer-com.tcsedsystem.idm.oclc.org/book/10.1007%2F978-3-319-93497-6	ISBN 978-3-319-93497-6 (eBook)	Free access through TCSPP library website

Required Readings

Alzheimer's Disease International (2018). *World Alzheimer Report 2018. The state of the art of dementia research: New frontiers.* Alzheimer's Disease International (ADI), London. Retrieved from https://www.alz.co.uk/research/world-report-2018

Alzheimer's Disease International (1999). *Planning and design guide for community-based day care centers.* Alzheimer's Disease International (ADI), London. Retrieved from https://www.alz.co.uk/adi/pdf/daycarecentre.pdf

Branco, C., Ramos, M., & Hewstone, M. (2019). The association of group-based discrimination with health and well-being: A comparison of ableism with other "isms". *Journal of Social Issues, (20190712)*. https://doi-org.tcsedsystem.idm.oclc.org/10.1111/josi.12340

Brewster, P. et al. (2019). Progress and future challenges in aging and diversity research in the United States. *Alzheimer's & Dementia: The Journal of the Alzheimer's Association, 15*(7), 995 – 1003. https://doi.org/10.1016/j.jalz.2018.07.221

Clouston, S. et al. (2019). Incidence of mild cognitive impairment in World Trade Center responders: Long-term consequences of re-experiencing the events on 9/11/2001. *Alzheimer's & Dementia: Diagnosis, Assessment & Disease Monitoring, 11*, 628 – 636. https://doi.org/10.1016/j.dadm.2019.07.006

Curiel Cid, R. et al. (2019). A cognitive stress test for prodromal Alzheimer's disease: Multiethnic generalizability *Alzheimer's & Dementia: Diagnosis, Assessment & Disease Monitoring, 11*, 550 – 559. https://doi.org/10.1016/j.dadm.2019.05.003

Desai, U. et al. (2019). Trends in health service use and potentially avoidable hospitalizations before Alzheimer's disease diagnosis: A matched, retrospective study of US Medicare beneficiaries. *Alzheimer's & Dementia: Diagnosis, Assessment & Disease Monitoring, 11*, 125 – 135. https://doi.org/10.1016/j.dadm.2018.12.005

Grasset, Leslie et al. (2018). Evolution of dementia diagnosis over time (1988–2013): Evidence from French and English cohorts. Implication for secular trends analyses. *Alzheimer's & Dementia: Diagnosis, Assessment & Disease Monitoring, 10*, 490 – 497. https://www.dadm.alzdem.com/article/S2352-8729(18)30045-9/fulltext

INSERM (2019). Alzheimer's disease. Retrieved from https://www.inserm.fr/en/health-information/health-and-research-from-z/alzheimer-disease

Milani, S. et al. (2018). Optimal cutoffs for the Montreal Cognitive Assessment vary by race and ethnicity. *Alzheimer's & Dementia: Diagnosis, Assessment & Disease Monitoring, 10*, 773 – 781. https://doi.org/10.1016/j.dadm.2018.09.003

National Institute on Aging (2019). Alzheimer's Disease Fact Sheet. Retrieved from https://www.nia.nih.gov/health/alzheimers-disease-fact-sheet

National Institute on Aging (2017). What Is Alzheimer's Disease? Retrieved from https://www.nia.nih.gov/health/what-alzheimers-disease

National Institute on Aging (2017). What Is Dementia? Symptoms, Types, and Diagnosis. Retrieved from https://www.nia.nih.gov/health/what-dementia-symptoms-types-and-diagnosis

National Institute on Aging (2017). What Causes Alzheimer's Disease? Retrieved from https://www.nia.nih.gov/health/what-causes-alzheimers-disease

Thow, M. et al. (2019). Further education improves cognitive reserve and triggers improvement in selective cognitive functions in older adults: The Tasmanian Healthy Brain Project. *Alzheimer's & Dementia: Diagnosis, Assessment & Disease Monitoring, 10*, 22 – 30. https://doi.org/10.1016/j.dadm.2017.08.004

Tochel, C. et al. (2018). What outcomes are important to patients with mild cognitive impairment or Alzheimer's disease, their caregivers, and health-care professionals? A systematic review. *Alzheimer's & Dementia: Diagnosis, Assessment & Disease Monitoring, 11*, 231 – 247. https://doi.org/10.1016/j.dadm.2018.12.003

Vermunt, L. et al. (2019). Duration of preclinical, prodromal, and dementia stages of Alzheimer's disease in relation to age, sex, and *APOE* genotype. *Alzheimer's & Dementia: The Journal of the Alzheimer's Association, 15*(7), 888 – 898. https://doi.org/10.1016/j.jalz.2019.04.001

World Health Organization (2019). *iSupport for dementia. Training and support manual for carers of people with dementia.* Geneva: World Health Organization. https://www.who.int/mental_health/neurology/dementia/isupport_manual/en/

World Health Organization (2019). *International Classification of Diseases for Mortality and Morbidity Statistics.* Eleventh Revision. Neurocognitive disorders. Dementia due to Alzheimer disease. Retrieved from https://icd.who.int/dev11/l-m/en#/http://id.who.int/icd/entity/795022044

Weblinks and Videos

- The Chicago School of Professional Psychology
    - Know Before You Go- Pre-Departure Guide to International Programs.
    - Pre-Departure Orientation – Health & Safety
    - TCSPP - International Travel Registration

- Alzheimer's Association (2019). Inside the Brain. Part 2: Alzheimer's Effect. Retrieved from https://www.alz.org/alzheimers-dementia/what-is-alzheimers/brain_tour_part_2
- Cohen, S. (2015). Alzheimer's is not normal aging – and we can cure it. TED Ideas Worth Spreading [Video]. https://www.ted.com/talks/samuel_cohen_alzheimer_s_is_not_normal_aging_and_we_can_cure_it?language=en
- France Alzheimer and Related Diseases Association (2019). Mission and Values. Retrieved from https://www.francealzheimer.org/quelles-sont-nos-missions/
- National Institute on Aging (2017). How Alzheimer's Changes the Brain? [Video]. Retrieved from https://www.youtube.com/watch?time_continue=8&v=0GXv3mHs9AU
- Shinozuka, K. (2014). The fight against Alzheimer's and Dementia. [Video]. https://www.ted.com/talks/kenneth_shinozuka_my_simple_invention_designed_to_keep_my_grandfather_safe?referrer=playlist-the_fight_against_alzheimer_s

Course Rubric

Adapt the Rubrics below to include specific requirements of the course assignments and professional comportment expectations of the department.

Course Learning Outcome Assessed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
CLO 1: Demonstrate knowledge of the symptomatology and etiology of Alzheimer's disease and other neurocognitive disorders within the international context.	Student demonstrates disrespect and unprofessional behaviors toward a wide range of individuals, including classmates, school representatives, and others domestically and internationally. Student demonstrates lack of knowledge of the symptomatology and etiology of Alzheimer's disease and other neurocognitive disorders within the international context.	Student demonstrates minimal respect and professional behaviors toward a wide range of individuals, including classmates, school representatives, and others domestically and internationally. Student demonstrates marginally satisfactory knowledge of the symptomatology and etiology of Alzheimer's disease and other neurocognitive disorders within the international context.	Student demonstrates respect and professional behaviors toward a wide range of individuals, including classmates, school representatives, and others domestically and internationally. Student demonstrates satisfactory knowledge of the symptomatology and etiology of Alzheimer's disease and other neurocognitive disorders within the international context.	Student demonstrates consistent respect and professional behaviors toward a wide range of individuals, including classmates, school representatives, and others domestically and internationally. Student demonstrates excellent knowledge of the symptomatology and etiology of Alzheimer's disease and other neurocognitive disorders within the international context.
CLO 2: Analyze the impact of aging on neurocognitive processes as well as protective and risk factors for Alzheimer's disease and other neurocognitive disorders.	Student demonstrates a lack of analytical skills in and does not demonstrate understating of the impact of aging on neurocognitive processes as well as protective and risk factors for Alzheimer's disease and other neurocognitive disorders.	Student demonstrates marginal analytical skills in and sufficient understating of the impact of aging on neurocognitive processes as well as protective and risk factors for Alzheimer's disease and other neurocognitive disorders.	Student demonstrates good analytical skills in and sufficient understating of the impact of aging on neurocognitive processes as well as protective and risk factors for Alzheimer's disease and other neurocognitive disorders.	Student demonstrates excellent analytical skills in and understating of the impact of aging on neurocognitive processes as well as protective and risk factors for Alzheimer's disease and other neurocognitive disorders.
CLO 3: Examine intersectionality of ageism and mental ableism within the international context and explore innovative ways for the provision of care to older adults with Alzheimer's disease and other neurocognitive disorders that support their independence and dignity.	Student demonstrates a lack of respect to diversity in age and mental status, understands intersectionality of ageism and mental ableism within the international context and does not support independence and dignity of older adults with Alzheimer's disease and other neurocognitive disorders.	Student demonstrates minimal respect to diversity in age and mental status, understands intersectionality of ageism and mental ableism within the international context and minimal support of independence and dignity of older adults with Alzheimer's disease and other neurocognitive disorders.	Student demonstrates respect to diversity in age and mental status, understands intersectionality of ageism and mental ableism within the international context and supports independence and dignity of older adults with Alzheimer's disease and other neurocognitive disorders.	Student demonstrates exceptional respect to diversity in age and mental status, understands intersectionality of ageism and mental ableism within the international context and greatly supports independence and dignity of older adults with Alzheimer's disease and other neurocognitive disorders.
CLO 4: Explain personal, professional, and academic effects of their service-learning experience abroad on their values, beliefs, and behaviors toward aging and ableism as related to older adults with Alzheimer's disease and other neurocognitive disorders to support their independence and dignity.	Student demonstrates a lack of self-reflection skills in evaluating one's own value system, biases, worldviews, and stereotypes toward aging and mental health (i.e., student is not insightful about their worldview that affects behaviors and stereotyping).	Student demonstrates minimal self-reflection skills in evaluating one's own value system, biases, worldviews, and stereotypes toward aging and mental health (i.e., student has limited insight on their worldview that affects behaviors and stereotyping).	Student demonstrates sufficient self-reflection skills in evaluating one's own value system, biases, worldviews, and stereotypes toward aging and mental health (i.e., student is insightful about their worldview that affects behaviors and stereotyping).	Student demonstrates excellent self-reflection skills in evaluating one's own value system, biases, worldviews, and stereotypes toward aging and mental health (i.e., student is very insightful about their worldview that affects behaviors and stereotyping).

Course Schedule, Assignments, and Grading

Extra Assignments for a Study Abroad Course:
- Global Perspectives Inventory Pre-Test (Pre-GPI) – Due in Week after Last day of add/drop
- Pre-Departure Orientation – Health & Safety – Due in end of the month when the semester starts *Term I Calendar*
- Pre-Departure Orientation – Academic & Country Specific by Faculty and Logistic by IPS – Complete in the week after Last Day of Add/Drop *Term I Calendar*
- International Travel Registration (ITR) – Full points if completed by deadline, no points if not completed by deadline
- In-Country Attendance & Engagement
- Professional & Behavioral Comportment
- Capstone Assignment
- Global Perspectives Inventory Post-Test (Post-GPI) – First Week upon Return

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 1	**Module 1 Readings** **Student Information:** The Chicago School of Professional Psychology Know Before You Go- Pre-Departure Guide to International Programs. Rights and Responsibility Agreement for International Programs TCSPP - International Travel Registration National Institute on Aging (2017). What Is Alzheimer's Disease? Retrieved from https://www.nia.nih.gov/health/what-alzheimers-disease National Institute on Aging (2017). What Is Dementia? Symptoms, Types, and Diagnosis. Retrieved from https://www.nia.nih.gov/health/what-dementia-symptoms-types-and-diagnosis National Institute on Aging (2017). What Causes Alzheimer's Disease? Retrieved from https://www.nia.nih.gov/health/what-causes-alzheimers-disease Ravdin, L., & Katzen, H. (Eds.). (2019). *Handbook on the neuropsychology of aging and dementia*. Second edition. Cham, Switzerland: Springer. doi:10.1007/978-3-319-93497-6. https://link-springer-com.tcsedsystem.idm.oclc.org/book/10.1007%2F978-3-319-93497-6 World Health Organization (2019). *International Classification of Diseases for Mortality and Morbidity Statistics.* Eleventh Revision. Neurocognitive disorders.	UNIT 1 Alzheimer's disease and other neurocognitive disorders within the international context.	CLO1: Demonstrate knowledge of the Alzheimer's disease and other neurocognitive disorders within the international context. MLO1: Students will identify symptoms of Alzheimer's disease and other neurocognitive disorders.	**Introduce Yourself (Online Discussion):** Please provide a brief introduction of your educational and professional experience. Your participation in this discussion forum by the appropriate due date will count as your initial attendance for this course and your acknowledgment of TCSPP's withdrawal and refund policy, as outlined in the Student Handbook. In addition, you are responsible for understanding the specific requirements of participating in the class in which you are enrolled, as they are outlined in the syllabus. **Initial post due Wednesday, 11:59pm, CST** **Final replies due Friday, 11:59pm, CST** **Unit 1 Pre-Test:** complete a Study Abroad pre-test assessment of the attitudes you may have toward aging, Alzheimer's disease or other neurocognitive disorders, before taking this course. **Due Sunday, 11:59pm, CST** MLO1	Introduce Yourself 10 points Pre-test 10 points

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	Dementia due to Alzheimer disease. Retrieved from https://icd.who.int/dev11/l-m/en#/http://id.who.int/icd/entity/795022044	UNIT 2 Symptoms of Alzheimer's disease and other neurocognitive disorders.		**Unit 2 Written Assignment: Symptoms of Alzheimer's disease and other neurocognitive disorders.** Based on the required readings, analyze the symptoms of Alzheimer's disease and other neurocognitive disorders. 3-5 pages of main text APA 7th edition format and style **Due Sunday, 11:59pm, CST** MLO 2	20 points Appendix E Written Assignment Grading Rubric
Module 2	**Module 2 Readings** Alzheimer's Disease International (2018). *World Alzheimer Report 2018. The state of the art of dementia research: New frontiers.* Alzheimer's Disease International (ADI), London. Retrieved from https://www.alz.co.uk/research/world-report-2018 Alzheimer's Association (2019). Inside the Brain. Part 2: Alzheimer's Effect. Retrieved from https://www.alz.org/alzheimers-dementia/what-is-alzheimers/brain_tour_part_2 World Health Organization (2019). *International Classification of Diseases for Mortality and Morbidity Statistics.* Eleventh Revision. Neurocognitive disorders. Dementia due to Alzheimer disease. Retrieved from https://icd.who.int/dev11/l-m/en#/http://id.who.int/icd/entity/795022044 National Institute on Aging (2017). How Alzheimer's Changes the Brain? [Video]. Retrieved from https://www.youtube.com/watch?time_continue=8&v=0GXv3mHs9AU Ravdin, L., & Katzen, H. (Eds.). (2019). *Handbook on the neuropsychology of aging and dementia*. Second edition. Cham, Switzerland: Springer. doi:10.1007/978-3-319-93497-6. https://link-springer-com.tcsedsystem.idm.oclc.org/book/10.1007%2F978-3-319-93497-6	UNIT 3 Etiology of Alzheimer's disease and other neurocognitive disorders.	CLO 1: Demonstrate knowledge of the Alzheimer's disease and other neurocognitive disorders within the international context. MLO 2: Students will explain etiology and manifestation of Alzheimer's disease and other neurocognitive disorders within the international context.	**Unit 3 Online Discussion: Etiology of Alzheimer's disease and other neurocognitive disorders.** Based on the required readings, discuss the causes of Alzheimer's disease and other neurocognitive disorders. Identify any differences in the interpretation of the causes Alzheimer's disease in the US and France. **Initial post due Wednesday, 11:59pm, CST** **Final replies due Friday, 11:59pm, CST** MLO 2	20 points Appendix D Online Discussion Grading Rubric
		UNIT 4 Manifestation of Alzheimer's disease and other neurocognitive disorders.		**Unit 4 Written Assignment: Manifestation of Alzheimer's disease and other neurocognitive disorders within the international context.** Based on the required readings, explain manifestation of Alzheimer's disease and other neurocognitive disorders. 3-5 pages of main text APA 7th edition format and style **Due Sunday, 11:59pm, CST** MLO 2	20 points Appendix E Written Assignment Grading Rubric

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 3	**Module 3 Readings** Grasset, Leslie et al. (2018). Evolution of dementia diagnosis over time (1988–2013): Evidence from French and English cohorts. Implication for secular trends analyses. *Alzheimer's & Dementia: Diagnosis, Assessment & Disease Monitoring, 10*, 490 – 497. https://www.dadm.alzdem.com/article/S2352-8729(18)30045-9/fulltext National Institute on Aging (2019). Alzheimer's Disease Fact Sheet. Retrieved from https://www.nia.nih.gov/health/alzheimers-disease-fact-sheet	UNIT 5 Alzheimer's disease and dementia.	CLO 2: Analyze the impact of aging on neurocognitive processes as well as protective and risk factors for Alzheimer's disease and other neurocognitive disorders. MLO 3: Students will analyze age-related changes in neurocognitive processes of older adults.	**Unit 5 Online Discussion: Alzheimer's disease and dementia.** Based on the required readings, define dementia and explain its relationship with age. Demonstrate your understanding of the differences between Alzheimer's disease and dementia. **Initial post due Wednesday, 11:59pm, CST** **Final replies due Friday, 11:59pm, CST** MLO 3	20 points Appendix D Online Discussion Grading Rubric
	Ravdin, L., & Katzen, H. (Eds.). (2019). *Handbook on the neuropsychology of aging and dementia*. Second edition. Cham, Switzerland: Springer. doi:10.1007/978-3-319-93497-6. https://link-springer-com.tcsedsystem.idm.oclc.org/book/10.1007%2F978-3-319-93497-6 Vermunt, L. et al. (2019). Duration of preclinical, prodromal, and dementia stages of Alzheimer's disease in relation to age, sex, and *APOE* genotype. *Alzheimer's & Dementia: The Journal of the Alzheimer's Association, 15*(7), 888 – 898. https://doi.org/10.1016/j.jalz.2019.04.001	UNIT 6 Age-related changes in neurocognitive processes of older adults.		**Unit 6 Written Assignment: Age-related changes in neurocognitive processes of older adults.** Based on the required readings, analyze age-related changes in neurocognitive processes of older adults. 3-5 pages of main text APA 7th edition format and style **Due Sunday, 11:59pm, CST** MLO 3	20 points Appendix E Written Assignment Grading Rubric
Module 4	**Module 4 Readings** Clouston, S. et al. (2019). Incidence of mild cognitive impairment in World Trade Center responders: Long-term consequences of re-experiencing the events on 9/11/2001. *Alzheimer's & Dementia: Diagnosis, Assessment & Disease Monitoring, 11*, 628 – 636. https://doi.org/10.1016/j.dadm.2019.07.006 INSERM (2019). Alzheimer's disease. Retrieved from https://www.inserm.fr/en/health-information/health-and-research-from-z/alzheimer-disease Ravdin, L., & Katzen, H. (Eds.). (2019). *Handbook on the neuropsychology of aging and dementia*. Second edition. Cham, Switzerland: Springer. doi:10.1007/978-3-	UNIT 7 Risk factors for Alzheimer's disease and other neurocognitive disorders.	CLO 2: Analyze the impact of aging on neurocognitive processes as well as protective and risk factors for Alzheimer's disease and other neurocognitive disorders in the US and France. MLO 4: Students will identify protective	**Unit 7 Online Discussion: Risk factors for Alzheimer's disease and other neurocognitive disorders.** Based on the required readings, identify and compare risk factors for Alzheimer's disease and other neurocognitive disorders in the US and France. **Initial post due Wednesday, 11:59pm, CST** **Final replies due Friday, 11:59pm, CST** MLO 4	20 points Appendix D Online Discussion Grading Rubric

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	319-93497-6. https://link-springer-com.tcsedsystem.idm.oclc.org/book/10.1007%2F978-3-319-93497-6 **Video** Cohen, S. (2015). Alzheimer's is not normal aging – and we can cure it. TED Ideas Worth Spreading [Video].	UNIT 8 Protective and risk factors for Alzheimer's disease and other neurocognitive disorders.	and risk factors for Alzheimer's disease and other neurocognitive disorders.	**Unit 8 Written Assignment: Protective factors for Alzheimer's disease and other neurocognitive disorders.** Based on the required readings, identify and compare protective factors for Alzheimer's disease and other neurocognitive disorders in the US and France. 3-5 pages of main text APA 7th edition format and style **Due Sunday, 11:59pm, CST** MLO 4	20 points Appendix E Written Assignment Grading Rubric
Module 5	**Module 5 Readings** Branco, C., Ramos, M., & Hewstone, M. (2019). The association of group-based discrimination with health and well-being: A comparison of ableism with other "isms". *Journal of Social Issues, (20190712)*. https://doi-org.tcsedsystem.idm.oclc.org/10.1111/josi.12340 Brewster, P. et al. (2019). Progress and future challenges in aging and diversity research in the United States. *Alzheimer's & Dementia: The Journal of the Alzheimer's Association, 15*(7), 995 – 1003. https://doi.org/10.1016/j.jalz.2018.07.221 Curiel Cid, R. et al. (2019). A cognitive stress test for prodromal Alzheimer's disease: Multiethnic generalizability *Alzheimer's & Dementia: Diagnosis, Assessment & Disease Monitoring, 11*, 550 – 559. https://doi.org/10.1016/j.dadm.2019.05.003 Milani, S. et al. (2018). Optimal cutoffs for the Montreal Cognitive Assessment vary by race and ethnicity. *Alzheimer's & Dementia: Diagnosis, Assessment & Disease Monitoring, 10*, 773 – 781. https://doi.org/10.1016/j.dadm.2018.09.003	UNIT 9 Intersectionality of ageism and mental ableism within the international context.	CLO 3: Examine intersectionality of ageism and mental ableism within the international context and explore innovative ways for the provision of care to older adults with Alzheimer's disease and other neurocognitive disorders that support their independence and dignity. MLO 5: Students will examine intersectionality of ageism and mental ableism within the international context in the US and France.	**Unit 9 Online Discussion: Intersectionality of ageism and mental ableism in the US and France.** Based on the required and additional readings, discuss the intersectionality of ageism and mental ableism in the US and France; identify any similarities and differences. **Initial post due Wednesday, 11:59pm, CST** **Final replies due Friday, 11:59pm, CST** MLO 5	20 points Appendix D Online Discussion Grading Rubric
		UNIT 10 Intersectionality of ageism and mental ableism within the international context (cont.)		**Unit 10 Written Assignment: Factors Influencing Intersectionality of ageism and mental ableism in the US and France.** Based on the required readings, identify and describe the factors that lead to ageism and mental ableism and their intersectionality the US and France. 3-5 pages of main text APA 7th edition format and style **Due Sunday, 11:59pm, CST** MLO 5	20 points Appendix E Written Assignment Grading Rubric

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Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 6	**Module 6 Readings** Alzheimer's Disease International (1999). *Planning and design guide for community-based day care centers.* Alzheimer's Disease International (ADI), London. Retrieved from https://www.alz.co.uk/adi/pdf/daycarecentre.pdf Desai, U. et al. (2019). Trends in health service use and potentially avoidable hospitalizations before Alzheimer's disease diagnosis: A matched, retrospective study of US Medicare beneficiaries. *Alzheimer's & Dementia: Diagnosis, Assessment & Disease Monitoring, 11*, 125 – 135. https://doi.org/10.1016/j.dadm.2018.12.005 Thow, M. et al. (2019). Further education improves cognitive reserve and triggers improvement in selective cognitive functions in older adults: The Tasmanian Healthy Brain Project. *Alzheimer's & Dementia: Diagnosis, Assessment & Disease Monitoring, 10*, 22 – 30. https://doi.org/10.1016/j.dadm.2017.08.004	UNIT 11 Innovative ways for the provision of care to persons with neurocognitive disorders that support their independence and dignity.	CLO 3: Examine intersectionality of ageism and mental ableism within the international context and explore innovative ways for the provision of care to older adults with Alzheimer's disease and other neurocognitive disorders that support their independence and dignity.	**Unit 11 Online Group Discussion: Provision of care to persons with neurocognitive disorders that support their independence and dignity.** Based on the required and additional readings, discuss innovative ways for the provision of care to persons with Alzheimer's disease and other neurocognitive disorders that support their independence and dignity. Consider cultural diversity of persons with Alzheimer's disease and other neurocognitive disorders when developing your project. **Initial post due Wednesday, 11:59pm, CST** **Final replies due Friday, 11:59pm, CST** **Unit 11 Pre-departure GoToMeeting Time and Date: TBA** MLO 6	20 points Appendix D Online Discussion Grading Rubric
	Tochel, C. et al. (2018). What outcomes are important to patients with mild cognitive impairment or Alzheimer's disease, their caregivers, and health-care professionals? A systematic review. *Alzheimer's & Dementia: Diagnosis, Assessment & Disease Monitoring, 11*, 231 – 247. https://doi.org/10.1016/j.dadm.2018.12.003 World Health Organization (2019). *iSupport for dementia. Training and support manual for carers of people with dementia.* Geneva: World Health Organization. https://www.who.int/mental_health/neurology/dementia/isupport_manual/en/ **Video** Shinozuka, K. (2014). The fight against Alzheimer's and Dementia. [Video].	UNIT 12 Innovative ways for the provision of care to persons with Alzheimer's disease that support their independence and dignity.	MLO 6: Students will propose innovative ways for the provision of care to persons with Alzheimer's disease and other neurocognitive disorders that support their independence and dignity.	**Unit 12 Written Assignment: Outline of a group project for the provision of care that supports independence and dignity.** Based on the required and additional readings and Unit 11 Group Discussion, describe your group project design proposing innovative ways for the provision of culturally-informed care to persons with Alzheimer's disease and other neurocognitive disorders that support their independence and dignity. 3-5 pages of main text APA 7th edition format and style **Due Sunday, 11:59pm, CST** MLO 6	20 points Appendix E Written Assignment Grading Rubric

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 7	**Module 7 Readings** France Alzheimer and Related Diseases Association (2019). Mission and Values. Retrieved from https://www.francealzheimer.org/quelles-sont-nos-missions/ Ravdin, L., & Katzen, H. (Eds.). (2019). *Handbook on the neuropsychology of aging and dementia*. Second edition. Cham, Switzerland: Springer. doi:10.1007/978-3-319-93497-6. https://link-springer-com.tcsedsystem.idm.oclc.org/book/10.1007%2F978-3-319-93497-6	UNIT 13 Group Project Presentation	CLO 4: Explain personal, professional, and academic effects of their service-learning experience abroad on their values, beliefs, and behaviors toward aging and ableism as related to older adults with Alzheimer's disease and other neurocognitive disorders to support their independence and dignity.	**Unit 13 Travel: In-country Participation and Daily Reflection Groups** **Unit 13 Journals (travel portion of course)** **Unit 13 Service learning activity** Students will participate in a service learning activity with the Action Culturelle Alzheimer (ARTZ) association representatives on making art and culture accessible to persons with Alzheimer's disease. **Due Date: TBA** MLO 7 See Itinerary for a full list of activities and timelines.	Appendix D Assignment Rubric - In Country Attendance & Engagement (200 points) Appendix C Assignment Rubric - Professional Behavior & Comportment (80 points).

Module/ Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
		UNIT 14	MLO 7: Students will reflect on and explain how their study abroad experience in France will influence their personal views of aging and neurocognitive decline, will contribute to their academic development and professional practice.	**Unit 14 Travel: In-country Group Project Presentation** Present your Group Project at the University of Bordeaux, respond to questions and feedback received from audience. **Group Project Presentation Rubric (100 points)** Main content: students proposed innovative ways for the provision of care to persons with Alzheimer's disease and other neurocognitive disorders that support their independence and dignity – 30 points The proposed innovative ways are culturally-appropriate and address the issues of ageism and mental ableism – 30 points Organization and Structure: specific introduction and conclusion, sequenced material within the body, and transitions are clearly and consistently observable – 20 points Collaboration and Delivery: teamwork is evident and each student's contribution to the project is evident; students demonstrate professional verbal and non-verbal communication skills in presentation delivery – 20 points **Due Date: TBA** **Unit 14 Journals (travel portion of course)** **Unit 14 Service learning activity** MLO 7 See Itinerary for a full list of activities and timelines.	Group Project Presentation Rubric (100 points)

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| | | | Unit 15 Post-Travel Signature Assignment (100 pts)

Based on the journaling required throughout the field trip, write a self-reflection paper explaining how your study abroad experience in France will influenced your personal views of aging and neurocognitive decline, and how it will contribute to your academic development and professional practice. 8-10 pages of main text.

Signature Assignment Grading Rubric (100 points)

Abstract – 5 points

Describe how your knowledge of Alzheimer's disease and other neurocognitive disorders has changed throughout this courses – 20 points

Reflect on intersectionality of ageism and mental ableism within the international context in the US and France – 20 points.

Reflect on innovative ways for the provision of care to persons with Alzheimer's disease and other neurocognitive disorders that support their independence and dignity – 20 points.

Reflect on how this study abroad experience in France has changed your personal views of aging and neurocognitive decline, and explain how you will apply the lessons learned through this study abroad experience in your future academic and professional career – 20 points.

Conclusion – 5 points

APA 7th edition format and style – 10 points

Due two weeks after travel portion of course.

Unit 15 Post-Test: complete a post measure to assess thoughts, feelings and attitudes relating to the field experience.

Due Sunday, 11:59pm, CST

MLO 7 | Signature Assignment Rubric (100 points)

Post-Test rubric (10 points) |
| | UNIT 15 | | | |

Appendix A – Tentative Itinerary

Days of in-country must be no less than 8 and no greater than 12 excluding travel time.
Travel dates and days in country must occur during official school breaks.

Students who need ADA assistance should review the information and resources at Accessibility Accommodations Please fill out the ADA Abroad Form and email it to accommodations@thechicagoschool.edu

Include Exertion Level (1-5, 1 is easiest and 5 is hardest) for activities each day using the reference below:

- Walking/hiking – 2 (there will be no activities that require excessive walking or hiking; regular walking when using public transportation).
- Heat and humidity – 1 (the weather in France is very nice in Spring, no heat or humidity).
- Terrain (sand, dirt, and hills) – 1 (no sand or dirt).
- Availability of variety of food – 1 (France is famous with its excellent cuisine and variety of food).
- Bottled water availability – 1 (bottled water is widely available)
- Sleeping comfortability (single rooms or shared rooms) – 3 (twin rooms with private bathrooms including breakfast at a 2 or 3-star hotel)
- Motor vehicle comfort and accessibility of public transportation and taxi – 2 (a train from and to Paris and Bordeaux, private bus from and to Bordeaux and Dax; public transportation is comfortable and accessible, public bus pass will be provided for the duration of stay in Paris and Bordeaux).
- Other for country specific – none.

Date	Activity / Note for Exertion Level (EL)	Location
Students Must Arrive no later than: **Day 1** **Wed., April 19, 2023**	• Students should plan to arrive in Paris – Charles de Gaulle Airport (CDG) in the afternoon. Students are responsible for their transportation from the airport to the hotel - no private transportation will be offered. • Afternoon - Check in at your hotel (2 or 3 stars, twin rooms with private bathrooms at a 2 or 3-star hotel). EL 1 • 6 pm - Orientation session by your on-site coordinator at the hotel that includes emergency response and safety orientation. EL 1 • 7 pm – Welcome Dinner will be provided. – EL 1.	Paris Charles de Gaulle Airport (Paris-CDG) - 95700 Roissy-en-France, France CEPA will provide hotel address.
Day 2 Thur., April 20, 2023	• 7 am - Breakfast at the hotel. EL 1 • 8 am – Going to the National Union of Associations France Alzheimer and Related Diseases by public transportation. EL 2 • 9 am – Guest lecture and discussion on the Alzheimer's disease in France by a representative of the National Union of Associations France Alzheimer and Related Diseases. EL 1 • 12 pm – Lunch on your own. EL 1	National Union of Associations France Alzheimer and Related Diseases - 11 rue Tronchet 75008 Paris

	• 2 pm – Dr. Grace will lead a tour of Paris to see the Eiffel Tower, Notre Dame, Louvre, and other cultural sites and their accessibility for persons with Alzheimer's disease and other neurocognitive disorders. EL 2 • 4 pm – Group debriefing. EL 1 • 5 pm – Free time for journaling. EL 1 • 7 pm – Dinner on your own. EL 1 • Free night.	
Day 3 Fri., April 21, 2023	• 7 am - Breakfast at the hotel. EL 1 • 8 am – Going to the UNESCO HQ by public transportation. EL 2 • 9 am – Meeting and discussions with the representatives of UNESCO HQ on culture and education of aging population in France and worldwide. EL 1 • 12 pm – Lunch on your own. EL 1 • 1 pm – Going to the Action Culturelle Alzheimer (ARTZ) association by public transportation. EL 2 • 2 pm – Meeting and service learning activity with the ARZT representatives on making art and culture accessible to persons with Alzheimer's disease. EL 1 • 6 pm – Group debriefing and free time for journaling. EL 1 • 7 pm – Dinner on your own. EL 1 • Free night.	UNESCO Headquarters - 7 Place de Fontenoy, 75007 Paris, France Action Culturelle Alzheimer (ARTZ) - 68 Rue des Plantes, 75014 Paris, France
Day 4 Sat., April 22, 2023	• 7 am – Breakfast at the hotel. EL 1 • 8 am – Transportation by private bus from your hotel to the train station in Paris. EL 2 • 9 am – Travelling by train from Paris to Bordeaux (travel time: approx. 2 hours 30 minutes; train tickets will be provided). EL 2 • 11:30 pm - Transportation by private bus from the train station to your hotel in Bordeaux. EL 2 • 12 pm – Check in at your hotel (twin rooms with private bathrooms incl. breakfast at a 2 or 3-star hotel). EL 1 • 12:30 pm – Lunch on your own. EL 1 • 2 pm – Orientation session by your on-site coordinator at the hotel. EL 1 • 4 pm – Dr. Grace will lead a walking tour of Bordeaux to get a cultural impression of the city and to see the sights such as the Place des Quinconces, Grand Théatre, the Cathedral and Utopia Cinema and their accessibility for persons with Alzheimer's disease and other neurocognitive disorders. EL 2	CEPA will provide addresses for the hotel and train station. City of Bordeaux, France

	• 6 pm – Free time for journaling. EL 1 • 7 pm – Dinner on your own. EL 1 • Free night	
Day 5 Sun., April 23, 2023	• 9 am - Breakfast at the hotel. EL 1 • 10 am – Seminar by Dr. Grace about the unique Basque culture in France, aging and mental health effects on Basque people with Alzheimer's disease and other neurocognitive disorders. EL 1 • 12 pm – Lunch on your own. EL 1 • 2 pm – Free time to explore the cultural sites of Bordeaux at your own pace EL 1 • 5 pm – Free time for journaling. EL 1 • 7 pm – Dinner on your own. EL 1 • Free night.	City of Bordeaux, France
Day 6 Mon., April 24, 2023	• 7 am – Breakfast at the hotel. EL 1 • 8 am – Going to the University of Bordeaux by public transportation. EL 1 • 9 am – Meetings with the University of Bordeaux faculty and students to discuss mental health of aging population in Bordeaux. EL 1 • 12 pm – Lunch on your own. EL 1 • 1 pm - Going to the Médecins du Monde (MDM) Bordeaux regional office by public transportation. EL 1 • 2 pm – Meeting and dialogue with the MDM representatives on the provision of care with dignity to older Basque people, refugees and immigrants. EL 1 • 4 pm – Going back to your hotel by public transportation. EL 1 • 5 – Group debriefing. EL 1 • 6 pm – Free time for journaling. EL 1 • 7 pm – Dinner on your own. EL 1 • Free night.	Université de Bordeaux Château Bonnefont - Bât. A37 - 351, cours de la Libération - 33405 Talence Cedex (France) www.u-bordeaux.fr | www.u-bordeaux.com Médecins du Monde (MDM) Bordeaux regional office, 2 Rue Charlevoix de Villers, 33000 Bordeaux, France
Day 7 Tues., April 25, 2023	• 7 am – Breakfast at the hotel. EL 1 • 8 am – Transportation by private bus from your hotel to Dax. • 10 am – Walking tour in the Village Landais Alzheimer in Dax, an innovative project that supports independent living of persons with Alzheimer's disease. EL 2 • 12 pm – Lunch on your own. EL 1	Village Landais Alzheimer, Dax 40100, France Institut du Thermalisme - 8 rue Sainte Ursule - 40100 Dax – France

	• 1 pm – Meetings and dialogues with the researchers of the Institut du Thermalisme and care providers in the Village Landais Alzheimer to learn more about this project. EL 2 • 3 pm - Transportation by private bus from Dax to your hotel in Bordeaux. EL 2 • 5 pm – Group debriefing. EL 1 • 6 pm – Free time for journaling. EL 1 • 7 pm – Dinner on your own. EL 1 • Free night.	
Day 8 Wed., April 26, 2023	• 7 am – Breakfast at the hotel. EL 1 • 8 am – Transportation by private bus from your hotel to the train station in Paris. EL 2 • 9 am – Travelling by train from Bordeaux to Paris (travel time: approx. 2 hours 30 minutes; train tickets will be provided). EL 2 • 11:30 pm - Transportation by private bus from the train station to your hotel in Paris. EL 2 • 12 pm – Check in at your hotel (twin rooms with private bathrooms, breakfast included at a 2 or 3-star hotel). EL 1 • 12:30 pm – Lunch on your own. EL 1 • 2:00 pm – Group debriefing and summarizing the course learning outcomes. EL 2 • 4:00 pm – Free time to explore Paris and prepare for departure. E1 • 7 pm – Farewell Dinner will be provided.	CEPA will provide addresses for the hotel and train station.
Students Have Officially Completed the Program **Thur., Apr. 27, 2023**	• 7 am – Breakfast at the hotel. • 8 am –Travelling from your hotel in Paris to the Charles de Gaulle Airport (CDG) airport – (students are responsible for their transportation - no private transportation will be offered). EL 1	Paris Charles de Gaulle Airport (Paris-CDG) - 95700 Roissy-en-France, France

Appendix B - Assignment Rubric- In Country Attendance & Engagement

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)

Attendance	Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates inexcusable delays for program. 0-60 points	Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders. 60-79 points	Punctual and completely attends all required in-country activities without few prompts or reminders. 80-99 points	Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance. 100 points
Participation & Engagement	Does not prepare in advance for activities; does not actively listen, is distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners. 0-60 points	Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates. 60-79 points	Prepares in advance for most activities; actively listens for most of program; contributes some knowledge to activity; professionally engages with faculty and in-country partners. 80-99 points	Fully prepares in advance for activities; actively listens throughout duration of program; contributes and advances knowledge of activity in respectful and appropriate manner; professionally engages with faculty and in-country partners. 100 points
			Total	**200 total points**

Appendix C - Assignment Rubric- Professional Behavior & Comportment

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Professional Behavior and Comportment	Demonstrates unprofessional behavior or comportment during program and/or in more than one interaction with students, faculty, administrators or any in-country partners. 0-19 points	Demonstrates expected professional behavior and comportment for most of program and in almost all interactions with students, faculty, administrators and all in-country partners. 20-49 points	Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 50-79 points	Demonstrates exemplary and model professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 80 points
			Total	**80 total points**

Appendix D – Online Discussion Grading Rubric

Discussion Posting Guidelines for the Online Week

- **An initial post (minimum 500 words, plus references)** is **due Wednesday 11:59 pm CST**. An initial post should reflect on the readings. Proper APA style citations are required (you should not cut and paste references from the Assignment page; the instructor must be able to see what points you are supporting from the readings). A substantial post will expand on or apply something from the text and other reading materials. Do not recite the discussion questions in your initial post, as this is not included within the required word count. Do not write your initial statement in the bullet-point format; you statement should be written in a narrative format.

- **Follow-up posts.** You are required to post **two** substantial postings in response to the classmates' initial posts. "Substantial" means that you share an experience or knowledge, and in some way further the conversation, for example by asking a critical thinking question relating theory to practice or recommending a solution supported by scholarly evidence. Each subsequent post (**minimum 100 words and maximum 150 words in each post, plus references**) must occur on two different days after your initial post in order to be counted for credit. Do not recite the discussion questions in your subsequent posts, as this is not included within the required word count. **The deadline for these posts is Friday 11.59 pm CST**.
- **Responses to the feedback received.** These are responses to the feedback received from instructor and classmates. There is **no word count requirement** for these responses. Encouragement is good. Statements such as "great post" and "that's fascinating" are well-meaning but will **only** count as responses when they include something that moves the discussion forward. Interaction is key to a rigorous discussion. The quality of the discussion is dependent on everyone in the course; therefore, points are gained through posts that stimulate further conversation.
- A checklist for substantive postings includes these questions:
  - Does your response add a new insight to ideas already offered?
  - Does it challenge previous ideas and add appropriate counter-thought?
  - Does it encourage deeper thought?
  - Does it take enough time to explore an idea and ask probing questions?
  - Does it demonstrate that you have done appropriate reading on the topic?

In summary:
- There are three types of postings: (a) one initial post; (b) two follow-up posts; and (c) responses to feedback received.
- Initial post and follow-up posts **must** **be** made on **three separate dates**. Responses to feedback received can be posted at any time before the Wednesday deadline.

Post Type	Post Performance				Points
	Exemplary	Proficient	Developing	Needs Improvement	
Initial Post: Demonstration of Quality Content and Integration of Course Material	The initial post for this discussion exhibits a **strong** statement to answer the main discussion question(s). The student's answer incorporates a **concise** statement backed by assigned readings from the class or another scholarly source, and **stimulates** further discussion. The word count requirement **is met**. APA style is followed. **8 points**	The initial post for this discussion exhibits a statement to answer the main discussion question(s). However, this answer does **not** demonstrate **one** of the following areas: (1) a concise statement; backed by readings from the class or another source, and (2) stimulates further discussion. The word count requirement **is not met**. APA style is followed. **7 points**	The initial post for this discussion exhibits a statement to answer, or partially answer, the main discussion question(s). However, this answer does **not** demonstrate **two** of the following areas: (1) a concise statement; backed by readings from the class or another source, and (2) stimulates further discussion. The word count requirement **is not met**. APA style is partially followed. **6 points**	The initial post for this discussion exhibits a statement that is **partially incorrect**, is **fully incorrect**, or does **not** answer the main discussion question(s). Further, this post is not a concise statement; is not backed by readings from the class or another source, and does not stimulate further discussion. The word count requirement **is not met**. APA style is not followed. **4 points or lower** If the initial post is missing, this warrants a **zero (0) point**.	**8 Points maximum**

Follow-Up Posts: Participation as Member of Learning Community	The student's feedback to the **two** (2) other students' initial posts exhibit **substantive** answers that address the posts, are supported by readings or other facts, and challenge or invite other participants to further explore the topic. The word count requirement **is met**. **8 points**	The student's feedback to the **two** (2) other students' initial posts exhibit answers that address the posts **adequately**, are supported by readings or other facts, and challenge or invite other participants to further explore the topic. The word count requirement **is not met**. **7 points**	The student's feedback to the **two** (2) other students' initial posts exhibit answers that **fail to address** the posts adequately, are not supported by readings or other facts, or fail to challenge or invite other participants to further explore the topic. In addition, replies are **posted late** in the week. The word count requirement **is not met.** **6 points**	Student **did not give feedback to a minimum of two** other students' initial posts, or the feedback constitutes simple agreement or a question that does not show evidence of effort, critical thought or knowledge, or were posted **too late** in the week to have an impact. The word count requirement **is not met.** **4 points or lower** If follow-up posts are missing, this warrants **a zero (0) point.**	8 points maximum/ 4 Points Each
Response to Feedback Received: Ongoing Participation throughout the week.	Student participates in the discussion forum at least **three (3) separate days** of the week, writes substantial responses to **all** feedback received on student's initial post; and responds to instructor's feedback to initial post. **4 points**	Student participates in the discussion forum at least **three (3) separate days** of the week; responds to **some** feedback received on student's initial post, and responds to instructor's feedback to initial post. Responses are proficient but **not as substantive** as the "exemplary" category. **3 points**	Student is missing **two elements** in the areas of: posting in at least (3) separate days of the week; responds to all feedback received on initial post, or responds to instructor's feedback to initial post. Responses show attention to feedback received but are not substantive. **2 points**	Student does not adequately provide evidence of participating in the discussion forum throughout the week as evidenced by number of days, posting to feedback received on initial post, or response to instructor's feedback to initial post. **1 point or lower** If response to feedback is missing, this warrants **a zero (0) point.**	4 Points maximum
					20 Total Points maximum

Appendix E – Written Assignment Grading Rubric

	Above Expectations 19-20	Meets Expectations 15-18	Approaching Expectations 10-14	Below Expectations 9 or below
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.

Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).				
Sources and Evidence	Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

(Adapted from Association of American Colleges & Universities – www.aacu.org)

> **Please refer to "Syllabus Part 2: Policies" for additional important information. Click the link below to access.**
>
> **CLICK HERE FOR SYLLABUS PART 2: POLICIES**

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

The student portal is a place where you can find quick links to the below resources in one place.

ACADEMIC CATALOG AND STUDENT HANDBOOK

http://catalog.thechicagoschool.edu/

BOOKSTORE

Access to the bookstore is found at: http://thechicagoschool.textbookx.com.

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: http://guides.instructure.com/
2) Access the community user boards and discussions.
3) Ask HelpDesk:
   a. Submit a ticket with your question or issue by filling out the form provided in the course.
   b. Contact the Help Desk by phone: 855-745-8169
   c. Have a live IM chat with a HelpDesk representative.

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367
Email: helpdesk@tcsedsystem.edu
Website: http://helpdesk.tcsedsystem.edu

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service password reset portal are available 24 hours a day.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): http://chi.librarypass.org/
- Southern California (and Online campus): http://la.librarypass.org/
- Washington DC (and Online campus): http://dc.librarypass.org/

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

WRITING CENTER

A. **MA and Doctoral students:**
   Please submit your paper for feedback via the Graduate Student Success Program (GSSP), our resource hub in Canvas. The process is described in Module 3 of the GSSP. All new students are automatically enrolled in the GSSP, but if for some reason you don't have access to the site, please contact writing@thechicagoschool.edu for assistance.

B. **BA students:**
   Please submit your paper for feedback to writing@thechicagoschool.edu. Specify that you are a BA student. Email us all relevant instructions provided by your teacher.

C. **APA Style Hotline:**
   Email your question to writing@thechicagoschool.edu and expect a reply within several hours.

ONLINE RESOURCES

- The Ultimate Academic Writing Guide (Inspired by 37 Top Universities)
- Harvard's Writing Center
- Purdue OWL's General Writing Resources
- University of Northern Iowa's Dr. Grammar
- Hamilton College's Seven Deadly Sins of Writing
- TCSPP's CAE Academic and Professional Writing Resources
- Dartmouth's Institute for Writing Rhetoric
- The Elements of Style
- Oxford Dictionaries' Better Writing
- Plagiarism on Campus
- Grammar Girl
- Guide to Grammar & Writing