

Conrad Grebel University College  
University of Waterloo  
**PACS 603 – Building Civil Society**  
Fall 2020

**Instructors:** Ellen Sikorski, [ellen.sikorski@gmail.com](mailto:ellen.sikorski@gmail.com)  
Lowell Ewert, [Lowell.ewert@uwaterloo.ca](mailto:Lowell.ewert@uwaterloo.ca)

**Class Time:** Class will meet synchronously Tuesdays 11:00 am – 1 pm, Eastern Time

**Office Hours:** by appointment

### Acknowledgment:

We are on the traditional territory of the Attiwandaron (Neutral), Aniashinaabe, Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers on each side of the Grand River.

### Course Description:

This course explores operational aspects of civil society organizations such as visionary leadership, goal setting, evaluation, report writing, financial management, applied research skills, and human resource management. Students will also examine codes of conduct and practice, including rules, laws and customary understandings that guide the work of civil society organizations. Students will research contending views of civil society organizations and their complex relationships with government and business, thereby developing a philosophical and ethical framework for evaluating civil society action.

### Course schedule and logistics:

This course is scheduled for synchronous delivery for two hours on Tuesdays, 11 am – 1 pm, and it is expected that all students will participate at this time. This schedule was selected so that it will likely best fit the time zone and schedule for all students. The final and third weekly hour of class will involve discussion posts that each student is required to complete and post on the LEARN class website for all other students to read. The course will also be recorded in the event that students may be absent from a class for an unexpected reason.

The course will use the Zoom platform, and each week, students will be expected to log in at the start of class. Breakout groups will be organized periodically during class to enable small group discussions facilitated by course instructors. As the term unfolds, the classroom platform may change if another platform is deemed to be more reliable and effective. Students may log into class each week on the link that follows. Please do NOT share this link or meeting information with anyone else.

#### Zoom

<https://us02web.zoom.us/j/88529238785?pwd=UXBuUTZuZDBtWCtoYVZLcnMyeGNnZz09>

Meeting ID: 885 2923 8785

Passcode: 346816

## Recording of course:

The two hour synchronous class each week will be recorded so that any student absent can review the class session at a subsequent time. Students therefore are reminded that their comments during the synchronous session will be recorded and made available **only** on the LEARN class website. We are aware that recording can raise concerns that are not typically present for in-class discussions, and each student will be asked in the first class to indicate their agreement to the following two matters.

- First, students will be asked to consent to the class sessions being recorded for the benefit of students whose internet fails or who for some reason cannot participate in class at the designated time;
- Second, students will be asked to agree to not copy, recirculate comments or discussion posts, or quote, other students without that student's explicit written permission. In this way, we hope to preserve the integrity of the classroom where respectful and honest dialogue and mutual learning can occur without fear of being misquoted or attributed in a way to which they do not consent.

Students are welcome to turn off voice or video if there are matters for which they do not want their participation in the class recorded.

## Course teaching methodology:

This seminar will emphasize critical analysis and discussion. It will not assume that there is one "right" answer to questions posed or issues discussed, but rather that there are ways of thinking that will enable students to develop their own personal philosophy. Students have much to contribute to collectively deepening our understanding of civil society and are expected to be very engaged in class discussions and come to class well prepared. This course assumes that we all learn best and internalize lessons learned most effectively in a process of dialogue with each other. Students must therefore personally wrestle with concepts discussed in order to benefit from the course. Teaching methodologies that will be used will include:

- Presentation of key topics by course instructor
- Student questions posed in class
- Small group discussions during class
- Videos and guest lecturers
- Case studies that challenge students to apply theory to practice
- Discussion of current events relevant to course topics
- Student involvement in research, presentations and reports

## Course learning objectives:

Students who complete this course will:

- Learn practical competencies necessary for civil society to be healthy and be able to successfully promote change
- Become part of a cohort of civil society actors, recognizing the unique contribution to peace that the diversity of actors make
- Be aware of how key self-regulatory and other global standards philosophically and legally guide civil society organizations, and the policy rationale behind these standards
- Identify effective leadership attributes that can motivate and inspire others to join in advancing the mission of civil society as well as followership characteristics that leverage change

- Understand, and be inspired by, founding stories and characteristics necessary for founders to successfully launch a civil society organization
- Become more acquainted with generally accepted management principles
- Be able to critique civil society governance, and develop an effective case for civil society action
- Understand the capacity of civil society to advance peace through effective programming and principled advocacy

## Course requirements:

- **15% - participation in class and group discussions.** Each week, students will be asked to reflect on an issue and post their response on the LEARN class website, which everyone enrolled in the course will have access to read. Discussion questions will typically be posted after the class session, and will comprise the bulk of the learning expectations for the third hour of class (following the synchronous two hour class session). Students will be expected to complete at least 10 of the required 11 discussion posts. Each of the weekly discussion responses is expected to be in the range of 250 – 400 words, and is due by 11 am of the date following each class. Students will be evaluated on the basis of their participation in class and quality of discussion posts.
- **15% - Op-Ed, 600 – 750 words in length,** due at the start of class **October 6, 2020.** Students are required to draft an Op-Ed that addresses a significant issue of particular interest to the NGO community. The Op-Ed could focus on an issue that NGOs are working to combat, or issues that impact NGOs and their work generally. The Op-Ed should be preceded by several sentences which name and describe the publication, approximate circulation and audience your Op-Ed is aimed at, including contact details for the publication. More details for this assignment will be provided in class prior to the due date.
- **25% - “Audit” of a civil society organization of particular interest to you,** anticipated length of ten pages (2,500 words) excluding title and bibliography, due at the start of class, **October 27, 2020.** For this assignment, assume that you have been hired by a potential donor who is considering making a major gift to the organization you have chosen. The potential donor is asking you to prepare an impartial recommendation of whether the potential gift would be utilized effectively and have an impact. Analyze the agency’s goals, objectives, management, standards, effectiveness, impact, and role in society. Also attempt to place yourself in the shoes of the persons served by the organization to give a client’s view of the organization. Assume that the donor has up to \$5 million to give, but is not necessarily committed to giving this to any one organization. Assume that the potential donor’s motivation is to support nongovernmental organizations that “promote effective, practical, peace work.” Provide a recommendation in your audit concerning what dollar value of gift could be well absorbed and used most effectively by the organization you are studying in a healthy way. Explain your recommendation. Your report should include a very short Executive Summary that gives the reader an understanding of the entire report. Be comprehensive, well documented, compelling and persuasive. Possible sources of information for your report may include:
  - The agency’s Annual Report
  - [Revenue Canada List of Charities](#)
  - Charity watch organizations
  - Website of organization
  - Personal contact with agency representatives
  - Brochures, public relations materials, or other reports prepared by agency
- **45% - Major project,** due **at 11 am, December 8, 2020,** which should be at least 20 pages in length (double spaced, normal font and formatting), excluding title page, Table of Contents and

bibliography. Students will be expected to present their final project to the entire class during the last class, **December 1, 2020**, even though the final due date for the written project is not until a week later. Students have two options with regard to the major project:

- Option 1: Draft a proposal or a major case statement pertaining to a civil society organization or a civil society initiative. Students may work individually, or in groups of up to three, to prepare the foundational documents that are essential to make a case for a new civil society organization, or one seeking funding for a major initiative, or embarking on another major collaborative project regarding donor solicitation or civil society development. Students are encouraged to do something that is practical, substantial, meaningful and relevant. Students may create their own group and are responsible for ensuring that the group can work together. The instructors are not able to mediate internal group dynamics. Group projects should be at least 20 pages of original writing per student (Colloquium requirement), excluding Title, Table of Contents, Group Charter, and Bibliography. More details about this assignment will be discussed in class.
  - If working in a group to complete this option, each group is required to draft a 1 – 2 page Group Charter, signed by all group members, that outlines the roles, expectations, and accountability mechanisms that each group will use to guide its collaborative work, and describes how they will manage or mediate conflicts or differences of opinion. This Charter should be included in the case statement as an appendix. To prepare the Charter, students are encouraged to consult the following sources:
    - ☐ [WHO International – Cancer modules, team building](#)
    - ☐ [Claros Group - Jumpstart](#)
    - ☐ [Collaborative leaders network – Strategy tools, sample group charter](#)
    - ☐ [Team Charters – What are they and what’s their purpose](#)
  - Students who participate in a group project are also required to individually draft a 1 – 2 page paper identifying your role in the group and evaluate the contributions of all other group members. This assignment will be submitted individually and is due on the same day as the major assignment.
- Option 2: Major Research paper. Students may individually prepare a major research paper or some other project as agreed on a topic directly related to a pertinent civil society issue. The purpose of this project is to challenge students to explore a topic of particular interest. More details about this assignment will be discussed in class.

## Attribution:

Chicago style footnotes are required in addition to a full bibliography at the end of papers submitted. Everyone is expected to be aware of university policies concerning Academic Integrity and will be held to this standard of attribution by the university.

## Course reading materials:

The following required text can be purchased at the University of Waterloo bookstore or you can rent or purchase an e-book version at [vitalsource.com](http://vitalsource.com).

- Chaleff, Ira. 2009. *The Courageous Follower: Standing up to and For Our Leader*. San Francisco: Berrett-Koehler Publishers, Inc.
- Singer, Peter. [\*The Life You Can Save: How to do your part to end poverty\*](#). New York: Random House. (You can download a **free** copy of the e-book from)
- Frequent use of internet sources will be made. At times links may change and to the extent possible, you will be notified in advance of new links. Internet sources used can often also be googled and alternative sites containing the same information found.
- Some materials will be posted on the class LEARN website.

## Research assistance:

Need research help? Visit a help desk at any University of Waterloo library or visit the [PACS research guide](#) online. If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Laureen Harder-Gissing, located in the Conrad Grebel University library, is available for consultation. Laureen works with PACS faculty to order library resources and to create the research guide. See the guide for research tips and ways to contact Laureen.

## Submission guidelines

All assignments will be submitted electronically on LEARN in the drop boxes established for this purpose.

## Late assignments

Assignments must be submitted when due. Assignments submitted late will be subject to the following deductions:

- 5% for missing deadline and up to first 24 hours.
- Additional 2% per week day (Monday – Friday) for additional days late

Please be in touch with a course instructor at least 24 hours PRIOR to the assignment due date if there is legitimate need for accommodation. If you are ill, please communicate as quickly as you are able. A medical note may be required for an accommodation.

## UWaterloo Policies

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Arts: [Academic Integrity website](#) University of Waterloo: [Academic Integrity Office](#)

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - [Student Petitions and Grievances](#), Section 4.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

## Other sources of information for students:

**Note for students with learning differences:** The [AccessAbility Services \(AAS\)](#) office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the ASS office at the beginning of each academic term.

**Campus Wellness Services:** [Campus Wellness Services](#) provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams.

**Accommodation for Illness:** A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available from the [Student Medical Clinic](#).

**The Writing Centre:** Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. To book an appointment, visit the website of the [Writing and Communications Centre](#).

## Course scheduling:

The following schedule may change from time-to-time to reflect the pace of the course and to better refine the course schedule. Changes to this schedule will be announced in class or by announcement e-mailed to students.

## Course Schedule Introduction to civil society

### **September 8: Introduction to class topics, expectations, and each other**

- **Reading assignment:** None

### **September 15: Contending views of civil society – lead instructor Lowell Ewert**

#### **Reading assignments:**

- LEARN:
  - “Civil Society as an Idea: An Analytical Hatstand?,” by Alison Van Rooy, taken from [Civil Society and the Aid Industry](#), edited by Alison Van Rooy, Earthscan Publications, (1998), pgs. 6 – 30.

- “Why Civil Society Will Save the World,” Chapter 18 by Alan AtKisson. Taken from Beyond Prince and Merchant: Citizen Participation and the Rise of Civil Society, ed. John Burbidge, New York: Pact (1997), pgs. 275 – 291.
- “Human Rights, the Foundation for Civil Society,” by Lowell Ewert, taken from Local Ownership, Global Change: Will Civil Society Save the World?, edited by Roland Hoksbergen and Lowell Ewert, Chapter 5, pgs. 96 – 114.
- A few sample op-eds will be posted in LEARN for this class.
- Internet sources:
  - [“How to Write an Op-Ed,”](#) John McLain.
  - [“Write an Op-Ed,”](#) Queens University.
  - [“How to write an op-ed or column,”](#) by Jeffrey Seglin.

## Standards and practices impacting civil society organizations

### September 22: Self-regulation and standards – lead instructor Lowell Ewert

#### Reading assignments:

- Internet sources:
  - [“20 Questions Directors Should Ask about Codes of Conduct,”](#) Chartered Accountants of Canada.
  - Canadian Council for Int. Cooperation, [“Code of Ethics and operational Standards,”](#) (google the title of these standards if the link does not work).
  - [InterAction standards, PVO Standards.](#) Read pages 4 – 16, Standards 1 – 7.11.2.

### September 29: Fundraising: The Key to NGO success – lead instructor Ellen Sikorski

- Texts:
  - [The Life You Can Save: How to do your part to end poverty](#) Peter Singer, New York: Random House. (pp 1- 110)
- Internet sources:
  - [How Philanthropy Can Help Achieve Racial Justice](#)

### October 6: Boards and Governance – lead instructor Lowell Ewert (op-ed due)

#### Reading assignment:

- Internet sources:
  - [“Ten Basic Responsibilities of Nonprofit Boards”](#)
  - [“20 questions directors should ask about board recruitment, development and assessment,”](#) Chartered Accountants of Canada.
  - [“Legal Risk Management Checklist for Not-For-Profit Organizations,”](#) Carters Barristers Solicitors Trademark Agents.

## Essential Ingredients to Grow Civil Society:

Human Ingenuity, Leadership, Proposal Development and Management

October 13– Thanksgiving, no class

## October 20: Leadership – lead instructor Ellen Skiorski

### Reading assignment:

- Text:
  - Chaleff, Ira. (2009). *The Courageous Follower: Standing up to and For Our Leader*. San Francisco: Berrett-Koehler Publishers, Inc. pp 1-112
- LEARN:
  - Cosgrove, S. (2010). Chile. In *Leadership From the Margins: Women and Civil Society Organizations in Argentina, Chile, and El Salvador* (pp. 117-154). New Brunswick, New Jersey; London Rutgers University Press.
- Internet source:
  - [Article and Video, Canadian Indigenous water activist Autumn Peltier addresses UN on clean water](#)

## October 27: Followership – lead instructor Ellen Sikorski (civil society audit due)

### Reading assignment:

- Text:
  - Chaleff, Ira. (2009). *The Courageous Follower: Standing up to and For Our Leader*. San Francisco: Berrett-Koehler Publishers, Inc. pp. 113 - 233
- Internet source:
  - [What Every Leader Needs to Know About Followers](#)

## November 3: Proposal Writing - lead instructor Ellen Sikorski

### Reading assignment:

- LEARN:
  - Ford, J. B., Merchant, A., Ford, J. B., & Sargeant, A. (2010). Charitable organizations' storytelling influence on donors' emotions and intentions. *Journal of Business Research*, 63(7), 754-762.
- Internet source:
  - [Siegel, Abigail A. \(2017\) "Nonprofit Storytelling: Framing the Message for Compelling Communication," Steeplechase: An ORCA Student Journal, 1\(1\), Article 13.](#)
  - [Writing Letters of Introduction/Intent](#)
  - [Seven Steps to Focus on the Art and Science of Grant Writing](#)

**November 10: International law and humanitarian civil society interventions – lead instructor Lowell Ewert.** (Note - students will be urged to register and attend the 4th Annual IHL Conference co-sponsored by PACS, Balsillie School for International Affairs, Project Ploughshares, WLU Global Studies, and Canadian Red Cross to be held virtually on November 9 and November 10, 2020).

**Reading assignment:** Please read the materials listed below. It is possible that there may be supplemental, or replacement readings that emerge from the IHL Conference that will also be discussed in class. Details will be provided in class several weeks in advance of class.

- Internet sources:
  - [“The Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief”](#)
  - [“The Sphere Handbook, Humanitarian Charter and Minimum Standards in Humanitarian Response,”](#) scan the document, but pay particular attention to Chapter 2, Humanitarian Charter.
  - [“Saving Lives Together, Guidelines for Implementation.”](#)
  - Become familiar with the website of the [International NGO Safety Organization](#).
- LEARN:
  - “Humanitarian Space in Search of a New Home: (Limited) Guidance from International Law,” by Sylvain Beauhamp, taken from [Modern Warfare: Armed Groups, Private Militaries, Humanitarian Organizations, and the Law](#), edited by Benjamin Perrin, Vancouver: UBC Press, pgs. 199 – 224 (2012).

## **November 17: Budgeting and crisis management – lead instructor Lowell Ewert**

**Reading assignment:**

- LEARN:
  - “Developing the Proposal: The Budget.” Found in *The Foundation Center’s Guide to Proposal Writing, Sixth Edition*. 2012, pgs. 61 – 71.
  - Taken from [Manager’s Guide to Crisis Management](#), by Jonathan Bernstein, New York: McGraw-Hill, (2011), pgs. 47 – 65:
    - “Chapter 6: Crisis Responses.”
    - “Chapter 7: Crisis Messaging.”
- Internet Sources:
  - [“The Budgeting Process,”](#) from Nonprofit Accounting Basics
  - [“Sample Budget Narrative”](#)
  - [“How to Prepare a Grant Proposal Budget for a Nonprofit”](#)

## **November 24: Measuring Impact – lead instructor Ellen Sikorski**

**Reading assignment:**

- Text:
  - [The Life You Can Save: How to do your part to end poverty](#) Peter Singer, New York: Random House. Second half (113-end)
- LEARN:
  - Lavecchia, A., Oreopoulos, P., & Brown, R. (2019). Long-run effects from comprehensive student support: Evidence from Pathways to Education. National Bureau of Economic Research. NBER Working Paper No. 25630.

## **Summary: Capturing lessons learned**

**December 1: Summary, review of course and class presentations**

**Reading assignment:** None

**Writing Standards –Graduate Level (revised Spring 2017)<sup>1</sup>**

<b>Criteria</b>	<b>A excellent</b>	<b>B adequate expectations</b>	<b>C below expectations</b>	<b>Comments</b>
<b>Content</b> <i>(quality of the information, ideas and supporting details)</i>	<ul style="list-style-type: none"> <li>• shows clarity of purpose</li> <li>• offers depth of content</li> <li>• applies insight and represents original thinking</li> <li>• follows guidelines for content</li> </ul>	<ul style="list-style-type: none"> <li>• shows some clarity of purpose</li> <li>• offers some depth of content</li> <li>• applies some insight and some original thinking</li> <li>• mostly follows guidelines for content</li> </ul>	<ul style="list-style-type: none"> <li>• shows minimal clarity of purpose</li> <li>• offers minimal depth of content or incorrect content</li> <li>• applies minimal insight and original thinking</li> <li>• does not follow guidelines for content</li> </ul>	
<b>Structure</b> <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> <li>• shows coherence, and logically developed paragraphs</li> <li>• uses very effective transitions between ideas and sections</li> <li>• constructs appropriate introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• shows some coherence and some logically developed paragraphs</li> <li>• uses some effective transitions between ideas &amp; sections</li> <li>• shows some construction of appropriate introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• shows minimal coherence and logically developed paragraphs</li> <li>• uses minimal transitions between ideas and sections</li> <li>• shows minimal construction of appropriate introduction and conclusion</li> </ul>	
<b>Rhetoric and Style</b> <i>(appropriate attention to audience)</i>	<ul style="list-style-type: none"> <li>• is concise, eloquent and rhetorically effective</li> <li>• effectively uses varied and concise sentence structure</li> <li>• is engaging to read</li> <li>• writes appropriately for audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• is somewhat concise, eloquent, and rhetorically effective</li> <li>• generally uses varied, and concise sentence structure</li> <li>• is somewhat engaging to read</li> <li>• generally writes appropriately for audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• shows minimal conciseness, eloquence, and rhetorical effectiveness</li> <li>• uses incorrect, monotonous or simplistic sentence structure</li> <li>• is not engaging to read</li> <li>• lacks appropriate writing for audience and purpose</li> <li>• uses inappropriate jargon and clichés</li> </ul>	
<b>Information Literacy</b> <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	<ul style="list-style-type: none"> <li>• uses academic and reliable sources</li> <li>• chooses sources from many types of resources</li> <li>• chooses timely resources for the topic</li> <li>• integrates references and quotations to support ideas fully</li> </ul>	<ul style="list-style-type: none"> <li>• uses mostly academic and reliable sources</li> <li>• chooses sources from a moderate variety of types of resources</li> <li>• chooses resources with mostly appropriate dates</li> <li>• integrates references and quotations to provide some support for ideas</li> </ul>	<ul style="list-style-type: none"> <li>• lacks academic and reliable sources</li> <li>• chooses sources from a few types of resources</li> <li>• chooses a few resources with inappropriate dates</li> <li>• integrates references or quotations that are loosely linked to the ideas of the paper</li> </ul>	
<b>Source Integrity</b> <i>(appropriate acknowledgment of sources used in research)</i>	<ul style="list-style-type: none"> <li>• correctly cites sources for all quotations</li> <li>• cites paraphrases correctly and credibly</li> <li>• includes reference page</li> <li>• makes virtually no errors in documentation style</li> <li>• makes virtually no errors in formatting</li> <li>• incorporates feedback given in previous written assignments</li> </ul>	<ul style="list-style-type: none"> <li>• correctly cites sources for most quotations</li> <li>• usually cites paraphrases correctly and credibly</li> <li>• includes reference page with some errors</li> <li>• makes some errors in documentation style</li> <li>• makes some errors in formatting</li> <li>• incorporates some feedback given in previous written assignments</li> </ul>	<ul style="list-style-type: none"> <li>• provides minimal sources for quotations</li> <li>• sometimes cites paraphrases correctly and credibly,</li> <li>• includes reference page with many errors</li> <li>• makes many errors in documentation style</li> <li>• makes many errors in formatting</li> <li>• lacks incorporation of feedback given in previous written assignments</li> </ul>	

<sup>1</sup> Adapted with Permission from Eastern Mennonite University’s Graduate Program

<u>Criteria</u>	<i>A excellent</i>	<i>B adequate expectations</i>	<i>C below expectations</i>	<u>Comments</u>
<b>Conventions</b> <i>(adherence to grammar rules: usage, spelling and mechanics)</i>	<ul style="list-style-type: none"> <li>• composes well-constructed sentences</li> <li>• makes virtually no errors in grammar and spelling</li> <li>• makes accurate word choices</li> </ul>	<ul style="list-style-type: none"> <li>• almost always composes well-constructed sentences</li> <li>• makes minimal errors in grammar and spelling</li> <li>• almost always makes accurate word choices</li> </ul>	<ul style="list-style-type: none"> <li>• usually has well-constructed sentences</li> <li>• makes several errors in grammar and spelling</li> <li>• makes many inaccurate word choices</li> </ul>	
<p>The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).</p>				