

Credit/No credit grading in Mu 101

We'll use these criteria for all assignments designed to support your growth and development as a writer, reader, and critical thinker. We'll also use it for some "formal writing" in the first half of the semester (see syllabus p. 6).

From the syllabus, pp. 5-7: "I adopt a pedagogical practice called 'ungrading' for much of the material in this course. I do this to put as much of the responsibility and pride in your achievements back in your hands, rather than in the number circled in red at the top of the paper. The value in any assignment is in the process of being challenged by it, overcoming that challenge, and thereby developing as a thinker and deepening your skills and knowledge... "A scale of Credit/No Credit...does not mean that simply turning in work earns a mark of "Credit" for an assignment. Rather, the bar for "Credit" is quite high, because the only alternative is a 0. If an assignment in this category is not submitted, it will be marked "No Credit" and cannot be made up and will not be accepted late."

Student responses to "Our best practices" online discussion, August 27-September 2:
After reading the syllabus, I've come to learn that the grading system in the beginning of the semester will be on a credit/no credit scale, which I think will be great for starters so that many of us can get the idea of critical thought processing. As long as the participant follows directions, reads the material and responds accordingly, I don't see how it can be very difficult to earn credit for the assignments. The assignments done in this class and every other class, should be measured based on the amount of thought put into them and by the relevance of the thoughts to the actual subject of discussion. Quantity always matters but sometimes a picture can speak a thousand words while other times, even a thousand words can't portray an image.

The kind of work that should earn credit on these assignments is when someone tries to not rush to finish their assignments. I measure the quality by making sure this person does some background facts, their grammar is correct, and has been edited at least once.

It's about the basics—but not just the basics (following instructions + originality)

Work that you believe you have done to the best of your ability should be credited. You could measure the quality of work you create in this class by analyzing if the work done follows guidelines (if given any), answers what is assigned, and shows some level of thought and effort.

To me, credit means the classification of how the work was arranged, if it follows the topic questions step by step and if it was submitted on time. The type of work that should earn credit are ones that answer the guidelines with an additional source. The factual evidence should overpower the opinionated ones. To measure the quality the work has to be non simplistic with strong supporting evidence and examples or sources.

The kind of work that should earn "Credit" is the work that students can show an understanding of an assignment and can go beyond the assignment. I think that the quality of work that a student puts into an assignment can be measured by accuracy and preciseness.

Demonstrating understanding

the work that should be credited is based on how well the student understands the assignments.

I think that students should get credit on an assignment when they have a full understanding on what they are writing about.

The work that can get “credit” should show that the students understood concept and transform that concept into their own idea.

You should earn credit on assignments from working hard to write a legible, college-level answer. The way I measure the quality of my work depends on if I am proud of my writing or not and if it makes sense to the reader.

Credit to me means showing an understanding of the assignment not just doing the bare minimum but showing an effort. I believe quality over quantity is definitely better because you can have 3 good quality paragraphs explaining in elegant detail our assignment or you can have 4 pages of rambling on and not really getting down to the details or completely missing the point. I usually like short and sweet where I get the information I need and the view across that being explained.

Effort and consistency

Credit to me translates to words such as Earn, Privilege, and Reward. And in order to receive any of the three words one must put in Effort. In regard to this class specifically I would rate “Credit” based on how involved one is with the class itself. If someone is always on top of their game and engaging with discussions I’ll remember them. If someone is sneaking peeks at their phone in silence wondering why they haven’t received responses back from whomever is on the other end or simply staying quiet because they’re daydreaming they’ll go unnoticed and make me question whether they exist or not. Saying one or two meaningful comments over the time span of 14-15 won’t render any merit.

Credit to me means when a person has participated, took the time to do the task and was able to write about it expressing their understanding on the assignment.

Credit to me, equals effort. I think that if it is evident that a student is trying their best to succeed, even if it means they aren’t the best, they still deserve credit. I think that the quality of work one puts into the class can be measured by accuracy and being precise.

I measure the quality of work I make in this class in one way, it’s either I give it my all or I don’t succeed, and that only gives me one option. To try my hardest.

Credit or no credit is based on the work you provided has a lot of effort or no effort. It all depends on how much effort you put into your works.

even if it seems like the individual does not entirely understand the subject you do see that they did put in hard work to complete the task at hand.