

## Journal

A journal in this context is a detailed weekly account of the learning experience of students in relation to the learning outcomes for the course and for a specific 'dimension'. Students report not only on their activities, but also reflect on them and put them into broader perspective. For instance, in considering the 'Engaging' dimension, students may report on the particular challenges they have on defining shared visions for a project, how a particular reading or experience relates to the learning outcomes in the course and is helping them find answers, how they have recognized similar challenges in other groups that they know or even from the news, etc. This is meant to be a personal account and allows both the students and the instructor to assess progress in achieving the objectives of the course and the level of engagement of students with the material. Overall, the journal should make students aware of how they have grown as leaders during the course. Students can look to the [Leopold narratives](#) as examples.

### *Grading the journal*

<b>Criteria</b>	<b>Superior (13 – 15 points)</b>	<b>Adequate (9 – 12 points)</b>	<b>Minimal or unacceptable (0 – 8 points)</b>
<b>Depth of Reflection</b>  ____/15	The journal entries demonstrate an in-depth reflection on a dimension of leadership and critically examined the theory, concepts, and strategies presented in the course. The viewpoints are insightful, show strong awareness of the broader context of a dimension and demonstrate the	The journal entries demonstrate a general reflection on a dimension of leadership and some awareness of the theory, concepts, and strategies presented in the course. The viewpoints are adequate and supported by some relevant examples.	The journal entries demonstrate minimal reflection on a dimension of leadership and little awareness of the theory, concepts, and strategies presented in the course. The viewpoints are unsupported or supported with flawed arguments. Examples are not provided or are irrelevant.

	ability to make relevant connections through inferences or clear examples.		
	<b>Superior (11 – 12 points)</b>	<b>Adequate (7 – 10 points)</b>	<b>Minimal or unacceptable (0 – 6 points)</b>
<b>Originality</b>  ___/12	The journal entries clearly show how the student engages on a personal level with the theories, concepts, and strategies presented in the course. The journal is rich with evidence that the course material is personalized and that its future implications for the student’s work or research are understood. The examples and reflections presented in support of this integration are relevant and original.	The journal entries show sufficient level of engagement on a personal level with the theories, concepts, and strategies presented in the course. There is adequate evidence that the course material is personalized and that its future implications for work or research are understood. The examples and reflections presented in support of this integration are relevant.	The journal entries show minimal engagement on a personal level with the theories, concepts, and strategies presented in the course. There is minimal evidence that the course material is personalized and that its future implications for work or research are understood.
	<b>Superior (3 points)</b>	<b>Adequate (2 points)</b>	<b>Minimal or unacceptable (0 - 1point)</b>
<b>Structure</b>  ___/3	Writing is clear, concise, and well organized. Thoughts are expressed in a coherent manner and arguments are easy to follow.	Writing is for the most part clear, concise, and well organized. Thoughts are expressed in a coherent manner and arguments are for the most part easy to follow.	Writing is largely unclear and/or disorganized. Thoughts are not expressed in a coherent manner.