



Columbia College
English for Professional Purposes (ENGL102)

Lecture 1

Course Outline

Semester Dates: February 06, 2017 to March 11, 2017

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Geoff Stimpson

Email: geoffs@columbia.ab.ca

Class Time: 5:30 PM - 9:30 PM (Mon./Wed.)

Room: Building 4, Room 170

Credit: Non-Credit Course

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This course is designed to prepare students with the literacy skills and knowledge needed to enter into professional college-level programs. The course develops proficiency in various forms of writing, critical thinking and analysis, listening and speaking, and examination of various forms of reading materials. There is a concentration on writing term papers and the application of APA citation. This is a 40 hour course.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- 1) Appreciate a variety of genres, texts and text creators and their contribution to society;
- 2) Use a variety of appropriate strategies to explore, comprehend and analyze texts both individually and in collaboration with others;
- 3) Apply knowledge of organizational patterns and structural features to understand purpose, content and effectiveness of a text.
- 4) Create critical/analytical oral and written responses to a variety of texts;
- 5) Use a variety of appropriate reference strategies and reference technologies to aid understanding;
- 6) Plan a research paper/presentation and identify information needs and sources;
- 7) Evaluate sources and assess information for accuracy, currency, completeness and relevance to purpose;
- 8) Select and record information accurately and completely; document and reference sources using APA format;
- 9) Write a formal term paper that demonstrates:
 - a) Correct use of APA format and citation
 - b) Effective use of a formal outline including Thesis Statement
 - c) Ability to assess and refine controlling idea
 - d) Ability to review accuracy, specificity, vividness and relevance of details, facts or other data intended to support and develop controlling ideas and to develop unity
 - e) Ability to assess effectiveness of organization including transitions and transitional devices and revise as needed
 - f) Ability to assess the appropriateness and effectiveness of diction and syntax and revise as needed
 - g) Ability to edit text for matters of correctness.

- 10) Develop and deliver oral presentations using voice production factors, nonverbal factors, and visual production factors appropriate to purpose, audience and situation;
- 11) Use language, both oral and written, to show respect and consideration;
- 12) Appreciate diversity of expression, opinion and perspective;
- 13) Set appropriate personal goals for participation in a group;
- 14) Think critically to assess effectiveness of group process and to modify if necessary.
- 15) Understand and apply Critical Thinking Skills and Habits of the Mind to class activities and to achieving goals in the course.

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class. Be a positive and co-operative team member.

Required Textbooks and Equipment:

Wyrick, J., Bose, S. (2010). *Steps to Writing Well*. Toronto: Nelson Education Ltd.

Albom, M. (1997) *Tuesdays with Morrie*. Random House.

Haig, J. Raikes, G. MacMillan G.. (2014) *Cites and Sources: An APA Documentation Guide*, 4th Edition

Recommended Readings and Resources:

Students may access these sources from the College and from home.

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand

- o <http://proquest.umi.com/login>
Username: cc-library
Password: welcome

GALE InfoTrac Custom Journals

- o <http://infotrac.galegroup.com/itweb/calg145?db=SP00>
Password: cclibrary09

Further Recommended Readings and Resources:

Literary Terms www.tnellen.com/cybereng/lit_terms/

Literary Devices www.olc.spsd.sk.ca/de/resources/litdevices/index.html

APA Formatting and other writing resources <https://owl.english.purdue.edu/owl/resource/560/01/> Click on Site Map to discover all of the resources available on this site.

Homework Assignment Due for the First Class:

This reading assignment is to be completed prior to your first class.

1. Read:

- **Steps, 31-40 (Thesis Development)**
 - **Steps, 172-6 (Example Essays)**
2. Prepare 3 questions that have arisen from your reading and which you would like to have answered. These will be handed in to your facilitator on the first day of your course.
 3. Be prepared for a test on this homework.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily Quizzes	Daily	10%
Major Term Paper	Class 7	25%
Annotated Bibliography	Class 4	10%
Concluding Activities & Student Engagement	Daily	5%
Response Journals on Morrie	Class 8	10%
Presentation	Class 9	10%
Final Exam	Class 10-Location to be announced	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that Columbia College students who are provisionally admitted to our Licensed Practical Nurse program are required to achieve a minimum grade of 75% or B in this course and must also score a B on the final exam.

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per each class late.

Requesting an Examination Deferral:

If you are not able to do an exam on the scheduled date, you may request that the exam be deferred to another date. The fee for a Deferred Exam is \$50 plus facilitation costs for a minimum cost of \$100.00.

Attendance Requirements:

Please come to each class on time and stay to the end of the class.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

Student Conduct:

Generally, each student is expected to:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as online at www.columbia.ab.ca/exams . <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Accommodation Policy and Handbook (ADM-P188)*.

Student Support:

Tutoring is available as a fee-based service.

Class Schedule/Overview:

Please note that this schedule is subject to change

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none"> • Introductions and Syllabus Review • Critical Thinking and Habits of the Mind • Essays of Example • Intro to Prewriting • Elements of a great thesis statement • Intro to evaluating sources • Intro to <i>Proquest</i> • Research Paper: Due Class 7 2500 words • Concluding Activity 	<p><i>Steps to Writing Well,</i> pages 31-40 (Thesis Development) 172-6 (Example Essays)</p> <p>Article: provided by facilitator (links in this syllabus are clickable)</p>
2	<ul style="list-style-type: none"> • Questions and Homework Review Test • Process Analysis essays • Evaluating sources • Annotated Bibliography • APA References page format and principles • Outlining • MUDD on articles • Concluding Activity 	<p><i>Steps to Writing Well p. 786-8 (Process Analysis)</i></p> <p>Boolean Search Handout MUDD Principles handout Article: Provided by facilitator</p>
3	<ul style="list-style-type: none"> • Hand in Research Paper outline & list of resources • Questions and Homework Review Test • Literary Exploration-Personal Response Essay • Outline feedback • Paragraph structure and transitions • MUDD on article • Concluding Activity 	<p><i>Steps to Writing Well p. 375-7 (Taking Notes)</i> Complete and Print an Outline for your term paper Find 2 more Proquest articles related to your term paper Article: Provided by facilitator</p>
4	<ul style="list-style-type: none"> • Questions and Homework Review Test • Expository essays of Argumentation • Summaries and Paraphrasing • APA in-text citations • Concluding Activity 	<p>Complete Annotated Bibliography. Email it to the instructor before class</p> <p><i>Steps to Writing Well p 269-281 (Argumentation)</i> 378-384 (In-text citation) 395-399 (APA style) Writing Mechanics as assigned by facilitator.</p>

Class Session	Topics	Pre-Class Readings
5	<ul style="list-style-type: none"> • Hand in 1st draft of Research paper • Questions and Homework Review Test • Deep Reading difficult texts • Peer editing of drafts • Inquiry Process: Revising: Creative and Critical thinking • Class Review Test 	<p><i>Steps to Writing Well, p 87-111 (Drafting and Revising)</i> Complete 1st draft of Research paper including thesis statement; bring hardcopy to class</p>
6	<ul style="list-style-type: none"> • Questions and Homework Review Test • Issues and insights in <i>Tuesdays</i> • <i>Personal Responses (formal strategies)</i> • <i>Case Studies</i> • Concluding Activity 	<p><i>Tuesdays With Morrie, p. 1 – 107</i> Article: Provided by facilitator Continue work on Research paper</p>
7	<ul style="list-style-type: none"> • Hand in Research Paper • Questions and Homework Review Test • Insights through literature • Compare and Contrast essays • Case Studies (cont) • Concluding Activity 	<p><i>Tuesdays With Morrie</i></p> <ul style="list-style-type: none"> • Read Part Two p. 108 – end <p><i>Steps to Writing Well p. 204-207</i></p> <ul style="list-style-type: none"> • <i>Finish Research paper</i>
8	<ul style="list-style-type: none"> • Hand in Response Journals • Discuss results of Research paper • Questions and Homework Review Test • Deep reading and efficient reading techniques • Designing Presentations • Class Summary Test 	<p><i>Complete Assignment 3</i> <i>Steps to Writing Well, p. 237-240</i> Explore all sections of the website below (You do not, however, require “Visuals” for this assignment http://www-public.tem-tsp.eu/~weblsh/ressources/ops/index.php</p>
9	<ul style="list-style-type: none"> • Conduct course evaluation • Questions and Homework Review Test • Presentations • Writing under pressure • Essays in exams preparation 	<p><i>Prepare for Oral Presentation</i></p> <p><i>Steps to Writing Well</i></p> <ul style="list-style-type: none"> • Writing In-class Exams p. 410-420
10	<ul style="list-style-type: none"> • <i>Final Exam (3 hr) – Location to be announced</i> 	<p><i>Steps to Writing Well</i></p> <ul style="list-style-type: none"> • Do Assignment B, 1 & 2, on p. 134-135 • Do Assignment A and B on p. 156-157 • Do Assignment p. 424

Appendix 1 Assignment Outlines

ASSIGNMENTS – All assignments must be completed and handed in order to meet the requirements of English 102. All assignments are to be typed according to APA format. You may be required to send your completed assignments by email to the facilitator. This is a common practice in many professional programs.

Please note that should there be any evidence of plagiarism, you will be assigned a mark of “0.” As we are here to help you to learn how not to plagiarize, you may be given the opportunity to rewrite the paper until you can see how a paper looks that does not contain plagiarism. Your mark will be an average of the marks attained throughout the efforts to rewrite the paper without calculating in the “0.” The facilitator will determine how many times an individual must write the paper in order to score an acceptable grade above “0.”

Assignment #1 – Major Term Paper – Value 25%

Assigned in Class 1. Due: Class 7.

Prepare an outline & thesis statement for Class 3; Write a draft of your paper for class 5.

This is a major research paper of 2500 words, not including the title page or References page. This assignment is modeled upon the type of paper you are expected to write in the Practical Nurse program towards the end of your program. You must use proper APA style and format. Be sure to use research through ProQuest and Gale. In your paper you must be sure that all questions posed have been sufficiently answered. You are not held to only answering these questions, but can add additional information to support your position. Look at your term paper rubric to see how you will be evaluated.

Write a 2500 word paper on “Becoming a Successful _____.” As you develop your paper, respond to the questions below.

Write an outline of your term paper to submit to your facilitator for class 3.

Write a draft of your research term paper for class 5. Use ideas from at least six of the questions below:

1. What are the strategies you will use to achieve your goals in your professional program?
2. What are some of the strategies you can use to learn together with your classmates?
3. What is the best way to approach racial and ethnic diversity?
4. Define intellectual responsibility and explain how you will express it in your program.
5. Define critical thinking, when it occurs, how it occurs, and what it accomplishes in your chosen field?
6. How do you plan to become a critical thinker when you are in your program?
7. Explain the communication process and barriers that affect communication.
8. How will you prepare yourself for your practicums?
9. How will you think and behave as a professional in your program?
10. How is your life going to change after taking the Professional Program?

Assignment #2 – Annotated Bibliography – Value 5%

Assigned in Class 2. Due: Class 4

Prepare an Annotated Bibliography entry for two of the Proquest articles you have found for your Term Paper. Print and bring to class. Also, email a copy to the instructor before class as these will be shared with your classmates.

Using the format described in class, choose two articles you have found for the Term Paper. Start with an APA format reference, and include a short (100-150 word) paragraph on each article that summarizes its content and discusses its relevance.

Assignment #3 – Response Journals – Value 10%

Assigned in Class #5. Due: Class 8.

Write three responses to *Tuesdays with Morrie* using a Prompt from the handout provided in class. Each response should be no less than 250 words and identified with a Level 1 heading. Use essay structure, and APA formatting throughout. Cite any material taken from the novel or reference materials. Include a reference page.

Presentation – Value 10%

Assigned in Class 8. - Due: Class 9.

Prepare a presentation on one of the following topics:

- Code of Ethics in your chosen field.
- Professionalism Competencies
- Legal Liability Issues in Professional Practice
- Decision making in the professions
- Non-verbal communication in the professions
- Coping with work-related stress in the professions

Instructions:

- Your presentation should take approximately 10 minutes.
- Base your presentation on a minimum of 2 articles you have researched on the topic using ProQuest or GALE. Make a copy of these articles and submit them to your facilitator prior to your presentation.
- Prepare an outline and speak either from an outline or cards. Do not read your presentation from a document that is written in sentences. Practice so that you know your information as well as possible without reading your cards. If you read from your notes or cards, you will receive an automatic fail grade for your presentation.
- Please review the rubric that is attached to this syllabus.

**Appendix 2
Assignment Rubrics**

**Columbia College
General Essay Rubric for College Prep
Revised January 2017**

Student's Name	Course Code	Date	Facilitator/Evaluator's Name			
	A	B	C	D	F	Score
	10.0 – 8.5	8.4 – 7.5	7.4 – 6.0	5.9 – 5.0	4.9 - 0	
Focus of Essay & Thesis	<ul style="list-style-type: none"> Well written thesis statement that states the main point of the essay. The thesis statement reflects a clear opinion on the subject. 	<ul style="list-style-type: none"> Thesis statement states the main point of the essay. The thesis statement reflects an opinion on the subject. 	<ul style="list-style-type: none"> Thesis statement requires more development. The thesis statement is not clear in demonstrating the opinion of the writer. 	<ul style="list-style-type: none"> Thesis statement does not quite meet the requirements to be effective. The thesis statement is confusing and unclear in terms of the opinion of the writer. 	<ul style="list-style-type: none"> There is no thesis statement. There is no opinion stated or the opinion stated is unrelated to the essay assignment. 	
Content Ideas & Analysis	<ul style="list-style-type: none"> Displays extensive in-depth knowledge of the topic. Comprehends deeper meaning and relevance of topic. Conveys insightful, original points of view. Critically synthesizes and evaluates information. Clearly supports statements made with evidence and examples. 	<ul style="list-style-type: none"> Displays good knowledge of the topic. Conveys some original points of view. Comprehends meaning and relevance of topic. Demonstrates careful analysis, synthesis and evaluation of information. Clearly supports most statements with evidence and examples. 	<ul style="list-style-type: none"> Displays adequate knowledge of the topic. Requires further exploration. Demonstrates some analysis, synthesis and evaluation of information. Supports some statements with evidence and examples. 	<ul style="list-style-type: none"> Displays limited basic knowledge of the topic. Explores topic inadequately, leaving areas unexplored. Displays limited analysis, synthesis, and evaluation of information. Most statements are unsupported. 	<ul style="list-style-type: none"> Unable to display relevant understanding of the topic. No evidence of new knowledge. Critical thinking not evident. No evidence or examples are provided to support statements. 	

	A	B	C	D	F	Score
	10.0 – 8.5	8.4 – 7.5	7.4 – 6.0	5.9 – 5.0	4.9 - 0	
Organization and Structure	<ul style="list-style-type: none"> Presents information in a consistently logical structure. Skillfully shapes introduction and conclusion. 	<ul style="list-style-type: none"> Presents information in a logical structure. Carefully constructed introduction and conclusion. 	<ul style="list-style-type: none"> Presents most of the information in a logical structure. Introduction and conclusion are adequate though somewhat formulaic. 	<ul style="list-style-type: none"> Presents some information in a logical structure. Introduction and conclusion require further development. 	<ul style="list-style-type: none"> Presents information in a random manner, lacking logical structure. Essay does not have an introduction and/or conclusion. 	
Style Expression of Ideas	<ul style="list-style-type: none"> Conveys all ideas with originality and clarity. Shows sophisticated development of paragraph and sentence structure, with effective transitions within and between paragraphs. Uses rich, accurate and effective word choice. 	<ul style="list-style-type: none"> Conveys most ideas with originality and clarity. Shows well developed paragraph and sentence structure with effective transitions within and between paragraphs. Uses accurate and effective word choice. 	<ul style="list-style-type: none"> Conveys ideas clearly but with little originality. Paragraph development and sentence structure are usually correct but simplistic in style. At times uses vague, ineffective word choice. Style reflects lack of risk taking. 	<ul style="list-style-type: none"> Conveys some ideas clearly. Paragraph and sentence structure is awkward and often faulty. Uses vague, ineffective word choice throughout the essay. 	<ul style="list-style-type: none"> Ideas are not conveyed clearly. Paragraphs lack focus and appropriate structure; sentence structures are faulty, lacking development. Poor or incorrect word choice. 	
	15.0 – 12.75	12.74 – 11.25	11.24 – 9.0	8.9 – 7.5	7.4 - 0	
Mechanics, Grammar,	<ul style="list-style-type: none"> Mainly error free. 	<ul style="list-style-type: none"> A few minor errors in one or two of the areas of spelling, punctuation, usage, grammar, or mechanics. 	<ul style="list-style-type: none"> Some minor errors in spelling, punctuation, usage, grammar, or mechanics but readability remains clear. 	<ul style="list-style-type: none"> Some errors in spelling, punctuation, usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper 	<ul style="list-style-type: none"> Frequent errors in spelling, punctuation, usage, grammar, and mechanics, interfering with the readability and meaning of the paper. 	
	5	4	3	2.5	2.4 - 0	
Professional Format	<ul style="list-style-type: none"> Uses APA citation correctly. Meets and exceeds all requirements for an excellent academic response. Meets and exceeds all requirements of the assignment 	<ul style="list-style-type: none"> Generally uses APA citation correctly. Meets requirements for a well written academic response. Meets requirements of the assignment. 	<ul style="list-style-type: none"> APA citation mostly correct. Meets most requirements for an academic response. Meets most of the requirements of the assignment. 	<ul style="list-style-type: none"> Use of APA citation contains many errors. Meets a few requirements for an academic response. Meets a few requirements of the question. 	<ul style="list-style-type: none"> Many errors in APA citation, demonstrating lack of citation knowledge. Does not meet any requirements for an academic response. Does not meet any requirements of the question. 	

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 50:

Facilitator/Evaluator’s Comments:

Columbia College
Research Retrieval Rubric for College Prep
 Last Revised: July 2015

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
	5	4-3	2	1	0
Summary	<ul style="list-style-type: none"> Each summary is an objective, condensed version of the original and contains all of the author's main ideas. Is clearly labeled as to article it summarizes. 	<ul style="list-style-type: none"> Each summary is an objective, condensed version of the original and contains most of the author's main ideas. Is clearly labeled as to article it summarizes. 	<ul style="list-style-type: none"> Each summary is objective but does not contain all the main ideas OR contains the main ideas but is not condensed. Is clearly labeled as to article it summarizes. 	<ul style="list-style-type: none"> One or all of the summaries are not objective. Main ideas are missing. OR Summary contains mostly directly quoted material from original. May not be clear as to which article it summarizes. 	<ul style="list-style-type: none"> No evidence of any summaries.
Paraphrase	<ul style="list-style-type: none"> Information is in student's own words and follows the order of the original texts, including important details. Each is clearly labeled as to article it paraphrases. 	<ul style="list-style-type: none"> Information is generally in student's own words and mostly follows the order of the original texts, including important details. Each is clearly labeled as to article it paraphrases. 	<ul style="list-style-type: none"> Information is generally in student's own words but either the order or the details are not consistent with original text. Each is clearly labeled as to article it paraphrases. 	<ul style="list-style-type: none"> Information is mostly copied from original. Does not follow order of original. Does not include significant details. May not be clear as to which article it paraphrases. 	<ul style="list-style-type: none"> No evidence of any paraphrases
APA	<ul style="list-style-type: none"> All 3 articles from ProQuest or Gale are appended to assignment. All articles are thoughtfully related to the topic. APA Resource page is correctly formatted. All citations follow the APA guidelines. 	<ul style="list-style-type: none"> All 3 articles are appended, but may not all be from ProQuest or Gale. Articles are generally related to the topic. APA Resource page formatting is mostly correct and citations generally follow the APA guidelines, though there may be a few errors. 	<ul style="list-style-type: none"> Only 2 articles are appended. OR 3 articles are appended but are not from ProQuest or Gale. Articles may not be related to the topic. APA Resource page contains many formatting and citation errors. 	<ul style="list-style-type: none"> Articles are appended but there is no Resource page, OR Resources are listed but articles not appended. Not all articles are from ProQuest or Gale. 	<ul style="list-style-type: none"> No articles are appended. No APA citations are provided

Total Score out of 15:

Facilitator/Evaluator's Comments:

Columbia College
Student Presentation and Study Guide Assignment for College Prep
 Last Revised: April 2014

Student's Name _____ **Course Code** _____ **Date** _____ **Facilitator/Evaluator's Name** _____

CRITERIA	SUPERIOR (10.0)	ADEQUATE (7.5)	MINIMAL (5.0)	SCORE
CONTENT (50%)	<ul style="list-style-type: none"> Begins with a clear and concise overview of the topic and ends with a clear and concise summary of key points. Significantly increases audience understanding and knowledge of topic. All key points from the chapter are included. 	<ul style="list-style-type: none"> Begins with an overview of the topic and ends with a summary of key points. Raises audience understanding and awareness of most key points. Most of the key points from the chapter are included. 	<ul style="list-style-type: none"> The overview and/or summary of key points is missing or incomplete. Raises audience awareness and understanding of some key points. Many key points from the chapter are missing. 	
ORGANIZATION (20%)	<ul style="list-style-type: none"> The information is presented in a logical, interesting sequence which the audience can follow. Visual aids enhance understanding and capture the audience's attention. Font sizes, spacing and headings are used effectively. 	<ul style="list-style-type: none"> The information is presented in a logical sequence which the audience can follow. Visual aids are used, but the structure is somewhat distracting. Font sizes may be too small, spacing may be cluttered or headings are unclear. 	<ul style="list-style-type: none"> Audience has difficulty understanding the information because there is no clear or logical sequence of material. Visual aids are not used or they detract from audience understanding. Poor use of spacing, font sizes and headings. 	
MECHANICS (5%)	<ul style="list-style-type: none"> There are no misspellings or grammatical errors. 	<ul style="list-style-type: none"> There are no more than three misspellings and/or grammatical errors. 	<ul style="list-style-type: none"> There are four or more misspellings and/or grammatical errors. 	

CRITERIA	SUPERIOR (10.0)	ADEQUATE (7.5)	MINIMAL (5.0)	SCORE
<p>DELIVERY AND PRESENTATION (25%)</p>	<ul style="list-style-type: none"> The speaker delivers the message in a confident, poised, enthusiastic manner. The volume and rate varies to add emphasis and interest. Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as “ahs”, “uhms”, or “you knows”. The speaker holds the attention of the entire audience with the use of direct eye contact, seldom looking at notes. Visual aids enhance understanding and capture the audience’s attention. Font sizes, spacing and headings are used effectively. Presentation length is within 2 minutes of allotted time. 	<ul style="list-style-type: none"> The volume is not too low or too loud and the rate is not too fast or too slow. The pronunciation and enunciation are clear. The speaker exhibits few disfluencies, such as “ahs”, “uhms”, or “you knows”. Consistent use of direct eye contact with audience, but still returns to notes. Visual aids are used, but the structure is somewhat distracting. Font sizes may be too small, spacing may be cluttered or headings are unclear. Presentation length is within 4 minutes of allotted time. 	<ul style="list-style-type: none"> The volume is too low or too loud and the rate is too slow or too fast. The pronunciation and enunciation are unclear. The speaker exhibits many disfluencies, such as “ahs”, “uhms”, or “you knows”. The listener is distracted by problems in the delivery of the message and has difficulty understanding the words in the message. Displays minimal eye contact with audience, while reading mostly from notes. Visual aids are not used or they detract from audience understanding. Poor use of spacing, font sizes and headings. Presentation is at least 5 minutes above or below allotted time. 	

Total Score out of 40:

Facilitator/Evaluator’s Comments: