

**Columbia College**  
**Approaches to Learning (HSPD151)**  
**Lecture 1**  
**Course Outline**

Semester Dates: June 26, 2017 - July 29, 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: Parveen Hundal, *MEd*

Email: parveenh@COLUMBIA.ab.ca

Class Time: 8:30 AM - 5:00 PM (Sat.)

Room: 4-159

Credit: 3

Prerequisite: None

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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 help students gain an understanding of the learning process. The course will focus on helping students to understand how children learn. Emphasis will be placed upon learning modalities and styles. There will also be an examination of theories of child development, behavioural, cognitive, and social approaches, teaching and learning, intelligence, socio-cultural diversity, exceptionalities, and motivating students to learn. Prerequisite: None

**Learning Outcomes:**

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

- Identify and discuss different ways that students learn.
- Develop an understanding of how individuals develop cognitively, physically, emotionally, and socially and how these aspects work together to impact behavior and learning.
- Identify how educators can accommodate for the diversity of students in an educational setting.
- Describe how educational research in the areas of behavioural, cognitive, and constructivist perspectives of learning and motivation can enhance educational practice.
- Understand and evaluate various learner centered approaches to planning and instruction.
- Define student motivation and identify factors that influence it.
- Begin to develop an understanding of assessment instruments and their interpretations.
- Identify the attitudes and skills of effective instruction.
- Understand, compare, and evaluate various cooperative learning approaches.
- Identify the stages of cognitive development and adjust approaches to learning accordingly.
- Identify strategies to improve learner's social skills and prosocial behaviours.
- Describe, analyze, and compare learning and thinking styles.
- Understand and explain the concepts and theories of intelligence.

## 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. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. 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 discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

## Required Textbooks and Equipment:

Woolfolk, A., Winne, P. H., & Perry, N. E. (2015). *Educational Psychology, Sixth Canadian Edition*. Toronto: Pearson Education Canada.

Haig, J., MacMillan, V., & Raikes, G., (2014). *Cites & Sources – An APA Documentation Guide, Fourth Edition*. Toronto, ON: Nelson Education Ltd.

*Making A Difference: Meeting diverse learning needs with differentiated instruction*. Government of Alberta Education (2010).

## 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

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

GALE InfoTrac Custom Journals

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

*Further Recommended Readings and Resources:*

N/A

## Homework Assignment Due for the First Class:

1. Read Chapters 1 and 2 (Educational Psychology); Chapter 1 (Making A Difference).
2. As a result of your reading assignment, write down at least three (3) questions that you would find beneficial to discuss in class.
3. Prepare for a test on the assigned readings.
4. Read this course outline and be prepared to discuss in class.

## 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
Research assignment	Class 8	25%
Tests	Daily	20%
Presentation	Class 8 or 9	15%
Daily Summary Activity	Daily	10%
Final exam	Class 10	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 to pass this course you must earn at least a "D" (a minimal pass).

## 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 day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

### **Requesting an Examination Deferral:**

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

### **Attendance Requirements:**

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

### **Academic Integrity:**

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

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

### **Student Conduct:**

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)* and any additional requirements established by your program.

Generally, each student will:

- 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:

<b>Description</b>	<b>Date</b>
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 <a href="http://www.columbia.ab.ca/exams">www.columbia.ab.ca/exams</a> . <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 Conditions:

Students with temporary or permanent disabilities or Medical Conditions 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](mailto: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:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

## Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. 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.

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Introduce Course Outline and Text</li> <li>• Discuss Class Assignments</li> <li>• Learning, Teaching, and Educational Psychology</li> <li>• Cognitive Development and Language</li> <li>• Differentiated Instruction: An Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Educational Psychology</i> Chapter 1, 2</li> <li>• <i>Making A Difference</i> Chapter 1</li> </ul>
2	<ul style="list-style-type: none"> <li>• Self and Social and Moral Development</li> <li>• Learner Differences and Learning Needs</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Educational Psychology</i> Chapter 3, 4</li> </ul>
3	<ul style="list-style-type: none"> <li>• Culture and Diversity</li> <li>• Behavioural Views of Learning</li> <li>• Leveraging Technology</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Educational Psychology</i> Chapter 5, 6</li> <li>• <i>Making A Difference</i> Chapter 6</li> </ul>
4	<ul style="list-style-type: none"> <li>• Cognitive Views of Learning</li> <li>• Complex Cognitive Processes</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Educational Psychology</i> Chapter 7, 8</li> </ul>
5	<ul style="list-style-type: none"> <li>• The Learning Sciences and Constructivism</li> <li>• Social Cognitive Views of Learning and Motivation</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Educational Psychology</i> Chapter 9, 10</li> </ul>
6	<ul style="list-style-type: none"> <li>• Motivation in Learning and Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Educational Psychology</i> Chapter 11</li> </ul>
7	<ul style="list-style-type: none"> <li>• Creating Learning Environments</li> <li>• Teaching Every Student</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Educational Psychology</i> Chapter 12, 13</li> </ul>
8	<ul style="list-style-type: none"> <li>• Classroom Assessment and Grading</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Educational Psychology</i> Chapter 14</li> <li>• Classroom Assessment and Grading</li> <li>• <b>Research Assignment Due</b></li> <li>• <b>Presentations begin</b></li> </ul>
9	<ul style="list-style-type: none"> <li>• Purposeful Planning</li> <li>• <i>Review</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Making A Difference</i> Chapter 2</li> <li>• <b>Presentations conclude</b></li> </ul>
10	<i>Final Exam – 3 hrs.</i>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

## **Appendix 1 Assignment Outlines**

**Please Note: All assignments, quizzes, and final exam must be completed in order to pass this course.**

### **Research Assignment**

**Due Date: Class 8**

**Weight: 25%**

This assignment is intended to help you think about and apply what you have learned about theories and approaches to learning. The topic of your paper is about "Development and Learning". Answer the following questions in essay format. Use APA standards and provide at least *five academic references* from ProQuest and/or Gale in addition to the course text. Minimum length is 1200 words; maximum length is 1500 words. The report will have a title page, body, and reference page. Students will be evaluated according to the Research Rubric attached.

1. What child development and learning theory are you most attracted to? Why? Which development and learning theories do you not agree with in part or whole? Describe your reasons.
2. There is much talk about "Social Constructivist Approaches" to learning. How do you think these approaches benefit students in their learning? Which approaches would you focus on when you are helping students learn to read, write, and engage in mathematics?
3. In conclusion, give your opinion about the connection between school and family in achieving learning outcomes.

### **Tests**

**Due Date: Each class from classes 1 through 8.**

**Weight: 20%**

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

### **Presentation**

**Due Date: Class 8 or 9**

**Weight: 15%**

Each student will make a 10- to 15-minute PowerPoint presentation on his or her Research Assignment and be prepared to respond to questions from class members. Students will be evaluated according to the Oral Presentation Rubric attached.

### **Daily Summary Activity**

**Due Date: Daily (at the conclusion of the class; 1 through 8)**

**Weight: 10%**

Students will be expected to do a reflective response that is centred on what was discussed and learned during the class. This will be done during the last 30 minutes of the class. If you are absent, you will receive a "zero".

### **Final Exam**

**Due Date: Class 10**

**Weight: 30%**

Students will be required to write a final exam consist of multiple-choice questions covering the content of classroom learning and assigned text and other readings.

**Appendix 2  
Assignment Rubrics**

**Columbia College  
Research Rubric  
Last Revised: February 2014**

<b>Student's Name</b>		<b>Course Code</b>		<b>Date</b>		<b>Facilitator/Evaluator's Name</b>	
<b>Area</b>	<b>A 10-8</b>	<b>B 7</b>	<b>C-D 6-5</b>	<b>F 4-0</b>	<b>Score</b>		
<b>Content, Ideas &amp; Analysis</b>	<ul style="list-style-type: none"> <li>• Clear research focus.</li> <li>• Displays extensive in-depth knowledge of the topic.</li> <li>• Critically synthesizes and evaluates information.</li> <li>• Clearly supports statements made with evidence and examples.</li> <li>• Quality of research is excellent</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonably clear research focus.</li> <li>• Displays good knowledge of the topic.</li> <li>• Demonstrates careful analysis, synthesis and evaluation of information.</li> <li>• Clearly supports most statements with evidence and examples.</li> <li>• Quality of research is good.</li> </ul>	<ul style="list-style-type: none"> <li>• Research focus is not totally clear.</li> <li>• Displays limited basic knowledge of the topic.</li> <li>• .Displays limited critical analysis, synthesis, and evaluation of information.</li> <li>• Most statements are unsupported with evidence and examples.</li> <li>• Quality of research could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Research focus is unclear.</li> <li>• Unable to display relevant understanding of the topic.</li> <li>• Critical thinking not evident.</li> <li>• Assertions are unsupported.</li> <li>• No evidence of new knowledge.</li> <li>• No support for statements made.</li> <li>• Quality of research is poor.</li> </ul>			
<b>Style Expression of Ideas</b>	<ul style="list-style-type: none"> <li>• Uses highly effective, clearly focused, varied sentences, addressing audience and purpose.</li> <li>• Conveys all ideas with originality and clarity.</li> <li>• Uses rich, accurate and effective word choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose.</li> <li>• Conveys most ideas with originality and clarity.</li> <li>• Uses accurate and effective word choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited attempts at creating varied sentences to address audience and purpose. Often sentences are somewhat awkward.</li> <li>• Conveys some ideas clearly.</li> <li>• Uses vague, ineffective word choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simplistic sentence structures that are awkward and do not address audience and purpose.</li> <li>• Most ideas are not conveyed clearly.</li> <li>• Inadequate word choice.</li> </ul>			



Area	A 10-8	B 7	C-D 6-5	F 4-0	Score
<b>Use of Supporting Information</b>	<ul style="list-style-type: none"> <li>• Uses relevant, timely, extensive and varied sources to convince.</li> <li>• Uses paraphrasing and summarizing expertly.</li> <li>• Shows smooth integration of quoted material into sentences and overall paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses relevant, timely and varied sources to convince.</li> <li>• In most cases paraphrasing and summarizing is well done.</li> <li>• Quotes and evidence are integrated well into sentences and overall paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses limited resources that are not well selected to support the response.</li> <li>• Uses limited paraphrasing and summarizing.</li> <li>• Quotes and evidence poorly integrated into sentences and overall paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks fundamental resources to write an effective response.</li> <li>• Inadequate reference support.</li> <li>• Inadequate use of paraphrasing and summarizing.</li> <li>• Quotes and evidence not integrated into sentences and overall paper.</li> </ul>	
<b>Organization and Structure</b>	<ul style="list-style-type: none"> <li>• Presents information in a consistently logical structure.</li> <li>• Shows sophisticated development of paragraph and sentence structure, with effective transitions.</li> <li>• Shapes introduction and conclusion skillfully.</li> <li>• Carefully structures body of paper to support argumentation, including counter arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents information in a logical structure.</li> <li>• Shows well developed paragraph and sentence structure with effective transitions.</li> <li>• Shapes introduction and conclusion carefully.</li> <li>• Carefully structures body of paper to support argumentation with some reference to counter arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents information in a random manner, lacking in logical structure.</li> <li>• Paragraph and sentence structure is often faulty, using a few simple transitions.</li> <li>• Introduction and conclusion are vague and unfocused.</li> <li>• Body of paper does not reveal good argumentation with little to no reference to counter arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents poor overall organization, lacking logical structure.</li> <li>• Paragraphs lack focus and appropriate structure; sentence structures are simplistic, lacking development and transition.</li> <li>• Lacks introduction and/or conclusion and body of paper poorly developed.</li> <li>• Lacks argumentation and reference to counter arguments.</li> </ul>	
<b>Mechanics, Grammar, Professional Format</b>	<ul style="list-style-type: none"> <li>• Mainly error free.</li> <li>• Uses APA citation correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• A few minor errors in usage, grammar, or mechanics.</li> <li>• Generally uses APA citation correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper.</li> <li>• Uses APA citation inconsistently and has errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper.</li> <li>• Many errors in APA citation, demonstrating lack of citation knowledge.</li> </ul>	

**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**  
**Oral Presentation Rubric**  
 Last Revised: January 23, 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
<b>Area</b>	<b>A (85% - 100%) 10.0 – 7.0</b>	<b>B - C- (55% - 84%) 6.9 – 5.5</b>	<b>D (50% - 54%) 5.4 - 5.0</b>	<b>F (0 - 49%) 4.9 - 0</b>	<b>Score</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Creates introduction that is unique, clearly focused and engages the audience.</li> <li>Organizes content logically, making entire presentation easy to follow.</li> <li>Builds main points through carefully selected and original examples/ references.</li> <li>Has effective transition between sections.</li> <li>Summarizes all key points and stimulates thought at the end.</li> </ul>	<ul style="list-style-type: none"> <li>Creates introduction that is original, clearly focused and gets the attention of the audience.</li> <li>Organizes content logically, making most of the presentation easy to follow.</li> <li>Builds main points through carefully selected examples/ references.</li> <li>Has a transition between most sections.</li> <li>Summarizes most key points and stimulates some thought at the end.</li> </ul>	<ul style="list-style-type: none"> <li>Creates an introduction that tends to be unfocused.</li> <li>Doesn't engage the audience's interest.</li> <li>Content appears disorganized, without logic and consistency.</li> <li>Builds a few main points with details, but most ideas are unsupported.</li> <li>Few to no transitions are evident.</li> <li>Little to no summarizing evident. Ending does not stimulate much thought.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation shows little to no logical organization.</li> <li>Content is difficult to follow.</li> <li>Not a thoughtful presentation.</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>Provides evidence of supporting research to back all main points.</li> <li>Gives a complete explanation of all key points.</li> <li>Uses relevant examples/ references.</li> </ul>	<ul style="list-style-type: none"> <li>Provides evidence of supporting research. To back most points.</li> <li>Gives an explanation of most key points.</li> <li>Uses some relevant examples/ references.</li> </ul>	<ul style="list-style-type: none"> <li>Provides evidence that not enough research has been done to support the content.</li> <li>Gives an incomplete explanation of key points.</li> <li>Uses a few relevant examples/ references.</li> </ul>	<ul style="list-style-type: none"> <li>Indicates little to no research.</li> <li>Gives a limited explanation of a few points.</li> <li>Uses little to no examples/ references.</li> </ul>	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
<b>Delivery Style: Nonverbal Effectiveness</b>	<ul style="list-style-type: none"> <li>• Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression.</li> <li>• Uses continual eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression.</li> <li>• Uses fairly consistent eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>• At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation.</li> <li>• Uses eye contact inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression.</li> <li>• Uses poor to no eye contact.</li> </ul>	
<b>Delivery Style: Verbal Effectiveness</b>	<ul style="list-style-type: none"> <li>• Conveys passionate interest for the topic.</li> <li>• Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume.</li> <li>• Uses few unnecessary pauses “ums”.</li> <li>• Makes no obvious grammatical errors.</li> <li>• Uses cue cards or other supports effectively and does not read the presentation.</li> <li>• Uses rich, precise, and varied vocabulary.</li> <li>• Well-rehearsed and prepared.</li> </ul>	<ul style="list-style-type: none"> <li>• Conveys enthusiasm for the topic.</li> <li>• Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume.</li> <li>• Uses few unnecessary pauses “ums”.</li> <li>• Makes few grammatical errors.</li> <li>• Most of the time uses cue cards or other supports appropriately, without reading the presentation.</li> <li>• Uses well-chosen and varied vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates minimal enthusiasm for the topic.</li> <li>• Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech.</li> <li>• Uses too many unnecessary pauses (“ums”), distracting from the presentation.</li> <li>• Makes some grammatical errors.</li> <li>• Tends to not use cue cards effectively and mostly relies on reading the presentation.</li> <li>• Uses ineffective vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• No enthusiasm is conveyed for the topic Speech is unclear with poor enunciation and incorrect pronunciation.</li> <li>• Volume and rate of speech are often inappropriate, making comprehension difficult.</li> <li>• Uses too many unnecessary pauses “ums”, making comprehension difficult.</li> <li>• Makes frequent grammatical errors.</li> <li>• Reads presentation.</li> <li>• Uses inappropriate or simplistic vocabulary.</li> </ul>	

**Total Score out of 40:**

**Facilitator/Evaluator’s Comments:**