

Columbia College
Fundamentals of English Composition (ENGL110-1)

Lecture 2

Course Outline

Semester Dates: January 6, 2020 to February 8, 2020

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: Lori Kennedy

Email: lori.kennedy@columbia.ca

Class Time: 5:30 PM - 9:30 PM (Thurs)

Room: 805 Room 114

1:00 PM - 5:00 PM (Sat)

Credit: 3.0

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 allows students to learn and apply core critical thinking, reading, and writing skills. Students will practice various forms of academic writing, including reflective journaling, summary and paraphrasing, case study analysis, and a problem-solving proposal. Throughout the course, students will learn to edit and revise their own work, as well as the work of their peers and will collaborate through individual and group activities. Prerequisite: None.

Learning Outcomes:

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

- Demonstrate a critical examination of ideas through close reading, inquiry, divergent thinking, evaluation of evidence and interpretation, as well as an understanding of rhetoric, reason, logic, and word usage.
- Use a variety of strategies for reading and engaging with a range of material.
- Distinguish between fact and opinion.
- Analyze and articulate the reasoning behind an argument.
- Integrate evidence gathered from experience, reading, observations, and/or other forms of research into their own writing in a way that begins to complicate their own understanding.
- Use an academic documentation style.
- Articulate the rhetorical choices they have made, illustrating their awareness of a writer's relationship to the subject, context, purpose, and audience.
- Apply strategies for generating ideas for writing, for planning and organizing material, for identifying purpose and audience, and for revising intentionally.
- Provide appropriate, engaged feedback to peers throughout the writing process.

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:

Mainmon, E., Yancey, K. (2020). *A Writer's Resource: A Handbook for Writing and Research* Sixth Edition. McGraw-Hill Education. New York, NY]

Note: Students will be using McGraw-Hill Connect online to complete Connect Modules

Recommended Readings and Resources:

Students may access Google Scholar.

Further Recommended Readings and Resources:

Please note that you can access Connect. There are sections on writing, research, and grammar topics. You can do exercises to practice and improve your skills and included are both self-grading quizzes and writing activities. There are models that you can look at as examples of the different types of writing you are learning.

Homework Assignment Due for the First Class:

- Read your course outline and be ready to discuss.
- Please read **Chapters 1, 2 & 3** for your first class and prepare three questions ahead of time for review purposes.

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
Connect Modules	Classes 3 through 10	20%
Daily Tests	Classes 1 through 10	20%
Critical Response)	Class7	25%
Final Presentation	Class 10	15%
Reflective Journals	Class 3 & 9	20%

Please note that all homework and assignments are due by 11:59pm on the due date.

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). Practical Nurse students must achieve a minimum C+ to meet requirements for their program.

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.

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)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P029)*, 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:**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

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 *Student Accommodation Policy (ADM-P188)* and the *Student Guide to Accessibility Handbook (SSCM-001)*.

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 and Assignments
1	<ul style="list-style-type: none"> • Course Introduction and Course Expectations • Introduction to Connect Lab 	<ul style="list-style-type: none"> • Chapter 1: Writing across the Curriculum and beyond College • Chapter 2: Writing Situations • Chapter 3: Audience and Academic English
2	<ul style="list-style-type: none"> • Critical Thinking • Designing Academic Texts and Portfolios • Interpretive Analyses and Writing about Literature • Commonly Misused words • Reflective Journal expectations 	<ul style="list-style-type: none"> • Chapter 4: Reading and Writing: The Critical Connection • Chapter 8 Designing Academic Texts and Portfolios • Chapter 10 Interpretive Analyses and Writing about Literature • Tab 39a
3	<ul style="list-style-type: none"> • Planning and Shaping • Revising and Editing • Understanding Research: Primary and secondary research and Research and college writing 	<ul style="list-style-type: none"> • Connect Lab Due • Chapter 5 Planning and Shaping • Chapter 7: Revising and Editing • Chapter 18 a/b • Reflective Journal 1 due
4	<ul style="list-style-type: none"> • Arguments • Writing Paragraphs • Common Grammar Mistakes • APA Documentation 	<ul style="list-style-type: none"> • Connect Lab Due • Chapter 11: Arguments • Chapter 6 C: p. 61 • Chapter 31: In-text citations p.326 • Tab 10 (51, 52)
5	<ul style="list-style-type: none"> • Other kinds of assignments • Critical Response Introduction/Planning • Case Study • Reflective response 	<ul style="list-style-type: none"> • Connect Lab Due • Chapter 12
6	<ul style="list-style-type: none"> • Using electronic tools for drafting • Patterns of organization and visuals • Integrating visuals and multimodal elements • Correcting Modifiers 	<ul style="list-style-type: none"> • Connect Lab Due • Chapter 6 a/b/d • Chapter 18 c/d/e • Chapter 19: pp. 198-211 • Tab 43 a, b, c
7	<ul style="list-style-type: none"> • Informative reports 	<ul style="list-style-type: none"> • Connect Lab Due • Chapter 9: Informative Reports • Critical Writing Assignment Due
8	<ul style="list-style-type: none"> • Oral presentations • Final Project introduced 	<ul style="list-style-type: none"> • Connect Lab Due • Chapter 13: pp. 155- 161
9	<ul style="list-style-type: none"> • Evaluating Sources • Final project preparation 	<ul style="list-style-type: none"> • Connect Lab Due • Chapter 21: Evaluating Sources • Reflective Journal 2 Due
10	<ul style="list-style-type: none"> • Course Review • Course Evaluations • Presentations 	<ul style="list-style-type: none"> • Connect Lab Due

Please note:
Students must complete all assignments, tests, and final projects in order to pass this course.

Appendix 1
Assignment Outlines

Note: You are expected to do all assignments, tests, and activities as outlined in order to meet the requirements of this course. If you do not do this, you will not pass the course.

1. Topics and handouts will be supplied by the facilitator where required.
2. ALL assignments handed in must be supported with citations in A.P.A. format using your text as support. Other sources are also provided for you through your Moodle portal.
3. You must use scholarly sources Google Scholar as sources for references. Please do not simply Google for anything on the Internet as this is not acceptable for post-secondary assignments in our program,
4. This course outline has rubrics attached that will be used to evaluate you work. This will help you to set high goals and clarify the marking process.

Daily Tests

Due Date: At the beginning of each class from classes 1 through 10

Weight: 20%

Students will be expected to read the assigned chapters in the text and should be prepared to write a graded test based on these reading assignments. The questions will be a combination of multiple choice and short answer.

Connect Lab Modules

Due Date: Before the start of each class from classes 3 through 10

Weight: 20%

Students must complete the assigned grammar component on Connect Lab before the due date.

Reflective Journal Entries

Due Dates: Class 3 and Class 9

Weight: 20%

During the course, students will be learning and experiencing many new things. Students should follow the steps to writing a reflection outlined by instructor.

Journal Entry 1: Should cover classes 1 and 2 and should speak to your initial impressions/expectations/fears about the course.

Journal Entry 2: Should cover classes 3-8 and should focus on the experience to date. Some key points to consider include speaking to the class content, any assumptions that were challenged, and what you have learned from the readings/discussions.

Writing Assignment Expectations (Reflective Journals):

- **Objective:** The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.

- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment should be double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point Calibri font is preferred. Each entry should be a minimum of 250 words and a maximum of 350 words in length and should follow APA guidelines. Students will be evaluated according to the attached rubric: Reflective Journaling Rubric.

How to avoid plagiarism?

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge.

Critical Writing Assignment

Due Date: Class 7

Weight: 25%

As education assistants in training, you will encounter attitudes, opinions and politics that will impact your career and choices. Please consider how you and the clientele you will be assisting will be impacted by external forces. What can you learn from the interplay between politics, educational standards and exceptional learners?

You will be provided with three sources with which to read and craft a critical response to the following guiding questions in a formal manner:

1: What are some the expected duties and responsibilities of an education assistant?

2: How are these duties and responsibilities impacted by external forces?

3: What role does the media play in the role of education?

4: How are some learners impacted by external forces?

5: What role does an education assistant play in the lives of teachers, parents and learners?

Suggestion: Write, read, write, re-write, get feedback, and revise again.

Writing Assignment Expectations (Critical Writing Assignment):

- **Objective:** The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment should be double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point Times New Roman font is preferred. Each entry should be a minimum of 750 words and a maximum of 1000 words in length and should follow APA guidelines. Students will be evaluated according to the attached rubric: Critical

How to avoid plagiarism?

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA referencing formats outlined in the textbook

Final Presentation

Complete Presentation Due Date: Class 10

Weight: 15%

Choosing a learning disability and taking into account your roles and responsibilities, what can be learned by education assistants in order to address differential learning in the classroom?

Create a seven to ten-minute presentation on learning disabilities and how you and your peers can support exceptional learners within an inclusive learning environment.

Assignment Expectations (Presentation):

- **Objective:** The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from your chosen profession.
- **Format:** This assignment should be presented professionally and follow APA citation.

Columbia College
Appendix 1
Assignment Rubrics

Columbia College
Reflective Journaling Rubric
Last Revised: July 2017

Student's NameCourse CodeDateFacilitator/Evaluator's Name

Area	8	7	6-5	4-3	2-0	Score
Depth of Reflection	<ul style="list-style-type: none"> Reflection reveals a thorough insight of the subject matter. Shows depth of critical thinking. Uses specific and convincing examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals insight into the subject matter. Often there are thoughtful statements. Uses well-chosen examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, some reflective statements are evident. Uses some examples to support ideas on the subject matter and reflections. 	<ul style="list-style-type: none"> Reflection is limited. The writer produces some basic understanding of the subject matter. Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process 	<ul style="list-style-type: none"> Little to no reflection is present. Uses few to no examples. 	
	2	1.5		1-0		
Use of Writing Conventions: spelling, punctuation, capitalization, grammar	<ul style="list-style-type: none"> Demonstrates control of the writing conventions with few errors. 	<ul style="list-style-type: none"> Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. 		<ul style="list-style-type: none"> Demonstrates limited to no control of the writing conventions with frequent errors that make understanding difficult. 		

Total Score out of 10:

Columbia College
Oral Presentation Rubric
 Last Revised: January 23, 2014

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

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

Total Score out of 40:

Facilitator/Evaluator’s Comments:

Columbia College
Critical Writing Response Marking Rubric
 Revised Jan. 2018

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Quality of Response Content/Ideas	<ul style="list-style-type: none"> • Demonstrates reflection, insight, and accurate interpretation of assignment. • States main idea/opinion clearly. • Provides support for the main idea through numerous, relevant sources and/or references to the course readings. 	<ul style="list-style-type: none"> • Demonstrates reflection and accurate interpretation of assignment. • States main idea /opinion clearly. • Provides support for the main idea through number of relevant sources and/or references to the course readings. 	<ul style="list-style-type: none"> • Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability. 	<ul style="list-style-type: none"> • Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion. 	
Analysis	<ul style="list-style-type: none"> • Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Defines the issue, but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem solving skills. 	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Style Expression of Ideas	<ul style="list-style-type: none"> • Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Incorporates knowledge of stylistic techniques. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Consistently demonstrates original, sincere and compelling personal voice. 	<ul style="list-style-type: none"> • Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Demonstrates use of particular stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice. 	<ul style="list-style-type: none"> • Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice. 	<ul style="list-style-type: none"> • Uses simplistic sentence structures that are awkward and do not address audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice. 	
Organization and Structure	<ul style="list-style-type: none"> • Creates a sophisticated, well developed beginning, middle and conclusion. • Connects all ideas logically. • Uses a variety of carefully crafted sentence structures. • Consistently establishes appropriate paragraphing and transitions. 	<ul style="list-style-type: none"> • Creates a well-developed beginning, middle, and conclusion. • Connects most ideas logically. • Uses a variety of well-structured sentence • Most of the time establishes appropriate paragraphing and transitions 	<ul style="list-style-type: none"> • Creates an unfocused beginning, middle and a simple conclusion. • Creates answer that is poorly structured. • Uses some sentence variety with errors that begin to interfere with meaning. • Shows faulty paragraphing and lack of transitions. 	<ul style="list-style-type: none"> • Creates a limited response with no clear beginning, middle, and conclusion. • Creates confusion in structure. • Uses little to no sentence structure variety. • Many structural errors • Weak to no paragraphing or transition. 	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> Mainly error free. Uses APA citation correctly where applicable for referencing sources. Meets and exceeds all requirements for an excellent academic response. Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Generally, uses APA citation correctly where applicable for referencing sources. Meets most requirements for a well written academic response. Meets most requirements of the assignment. 	<ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. Uses APA citation inconsistently and with errors when sources are used. Meets a few requirements for an acceptable academic response. Meets a few requirements of the assignment. 	<ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. Meets few requirements for an acceptable academic response. Meets little to no requirements of the assignment. 	

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: