

Columbia College
Human Rights and Diversity (POLI265-1)

Lecture 1

Course Outline

Semester Dates: April 19, 2021 to May 22, 2021

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: Faith Miller, MSc

Email: faith.miller@columbia.ca

Class Time: 8:30 AM to 11:00 PM Mondays and
Wednesdays

Room: POLI265 Microsoft Teams and
POLI265 Moodle Page

Credit: 3

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:

Human rights and diversity issues play an important role in our society. This online course will provide students with the opportunity to examine current issues and social problems relating to our current cultural society. It will provide an understanding of diversity and the associated problems and issues surrounding it. Students will also investigate the myths and realities surrounding such areas as race, gender, social class, and crime. Indigenous peoples' issues will form an important part of this course. This area focuses upon such aspects as identity, history, art, culture, economy, languages, literature, music, community and political dynamics.

Learning Outcomes:

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

- Discuss the basic concepts underpinning diversity, multiculturalism, human rights in Canadian context.
- Explain the various rights and freedom enshrined in Canadian human rights legislation and practices.
- Discuss cultural and religious diversity and know the ramifications of topics such as family violence, mental health issues and developmental disabilities.
- Discuss the cross-cultural and racial contact that police officers and civilian employees have with citizens, victims, suspects, and co-workers from diverse backgrounds.
- Demonstrate a working knowledge and understanding of cultural diversity in Canadian society and workplace.
- Critically assess the key trends and issues surrounding cultural diversity in Canada, our communities and workplaces.

Course Format:

This online course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, breakout groups, 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 online 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 an online 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 virtual 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 online 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:

Fleras, A. (2016). *Unequal relations: An introduction to race, ethnic, and Aboriginal dynamics in Canada* (8th ed.). Toronto, ON: Pearson Education Inc.

Instructor handouts.

Recommended Readings and Resources:

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

Also, use other academic sources like Google Scholar.

Homework Assignment Due for the First Class:

- Read this course outline and be prepared to discuss in class
- Read Chapters 1 in your text, *Unequal relations: An introduction to race, ethnic, and Aboriginal dynamics in Canada*.
- Prepare for a graded test based on the assigned readings.

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 Tests	Classes 1 through 10	20%
Assignment 1	Class 4	25%
Assignment 2 Forums	Classes 6 & 8	20%
Final Project – see breakdown	Class 10	35%

Please note that all homework and assignments are due at 11:59pm on 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 "C+" (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.

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. During online course delivery, your attendance is connected to completion of your daily test. 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:

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 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. 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 Services (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
1	<ul style="list-style-type: none"> • Introduction and Course Overview • Race, Ethnic, and Aboriginal Relations: Patterns, Paradoxes, Perspectives 	<ul style="list-style-type: none"> • Syllabus Overview • Chapter 1
2	<ul style="list-style-type: none"> • The Politics of Race 	<ul style="list-style-type: none"> • Chapter 2
3	<ul style="list-style-type: none"> • Racisms and Anti-racism 	<ul style="list-style-type: none"> • Chapter 3
4	<ul style="list-style-type: none"> • Ethnicity Matters: Politics, Conflict, and Experiences 	<ul style="list-style-type: none"> • Chapter 4 • Assignment 1 due
5	<ul style="list-style-type: none"> • Racialized Inequality 	<ul style="list-style-type: none"> • Chapter 5
6	<ul style="list-style-type: none"> • Gender Minorities, Gendered Exclusions 	<ul style="list-style-type: none"> • Chapter 6 • Assignment 2 Forum #1 Due
7	<ul style="list-style-type: none"> • Aboriginal Peoples in Canada: Repairing the Relationship 	<ul style="list-style-type: none"> • Chapter 7
8	<ul style="list-style-type: none"> • Immigrants and Immigration 	<ul style="list-style-type: none"> • Chapter 8 • Assignment 2 Forum #2 Due
9	<ul style="list-style-type: none"> • Multiculturalism as Canada-Building Governance 	<ul style="list-style-type: none"> • Chapter 9
10	<ul style="list-style-type: none"> • The Adventure Called Canada-Building 	<ul style="list-style-type: none"> • Chapter 10 • Final Project due

Appendix 1 Assignment Outlines

Please note:

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

Daily Tests

Due Date: Daily (at the beginning of each classes 1 through 10)

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. All tests are available on Moodle from 8:30 AM to 11:59 PM on the day of the class. There will only be one attempt on all Daily Tests.

Assignment #1- Critical Response

Due Date: Class 4

Weight: 25%

Students will be required to choose **one** of the following topics covering the content of classroom lessons and assigned text and other readings. This project will be a **critical response** around issues of diversity and human rights.

- **Topic:** How does racialization/ethnicity, sexual orientation, class, disability, and gender create systems of privilege or oppression in Canadian societies?

Writing Assignment Expectations:

- **Objective:** The objective of these writing assignments 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:** These assignments are designed to apply knowledge from the chapters and class discussions.
- **Format:** These assignments should be typed and 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 assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to the attached rubric: **Critical Writing Marking 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. Referencing must conform to the APA referencing formats outlined in your ENGL110-1 textbook (TAB 7).

Assignment #2- Forums

Due Date: Class 6 & 8

Weight: 20%

- **Class 6 Forum:** How do racialized and ethnic inequalities make it more difficult for some people in Canada? What changes would have to be made to bring about equal opportunities?
- **Class 8 Forum:** As a human services worker, what strategies would you recommend to address biases associated with the phrase "Indian Problem" in an effort to restore Indigenous relations and move towards reconciliation? You can refer to the *Calls to Action* when completing this forum.

Assignment Expectations:

- Each student will be required to participate in online discussion forum questions in this course. These discussion forums questions will be accessed from the Course Moodle website. The facilitator will post questions relating to the next class topic for discussion.
- Each student will be required to respond to the questions posted and respond to at least one peer. Responses must be at least **250 words** to receive a grade. Students will be evaluated according to the "**Discussion Forum Rubric attached**."

Final Project: Conference Building

Due: Class 10

Weight: 35% (Oral Presentation 20% Brochure 10% Reflection on Group work 5%)

May 21 is the World Day for Cultural Diversity for Dialogue and Development. This is a United Nations sanctioned international holiday for the promotion of diversity issues.

<https://www.un.org/en/observances/cultural-diversity-day>

Situation:

Your employer has asked you and your group of colleagues (3 to 4 max) to organize a conference on this day, for human services workers.

NOTE: This conference will take place in a time when COVID-19 is not an issue.

PART ONE

1. As a group:

- Make a title for your conference that will describe the conference and attract participants
- Research diverse groups in Calgary.
- What are *five topics* or diverse groups that you would like to focus on for human services workers in the area of diversity?
 - Use the Diversity Wheel as a resource (on Moodle)
- Research speakers (real) that can speak to these topics or is knowledgeable about diversity for a given group or groups.
 - 4 local speakers – live in Alberta
 - 1 keynote speaker
 - this person can come from anywhere in Canada
 - this person can be someone that charges for speaking (you have an unlimited budget)
- Where will you hold the conference and why would you hold it there?

2. Final Presentation – 20%

- As a group do a presentation for your employer (facilitator) that outlines the above information to describe the conference you have planned. (Final class-live- NOT RECORDED)

3. Reflective Presentation– 5%

- Discuss what each person learned from doing this assignment
- Complete the presentation on Teams, as a group outside of class time.
- Have one group member put the presentation in their Teams calendar and invite all team members AND facilitator.
 - Record meeting so facilitator can watch at a later date
 - The meeting MUST to be completed by **May 22, 2021 @ 5:00**
 - The meeting should be about 5-7 minutes

PART TWO- Brochure- Weight 10%

- Make a brochure that outlines:
 - What is the purpose of the conference?
 - A schedule for the day
 - For each speaker:
 - A brief description of topic the speaker will discuss
 - A short biography describing the persons work and expertise
 - A photo, if possible, taken from the person’s online information
- Brochure
 - Double sided on 9”X11” paper (submit electronic version to **Teams Dropbox**)
 - It is your groups choice as to how it is made:
 - Portrait
 - Landscape – a folding brochure
 - Color
- Suggested Group meetings
 - This assignment should be able to be completed in two group meetings.

Meeting 1	Between meetings	Meeting 2
<ul style="list-style-type: none"> • Come to the meeting with ideas of 5 topics • Decide on your 5 topics (make notes in your “chat” so everyone will have the information) • Brainstorm: <ul style="list-style-type: none"> ○ Lunch ideas ○ entertainment • Decide who will: <ul style="list-style-type: none"> ○ Find a 2 speakers for each topic ○ Put the brochure together ○ Who will find the entertainment? ○ Put the presentation in Teams 	<ul style="list-style-type: none"> • Do research • Write up your information for the brochure • Think about possible titles for your conference • Think about lunch items 	<ul style="list-style-type: none"> • Decide on a title for your conference • Discuss the speakers that were found <ul style="list-style-type: none"> ○ Decide which speaker the group would like to “invite” to the conference, for each topic ○ Write up information on the entertainment (find a picture if possible to put on the brochure) • Send all of your information to the person who is making the brochure • Finalize the lunch menu • Finalize the entertainment • Discuss the layout of the brochure • Decide who will present each part of the information on the conference <ul style="list-style-type: none"> ▪ Complete the brochure • Send it to all group members for review and approval • Make any necessary changes <p>Submit to facilitator before your presentation</p>

**Appendix 2
Assignment Rubrics**

**Columbia College
Critical Writing Response Marking Rubric
Revised Jan. 2018**

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
	A 10-9	B 8-7	C-D 6-5	F 4-0	Score
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:

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
Discussion Forum Rubric
Last Revised: December 8, 2016

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Area	3	2	1	0	Score
Critical Thinking	<ul style="list-style-type: none"> Rich in content, thoughtful, reflective, insightful; shows careful analysis 	<ul style="list-style-type: none"> Substantial information, thoughtful, insightful; analysis has taken place. 	<ul style="list-style-type: none"> Information is thin and covers the surface of the topic. Lacks enough evidence of critical thinking. 	<ul style="list-style-type: none"> Basic information, no analysis or insight demonstrated. 	
Connections	<ul style="list-style-type: none"> Clear connections made to previous or current information; creates relevancy in the discussion. 	<ul style="list-style-type: none"> Some connections are made to previous or current information; generally, needs more depth and/or detail. 	<ul style="list-style-type: none"> Limited connections, vague generalities. 	<ul style="list-style-type: none"> No connections made to previous or current information. 	
Uniqueness	<ul style="list-style-type: none"> New ideas are presented with good depth and detail. 	<ul style="list-style-type: none"> Some new ideas are presented. Depth and details are satisfactory. 	<ul style="list-style-type: none"> Few, if any, new ideas are presented. Depth and details are lacking. 	<ul style="list-style-type: none"> No new ideas presented. No depth or details. 	
Timeliness	<ul style="list-style-type: none"> All required postings are on time for others to read and respond. 	<ul style="list-style-type: none"> Most postings are on time for others to read and respond. 	<ul style="list-style-type: none"> Postings are rarely on time or last minute without allowing for response time. 	<ul style="list-style-type: none"> Some, or all, required postings are missing. 	
Stylistics	<ul style="list-style-type: none"> No grammatical or stylistic errors. 	<ul style="list-style-type: none"> Several grammatical or stylistic errors. 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors; errors interfere with content. 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors. Makes understanding impossible. 	

Total Score out of 15:

Facilitator/Evaluator's Comments: