



**Columbia College**  
**Community Development and Advocacy (HSPD250)**  
**Lecture 1**  
**Course Outline**

Semester Dates: August 2, 2021 to September 4, 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: David Gitero

Email: david.gitero@columbia.ca

Class Time: 8:30 AM – 11:00 AM (Mon./Wed.) See Teams invite.)

Room: Online via Moodle and Microsoft Teams

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. 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.

**Course Description:**

The purpose of this course is to enable students to acquire the skills needed to participate in achieving constructive social change through the process of community involvement and advocacy. Both theories and practical applications will be discussed with a focus on the values of community work and power, and how social structures are developed, maintained and changed. Students will be encouraged to actively engage in community involvement for this course.

**Learning Outcomes:**

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

- Understand and explain the social, physical, and political needs that communities serve.
- Describe different types of communities and the functions that they serve.
- Identify the main features of community development and practice.
- Describe three perspectives on community organizations, including policy and administration, community development, and types of community organizations and analyse the implications of this information.
- Apply the Theory of Change Logical model to create community change to benefit marginalized groups
- Understand the role of advocacy in the community development process
- Describe the general systems theory and the implications of this perspective for building relationships in community practice.
- Understand the different ways to get involved in the community.
- Describe community development as a process and assess the role played by the professionals in this process.
- Identify and explain the various skills, strategies, and approaches needed in community work. Compare and contrast the three different categories of community intervention.

## Course Format

This remote course uses a variety of online 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 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 online class discussions in addition to taking responsibility for your own learning. The course expects you to 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 synchronous and asynchronous class activities 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 online classroom as you work towards your goal.

### **Required Textbooks and Equipment:**

Brown, J. & Hannis, D. (2012). *Community Development in Canada* (2<sup>nd</sup> ed.). Toronto, ON: Pearson Canada Inc.

Truth and Reconciliation Commission of Canada: Calls to Action [http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)

### **Homework Assignment Due for the First Class:**

- Read this course outline and prepare to discuss in class.
- Read chapter 1 in your text, *Community Development in Canada*.
- Prepare for a test on the assigned Chapter readings (see Appendix 1).

## 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%
Participation Forums/activities	Classes 1, 4, 5 & 8	10%
Writing Assignment A	Class 4	20%
Writing Assignment B	Class 7	25%
Final Project	Class 10	25%

**Please note that all homework and assignments are due by 11:59 PM 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 "C+" (a minimal pass), hand in all assignments, and write the final exam.**

## Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per 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 College's Commitment to Human Rights and Diversity Policy (ADM-P079)*, 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

## 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](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>• Introduction and course overview</li> <li>• Importance of Community</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 1</li> <li>• <b>Participation/Forum Activity #1</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• Introduction to Community Development</li> <li>• History of Community Development</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 2 &amp; 3</li> </ul>
3	<ul style="list-style-type: none"> <li>• Perspectives on Community Development</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 4</li> <li>• <b>Writing Assignment A Due</b></li> </ul>
4	<ul style="list-style-type: none"> <li>• Building Relationships with the Community</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 5</li> <li>• <b>Participation/Forum Activity #2</b></li> </ul>
5	<ul style="list-style-type: none"> <li>• Process of Community Development</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• <b>Participation/Forum Activity #3</b></li> </ul>
6	<ul style="list-style-type: none"> <li>• Skills for Working in Communities</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 7</li> </ul>
7	<ul style="list-style-type: none"> <li>• Canadian Case Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 8</li> <li>• <b>Writing Assignment B Due</b></li> </ul>
8	<ul style="list-style-type: none"> <li>• Aboriginal Community Development</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• <b>Participation/Forum Activity #3</b></li> </ul>
9	<ul style="list-style-type: none"> <li>• International Community Development</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 10</li> </ul>
10	<ul style="list-style-type: none"> <li>• Social Welfare and the Future of Community Development</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 11</li> <li>• <b>Final Project Due</b></li> </ul>

## 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: Each class from 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 Daily Tests will be available on Moodle until 11:59 PM on the day of the class.

All Daily Tests will:

- Have 30-minute time limits
- Have a one-attempt limit

**Mastery Learning**: As part of the Mastery Learning model, if you do not meet the minimum 70% on a given daily test, you will be provided with an opportunity to earn marks based on Mastery Learning Forum made available at the end of each week.

### **Participation Due: Classes 1, 4, 5 & 8 Weight 10%**

- Activities will come in the form of surveys, polls and questionnaires provided by the facilitator. All will be accessible via Moodle and Teams
- Each activity will be worth  $\frac{1}{4}$  of total mark.

### **Writing Assignment A Due: Class 3 Weight: 20%**

Choose one of the following topics for your Writing Assignment A:

#### *Topic 1: Functions of a community*

Explain five different functions of communities and provide examples of how you see evidence of these functions in your own community (or in Calgary as a whole).

#### *Topic 2: Stigma and High Transience*

Discuss how stigma and high transience weaken communities. What activities have you seen (or can you do) in a community to counteract the weakening impact that stigma and high transience can have?

#### *Topic 3: Community Development*

In what way did Moses Coady influence community development in Canada? How would Moses Coady apply Community Economic Development strategy to create a sustainable housing initiative? Name and discuss at least two considerations that you would keep in mind.

### **Writing Assignment B Due: Class 7 Weight: 25%**

Choose one of the following topics for your Writing Assignment B:

#### *Topic 1: General Systems Theory*

General Systems Theory sees all living and non-living matter as systems, and each part of the system is part of a whole to achieve a goal. How do relationships play a part in community development work? Name and discuss two ways you might develop and sustain relationships in your work as a community worker?

## Topic 2: Conflict

Why might there be conflict in working toward a goal in community work? Name and describe three strategies you might use to manage conflict as a community worker in the field?

### Writing Assignment Expectations (for all assignments):

- **Objective:** The objectives of the two writing assignments are to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate depth of knowledge related to the course content.
- **Focus:** Each assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** All assignments will 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 Arial/Calibri 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 Response Marking Rubric.**

**How to avoid plagiarism:** The simplest way to avoid plagiarism is to reference any sources 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. Use APA referencing.

### Final Project

**Due Date: Class 10**

**Weight: 25%**

#### Type:

- Oral/Online presentation
- 10 minutes allotted

#### Format:

- Group – 3 to 4 members per group
- Each member is responsible for presenting at least one of the topics

#### Objective:

- Explore a local organization or choose a case study in Chapter 8 to expand on (model excluded). You can also present one approved by your facilitator. The goal is to follow the format of that in the case studies in chapter 8:
  - **Background**
  - **Process**
  - **Structure**
  - **Impact**
  - **Effective Community Development Practice**
- The goal is to not only showcase a local organization but to share the impact it has had on the community of Calgary. This will take some research and teamwork as there are some organizations with a great deal of information but some that may not be suitable for a case study like this. It is imperative you not simply share information rather you need to be focusing on the impact of the community and advocate aspect of the organization.
- Things to think about:
  - **What created the demand for this service and is it a long-term need?**
  - **What would the clients do without the support it provides?**
  - **How has it distinguished itself from other organizations- is it the only one of its kind?**
  - **How does it contribute economically, socially and culturally?**
  - **How does it go beyond the social safety net that Canada provides?**
- There are two aspects to the marking of this assignment:
  - **Oral Presentation**
  - **Organization/Content**

You will be evaluated on your individual presentation using the *Oral Presentation Rubric* provided in this course outline.



**Appendix 1  
Assignment Rubrics**

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

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

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

	<b>A</b>	<b>B</b>	<b>C-D</b>	<b>F</b>	<b>Score</b>
	10-9	8-7	6-5	4-0	
<b>Mechanics, Grammar, Professional Format</b>	<ul style="list-style-type: none"> <li>Mainly error free.</li> <li>Uses APA citation correctly where applicable for referencing sources.</li> <li>Meets and exceeds all requirements for an excellent academic response.</li> <li>Meets and exceeds all requirements of the assignment.</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 where applicable for referencing sources.</li> <li>Meets most requirements for a well written academic response.</li> <li>Meets most requirements of the assignment.</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 with errors when sources are used.</li> <li>Meets a few requirements for an acceptable academic response.</li> <li>Meets a few requirements of the assignment.</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 when sources are used.</li> <li>Meets few requirements for an acceptable academic response.</li> <li>Meets little to no requirements of the assignment.</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	
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>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</li> <li>• 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:**