Columbia College

Introduction to Sociology (SOCI110)

Lecture 1

Course Outline

Semester Dates: October 11, 2021 to November 13, 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: Tuesdays 5:30PM to 8:30PM and Saturdays 9:00PM to 12:00PM	Room: SOCI110 Microsoft Teams Site and SOCI110 Moodle page
Mastery Learning Activities available (IF REQUIRED	
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:

This course will serve as a practical introduction to the field of sociology. Students will be able to identify and explain the significance of some of the phenomena, methods, and theories of sociology; differentiate between sociological and other questions, theories, and approaches; and interpret a variety of data arrays in order to assess and make sociological arguments. Related theory, research and analysis related to the field will be examined.

Learning Outcomes:

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

- Identify and explain the significance of some of the phenomena, methods, and theories of sociology.

- Differentiate between sociological and other questions, theories, and approaches.

- Explain in your own words some of the key concepts of sociology.

- Interpret a variety of data arrays in order to assess and make sociological arguments.

- Contribute to a group analysis of "both sides" or opposing viewpoints on a controversial issue.

- Compose and present an individual position paper on a controversial issue using course materials and concepts.

- Apply the concepts, theories, and principles learned from this course to hypothetical situations.

- Communicate information learned from this course to both specialist and non-specialist audiences.

Course Format:

This online 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 an online synchronous and asynchronous learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The online delivery 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 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:

Schaefer, R. (2020). Sociology: a brief introduction seventh Canadian edition. Canada: McGraw-Hill Education

Instructor Hand-outs

Recommended Readings and Resources:

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

Students may also consider using Google Scholar.

Homework Assignment Due for the First Class:

1.   Read this course outline and prepare to discuss in class.

2.   Read Chapters 1 & 2 in the text.

3.   Prepare for a 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	25%
Forum Responses	Classes 3 & 5	20%
Assignment 2	Class 7	25%
Final Project Part I Presentation – 15% Part II – Reflective Paper 15%	Class 10	30%

Please note that all homework and assignments are due on the day of class by 11:59PM.

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 "B-" (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 student 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-P204,* 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.

Mastery Learning Forums/Activities:

Should a student not attain the 70% level on Daily Tests, Mastery Learning Forums will be provided the opportunity to showcase their understanding of material studied. Mastery Learning Forums are created on the second class of the week and will close by the Sunday of that week. There is a maximum of four percentage points awarded for acceptable completion of forums. Each forum will focus on that week's material studied.

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 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	• Outline and assignment expectations • Understanding Sociology • Sociological Research	• Chapter 1 • Chapter 2
2	• Culture	• Chapter 3
3	• Socialization and the life course • Social Interaction, Groups, and Social Structure	• Chapter 4 • Chapter 5 • **Forum Response #1 Due**
4	• Stratification in Canada	• Chapter 6
5	• Global Inequality • Racial and Ethnic Inequality	• Chapter 7 • Chapter 8 • **Forum Response #2 Due**
6	• The Mass Media	• Chapter 10
7	• Deviance and Social Control • Religion and Education	• Chapter 11 • Chapter 13 • **Assignment 2 Due**
8	• Politics and the Economy	• Chapter 14
9	• Population, Health and Communities	• Chapter 15
10	• Social Movements, Social change and the environment	• Chapter 16 • **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: Each class from classes 1 through 10.
Weight: 25 %

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 Forum Responses
Due Date: Classes 3 & 5
Weight: 20%

Each student will be required to participate in online discussion forum questions throughout the course. These discussion forums questions will be accessed from the Course Moodle website. The facilitator will post questions relating course concepts for discussion. Each student will be required to respond to at least one (1) peer-post related to the topic. Responses must be at least **250 words** to receive a grade. Students will be evaluated according to the **Discussion Forum Rubric**

Assignment 2 – Critical Response
Due Date: Class 7
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 writing activity**.

- *Topic 1 (Chapter 5):* Define the concepts of *in-groups*, *out-groups* and *reference groups*, and describe the role of each type of group. Provide examples of the larger societal impact of when these groups interact with each other. How are these groups reflected in our media (social or mass)?
- *Topic 2 (Chapter 8):* The distinction between the functionalist, conflict, feminist, and interactionist approaches to racial and ethnic inequality is very clear. Briefly outline the approach that each of these perspectives takes and indicate how that approach is related to the overall perspective. Mention specific theories in your analysis
- *Topic 3 (Chapter 12):* Discuss the diverse patterns of marriage and families from all four perspectives (functionalist, conflict, feminist, and interactionist) using specific evidence. Explain how your own personal perspective plays a role in your understanding of this topic.

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:** This assignment is 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 750 words but is not to exceed 1000 words. Students will be evaluated according to the attached rubric: Critical Response 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.

Final Project
Due Date: Class 10
Weight: Reflective paper 15% Presentation 15%

This project will be a Final Reflective paper **and** a presentation based on a feature film of your choice. Your movie choice must reflect the concepts of sociology; please see all chapter summaries that provide you with examples that relate to specific topic. Students will be evaluated according to the attached rubric: **Reflective Writing Response Rubric and Oral presentation rubric**

Choose one of the following movies that are suggested to reflect upon. Ensure you use examples from your textbook to support your statements.

Example:
Aronovsky, D. (2008) *The Wrestler***.**
- **Through his sport's subculture, a professional wrestler who has passed his prime travels away from the mainstream.**
- **Chapter 3 Key Terms: Sub-culture, Norms, Counterculture**
- **Presentation: Expand upon your movie choice in connection with sociology. This will be a 3-5-minute presentation. Presentation format- Microsoft Teams recorded and sent for facilitator.**

Reflection 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:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** The assignment 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: **Reflective 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 texts.

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	**B**	**C-D**	**F**	**Score**
	10-9	8-7	6-5	4-0	
Quality of Response Content/Ideas	• 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.	• 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.	• Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability.	• Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion.	
Analysis	• 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.	• Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem solving skills.	• 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.	• 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	• 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.	• 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.	• 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.	• 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	• 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.	• 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	• 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.	• 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	• 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.	• 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.	• 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.	• 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
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	• Rich in content, thoughtful, reflective, insightful; shows careful analysis	• Substantial information, thoughtful, insightful; analysis has taken place.	• Information is thin and covers the surface of the topic. Lacks enough evidence of critical thinking.	• Basic information, no analysis or insight demonstrated.	
Connections	• Clear connections made to previous or current information; creates relevancy in the discussion.	• Some connections are made to previous or current information; generally, needs more depth and/or detail.	• Limited connections, vague generalities.	• No connections made to previous or current information.	
Uniqueness	• New ideas are presented with good depth and detail.	• Some new ideas are presented. Depth and details are satisfactory.	• Few, if any, new ideas are presented. Depth and details are lacking.	• No new ideas presented. No depth or details.	
Timeliness	• All required postings are on time for others to read and respond.	• Most postings are on time for others to read and respond.	• Postings are rarely on time or last minute without allowing for response time.	• Some, or all, required postings are missing.	
Stylistics	• No grammatical or stylistic errors.	• Several grammatical or stylistic errors.	• Obvious grammatical or stylistic errors; errors interfere with content.	• Obvious grammatical or stylistic errors. Makes understanding impossible.	

Total Score out of 15:

Facilitator/Evaluator's Comments:

Columbia College
Reflective Writing Rubric
Last Revised: March 2014

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

Skills	5	4	3	2	1
Depth of Reflection	• Reflection reveals a thorough insight of the subject matter with the student digging deeply to present well though-out reflections.	• Reflection reveals insight into the subject matter. Often there are thoughtful statements.	• Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, reflective statements are evident.	• Reflection is limited. The writer produces some basic understanding of the subject matter.	• Little to no reflection is present.
Use of Examples / Evidence	• Uses specific and convincing examples to support reflective statements.	• Uses well-chosen examples to support reflective statements. A more convincing presentation would strengthen the response.	• Uses some examples to support understanding of the subject matter and reflections.	• Uses limited number of examples to support understanding of the subject matter. This seriously affects the integrity of the reflection process.	• Uses little to no examples.
Cohesiveness of Response	• Reflection provides a clear picture of the student's thinking on this subject matter. Thoughts are presented in a good logical, convincing order.	• This reflection gives a good understanding of the student's thinking on this subject matter. Thoughts are usually presented in a clear and logical way.	• Most of the time this reflection provides an acceptable indication of the student's thinking on this subject matter. Most of the time thoughts are presented in a sequential manner.	• This attempted reflection does not provide a clear picture of the student's thinking on this subject matter. Thoughts are often presented in an inconsistent and illogical order.	• This response is confusing and ideas do not tie together.

Skills	5	4	3	2	1
Conventions	• Demonstrates control of the writing conventions with essentially no errors.	• Demonstrates control of the writing conventions with occasional errors.	• Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding.	• Demonstrates limited control of the writing conventions with frequent errors that make understanding difficult.	• Demonstrates little or no control of the writing conventions with errors that make understanding almost impossible.

Total out of 20:
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	• 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.	• 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.	• 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.	• Presentation shows little to no logical organization. • Content is difficult to follow. • Not a thoughtful presentation.	
Content	• Provides evidence of supporting research to back all main points. • Gives a complete explanation of all key points. • Uses relevant examples/ references.	• Provides evidence of supporting research. To back most points. • Gives an explanation of most key points. • Uses some relevant examples/ references.	• 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.	• 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**	• Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. • Uses continual eye contact.	• Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. • Uses fairly consistent eye contact.	• At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. • Uses eye contact inconsistently.	• 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**	• 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.	• 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.	• 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.	• 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's/Evaluator's Comments: