Columbia College

Youth, Crime, and the Law (CRIM 155)

Lecture 1

Course Outline

Semester Dates: May 12, 2014 – June 13, 2014

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: Peter Copple, BA, CPS Deputy Police Chief (retired)	Email: rpjcopple@telusplanet.net
Class Time: 5:30 pm – 9:30 pm (Mon/Wed)	Room: 805-119
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 examines the nature, purpose, and administration of the youth justice system in Canada. Reviews of the old Juvenile Delinquent Act, Young Offenders Act, and the new Youth Criminal Justice Act, and solutions to delinquency problems will be addressed. Special emphasis will be assigned to the different requirements criminal justice professionals need to know when dealing with young offenders. Prerequisite: None

Learning Outcomes:

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

- Describe and explain the historical traditions and philosophy of youth justice.
- Define and explain "delinquency" and the various theories of delinquency.
- Explain the biological, psychological and sociological factors of why juveniles misbehave.
- Describe what youth crime really "looks like".
- Compare and contrast the stages of the juvenile justice system and the roles of the various players, and how their roles differ substantially from the adult system.
- Critically examine and discuss the recommendations for changes in the Youth Justice System.

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

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

Required Textbooks and Equipment:

Bell, S. (2012). Young Offenders and Youth Justice: A Century After the Fact (4th ed.). Toronto, ON: Nelson Education.

Recommended Readings and Resources:

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

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand

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

GALE InfoTrac Custom Journals

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

Homework Assignment Due for the First Class:

1. Read Chapter 1 (Text: *Young Offenders and Juvenile Justice, 4th ed.)*
2. Read the Youth Criminal Justice Act in the Canadian Criminal Code.
3. As a result of your reading assignment, write down at least three questions that you would like to be clarified or discussed in class.
4. Prepare for a test based on the assigned readings.
5. Read this syllabus and be prepared to discuss in class.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Writing assignments	Classes 5, 9	30%
Presentation	Class 9	20%
Tests	Daily	20%
Final exam	Class 10	30%
N/A	N/A	N/A

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	*Letter Grade*	*Grade Points*	*Percentage Scale*	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5%. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

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

Attendance Requirements:

Columbia College believes that 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)* 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
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. Students must be on time as they will not be permitted to enter once the exam has started. Exam dates, times, and location are posted by the main office Bldg. 802 and in the hallway in Bldg. 805. It is the student's responsibility to check this exam posting.

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities:

Students with temporary or permanent disabilities may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Disability Services by making an appointment with a Disability Services Advisor – Main Office – Bldg. 802 or emailing disabililtyservices@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 Disability 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	• Juvenile delinquency in historical context	• Chapter 1
2	• Creating a juvenile justice system: Then and now	• Chapter 2
3	• The "facts" of youth crime	• Chapter 3
4	• The social face of youth crime	• Chapter 4
5	• Classical theories of delinquency • Contemporary theories of delinquency	• Chapters 5, 6
6	• Family, school, peers, and youth crime problem	• Chapter 7
7	• First contact: Police and diversionary measures • Going to court	• Chapters 8, 9
8	• Youth corrections • Review	• Chapter 10
9	• Perpetuating social justice • Future of juvenile justice • Review	• Presentation
10	*Final Exam – 3 hrs.*	• N/A

Appendix 1
Assignment Outlines

Assessment Information
Writing Assignment #1

Due Date: Class 5
Weight: 10%

Students will write an argumentative essay on the topic: "Determine if there are similarities or differences with respect to the treatment of Aboriginal youth by the governments of Canada and Australia, in particular, during the period when the Juvenile Delinquent Act was the significant influencing legislative factor within the Canadian Youth Justice system. Does the film – Rabbit Proof Fence help us to understand the social and legal environment present at that time?" The essay will have a minimum length of 750 words with at least two reference sources in addition to the course text. The submission must be to APA standards. Students will be evaluated according to the attached rubric.

Writing Assignment #2
Due Date: Class 9
Weight: 20%

Students will prepare a critical analysis essay on the topic: "Identify and discuss issues associated with the understanding of family, school, and peer influence in the production of youth crime." The paper will have a minimum length of 1,500 words, use APA format, and contain at least four references. Students will be evaluated according to the attached rubric.

Quizzes
Due Date: Each class from classes 1 through 8.
Weight: 20%

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

Presentation
Due date: Class 9
Weight: 20%

Each student will make a 10- to 15-minute PowerPoint presentation on his or her findings on Writing Assignment #2 and be prepared to respond to questions from class members. Students will be evaluated according to the attached rubric.

Final Exam
Due Date: Class 10
Weight: 30%

Students will be required to write a final exam covering the content of classroom learning and assigned text and other readings. The exam will consist of 75 to 100 multiple-choice questions.

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	• This 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
Argumentative Essay Marking Rubric
Revised Jan. 2012

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

	A	B	C-D	F
	5	**4**	**3**	**2-0**
Thesis	• Easily identifiable, believable, original, well-developed, clear thesis that states a definite point to be argued.	• Good thesis, but slightly unclear in parts. Or, while not incorrect, lacking in originality or insight.	• Promising thesis is somewhat unclear or contains vague terms. Or, largely unoriginal, or offering relatively little that is unique or new.	• Thesis is difficult to identify at all. May be restatement of an obvious point. • Provides little basis for a clear argument to be developed or structure to be devised
Structure of the essay	• Overall structure of essay is clear and excellent organization is evident to strategically argue the point of view. • Opening paragraph provides appropriate and thorough background for the thesis. • Excellent transitions from point to point. • Paragraphs support solid topic sentences and contain points relevant to the topic. • Conclusion is strong and clearly brings closure to the argument.	• Generally, structure is clear and appropriate, though may ramble on in parts, or be too brief on one or two points. • Opening paragraph provides sufficient background for the thesis. • May have a few unclear transitions, or a few paragraphs either lacking clear topic sentences, or with two or more topics combined together. • Conclusion is evident and brings closure to the argument.	• Generally, there is evidence of a structure which is at times unclear. • Opening paragraph has the beginnings of good information. • Ideas may at times wander or jump around. • Some transitions. • Some paragraphs lack an identifiable topic sentence. • Beginning of a conclusion is evident.	• Organization is unclear because thesis is weak or not defined. • Introduction lacks sufficient information to support the thesis. • Transitions confusing and unclear. • Few clear topic sentences. • Conclusion has not been developed.

	A	B	C-D	F
	5	**4**	**3**	**2-0**
Use of Evidence	• Primary source information and/or quality secondary source information used to support every point with at least one example. • Examples support topic and fit within each paragraph. • Smooth integration of quoted material into sentence.	• Examples used to support most points; generally quality sources (primary or secondary), though quality varies. • Examples are usually provided to support points. • Quotes and evidence generally integrated well into sentences.	• Examples used to support some points. • Some points lack supporting evidence or examples. • Quotes and evidence are evident, but at times inconsistently integrated into sentences and structure.	• Very few or very weak examples. • General failure to support statements, or evidence given does not support the statement, because it is low-quality or irrelevant. • Quotes and evidence not integrated into sentences.
Analysis	• Clearly relates evidence to topic sentences and to larger thesis. • Analysis is fresh and exciting, posing new ways to think about the material and to make connections among different sources.	• Evidence often relates to topic of paragraph and to larger thesis, though some connections are not clear.	• Quotes and evidence are evident, but at times are not followed by the author's analysis, and/or lack an explanation of how they relate to the paragraph topics and the larger thesis as a whole	• Very little or very weak attempt to relate evidence to the central thesis and arguments of the paper.
Logic and Argumentation	• All ideas in the paper flow logically; the arguments are identifiable, reasonable, and supported by evidence. • Anticipates and successfully refutes/disproves objections or counter-arguments • Makes original connections to outside material (whether from the class, other classes, or independent research) that illuminates the thesis and its constituent parts.	• Argument of paper is clear, usually flows logically and makes sense. • Identifies some counterarguments, but these are addressed unevenly. • Some insightful connections made.	• Argument is present, but may at times be inconsistent in presentation. • Logic at times fails, or argument may be unclear. • Some counter-arguments are identified, but this area needs more development.	• Ideas do not flow well. • Simplistic view of topic. • Faulty logic. • No effort to address possible alternative views.

	A	B	C-D	F
	5	**4**	**3**	**2-0**
Mechanics, Grammar, Professional Format	• Mainly error free. • Uses APA citation correctly. • 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. • Meets requirements for a well written academic response. • Meets requirements of the assignment.	• Some errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with some errors. • Meets some requirements for an acceptable academic response. • Meets some of the 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. • Does not meet enough requirements for an acceptable academic response. • Does not meet enough requirements to address 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 30:

Facilitator/Evaluator's Comments:

Columbia College
Critical Analysis Essay Marking Rubric
Revised Jan. 2012

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

	A	**B**	**C-D**	**F**
	5	**4**	**3-2.5**	**2.4-0**
Purpose Essential Information	• Introduces and presents paper effectively and clearly; purpose is readily apparent to the reader. • First paragraph identifies three of the following: title, date, author and essential background information on the author.	• Introduces and presents paper adequately; purpose is not consistently clear throughout the paper. • First paragraph identifies only two of the following: the title, date, author and essential background information on the author.	• Introduces and presents paper somewhat effectively; writing has a clear purpose but may at times move away from that purpose. • First paragraph identifies only one of the following: the title, author and essential background information on the author.	• Introduces and presents paper poorly; purpose is generally unclear. • First paragraph does not identify the title, author and essential background information on the author.
	10-9	**8-7**	**6-5**	**4-0**
Essay Structure	• Essay has a clear introduction, conclusion and well-developed essay body. • Thesis is clearly stated and developed to demonstrate point of view. • Paragraphs are logically developed both internally and externally, with transitions within and between paragraphs.	• Essay has required introduction, conclusion and essay body that adequately presents essay components. • Thesis is presented clearly, but may need more development. • Paragraphs are mostly logically developed, both internally and externally, with some transitions within and between paragraphs.	• Essay has required introduction, conclusion and essay body, but requires some further development. • Thesis is presented but at times is slightly unclear. • Paragraphs are not always logically developed, requiring attention to this area. • Transitions are used but rarely.	• Essay does not have all the components – introduction, conclusion and body paragraphs. • Thesis is difficult to identify. May be restatement of an obvious point. • Paragraphs are poorly developed and do not show logical progression is ideas. • Transitions are not used.

	A	B	C-D	F
	5	**4**	**3-2.5**	**2.4-0**
Argument	• Clearly identifies and summarizes the main issues • Effectively addresses all of the author's issue/s. • Identifies all embedded issues and how they relate to each other. • Formulates a clear and precise personal point of view • Critiques with insight. • Identifies and rigorously evaluates all important evidence offered. • After considering all the relevant information and evidence, identifies and thoroughly discusses the implications, conclusions and consequences of the issue. • Provides new data or information to be considered • Ideas are supported effectively and sources are clearly attributed. • Acknowledges objections and provides convincing replies to these	• Successfully identifies and summarizes most of the main issues. • Explains most of the author's issue/s satisfactorily. • Identifies most embedded issues and how they relate to each other. • Formulates a clear and precise personal point of view • Critique is adequate. • Identifies all important evidence offered. • After considering most of the relevant information and evidence, identifies and briefly discusses the implications, conclusions and consequences of the issue. • Evaluates the information • Discusses alternate points of view. • Ideas are generally supported and paper includes clear attribution.	• Identifies main issues, but requires more explanation to be effective. • Alludes to embedded issues without development or explanation. • Demonstrates a vague or indecisive point of view • Some critique provided, but requires more development. • Successfully identifies data and data and information that counts as evidence but does not thoroughly evaluate its credibility. • Suggests some implications, conclusions and consequences of the issue but without reference to the context and relevant information • Considers weak alternative views. • Some ideas are substantiated, but more attention is needed to this area.	• Fails to identify, summarize, or explain the main problem or issue. • Represents the issues inaccurately. • Does not identify embedded issues. • No critique provided. • Fails to identify data and information that counts as credible evidence. • Fails to identify implications, conclusions and consequences of the issue • Fails to identify the key relationships between the context, data or evidence. • Difficult to determine point of view. • Attribution is missing, or sources given are poorly selected.

	A	B	C-D	F
	5	**4**	**3-2.5**	**2.4-0**
Mechanics, Grammar, Professional Format	• Mainly error free. • Uses APA citation correctly. • 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. • Meets requirements for a well written academic response. • Meets requirements of the assignment.	• Some errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with some errors. • Meets some requirements for an acceptable academic response. • Meets some of the 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. • Does not meet enough requirements for an acceptable academic response. • Does not meet enough 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 30:

Facilitator/Evaluator's Comments:

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

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

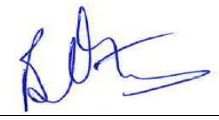
Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Organization	• Creates introduction that is unique, clearly focused and engages the audience. • Organizes content logically, making entire presentation easy to follow. • Builds main points through 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.	
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.	

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: **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.	

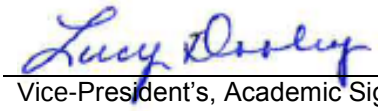
Total Score out of 40:

Facilitator/Evaluator’s Comments:

Approval:



Program Chair's Signature	May 5, 2014 Date



Vice-President's, Academic Signature	May 5, 2014 Date

Registrar's Signature	May 5, 2014 Date