

Columbia College
Developing Critical Thinking, Reading, and Writing - (ENGL115)

Lecture 1

Course Outline

Semester Dates: October 13th, 2014 to November 15th, 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: Julie Higgins

Email: Julie.higgins.2014@gmail.com

Class Time: Monday & Wednesday – 5:30 to 9:30 PM

Room: Building 805 Room 157

Credit: Non-Credit Course

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 is an advanced language skills course for individuals who are sharpening their present critical thinking, reading and writing skills. A key focus will be on writing effective research and argumentative essays and developing strong presentation skills. Students will be expected to complete a significant amount of reading, research and writing outside of the classroom in order to meet the requirements of the course. (5 weeks, 40 hrs.)

Learning Outcomes:

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

- Demonstrate advanced critical thinking skills
- Demonstrate the use of a variety of reading strategies to understand text
- Read critically, find information, comment on, and summarize texts
- Demonstrate the ability to apply the following organizational essay strategies: Reflective, Argumentative, Process, Descriptive, Comparison and Contrast
- Understand how to do research and citation of references according to APA and apply to the writing of a comprehensive research paper
- Learn how to use data bases (ProQuest, Gale) to support term papers
- Paraphrase to avoid plagiarism
- Take quick and accurate notes while listening and reading
- Write well-developed short answers using appropriate style and word choice
- Communicate orally in a competent and professional manner in various circumstances, including giving presentations
- Understand how to analyse and respond to case studies
- Understand the difference between writing essays and reports
- Correctly use Microsoft Word 2010 to type a term paper

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:

Kirby, G. & Goodpaster, J. (2007). **Thinking**, 4th Edition. New York: Pearson Education, Inc.

Wyrick, J. & Bose, S. (2010). **Steps to Writing Well with Additional Readings**, First Canadian Edition. Toronto: Nelson Education Ltd.

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

Further Recommended Readings and Resources:

- The Purdue Online Writing Lab <http://owl.english.purdue.edu/>
- YouTube Writing Good Essays (Massey University) Massey SLC 26 videos

Homework Assignment Due for the First Class:

- Read your syllabus and be prepared to ask questions and discuss. Read the Preface, Chapter 1 and Chapter 7 in the text **Thinking**. Be prepared for a test.

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
Student Participation and Engagement		5%
Critical Thinking Tests	Daily	10%
Assignment 1 – Argumentative Essay	Class 6	15%
Assignment 2 – Reflective Essay – in class	Class 7	15%
Assignment 3 – Comprehensive Research Essay	Class 8	15%
In-class Activities		10%
Presentations - 2x5	Class 4, 9	10%
Final Exam	Class 10	20%

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 Columbia College students who are provisionally admitted to one of our professional programs are required to achieve a minimum grade of 75% or B.

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 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)* 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. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam dates, times, and location are posted by the main office Bldg. 802 and by the library in Bldg. 4. <u>It is the student's responsibility to check this exam posting.</u>

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 disabilityservices@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	<ul style="list-style-type: none"> Review Preface, Chapter 1, 7 Chapter 7 Quiz (Thinking) Creative Thinking – 3 questions and discussion Grammar Diagnostic Pre-Writing Activities Thinking Critically as a Writer Guidelines for Writing a Good Thesis Review of Mastering Term Papers and Reports... Review of APA citation Assign Presentation #1 	<ul style="list-style-type: none"> Read the Chapters Creative Thinking p. 125 in <i>Thinking</i> and prepare for quiz. Prepare 3 questions from the chapter that you will submit to your facilitator for class discussion.
2	<ul style="list-style-type: none"> Review Chapter 2 content Chapter 8 Quiz (<i>Steps to Writing Well</i>) Reading-Writing Connection– 3 questions and discussion Argumentation – See Assignment #1 Grammar Diagnostic Outlining your Writing & other communications Writing Body Paragraphs – Focus: Structure, Coherence, sequence Review of “The Paragraph: Structure, Topic, and Controlling Idea” handout How to do Research (Review) Using ProQuest & Gale – See Assignment #3 How to write a paraphrase and a summary Incorporating source material Avoiding plagiarism Continue Review of APA citation 	<ul style="list-style-type: none"> Read the Chapter 2 & The Reading-Writing Connection p. 159 (<i>Steps to Writing Well</i>) Prepare for quiz. Prepare 3 questions from the chapter that you will submit to your facilitator for class discussion. <i>Steps to Writing Well</i>: Read Chapter 14 – Writing a Research Paper p.359-384; Chapter 10–Argumentation Grammar as assigned by facilitator
3	<ul style="list-style-type: none"> Chapter 8 Quiz (<i>Thinking</i>) Organizing – 3 questions and discussion Writing Effective Beginnings and Endings Report Writing Review how to do effective presentations Review how to do a reflective essay with an outline due for Class 5 	<ul style="list-style-type: none"> Read the chapter Organizing p. 139 <i>Thinking</i> and prepare for quiz Prepare 3 questions from the chapter that you will submit to your facilitator for class discussion. <i>Steps to Writing Well</i> Read Chapter 4 – Beginnings and Endings Grammar as assigned by facilitator
4	<ul style="list-style-type: none"> Chapter 9 Quiz <i>Thinking</i> Logical Thinking - 3 questions and discussion Revising & Editing Effective Sentences *Specifics, Word Order, Mixed Constructions, Concise Style, Passive Verbs Review Argumentative Essay outline 	<ul style="list-style-type: none"> Read the chapter Logical Thinking p. 156 <i>Thinking</i>. Prepare for quiz. Prepare 3 questions from the chapter that you will submit to your facilitator for class discussion. <i>Steps to Writing Well</i> Read Chapter 5- Drafting and Revising; Read Chapter 6 – Effective Sentences. Grammar as assigned by facilitator Prepare outline for Assignment #1- Argumentative Essay

5	<ul style="list-style-type: none"> • Presentation #1 due • Chapter 11 Quiz <i>Thinking</i> • Persuasive Thinking – 3 questions and discussion • Effective Sentences • *Lively style, Emphatic style, • Exposition: Process Analysis • Review Reflective Essay outline 	<ul style="list-style-type: none"> • Read the chapter Persuasive Thinking p. 259 <i>Thinking</i>. Prepare for quiz. • Prepare 3 questions from the chapter that you will submit to your facilitator for class discussion. • Prepare Presentation #1 • Prepare Reflective essay outline • Grammar as assigned by _____ facilitator.
6	<ul style="list-style-type: none"> • Assignment #2 Argumentative essay due • Chapter 10 Quiz <i>Thinking</i> • Scientific Thinking - 3 questions and discussion • Generating ideas with respect to a given topic Practice • Exposition: Development by Example 	<ul style="list-style-type: none"> • Read the chapter Scientific Thinking p. 220 <i>Thinking</i>. Prepare for quiz. • Prepare 3 questions from the chapter that you will submit to your facilitator for class discussion. • <i>Steps to Writing Well</i> • Read Chapter 9 – Exposition p. 171-224 • Grammar as assigned by facilitator.
7	<ul style="list-style-type: none"> • Assignment #1 Reflective Essay to be written in class (1 hr.) • Chapter 12 Quiz <i>Thinking</i> • Problem Solving - 3 questions and discussion • Review using SQ3R • Exposition: Development by Process Analysis • Description & Making Observations • Review outline for Assignment #3 	<ul style="list-style-type: none"> • Read the chapter Problem Solving p. 287 <i>Thinking</i>. • Prepare for quiz. • Prepare 3 questions from the chapter that you will submit to your facilitator for class discussion. • <i>Steps to Writing Well</i> • Read Chapter 11 – Description p.303-324 • Grammar as assigned by facilitator • Prepare outline for assignment #3
8	<ul style="list-style-type: none"> • Assignment #3 due. • Chapter 13 Quiz (<i>Thinking</i>) • Evaluating - 3 questions and discussion • Exposition: Development by Comparison & Contrast (Using Venn Diagram) 	<ul style="list-style-type: none"> • Read the chapter Evaluating p. 310 <i>Thinking</i>. Prepare for quiz. • Prepare 3 questions from _____ the chapter that will _____ submit to your facilitator for class discussion. • Grammar as assigned by facilitator.
9	<ul style="list-style-type: none"> • Presentation #2 due. • Chapter 14 Quiz <i>Thinking</i> • Decision & Action – 3 questions and discussion • How to Analyze and Respond to Case Studies – Rubric included • How to Write Under Pressure 	<ul style="list-style-type: none"> • Read the chapter Decision & Action p. 320 <i>Thinking</i>. Prepare for quiz. • Prepare 3 questions from the chapter that you will submit to your facilitator for class discussion. • Grammar as assigned by _____ facilitator. • Prepare Presentation #2 ...
10	<p><i>Final Exam – location to be announced</i></p>	<ul style="list-style-type: none"> • Review APA formatting and essay writing; Bring Cheat Sheet on APA to Exam.

Appendix 1 Assignment Outlines

ASSIGNMENTS – All assignments must be completed and handed in order to meet the requirements of English 113. All assignments are to be typed according to APA format. You may be required to send your completed assignments by email to the facilitator. This is a common practice in our professional programs.

Please note that should there be any evidence of plagiarism, you will be assigned a mark of “0.” As we are here to help you to learn how not to plagiarize, you may be given the opportunity to rewrite the paper until you can see how a paper looks that does not contain plagiarism. Your mark will be an average of the marks attained throughout the efforts to rewrite the paper without calculating in the “0.” The facilitator will determine how many times an individual must write the paper in order to score an acceptable grade above “0.”

Student Preparation and Engagement – Value 5%

An important component of success in a post-secondary environment and in the work world is the ability to demonstrate active participation or engagement in what one is doing. You will be evaluated on how well you participate and are engaged, whether you come to class on time and remain in class for the entire time, have done your reading and homework as assigned etc. Please review the rubric that is attached to this syllabus.

In class Activities – Value 10%

Your facilitator will ask you to take part in a variety of specific learning activities. You will be evaluated on how well you do these activities. Please review the rubric that is attached to this syllabus to learn about this area of evaluation.

All your assignments should follow APA formatting and citation.

Assignment #1 – Reflective Essay – to be written in class

Due: Class 7 – Value 15 marks.

Write a Reflective Essay of 500 words on the following:

“To be able to manage yourself, you have to ask, What are my values?”

Make reference to 2 articles that you researched that support your thinking.

Assignment #2 – Argumentative Essay

Due: Class 6. Value 15 marks

Select one of the following and write an argumentative essay of 750 words.

- A nurse is obligated to follow the physician's orders.
- Basic human rights belong equally to each and every human being.
- Punishing innocent people is worse than letting guilty people escape.
- Television is guilty of misrepresenting reality.

Make reference to 2 articles that you researched that support your argument.

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Assignment #3 – Comprehensive Research Paper

Due: Class 8: Value 15 marks

Prepare an outline for Class 7.

Write a research essay of 1250 words, not including the title page or reference page. APA style format is expected. You can see the APA format on the Columbia College website under Student Services. You must **refer to a minimum of 3 articles** you located through ProQuest and/or Gale.

***Note: PN Students only – you must include one article from the College of Licensed Practical Nurses (CLPNA) website: <http://www.clpna.com>

Your essay must be typed according to APA format.

Select a topic from the following:

Human Services Students: Professional Behaviour in Human Services; Working in the community as a HSP worker; Working with individuals with disabilities.

Medical Students: Exercise and its effects on health; Technology in medicine; The success of stress techniques;

Business Management Students: Innovation in Business, Professional Behaviour in Business, Business Ethics.

Criminal Justice Students: Working with Youth in the Justice System, Understanding community policing, The 3 most important traits of a successful CJ worker.

PRESENTATIONS

Presentations are an important part of class work and the work world. Building effective oral skills to present ideas is an important essential skill. Remember that you are not to read your presentation from a piece of paper. You can create cards with point form ideas on them, but do not read them out. You need to practice your presentation skills to do a good job. No power point presentations are allowed. Length of time: 4-5 minutes. Get tips on presentations from “Speaking of Presentations” handout. Remember the 3 P’s of Presentation: Prepare-Practice-Present.

Presentation #1 – Value 5%

Due: Class 5

Prepare a presentation on **the articles** you chose for Assignment #3.

Presentation #2 – Value 5%

Due: Class 9

Prepare a presentation on one of the following topics:

- Leadership
- Community Involvement
- Diversity
- How our past influences our future
- The Importance of Immunization
- Job Satisfaction
- Seizing the moment

Support your position by reference to 2 academic articles

Appendix 2
Assignment Rubrics

Columbia College
General Essay Rubric
Last Revised: January 23, 2014

Student's Name		Course Code	Date	Facilitator/Evaluator's Name		
Area	A (85% - 100%) 10.0 – 8.5	B (70% - 84%) 8.4 – 7.0	C (55% - 69%) 6.9 – 5.5	D (50% - 54%) 5.4 – 5.0	F (0% - 49%) 4.9 - 0	Score
Focus of Essay & Thesis	<ul style="list-style-type: none"> Well written thesis statement that states the main point of the essay. The thesis statement reflects a clear opinion on the subject. 	<ul style="list-style-type: none"> Thesis statement states the main point of the essay. The thesis statement reflects an opinion the subject. 	<ul style="list-style-type: none"> Thesis statement requires more development. The thesis statement is not clear in demonstrating the opinion of the writer. 	<ul style="list-style-type: none"> Thesis statement does not quite meet the requirements to be effective. The thesis statement is confusing and unclear in terms of the opinion of the writer. 	<ul style="list-style-type: none"> There is no thesis statement. There is no opinion stated or the opinion stated is unrelated to the essay assignment. 	
Content Ideas & Analysis - Critical Thinking	<ul style="list-style-type: none"> Displays extensive in-depth knowledge of the topic. Comprehends deeper meaning and relevance of topic. Conveys insightful, original points of view. Critically synthesizes and evaluates information. Clearly supports statements made with evidence and examples. 	<ul style="list-style-type: none"> Displays good knowledge of the topic. Conveys some original points of view. Comprehends meaning and relevance of topic. Demonstrates careful analysis, synthesis and evaluation of information. Clearly supports most statements with evidence and examples. 	<ul style="list-style-type: none"> Displays adequate knowledge of the topic. Requires further exploration. Demonstrates some analysis, synthesis and evaluation of information. Supports some statements with evidence and examples. 	<ul style="list-style-type: none"> Displays limited basic knowledge of the topic. Explores topic inadequately, leaving areas unexplored. Displays limited analysis, synthesis, and evaluation of information. Most statements are unsupported. 	<ul style="list-style-type: none"> Unable to display relevant understanding of the topic. No evidence of new knowledge. Critical thinking not evident. No evidence or examples are provided to support statements. 	

Area	A (85% - 100%) 10.0 – 8.5	B (70% - 84%) 8.4 – 7.0	C (55% - 69%) 6.9 – 5.5	D (50% - 54%) 5.4 – 5.0	F (0% - 49%) 4.9 - 0	Score
Style & Expression of Ideas	<ul style="list-style-type: none"> Conveys all ideas with originality and clarity. Shows sophisticated development of paragraph and sentence structure, with effective transitions within and between paragraphs. Uses rich, accurate and effective word choice 	<ul style="list-style-type: none"> Conveys most ideas with originality and clarity. In most cases shows well developed paragraph and sentence structure with effective transitions within and between paragraphs. Uses accurate and effective word choice. 	<ul style="list-style-type: none"> Conveys some ideas clearly. Shows some paragraph development and at times, awkward sentence structure. At times uses vague, ineffective word choice. 	<ul style="list-style-type: none"> Conveys few ideas clearly. Paragraph and sentence structure is often faulty. Uses vague, ineffective word choice throughout the essay. 	<ul style="list-style-type: none"> Most ideas are not conveyed clearly. Paragraphs lack focus and appropriate structure; sentence structures are simplistic, lacking development. Inadequate word choice. 	
Organization & Structure	<ul style="list-style-type: none"> Presents information in a consistently logical structure. Skillfully shapes introduction and conclusion. 	<ul style="list-style-type: none"> Presents information in a logical structure. Carefully constructed introduction and conclusion. 	<ul style="list-style-type: none"> Presents some of the information in a logical structure. Introduction and conclusion require further development. 	<ul style="list-style-type: none"> Presents information in a random manner, lacking in logical structure. Introduction and conclusion require redrafting. 	<ul style="list-style-type: none"> Presents poor overall organization, lacking logical structure. Essay does not have an introduction and conclusion. 	

Area	A (85% - 100%) 10.0 – 8.5	B (70% - 84%) 8.4 – 7.0	C (55% - 69%) 6.9 – 5.5	D (50% - 54%) 5.4 – 5.0	F (0% - 49%) 4.9 - 0	Score
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 academic response. Meets some of the requirements of the assignment. 	<ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, interfering with the readability and meaning of the paper. Use of APA citation contains many errors. Meets a few requirements for an academic response. Meets few requirements of the question. 	<ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Many errors in APA citation, demonstrating lack of citation knowledge. Does not meet any requirements for an academic response. Does not meet any requirements of the question. 	

Total Score out of 50:

Facilitator/Evaluator's Comments:

Columbia College
Term Paper Rubric
Last Revised: January 2012

Student's Name	Course Code		Date		Facilitator/Evaluator's Name	
	A	B	C	D	F	Score
Writing Focus	5 <ul style="list-style-type: none"> • Presents a precise well developed thesis, reflecting insightful, original perspective. • Demonstrates direction in the development of the paper. 	4 <ul style="list-style-type: none"> • Presents a clear, carefully constructed thesis, reflecting original perspective. • Demonstrates direction in the development of the paper most of the time. 	3 <ul style="list-style-type: none"> • Presents a simplistic and/or unclear thesis. • Demonstrates some direction in the development of the paper, but often the paper is hard to follow. 	2.5 <ul style="list-style-type: none"> • Presents a partly developed thesis. • Demonstrates little direction in the development of the paper. 	2.4-0 <ul style="list-style-type: none"> • No thesis presented. • Development of the paper is unclear. 	
	10-9	8-7	6	5	4-0	
Content, Ideas & Analysis	<ul style="list-style-type: none"> • Displays extensive in-depth knowledge of the topic. Comprehends deeper meaning and relevance of topic. • Conveys insightful, original points of view. • Critically synthesizes and evaluates information. • Clearly supports all statements with examples. 	<ul style="list-style-type: none"> • Displays good knowledge of the topic. • Conveys some original points of view. Comprehends meaning and relevance of topic. • Demonstrates careful analysis, synthesis and evaluation of information. • Clearly supports most statements with examples. 	<ul style="list-style-type: none"> • Displays adequate knowledge of the topic. Requires further exploration. • Demonstrates some analysis, synthesis and evaluation of information. Supports some statements with examples. 	<ul style="list-style-type: none"> • Displays limited basic knowledge of the topic. • Explores topic inadequately, leaving areas unexplored. Displays limited analysis, synthesis, and evaluation of information. • Most statements are unsupported with examples. 	<ul style="list-style-type: none"> • Unable to display relevant understanding of the topic. • Critical thinking not evident. • Statements are unsupported with examples. 	

	10-9	8-7	6	5	4-0	
Style Expression of Ideas	<ul style="list-style-type: none"> • Uses highly effective, clearly focused, varied sentences. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Uses relevant, timely and varied sources to support ideas. • Shows smooth integration of quoted material into sentences and overall paper. 	<ul style="list-style-type: none"> • Mostly uses effective, well structured, focused, varied sentences. Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Uses relevant, timely and varied sources to support ideas most of the time. • Quotes and evidence integrated well into sentences and overall paper. 	<ul style="list-style-type: none"> • Uses some variety in sentence structure. Conveys some ideas clearly. • Uses some effective word choice. • Uses some varied sources to support ideas. • Quotes and evidence at times integrated into sentences and overall paper. 	<ul style="list-style-type: none"> • Demonstrates limited variety of sentences. Many sentences are awkward. • Conveys few ideas clearly. • Uses vague, ineffective word choice. • Uses limited resources that are not well selected to support ideas. • Quotes and evidence poorly integrated into sentences and overall paper. 	<ul style="list-style-type: none"> • Uses simplistic sentence structures that are awkward. • Most ideas are not conveyed clearly. • Inadequate, simplistic word choice. • Lacks the use of support for ideas. • Quotes and evidence not integrated properly. 	
Organization and Structure	<ul style="list-style-type: none"> • Presents information in a consistently logical structure. • Shows sophisticated development of paragraph and sentence structure, with effective transitions. • Introduction and conclusion is very well developed. 	<ul style="list-style-type: none"> • Presents information in a logical structure. • Shows well developed paragraph and sentence structure with effective transitions. • Introduction and conclusion mostly shows good development. 	<ul style="list-style-type: none"> • Presents some of the information in a logical structure. • Shows some paragraph development and at times, awkward sentence structure. • Introduction and conclusion shows little development. 	<ul style="list-style-type: none"> • Presents information in a random manner, lacking in logical structure. • Paragraph and sentence structure is often faulty. • Introduction and conclusion not well developed or missing. 	<ul style="list-style-type: none"> • Presents poor overall organization, lacking logical structure. • Paragraphs lack focus and appropriate structure; sentence structures are simplistic, lacking development and transition. • Lacks introduction and conclusion. 	

Mechanics, Grammar, Professional Format	5	4	3	2.5	2.4-0	
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 academic response. • Meets some of the requirements of the assignment. 	<ul style="list-style-type: none"> • Frequent errors in usage, grammar, and mechanics, interfering with the readability and meaning of the paper. • Use of APA citation contains many errors. Meets a few requirements for an academic response. • Meets few requirements of the assignment. 	<ul style="list-style-type: none"> • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge. • Does not meet enough requirements for an academic response. • Does not meet any 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 out of 40:

Comments:

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

Student's Name		Course Code	Date	Facilitator/Evaluator's Name	
Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Organization	<ul style="list-style-type: none"> Creates introduction that is unique, clearly focused and engages the audience. Organizes content logically, making entire presentation easy to follow. Builds main points through carefully selected and original examples/ references. Has effective transition between sections. Summarizes all key points and stimulates thought at the end. 	<ul style="list-style-type: none"> Creates introduction that is original, clearly focused and gets the attention of the audience. Organizes content logically, making most of the presentation easy to follow. Builds main points through carefully selected examples/ references. Has a transition between most sections. Summarizes most key points and stimulates some thought at the end. 	<ul style="list-style-type: none"> Creates an introduction that tends to be unfocused. Doesn't engage the audience's interest. Content appears disorganized, without logic and consistency. Builds a few main points with details, but most ideas are unsupported. Few to no transitions are evident. Little to no summarizing evident. Ending does not stimulate much thought. 	<ul style="list-style-type: none"> Presentation shows little to no logical organization. Content is difficult to follow. Not a thoughtful presentation. 	
Content	<ul style="list-style-type: none"> Provides evidence of supporting research to back all main points. Gives a complete explanation of all key points. Uses relevant examples/ references. 	<ul style="list-style-type: none"> Provides evidence of supporting research. To back most points. Gives an explanation of most key points. Uses some relevant examples/ references. 	<ul style="list-style-type: none"> Provides evidence that not enough research has been done to support the content. Gives an incomplete explanation of key points. Uses a few relevant examples/ references. 	<ul style="list-style-type: none"> Indicates little to no research. Gives a limited explanation of a few points. Uses little to no examples/ references. 	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Delivery Style: Nonverbal Effectiveness	<ul style="list-style-type: none"> • Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. • Uses continual eye contact. 	<ul style="list-style-type: none"> • Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. • Uses fairly consistent eye contact. 	<ul style="list-style-type: none"> • At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. • Uses eye contact inconsistently. 	<ul style="list-style-type: none"> • Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. • Uses poor to no eye contact. 	
Delivery Style: Verbal Effectiveness	<ul style="list-style-type: none"> • Conveys passionate interest for the topic. • Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses “ums”. • Makes no obvious grammatical errors. • Uses cue cards or other supports effectively and does not read the presentation. • Uses rich, precise, and varied vocabulary. • Well-rehearsed and prepared. 	<ul style="list-style-type: none"> • Conveys enthusiasm for the topic. • Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses “ums”. • Makes few grammatical errors. • Most of the time uses cue cards or other supports appropriately, without reading the presentation. • Uses well-chosen and varied vocabulary. 	<ul style="list-style-type: none"> • Demonstrates minimal enthusiasm for the topic. • Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. • Uses too many unnecessary pauses (“ums”), distracting from the presentation. • Makes some grammatical errors. • Tends to not use cue cards effectively and mostly relies on reading the presentation. • Uses ineffective vocabulary. 	<ul style="list-style-type: none"> • No enthusiasm is conveyed for the topic. Speech is unclear with poor enunciation and incorrect pronunciation. • Volume and rate of speech are often inappropriate, making comprehension difficult. • Uses too many unnecessary pauses “ums”, making comprehension difficult. • Makes frequent grammatical errors. • Reads presentation. • Uses inappropriate or simplistic vocabulary. 	

Total Score out of 40:

Facilitator/Evaluator's Comments:

Columbia College
Case History Rubric (College Prep)
Last Revised: April 2014

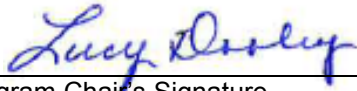
Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
	5	4	3	2	1
Questioning Techniques	<ul style="list-style-type: none"> • Thorough list of thoughtful questions is prepared before the interview and includes ample questions to ensure a complete Social History is acquired. Questions are specific, concrete and open-ended. • Questions are adjusted to meet the specific situation and client and probe for more details. • Questions are asked in a respectful way, one at a time, providing client with time to answer. • Questions do not inflict values on client or make assumptions about the client's answers. 	<ul style="list-style-type: none"> • List of questions is adequate and prepared before the interview. • All areas necessary to complete a Social History are covered. Questions are concrete and open-ended but occasionally general. • Some awareness of the situation and client is evident. • Questions are asked in a respectful way, one at a time, though may be a bit rushed. • Questions do not inflict values on client or make assumptions about the client's answers. 	<ul style="list-style-type: none"> • List of questions is available and addresses most areas necessary to complete a Social History. • Some questions are concrete and open-ended and are asked in a mechanical way with no evidence of being able to adjust to client or situation. • Questions do not inflict values on client or make assumptions about the client's answers. 	<ul style="list-style-type: none"> • List of questions is available but in a very rough form. Not all areas necessary to complete a Social History are covered. • Questions are vague and/or close-ended. Interviewer seems disorganized and this affects the flow of the interview. • Questions sometimes inflict values on client or are off topic. • Uses "why" questions inappropriately. 	<ul style="list-style-type: none"> • List of questions not available before the interview. • Few aspects of a Social History are covered, and questions are vague and rambling. • Interviewer seems confused and does not respond appropriately to client's answers OR interview becomes just a "chat" on topics unrelated to the situation.

	5	4	3	2	1
Case Study – Social History	<ul style="list-style-type: none"> • Social History is formatted correctly using appropriate headings. • All areas of a Social History are included, along with client's name, Agency, Date, and name of person preparing the Case History. • All details included are relevant and recorded accurately, without interpretation or bias. • Writing is free of grammatical and mechanical errors. 	<ul style="list-style-type: none"> • Social History is formatted correctly using appropriate headings. • Client's name, the agency, date and name of person preparing the case history. • Most areas of a Social History are included and are relevant and recorded accurately. • Very little bias or interpretation is evident. • Writing is mostly free of grammatical and mechanical errors. 	<ul style="list-style-type: none"> • Social History is formatted with most of the necessary information. • Most areas of a Social History are included but some detail may be irrelevant, vague, or recorded inaccurately. • Bias or interpretation is evident. • Errors in writing are evident but do not impede communication. 	<ul style="list-style-type: none"> • Social History is not formatted with necessary information. • Headings are lacking. • Some areas of a Social History are included but there is either not enough detail or irrelevant or inaccurate detail. • Bias is evident and may distort information. • Errors in writing are frequent and impede communication. 	<ul style="list-style-type: none"> • Information is presented in an inappropriate format. • No evidence of knowledge of correct formatting. • Information is lacking and what is provided is irrelevant or inaccurate. • Frequent errors in grammar and mechanics make the writing difficult to understand.

Total out of 10:

Comments:

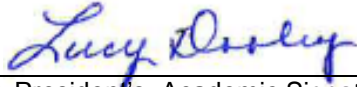
Approval:



Program Chair's Signature

October 6, 2014

Date



Vice-President's, Academic Signature

October 6, 2014

Date



Registrar's Signature

October 6, 2014

Date