

Columbia College
English for Professional Purposes (English 102)

Lecture 1
Course Outline

Semester Dates: August 4, 2014 to September 5, 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. Due to the statutory holiday on August 4th, the first class will be held on Wednesday, August 6th, and the second class on Friday, August 8th.

Facilitator: Donna Buchan

Email: dlbuchan@ucalgary.ca

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

Room: 805-114

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 designed to prepare students with the literacy skills and knowledge needed to enter into professional college-level programs. The course develops proficiency in various forms of writing, critical thinking and analysis, listening and speaking, and examination of various forms of reading materials. There is a concentration on writing term papers and the application of APA citation. This is a 40 hour course.

Learning Outcomes:

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

- 1) Appreciate a variety of genres, texts and text creators and their contribution to society;
- 2) Use a variety of appropriate strategies to explore, comprehend and analyze texts both individually and in collaboration with others;
- 3) Apply knowledge of organizational patterns and structural features to understand purpose, content and effectiveness of a text.
- 4) Create critical/analytical oral and written responses to a variety of texts;
- 5) Use a variety of appropriate reference strategies and reference technologies to aid understanding;
- 6) Plan a research paper/presentation and identify information needs and sources;
- 7) Evaluate sources and assess information for accuracy, currency, completeness and relevance to purpose;
- 8) Select and record information accurately and completely; document and reference sources using APA format;

- 9) Write a formal term paper that demonstrates:
 - a) Correct use of APA format and citation
 - b) Effective use of a formal outline including Thesis Statement
 - c) Ability to assess and refine controlling idea
 - d) Ability to review accuracy, specificity, vividness and relevance of details, facts or other data intended to support and develop controlling ideas and to develop unity
 - e) Ability to assess effectiveness of organization including transitions and transitional devices and revise as needed
 - f) Ability to assess the appropriateness and effectiveness of diction and syntax and revise as needed
 - g) Ability to edit text for matters of correctness.
- 10) Develop and deliver oral presentations using voice production factors, nonverbal factors, and visual production factors appropriate to purpose, audience and situation;
- 11) Use language, both oral and written, to show respect and consideration;
- 12) Appreciate diversity of expression, opinion and perspective;
- 13) Set appropriate personal goals for participation in a group;
- 14) Think critically to assess effectiveness of group process and to modify if necessary.
- 15) Understand and apply Critical Thinking Skills and Habits of the Mind to class activities and to achieving goals in the course.

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:

Wyrick, J., Bose, S. (2010). *Steps to Writing Well*. Toronto: Nelson Education Ltd.

Albom, M. (1997) *Tuesdays with Morrie*. Random House.

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:

Literary Terms www.tnellen.com/cybereng/lit_terms/

Literary Devices www.olc.spsd.sk.ca/de/resources/litdevices/index.html

APA Formatting and other writing resources <https://owl.english.purdue.edu/owl/resource/560/01/> Click on Site Map to discover all of the resources available on this site.

Homework Assignment Due for the First Class:

This reading assignment is to be completed prior to your first class.

Read "Expository Strategy One" p. 172-178 in ***Steps to Writing Well***

Read "Our Essential Function" p. 527-529 in ***Steps to Writing Well***

Prepare 3 questions that have arisen from your reading and which you would like to have answered. These will be handed in to your facilitator on the first day of your course.

Be prepared for a test on this homework.

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 Quizzes	Daily	20%
Major Term Paper	Class 7	30%
Response Journals on Novel	Class 8	10%
Presentation	Class 9	10%
Final Exam	Class 10-Location to be announced	30%

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 our Licensed Practical Nurse program 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 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. <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"> • Introduction and Course Overview • Questions and Homework Review Test • Critical Thinking and Habits of Mind • Rhetorical Exploration: Expository Essays of Example • Inquiry Process: Introduction of Research Paper • Class Summary Test • Research Paper: Due Class 7 • 2500 words 	<p>Steps to Writing Well</p> <ul style="list-style-type: none"> • "Expository Strategy One" p. 172-176 • "Our Essential Function" p. 527-529
2	<ul style="list-style-type: none"> • Questions and Homework Review Test • Rhetorical Exploration: Expository Essays of Process Analysis • Inquiry Process: Conducting Research; Choosing and Evaluating Sources; Annotating Text; Preparing Tentative Outline; Developing Bibliography • Class Summary Test 	<ul style="list-style-type: none"> • Steps to Writing Well • Read "Expository Strategy Two" p. 186-188 • Read "And the Best Damn Stew-Maker Too" p. 531-533 • Read p. 359-367 and p. 370-374 • Research Paper Narrow Topic Find and print off at least 2 articles in ProQuest or GALE that will be useful for your topic Bring Articles to Class • Tutorial (optional) • Complete Language Masters 5, 6, 12, 7 17
3	<ul style="list-style-type: none"> • Hand in Research Paper Outline & List of Resources • Questions and Homework Review Test • Literary Exploration-Personal Response Essay • Rhetorical Exploration: Expository Essays of Comparison and Contrast • Inquiry Process: Summarizing, Note Taking and Paraphrasing Text • Class Summary Test 	<ul style="list-style-type: none"> • Read "Where the World Began" p. 569-573 • Read "Expository Strategy Three" p. 204-207 • Read "Taking Notes" p. 375-377 • Research Paper Prepare tentative outline and list of resources to be used Continue annotating texts that will be used as resources

Class Session	Topics	Pre-Class Readings
4	<ul style="list-style-type: none"> Questions and Homework Review Test Rhetorical Exploration: expository essays of Argumentation Inquiry Process: citing sources in text; APA style review Class Summary Test 	<p><i>Steps to Writing Well</i></p> <ul style="list-style-type: none"> Read "Implications of a Free Society" p. 556-558 Read "Argumentation" p. 269-281 Read "Incorporating Your Source Material" and "Avoiding Plagiarism" p. 378-384 Read "APA Style" p. 395-399 <p>Websites</p> <p>Watch APA Tutorial at http://flash1r.apa.org/apastyle/basics/index.htm?utm_source=apa&utm_medium=referral&utm_campaign=apa_tutorial</p> <p>Review the following website: http://virginialynne.hubpages.com/hub/What-are-Citations-in-Essays-How-do-you-do-them</p>
5	<ul style="list-style-type: none"> Hand in 1st draft of Research paper Questions and Homework Review Test Literature Exploration: Narrative detail in nonfiction Inquiry Process: Revising: Creative and Critical thinking Class Summary Test 	<p><i>Steps to Writing Well</i></p> <ul style="list-style-type: none"> Read "Ottawa vs. New York" p. 536-538 Read "Drafting and Revising: Creative Thinking, Critical Thinking" p. 87-111 <p>Complete 1st draft of Research paper including thesis statement</p>
6	<ul style="list-style-type: none"> Questions and Homework Review Test Literature Exploration: Novel Elements and structure Rhetorical Exploration: Writing Response Journal Inquiry Process: Case Study- Organizing Information-APA Class Summary Test 	<p>Tuesdays With Morrie</p> <ul style="list-style-type: none"> Read Part One p. 1 – 107 Continue work on Research paper
7	<ul style="list-style-type: none"> Hand in Research Paper Questions and Homework Review Test Literature Exploration: Themes, Symbolism and Metaphor in the novel Rhetorical Exploration: Writing a Response Journal to a Prompt. How is it Different From a Formal Essay? Inquiry Process: Case Study- Managing Information- Annotating text Class Summary Test 	<p>Tuesdays With Morrie</p> <ul style="list-style-type: none"> Read Part Two p. 108 – end <p><i>Steps to Writing Well</i></p> <ul style="list-style-type: none"> Read "Writing About Literature" p.425-426 "Prompts" and p. 443-445 Read #3 under "Suggestions for Writing" pg. 448. Review http://hubpages.com/hub/How-to-Write-a-Reading-Response-Essay Finish Research paper

Class Session	Topics	Pre-Class Readings
8	<ul style="list-style-type: none"> • Hand in Response Journals • Discuss results of Research paper • Questions and Homework Review Test • Literature Exploration: Critical thinking; essay structure • Rhetorical Exploration: Expository essays of Classification and Division • Case Study-oral presentations • Class Summary Test 	<ul style="list-style-type: none"> • <i>Steps to Writing Well</i> • Read “Expository Strategy Five-Classification and Division” p. 237-240 • Read “What I Have Lived For” p.249 • Website Explore Oral Presentation Skills http://www.it-sudparis.eu/lsh/ressources/ops.php
9	<ul style="list-style-type: none"> • Conduct Course Evaluation • Discuss Results of Book review • Questions and Homework Review Test • Oral Presentations • Peer and Facilitator Assessment and Feedback of Oral Presentations • Writing Under Pressure – Case Study • Class Summary Test 	<p><i>Prepare for Oral Presentation</i></p> <p><i>Steps to Writing Well</i></p> <ul style="list-style-type: none"> • Writing In-class Exams p. 410-420
10	<ul style="list-style-type: none"> • <i>Final Exam (3 hr) – Location to be announced</i> 	<p><i>Steps to Writing Well</i></p> <ul style="list-style-type: none"> • Do Assignment B, 1 & 2, on p. 134-135 • Do Assignment A and B on p. 156-157 • Do Assignment p. 424

Appendix 1 Assignment Outlines

ASSIGNMENTS – All assignments must be completed and handed in order to meet the requirements of English 114. 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 many 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.”

Assignment #1 – Major Term Paper – Value 30%

Assigned in Class 1. Due: Class 7.

Prepare an outline & thesis statement for Class 4; Write a draft of your paper for class 5.

This is a major research paper of 2500 words, not including the title page or References page. This assignment is modeled upon the type of paper you are expected to write in the Practical Nurse program towards the end of your program. You must use proper APA style and format. Be sure to use research through ProQuest and Gale. In your paper you must be sure that all questions posed have been sufficiently answered. You are not held to only answering these questions, but can add additional information to support your position. Look at your term paper rubric to see how you will be evaluated. Please review the rubric that is attached to this syllabus.

Write a 2500 word paper on “Achieving my Goals in the Nursing Program.” As you develop your paper, respond to the questions below.

Write an outline of your term paper to submit to your facilitator for class 3.

Write a draft of your research term paper for class 4

1. What are the strategies you will use to achieve your goals in the Nursing Program?
2. What are some of the strategies you can use to learn together with your classmates?
3. What is the best way to approach racial and ethnic diversity?
4. Define intellectual responsibility and explain how you will express it in your program.
5. Define critical thinking, when it occurs, how it occurs, and what it accomplishes?
6. How do you plan to become a critical thinker when you are in your program?
7. Explain the communication process and barriers that affect communication.
8. How will you prepare yourself for your practicums in a care facility and in a hospital?
9. How will you think and behave as a professional in your program?
10. How is your life going to change by taking the Nursing Program?

Assignment #2 – Response Journals – Value 10%

Assigned in Class #5. Due: Class 8.

Write three responses to *Tuesdays with Morrie* using a response to literature style of writing consistent with using a Prompt from the handout provided in class. Each response should be no less than 250 words and identified with a Level 1 heading. Use essay structure, and APA formatting throughout. Cite any material taken from the novel or reference materials. Include a reference page. Please review the rubric that is attached to this syllabus.

Presentation – Value 10%

Assigned in Class 8. - Due: Class 9.

Prepare a presentation on one of the following topics :

- Canadian Nurses Association Code of Ethics
- Nursing Competencies
- Legal Liability Issues in Nursing Practice
- Decision making in Nursing
- Non-verbal communication in Nursing
- Coping with work-related stress in Nursing

Instructions:

- Your presentation should take approximately 15 minutes.
- Base your presentation on a minimum of 2 articles you have researched on the topic using ProQuest or GALE. Make a copy of these articles and submit them to your facilitator prior to your presentation.
- Prepare an outline and speak either from an outline or cards. Do not read your presentation from a document that is written in sentences. Practice so that you know your information as best as possible without reading your cards. If you read from your notes or cards, you will receive an automatic fail grade for your presentation.
- Please review the rubric that is attached to this syllabus.

Appendix 2
Assignment Rubrics

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	<p style="text-align: center;">5</p> <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. 	<p style="text-align: center;">4</p> <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. 	<p style="text-align: center;">3</p> <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. 	<p style="text-align: center;">2.5</p> <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. 	<p style="text-align: center;">2.4-0</p> <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. 	
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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
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	<ul style="list-style-type: none"> Reflection reveals a thorough insight of the subject matter with the student digging deeply to present well thought-out reflections. 	<ul style="list-style-type: none"> Reflection reveals insight into the subject matter. Often there are thoughtful statements. 	<ul style="list-style-type: none"> Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, reflective statements are evident. 	<ul style="list-style-type: none"> Reflection is limited. The writer produces some basic understanding of the subject matter. 	<ul style="list-style-type: none"> Little to no reflection is present.
Use of Examples / Evidence	<ul style="list-style-type: none"> Uses specific and convincing examples to support reflective statements. 	<ul style="list-style-type: none"> Uses well-chosen examples to support reflective statements. A more convincing presentation would strengthen the response. 	<ul style="list-style-type: none"> Uses some examples to support understanding of the subject matter and reflections. 	<ul style="list-style-type: none"> Uses limited number of examples to support understanding of the subject matter. This seriously affects the integrity of the reflection process. 	<ul style="list-style-type: none"> Uses little to no examples.
Cohesiveness of Response	<ul style="list-style-type: none"> This reflection provides a clear picture of the student's thinking on this subject matter. Thoughts are presented in a good logical, convincing order. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> This response is confusing and ideas do not tie together.

Skills	5	4	3	2	1
Conventions	<ul style="list-style-type: none"> • Demonstrates control of the writing conventions with essentially no errors. 	<ul style="list-style-type: none"> • Demonstrates control of the writing conventions with occasional errors. 	<ul style="list-style-type: none"> • Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. 	<ul style="list-style-type: none"> • Demonstrates limited control of the writing conventions with frequent errors that make understanding difficult. 	<ul style="list-style-type: none"> • 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

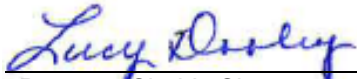
Student's Name		Course Code	Date	Facilitator/Evaluator's Name	
Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Organization	<ul style="list-style-type: none"> Creates introduction that is unique, clearly focused and engages the audience. Organizes 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. 	

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. 	
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	<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

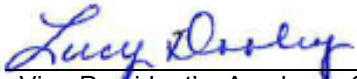
Approval:



Program Chair's Signature

August 1, 2014

Date



Vice-President's, Academic Signature

August 1, 2014

Date



Registrar's Signature

August 1, 2014

Date