

Columbia College
Foundations in Critical Thinking, Reading, and Writing (ENGL 114)

Lecture 1

Course Outline

Semester Dates: May 25th to June 27th, 2015

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: Elaine Lovell

Email: elovellteacher@gmail.com

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

Room: Building 4 Room 154 -

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 is an advanced language skills course for those who need to develop the foundations of effective critical thinking, reading, and writing. A key focus is on writing short essay type papers and reports involving reflective and research skills. Grammar diagnostics and the development of presentation skills are important components of the course. 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. This is a 40 hour course.

Learning Outcomes:

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

- Develop and demonstrate foundation critical thinking skills
- Develop and demonstrate effective oral communication skills
- Read critically, find information, comment on, and summarize texts
- Write short answers to questions using appropriate style and word choice
- Demonstrate the skills of writing short essay type papers
- Demonstrate the skills of writing a reflective paper
- Understand how to do research and citation of references according to APA
- Demonstrate the skills of writing a short research paper
- Learn how to use the Internet and other data bases (ProQuest, Gale)
- Paraphrase to avoid plagiarism
- Take quick and accurate notes while listening and reading
- Improve reading for meaning using a variety of strategies
- 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 and Chapter 1 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 Preparation and Engagement	Daily	5%
Critical Thinking Tests	Daily	15%
Assignment 1 - Research Retrieval	Class 4	15%
Assignment 2 – A Short Reflective Essay – in class	Class 6	10%
Assignment 3 – A Short Research Essay	Class 8	15%
Presentations - 2x5	Class 6, 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 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"> Chapter 1 Quiz (Thinking) Critical thinking – What is it? Why is it important? Review of Course Outline SQ3R Strategies for Reading Thinking Critically as a Writer Grammar Diagnostic Part 1 Assignment #1 assigned – due class 4 	<ul style="list-style-type: none"> Read the Preface and Chapter 1 in <i>Thinking</i> Read Chapter 1 in <i>Steps to Writing Well</i> Read p. xxvii – xxxiii in <i>Steps to Writing Well</i>
2	<ul style="list-style-type: none"> Chapter 2 Quiz (Thinking) Personal Barriers – 3 questions and discussion The Thesis Paraphrasing Articles vs Summarizing Articles Writing Clear Sentences Review the writing process: The Paragraph: structure, topic, controlling idea and supporting details Mastering Term Papers and Reports Grammar Diagnostic Part 2 	<ul style="list-style-type: none"> Read the chapter “Personal Barriers” p. 14 in <i>Thinking</i> Prepare 3 questions in chapter to submit to facilitator Read Chapter 2 in <i>Steps to Writing Well</i> Read p. 377 in <i>Steps to Writing Well</i> Grammar as assigned by facilitator
3	<ul style="list-style-type: none"> Chapter 3 Quiz (Thinking) Sensing – 3 questions and discussion Doing Research – using ProQuest, Gale Research Paper Outlining your paper Avoiding plagiarism Introduction to a Reflective Paper Assignment #3 – assigned for Class 8 	<ul style="list-style-type: none"> Read the chapter Sensing p. 53 <i>Thinking</i> – for Quiz Prepare 3 questions on chapter to submit to facilitator Read Chapter 14 – Writing a Paper Using Research in <i>Steps to Writing Well</i> Grammar as assigned by facilitator
4	<ul style="list-style-type: none"> Assignment #1 is due Chapter 4 Quiz (<i>Steps to Writing Well</i>) Beginnings & Endings – 3 questions and discussion Errors with Verbs Review Assignment #2 outlines How to create a term paper (lab) 	<ul style="list-style-type: none"> Read the chapter Beginnings and Endings p.78 <i>Steps to Writing Well</i> and prepare for quiz Prepare 3 questions from the chapter that will submit to your facilitator for class discussion Prepare an outline of Assignment #2 – for class 4 Grammar as assigned by facilitator
5	<ul style="list-style-type: none"> Chapter 3 Quiz (<i>Steps to Writing Well</i>) The Body Paragraphs – 3 questions and discussion Errors with Nouns Preparing for a Presentation Review Assignment #2 outlines Presentation #1 assigned 	<ul style="list-style-type: none"> Read the chapter The Body Paragraphs p. 46 <i>Steps to Writing Well</i> and prepare for quiz Prepare 3 questions from the chapter that you will submit to your facilitator for class discussion Prepare outline for Assignment #2 Grammar as assigned by facilitator

Class Session	Topics	Pre-Class Readings
6	<ul style="list-style-type: none"> • Presentation #1 is due • Chapter 4 Quiz <i>Thinking</i> • Brain and Memory – 3 questions and discussion • Effective Sentences • In-class Assignment #2 – .Short Reflective Essay to be written • Errors with adverbs and adjectives • Errors with modifying phrases 	<ul style="list-style-type: none"> • Read the chapter Brain and Memory p. 66 <i>Thinking</i> and prepare for quiz • Prepare 3 questions from the chapter that you will submit to your facilitator for class discussion • Prepare Presentation 1 • Grammar as assigned by facilitator
7	<ul style="list-style-type: none"> • Chapter 5 Quiz Thinking • Language: Our Thinking Medium – 3 questions and discussion • Word Logic • Developing an Emphatic Style in your Sentences • Strategic reading – Cornell Note-taking • Errors in Sentences (Parallel Structure) • Review of Assignment 3 outlines 	<ul style="list-style-type: none"> • Read the chapter Language: Our Thinking Medium p. 90 <i>Thinking</i> and prepare for quiz • Prepare 3 questions from the chapter that you will submit to your facilitator for class discussion. • Read Chapter 7 – Word Logic in <i>Steps to Writing Well</i> • Grammar as assigned by facilitator • Prepare outline for Assignment 3
8	<p>Assignment #3 is due.</p> <ul style="list-style-type: none"> • Chapter 5 Quiz Steps to Writing Well • Drafting & Revising – 3 questions and discussion • Review the Basics of the short Essay • The Reading Writing Connection • Presentation #2 assigned 	<ul style="list-style-type: none"> • Complete Assignment #2 • Read the chapter Drafting & Revising, Creative Thinking, Critical Thinking p. 87 <i>Steps to Writing Well</i> and prepare for quiz • Prepare 3 questions from the chapter that you will submit to your facilitator for class discussion. • Read Chapter 8 – The Reading-Writing Connection in <i>Steps to Writing Well</i> • Grammar as assigned by facilitator
9	<ul style="list-style-type: none"> • Presentation #2 is due • Chapter 6 Quiz Thinking • Feeling – 3 questions and discussion • Review Paraphrasing & Summarizing Articles • Exposition • Presentations 	<ul style="list-style-type: none"> • Complete Presentation #2 • Read the chapter Feeling p. 114 <i>Thinking</i> and prepare for quiz • Read Chapter 9 Exposition p. 171 – 204 in <i>Steps to Writing Well</i> • Prepare 3 questions from the chapter that you will submit to your facilitator for class discussion. • Grammar as assigned by facilitator
10	<p><i>Final Exam</i> (3 hr.) – Location to be announced.</p>	

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.”

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.

Assignment #1 – Research Retrieval

Due: Class 4 – Value 15 marks.

You are to do the following:

1. Read the chapter “Personal Barriers” pg. 14 in *Thinking*, and annotate the chapter.
2. Using Proquest and or Gale, locate a minimum of 2 articles related to your personal awareness topic. Make a copy of each article. Append the articles to your paper. If you are emailing your copies, then attach the articles as pdf copies.
3. Select a section in each on your articles and the “Personal Barriers” chapter that is at least 100 words long. Write a paraphrase and summary of each. (You will complete 3 paraphrases and 3 summaries in total).
4. Create an APA Resource page correctly citing the chapter from *Thinking* and your articles.

Remember to use your APA handout which is also downloadable on the Columbia College website.

Assignment #2 – A Short Reflective Essay - A Focus on my Personal Awareness - to be written in Class 6 - Value 10 marks

Prepare an outline for your essay and bring it to Class 5.

Bring your outline and 2 reference articles to Class 6 in preparation for writing your in class paper.

Write a reflective essay of 500 words that analyzes and demonstrates your own personal awareness in light of what has been presented in the text *Thinking, Personal Barriers*. Choose a minimum of two things to discuss. Be sure to refer to the text. What new personal awareness has come to light for you after reading this chapter in the text? Research your topic of personal awareness and **reference 2 articles** that you located through ProQuest and/or Gale that support your reflections. These must be attached to your essay when you hand it in to your facilitator.

Assignment #3 – A Short Research Essay

Due: Class 8. Value – 15 marks.

Prepare an outline for Class 7.

Write a short research essay of 750 words (not including the title or reference page) that demonstrates your understanding of one aspect of the topic: Education Today. You must refer to a minimum of 3 research articles you located on ProQuest or Gale to support your thesis. APA format is expected.

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: Prepare a presentation on the articles you chose for Assignment #1. Remember: Introduction (thesis, outline examples), 3 Body Points (a specific example and a reference from articles), Conclusion (summarize introduction, add something of interest to finish).

Assigned: Class 5; Due: Class 6 – Value 5 marks.

Presentation #2: Prepare a presentation on one idea that interests you from one of the two chapters from the Thinking text: Sensing or The Brain and Memory. Remember your Introduction, 3 Body Points and Conclusion!

Assigned: Class 8; Due: Class 9 – Value 5 marks.

**Appendix 2
Assignment Rubrics**

Rubric for Assignment #1 – Research Retrieval Rubric

	5	4-3	2	1	0
Summary	Each summary is an objective, condensed version of the original and contains all of the author's main ideas. Is clearly labeled as to article it summarizes.	Each summary is an objective, condensed version of the original and contains most of the author's main ideas. Is clearly labeled as to article it summarizes.	Each summary is objective but does not contain all the main ideas OR contains the main ideas but is not condensed. Is clearly labeled as to article it summarizes.	One or all of the summaries are not objective. Main ideas are missing. OR Summary contains mostly directly quoted material from original. May not be clear as to which article it summarizes.	No evidence of any summaries.
Paraphrase	Information is in student's own words and follows the order of the original texts, including important details. Each is clearly labeled as to article it paraphrases.	Information is generally in student's own words and mostly follows the order of the original texts, including important details. Each is clearly labeled as to article it paraphrases.	Information is generally in student's own words but either the order or the details are not consistent with original text. Each is clearly labeled as to article it paraphrases.	Information is mostly copied from original. Does not follow order of original. Does not include significant details. May not be clear as to which article it paraphrases.	No evidence of any paraphrases
APA	All 3 articles from ProQuest or Gale are appended to assignment. All articles are thoughtfully related to the topic. APA Resource page is correctly formatted. All citations follow the APA guidelines.	All 3 articles are appended, but may not all be from ProQuest or Gale. Articles are generally related to the topic. APA Resource page formatting is mostly correct and citations generally follow the APA guidelines, though there may be a few errors.	Only 2 articles are appended. OR 3 articles are appended but are not from ProQuest or Gale. Articles may not be related to the topic. APA Resource page contains many formatting and citation errors.	Articles are appended but there is no Resource page, OR Resources are listed but articles not appended. Not all articles are from ProQuest or Gale.	No articles are appended. No APA citations are provided

TOTAL /15

Columbia College
General Essay Rubric for College Prep
Revised November 2014

Student's Name	Course Code		Date		Facilitator/Evaluator's Name	
	A	B	C	D	F	Score
	10.0 – 8.5	8.4 – 7.5	7.4 – 6.0	5.9 – 5.0	4.9 - 0	
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 on 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	<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. 	

	A	B	C	D	F	Score
	10.0 – 8.5	8.4 – 7.5	7.4 – 6.0	5.9 – 5.0	4.9 - 0	
Organization and 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 most of the information in a logical structure. • Introduction and conclusion are adequate though somewhat formulaic. 	<ul style="list-style-type: none"> • Presents some information in a logical structure. • Introduction and conclusion require further development. 	<ul style="list-style-type: none"> • Presents information in a random manner, lacking logical structure. • Essay does not have an introduction and/or conclusion. 	
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. • 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 ideas clearly but with little originality. • Paragraph development and sentence structure are usually correct but simplistic in style. • At times uses vague, ineffective word choice. • Style reflects lack of risk taking. 	<ul style="list-style-type: none"> • Conveys some ideas clearly. • Paragraph and sentence structure is awkward and often faulty. • Uses vague, ineffective word choice throughout the essay. 	<ul style="list-style-type: none"> • Ideas are not conveyed clearly. • Paragraphs lack focus and appropriate structure; sentence structures are faulty, lacking development. • Poor or incorrect word choice. 	
	15.0 – 12.75	12.74 – 11.25	11.24 – 9.0	8.9 – 7.5	7.4 - 0	
Mechanics, Grammar,	<ul style="list-style-type: none"> • Mainly error free. 	<ul style="list-style-type: none"> • A few minor errors in one or two of the areas of spelling, punctuation, usage, grammar, or mechanics. 	<ul style="list-style-type: none"> • Some minor errors in spelling, punctuation, usage, grammar, or mechanics but readability remains clear. 	<ul style="list-style-type: none"> • Some errors in spelling, punctuation, usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper 	<ul style="list-style-type: none"> • Frequent errors in spelling, punctuation, usage, grammar, and mechanics, interfering with the readability and meaning of the paper. 	
	5	4	3	2.5	2.4 - 0	
Professional Format	<ul style="list-style-type: none"> • 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"> • Generally uses APA citation correctly. • Meets requirements for a well written academic response. • Meets requirements of the assignment. 	<ul style="list-style-type: none"> • APA citation mostly correct. • Meets most requirements for an academic response. • Meets most of the requirements of the assignment. 	<ul style="list-style-type: none"> • Use of APA citation contains many errors. • Meets a few requirements for an academic response. • Meets a few requirements of the question. 	<ul style="list-style-type: none"> • 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. 	

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 50:

Facilitator/Evaluator’s Comments:

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

Student's Name		Course Code	Date	Facilitator/Evaluator's Name	
Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
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:

Columbia College
Student Engagement Rubric
 Last Revised: December 2011

Student's Name		Course Code	Date	Facilitator/Evaluator's Name
Pts	Preparation for Class	Quality of Participation	Involvement in Process	Frequency of Participation
5	<ul style="list-style-type: none"> Demonstrates completion of readings or assignment and awareness of all key concepts contained in readings or assignment on a daily basis. 	<ul style="list-style-type: none"> Comments significantly add to the learning process; consistently demonstrates high order thinking, analysis, synthesis, and evaluation; demonstrates ability to appropriately apply concepts to real-life situations; always participates constructively in discussion on a daily basis 	<ul style="list-style-type: none"> Comments build on contribution of others, enabling group to integrate experiences and insights (linking theory and real-life experiences); supportive and encouraging to other class members; comments are focused and concise. 	<ul style="list-style-type: none"> Contributes actively and consistently to group process on a daily basis.
4	<ul style="list-style-type: none"> Demonstrates completion of readings or assignment and awareness of most of the key concepts on a daily basis. 	<ul style="list-style-type: none"> Comments contribute to learning process; shows evidence of ability to apply concepts to real-life situations; mostly demonstrates higher order thinking skills; generally participates constructively in discussion on a daily basis. 	<ul style="list-style-type: none"> Comments do not always build on the contribution of others; most times shows support of other classmates. 	<ul style="list-style-type: none"> Contributes actively and somewhat inconsistently to group process on a daily basis.
3	<ul style="list-style-type: none"> Demonstrates awareness of some key concepts or ideas contained in readings or assignment on a daily basis. 	<ul style="list-style-type: none"> Comments show evidence of awareness and understanding of concepts covered in the reading or assignment; inconsistently demonstrates high-order thinking; inconsistently participates in a constructive manner. 	<ul style="list-style-type: none"> Speaks up when asked with comments that add to understanding; inconsistently shows support of other classmates; comments tend to be at times off focus. 	<ul style="list-style-type: none"> Contributes inconsistently to group process.
2	<ul style="list-style-type: none"> Inconsistently demonstrates awareness of concepts or ideas contained in readings or assignment; inconsistent daily preparation. 	<ul style="list-style-type: none"> Comments show background knowledge of basic concepts covered in the readings or assignment; little demonstration of higher-order thinking; generally, participation is not constructive 	<ul style="list-style-type: none"> Contributes little to group understanding; little evidence of being encouraging to others. 	<ul style="list-style-type: none"> Does not contribute to group except when asked.
1	<ul style="list-style-type: none"> Demonstrates little or no awareness of key concepts or ideas contained in readings or assignment; little to no daily preparation. 	<ul style="list-style-type: none"> Comments show no evidence of awareness of concepts covered in the readings or assignment; shows no evidence of higher-order thinking; shows general lack of interest. 	<ul style="list-style-type: none"> Does not contribute to the group process. 	<ul style="list-style-type: none"> Does not contribute.

Total Score out of 40:

Facilitator/Evaluator's Comments: