

**Columbia College**  
**Fundamentals of Effective Interpersonal Communication (COMM115)**

**Lecture 2**

**Course Outline**

Semester Dates: November 17<sup>th</sup>, 2014 – December 20<sup>th</sup>, 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: Zahra Chhagan, MSW, RSW

Email: zchhagan@gmail.com

Class Time: Tues / Thurs 5:30PM to 9:30PM

Room: 805-119

Credit: 3

Prerequisite: None

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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:**

Successful, healthy, and productive Interpersonal relationships form the foundation of human services work. This course focuses on building self-awareness, the communication process, and the development of professional communication skills.

**Learning Outcomes:**

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

- Explore and evaluate the role of effective communication in establishing and maintaining effective interpersonal relationships.
- Explain how the self develops and apply this information to how you would work with others and how the behaviour of others is influenced by the development of the self.
- Demonstrate how to assist oneself and others to improve self-concept.
- Identify personal communication style and develop an awareness of the importance of value clarification in communication.
- Demonstrate the application of the principles of verbal and non-verbal communication to real-life situations and case studies.
- Employ the three-part process of perception to the making of meaning and its application to communication behaviour.
- Synthesize the information on how the communication of emotion directly and indirectly impacts the ability to foster individual growth and the quality of relationships and apply its principles to communication effectiveness.
- Explore how the verbal dimension of communication reflects cultural values and perspectives and impacts on communication with Canadian society.

## 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:

Wood, J. & Schweitzer, A. (2010). *Everyday encounters: An introduction to interpersonal Communication*, (4<sup>th</sup> ed.). Toronto, ON: Nelson Thomson Learning.

## 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:*

N/A

## Homework Assignment Due for the First Class:

- Read Chapters 1 and 2 in the text, *Everyday encounters: An introduction to interpersonal communications*.
- Write down at least three (3) questions from the assigned readings that you would find beneficial to discuss in class.
- Read this course syllabus and prepare to discuss in class.
- Prepare to write a quiz on the assigned reading.

### 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
Class Participation	Daily	5%
A Personal Response Introspective Paper	Class 7	25%
Group Communication Presentation	Class 8 - 9	20%
Quizzes	Classes 1 – 8	20%
Final Exam	Class 10	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 to pass this course you must earn at least a “D” (a minimal pass).

### Submission and Completion of Assignments:

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

### **Requesting an Examination Deferral:**

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

### **Attendance Requirements:**

Columbia College believes that 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:

<b>Description</b>	<b>Date</b>
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](mailto: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"><li>Exploring Interpersonal Communication</li><li>Communication and the Creation of Self</li></ul>	<ul style="list-style-type: none"><li>Chapter 1 (pages 2-37)</li><li>Chapter 2 (pages 38-69)</li></ul>
2	<ul style="list-style-type: none"><li>Perceptions and Communication</li></ul>	<ul style="list-style-type: none"><li>Chapter 3 (pages 70-99)</li></ul>
3	<ul style="list-style-type: none"><li>Emotions and Communication</li></ul>	<ul style="list-style-type: none"><li>Chapter 4 (pages 100-128)</li></ul>
4	<ul style="list-style-type: none"><li>The World of Words</li></ul>	<ul style="list-style-type: none"><li>Chapter 5 (pages 129-158)</li></ul>
5	<ul style="list-style-type: none"><li>Nonverbal Communication</li></ul>	<ul style="list-style-type: none"><li>Chapter 6 (pages 159-191)</li></ul>
6	<ul style="list-style-type: none"><li>Cultural Diversity and Communication</li><li>Mindful Listening</li></ul>	<ul style="list-style-type: none"><li>Chapter 7 (pages 192-216)</li><li>Chapter 8 (pages 218-249)</li></ul>
7	<ul style="list-style-type: none"><li>Communication Climate</li><li>Managing Conflict in Relationships</li><li><b>Personal Response Introspective Paper Due</b></li></ul>	<ul style="list-style-type: none"><li>Chapter 9 (pages 250-275)</li><li>Chapter 10 (pages 276-307)</li></ul>
8	<ul style="list-style-type: none"><li>Friendships and Romantic Relationships</li><li>Relationships at Work</li><li><b>Presentations Due</b></li></ul>	<ul style="list-style-type: none"><li>Chapter 11 (pages 308-352)</li><li>Chapter 12 (pages 353-384)</li></ul>
9	<ul style="list-style-type: none"><li>Review Class</li><li><b>Presentations Continued</b></li><li><i>Review of Personal Response Introspective Papers with Students</i></li></ul>	<ul style="list-style-type: none"><li>Review Class</li></ul>
10	<i>Final Exam – 3 hrs.</i>	<ul style="list-style-type: none"><li>TBA</li></ul>

## **Appendix 1 Assignment Outlines**

### **Group Communication Presentation**

**Due Date: Classes 8 and 9**

**Length: 15 – 20 minutes**

**Weight: 20%**

In groups, participants will work together to develop, plan and deliver a 15 – 20 minute presentation based on one chapter from the course textbook. The maximum number of group members is 5.

Using an excellent variety of presentation methods, participants will highlight key features and insights from their chosen chapter and relate them to practical application, personal stories and information from course material and texts.

The group will identify the chapter they will work on and provide an outline of the presentation one week prior to delivery. A limited amount of time will be provided to work on the presentation, but outside class meetings will be needed. You will be evaluated on your individual presentation using the *Oral Presentation Rubric* provided in this course outline.

Your presentation must include the following:

1. Present an outline of the key points of the chapter and explain how these key concepts apply to your chosen program. The outline should be posted at the front of the room during your presentation.
2. Bring in case examples from own experiences and explain/demonstrate how you would use the communication techniques learned in this course in each experience.

### **A Personal Response Introspective Paper**

**Due Date: Class 7**

**Length: 1500 words**

**Weight: 25%**

Each student will write a personal response introspective paper that investigates and identifies the essential ingredients in communicating successfully as a professional. Introspective means self-awareness and self-examination, being aware of your own perceptions, thoughts and feelings. This is a personal paper that requires self-reflection. The assignment will be marked using the *General Essay Rubric* contained in this course outline. The reflection and analysis must be supported by references from your course work and text references. You may write this paper in the first person.

Your introspective paper must address the following areas:

1. What different forms of communication occur in your role as a professional? How do you build trust?
2. What communication skills are needed to develop a professional relationship between clients, families and colleagues?
3. What are the communication hurdles? How would you address them (i.e., personal stories and research)?
4. What insights do you now have in regards to your own communication style and the style of others?
5. What insights do you now have in regards to how your perceptions, fears and judgment influence how you communicate?

This assignment requires:

- A title page
- APA format expectations
- Introduction, Body, Summary and/or Conclusions
- Reference page as per the APA handout

### **Quizzes**

**Due Date: Each class from classes 1 through 8.**

**Weight: 20%**

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

### **Final Exam**

**Due Date: Class 10**

**Weight: 30%**

Students will be required to write a final exam on covering the content of classroom learning and assigned text readings. The exam will contain 125 multiple-choice questions and will be worth 30% of the student's final grade.

### **Class Participation**

**Due Date: Evaluated throughout**

**Weight: 5%**

Students are expected to participate actively in class discussions, small-group work, role-play and other activities. Students will be evaluated according to the attached rubric.

**Appendix 2**  
**Assignment Rubrics**

**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		
<b>Organization</b>	<ul style="list-style-type: none"> <li>Creates introduction that is unique, clearly focused and engages the audience.</li> <li>Organizes content logically, making entire presentation easy to follow.</li> <li>Builds main points through carefully selected and original examples/ references.</li> <li>Has effective transition between sections.</li> <li>Summarizes all key points and stimulates thought at the end.</li> </ul>	<ul style="list-style-type: none"> <li>Creates introduction that is original, clearly focused and gets the attention of the audience.</li> <li>Organizes content logically, making most of the presentation easy to follow.</li> <li>Builds main points through carefully selected examples/ references.</li> <li>Has a transition between most sections.</li> <li>Summarizes most key points and stimulates some thought at the end.</li> </ul>	<ul style="list-style-type: none"> <li>Creates an introduction that tends to be unfocused.</li> <li>Doesn't engage the audience's interest.</li> <li>Content appears disorganized, without logic and consistency.</li> <li>Builds a few main points with details, but most ideas are unsupported.</li> <li>Few to no transitions are evident.</li> <li>Little to no summarizing evident. Ending does not stimulate much thought.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation shows little to no logical organization.</li> <li>Content is difficult to follow.</li> <li>Not a thoughtful presentation.</li> </ul>			
<b>Content</b>	<ul style="list-style-type: none"> <li>Provides evidence of supporting research to back all main points.</li> <li>Gives a complete explanation of all key points.</li> <li>Uses relevant examples/ references.</li> </ul>	<ul style="list-style-type: none"> <li>Provides evidence of supporting research. To back most points.</li> <li>Gives an explanation of most key points.</li> <li>Uses some relevant examples/ references.</li> </ul>	<ul style="list-style-type: none"> <li>Provides evidence that not enough research has been done to support the content.</li> <li>Gives an incomplete explanation of key points.</li> <li>Uses a few relevant examples/ references.</li> </ul>	<ul style="list-style-type: none"> <li>Indicates little to no research.</li> <li>Gives a limited explanation of a few points.</li> <li>Uses little to no examples/ references.</li> </ul>			

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

**Total Score out of 40:**

**Facilitator/Evaluator's Comments:**

**Columbia College**  
**Reflective Writing Rubric**  
 Last Revised: March 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Skills	5	4	3	2	1
Depth of Reflection	<ul style="list-style-type: none"><li>Reflection reveals a thorough insight of the subject matter with the student digging deeply to present well thought-out reflections.</li></ul>	<ul style="list-style-type: none"><li>Reflection reveals insight into the subject matter. Often there are thoughtful statements.</li></ul>	<ul style="list-style-type: none"><li>Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, reflective statements are evident.</li></ul>	<ul style="list-style-type: none"><li>.Reflection is limited. The writer produces some basic understanding of the subject matter.</li></ul>	<ul style="list-style-type: none"><li>Little to no reflection is present.</li></ul>
Use of Examples / Evidence	<ul style="list-style-type: none"><li>Uses specific and convincing examples to support reflective statements.</li></ul>	<ul style="list-style-type: none"><li>Uses well-chosen examples to support reflective statements. A more convincing presentation would strengthen the response.</li></ul>	<ul style="list-style-type: none"><li>Uses some examples to support understanding of the subject matter and reflections.</li></ul>	<ul style="list-style-type: none"><li>Uses limited number of examples to support understanding of the subject matter. This seriously affects the integrity of the reflection process.</li></ul>	<ul style="list-style-type: none"><li>Uses little to no examples.</li></ul>
Cohesiveness of Response	<ul style="list-style-type: none"><li>This reflection provides a clear picture of the student's thinking on this subject matter. Thoughts are presented in a good logical, convincing order.</li></ul>	<ul style="list-style-type: none"><li>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.</li></ul>	<ul style="list-style-type: none"><li>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.</li></ul>	<ul style="list-style-type: none"><li>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.</li></ul>	<ul style="list-style-type: none"><li>This response is confusing and ideas do not tie together.</li></ul>

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

**Total out of 20:**

**Comments:**

**Columbia College**  
**Student Engagement Rubric**  
 Last Revised: December 2011

<b>Student's Name</b>	<b>Course Code</b>	<b>Date</b>	<b>Facilitator/Evaluator's Name</b>
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Pts	Preparation for Class	Quality of Participation	Involvement in Process	Frequency of Participation
5	<ul style="list-style-type: none"> <li>Demonstrates completion of readings or assignment and awareness of all key concepts contained in readings or assignment on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes actively and consistently to group process on a daily basis.</li> </ul>
4	<ul style="list-style-type: none"> <li>Demonstrates completion of readings or assignment and awareness of most of the key concepts on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Comments do not always build on the contribution of others; most times shows support of other classmates.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes actively and somewhat inconsistently to group process on a daily basis.</li> </ul>
3	<ul style="list-style-type: none"> <li>Demonstrates awareness of some key concepts or ideas contained in readings or assignment on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Speaks up when asked with comments that add to understanding; inconsistently shows support of other classmates; comments tend to be at times off focus.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes inconsistently to group process.</li> </ul>
2	<ul style="list-style-type: none"> <li>Inconsistently demonstrates awareness of concepts or ideas contained in readings or assignment; inconsistent daily preparation.</li> </ul>	<ul style="list-style-type: none"> <li>Comments show background knowledge of basic concepts covered in the readings or assignment; little demonstration of higher-order thinking; generally, participation is not constructive</li> </ul>	<ul style="list-style-type: none"> <li>Contributes little to group understanding; little evidence of being encouraging to others.</li> </ul>	<ul style="list-style-type: none"> <li>Does not contribute to group except when asked.</li> </ul>
1	<ul style="list-style-type: none"> <li>Demonstrates little or no awareness of key concepts or ideas contained in readings or assignment; little to no daily preparation.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Does not contribute to the group process.</li> </ul>	<ul style="list-style-type: none"> <li>Does not contribute.</li> </ul>

**Total Score out of 40:**

**Facilitator/Evaluator's Comments:**

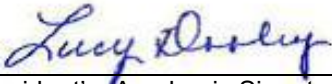
**Approval:**



Program Chair's Signature

November 12, 2014

Date



Vice-President's, Academic Signature

November 12, 2014

Date



Registrar's Signature

November 12, 2014

Date