

Columbia College
Fundamentals of English Composition (ENGL110)

Lecture 1

Course Outline

Semester Dates: September 8 – October 11, 2014

Facilitator: Lynn Burnett, M.Ed.

Email: lynnburnett@shaw.ca

Class Time: 8:30 am – 5:00 pm (Saturday)

Room: 805-113

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This course focuses on essay writing at the post-secondary level. Students will examine examples of good writing, do short summaries, participate in critical exchanges in an individual and group setting, and complete several short writing assignments covering a spectrum of styles and purposes. While this course provides some grammar review, students will be expected to be at least at a senior high school level of competency or equivalent in both grammar and composition.

Learning Outcomes:

Students who successfully complete this course will demonstrate:

- Effectively analyze a variety of written text required for college and university courses
- Understand, select, paraphrase and write in response to a variety of audiences and purposes
- Apply the revision process and editing strategies to various forms of writing
- Demonstrate understanding of and the ability to write a summary
- Exhibit effective participation in critical exchanges
- Write effective critical essays to meet college and university expectations and standards
- Demonstrate the ability to apply the research process and write a well-organized research paper, free of plagiarism
- Demonstrate effective use of argumentation in a piece of writing
- Demonstrate ability to write an effective critical analysis
- Demonstrate understanding and application of APA documentation
- The APA documentation style is used as a standard writing format for a wide range of disciplines in both the natural and social sciences (such as psychology, sociology, social work and nursing) as well as in the business and economic areas of study and criminology.

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:

Johnson-Sheehan, R., Paine, C., Shaw, C. & Stouck, J. (2014). *Writing Today, Canadian Edition*. Toronto, ON: Pearson Canada Inc.

Haig, J., MacMillan, V., Raikes, G., (2014). *Cites & Sources – An APA Documentation Guide, Fourth Edition*. Toronto, ON: Nelson Education Ltd.

Recommended Readings and Resources:

Students may access these sources from the College library 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

Other excellent sources according to various writing needs:

- The Purdue Online Writing Lab <http://owl.english.purdue.edu/>
This site provides information on all aspects of writing, PowerPoint presentations, handouts, and external links to help students with their writing.
- Paradigm Online Writing Assistant <http://www.powa.org/>
This site provides a wide range of supports for students from discovering what to write, organizing writing, revising, editing, documenting, writing different types of essays.
- University of Toronto, Writing Centre
<http://www.utoronto.ca/ucwriting/handouts.html>
This site has many excellent handouts on topics such as Organizing an Essay, Paraphrasing and Summarizing, Intros and Conclusions, Using Articles, etc. There is very good advice on techniques for integrating note-taking and planning.
- YouTube Writing Good Essays (Massey University) Massey SLC 26 videos

- University of Athabasca, Critical Response Process
<http://www2.athabasca.ca/services/write-site/documentation/writing-a-critical-response.pdf>
- Grammar Handbook, Capella University. <http://www.capella.edu>
- Self-study Grammar Quizzes, (This site allows the students to practice grammar in a self-study manner). <http://a4esl.org/q/h/grammar.html>

Free Access Writing Texts:

- Strunk, William, (1918). The Elements of Style <http://www.bartleby.com/141/strunk.htm>
This is a classic in the field of writing and is now in the public domain and available on line. It continues to be studied by writers of all generations.
- Colorado State University, open access university.
<http://writing.colostate.edu/textbooks/informedwriter/>
 - Bazerman, Charles, (1995). The Informed Writer, 5th Edition.
- Krause, Steven, (2007). The Process of Research Writing. <http://www.stevendKrause.com/tpw/>
This is a web-based research writing textbook. Chapter 3 provides an excellent source for "Quoting, Paraphrasing, and Avoiding Plagiarism".

Homework Assignment Due for the First Class:

- Read your syllabus and be ready to discuss.
- Please read Chapters 1-4.
- Prepare 3 critical thinking questions based on your readings to present to your facilitator and class for discussion.

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.

Please refer to Appendix A for Assignment Descriptions and further Assessment Information.

Title of Assignment/Examination	Length	Due Date	Weight
Daily Short Reader Responses (8) in class	NA	Daily In-Class	15%
Text Summary (250 words)	250 words	Sept , 2014	10%
Critical Analysis (1000 words)	1000 words	Sept , 2014	20%
Argumentative Essay (1200 words)	1200 words	Sept. , 2014	25%
Final Exam	NA	TBA	30%

Please note that throughout the above writing assignments, students will complete a minimum of 4800 words of writing. Most students will produce more, considering the writing of drafts and practice activities. The drafts and practice activities are not considered part of the required 4800 words.

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

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 *Assignment Extension Request form* (SSPP-F013) that is to be submitted to the Department Chair for approval.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit the *Deferred Examination Application 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.

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	Readings	Homework
1	<ul style="list-style-type: none">Course Introduction and Course ExpectationsImportance of Writing for an AudienceOverview of Writing Techniques (Brainstorming, Freestyle, Map)Introduction to GenreText Summary techniquesIntroduction to GrammarGrammar: Sentences / Verbs pp. 524-545 <i>Writing Response 1</i>	Chapters 1-4 Writing & Genres; Topic, Angle, Purpose; Rhetorical; Summaries pp.4-57	Chapters 5-7 Reviews; Rhetorical Analysis; Literary Analysis pp.58-147
		Grammar Ch. 7 Sentences pp.524-539	Grammar Ch. 7 Sentences pp.524-539

Class Session	Topics	Readings	Homework
2	<ul style="list-style-type: none"> • Identification of topic sentences • Techniques for summaries and reviews • Use of rhetorical analysis (Modes) • Reading and literary analysis skills, identification of topic sentences on specific themes in articles • Grammar: Sentences / Verbs pp. 524-545 <p><i>Writing Response 2</i></p> <p><i>Text Summary Assigned</i></p>	Chapters 5-7 Reviews; Rhetorical Analysis; Literary Analysis pp.58-147	Chapters 8-10 Position Papers & Arguments; Proposals; Research Papers pp.148-253
		Grammar Ch. 7 Sentences (cont'd) pp.524-539	Grammar Ch. 7 Verbs pp. 540-545
3	<ul style="list-style-type: none"> • Overview and discussion of effective techniques for position papers and arguments • Techniques for writing an outline • Writing effective paragraphs • Developing ideas for topic sentences / paragraphs etc. • Grammar: Sentences / Verbs (cont'd) pp. 540-545 <p><i>Writing Response 3</i></p>	Chapters 8-10 Position Papers & Arguments; Proposals; Research Papers pp.148-253	Chapters 11-12 Developing Ideas and Pre-Writing; Organizing and Drafting pp. 256-275
		Grammar Ch. 7 Verb pp. 540-545	Grammar Ch. 7 Pronouns pp. 545-550
4	<p><i>Text Summary due</i></p> <ul style="list-style-type: none"> • Importance of critical observation & guidelines to writing • Drafting / Revising / Editing techniques & the writing process • Grammar: Pronouns pp. 545-550 <p><i>Writing Response 3</i></p> <p><i>Observation Assignment Assigned</i></p>	Chapters 11-12 Developing Ideas and Pre-Writing; Organizing and Drafting pp. 256-275	Chapters 13-15 Choosing a Style; Designing; Revising & Editing pp. 276-319
		Grammar Ch. 7 Pronouns pp. 545-550	Grammar Ch. 7 Style pp. 550-553
5	<ul style="list-style-type: none"> • Critical analysis techniques • Different styles, designs and techniques • Grammar: Style pp. 550-553 <p><i>Writing Response 5</i></p> <p><i>Critical Analysis assigned</i></p>	Chapters 13-15 Choosing a Style; Designing; Revising & Editing pp. 276-319	Chapters 16-20 Drafting Introductions & Conclusions; Developing Paragraphs & Sections; Using Basic Rhetorical Patterns pp. 322-357
		Grammar Ch. 7 Style pp. 550-553	Grammar Ch. 7 Style pp. 550-553

Class Session	Topics	Readings	Homework
6	<ul style="list-style-type: none">Argumentative Essay techniquesWriting effective paragraphs and sectionsDeveloping rhetorical patternsGrammar: Style (cont'd) pp. 550-553 <p>Writing Response 6</p> <p>Argumentative Essay Assigned</p>	Chapters 16-20 Drafting Introductions & Conclusions; Developing Paragraphs & Sections; Applying Rhetorical Patterns pp. 322-357	Chapters 21-25 Starting Research; Finding Sources & Collecting Information; Quoting, Paraphrasing & Citing Sources; Using MLA / APA Style pp. 388-468
		Grammar Ch. 7 Style (cont'd) pp. 550-553	Grammar Ch. 7 Punctuation, Mechanics & Spelling pp. 554-570
7	<p>Observation Assignment due</p> <ul style="list-style-type: none">How to paraphrase, and how to use quotations, and to referenceUsing MLA / APA StyleRevision of summaries, short paragraphs, topic sentencesGrammar: Punctuation, Mechanics and Spelling pp. 554-570 <p>Writing Response 7</p>	Chapters 21-25 Starting Research, Finding Sources & Collecting Info., Quoting, Paraphrasing & Citing Sources; Using MLA / APA Style) pp. 388-478	Chapter 26 Using the Internet pp. 480-488 Start to review and re-read to prepare for the final
		Grammar Ch. 7 Punctuation, Mechanics & Spelling pp. 554-570	Grammar Ch. 7 Punctuation, Mechanics & Spelling pp. 554-570
8	<p>Critical Analysis assignment due</p> <ul style="list-style-type: none">-Designing Presentations-Comparison/Contrast Essay- Grammar: continue with Section 5 on Punctuation, Mechanics and Spelling (cont'd) pp. 554-570 <p>Writing Response 8</p>	Chapters 26 Using the Internet pp. 480-488	Chapters 27-29 Creating a Portfolio; Succeeding on Essay Exams; Presenting your work pp. 488-521 Continue to review, reread notes & the textbook Review the textbook Grammar chapters
		Grammar Ch. 7 Punctuation, Mechanics & Spelling (con't) pp. 554-570	Grammar Ch. 7 Review
9	<p>Argumentative Essay Due</p> <ul style="list-style-type: none">- Working with Case Studies- Preparing for an Essay Exam- Essay writing techniques review- Grammar Review	Chapters 27-29 Creating a Portfolio; Preparing for an Essay Exam pp. 488-521	Review of material for exam
		Grammar Review	
10	Final Exam – 3 hrs.		

Appendix 1

Assessment Information

1. Essay topics and handouts will be supplied by the facilitator where required.
2. ALL assignments handed in must be supported with citations in A.P.A. format.
3. Students will be provided with a marking rubric prior to each assignment. This will help students to set high goals for themselves and clarify the marking process.

Short Reader Response - minimum 8 x 200 or total 1600 words

Takes place during classes 1 through 8

Weight: 15%

Students will be provided with in-class materials to read and asked to provide a short reader response of a minimum of 200 words. The response will be completed within a timeline that respects the time needed to read the material and a thirty-minute timeline for writing a response. This will be electronically forwarded to your facilitator for feedback and marking. The Short Reader Response activity gives the student an opportunity to continually improve critical thinking and writing skills, while receiving on-going feedback from the facilitator.

Text Summary - 250 words

Due Date: September , 2014

Weight: 15%

Students will demonstrate the correct format for writing text summary. You will select the text from the 3 texts that will be provided. You will summarize the text. Include a reference page, citing the text you chose. Use APA format for citation.

Your summary must be no more than 250 words in length, and it must be submitted to your facilitator electronically. Summaries with over 250 words will have marks deducted.

- Use Microsoft Word or a compatible word-processing program to create your final copy.
- Use Times New Roman font, 12 pt., and double-space your work, using APA format for any citation and the reference page.
- Make sure your cover page follows APA format.
- Develop writing skills appropriate to this type of task

Critical Analysis Essay - 1,000 words

Due Date: September , 2014

Weight: 20%

Students will demonstrate the skills learned and practiced in critical exchanges to write their own critical analysis of another author's work. This assignment is an analysis of and a commentary on another piece of writing. It generally focuses on technique as well as on content. This essay has two major goals: to summarize a source's main idea and to respond to the source's main idea with reactions based on your synthesis. The facilitator will provide materials to use in the critical analysis.

Your essay will be structured according to the following:

- Introduction
- Body
 - Summary of source's main idea/s
 - Transition
 - Analysis: Evaluate the evidence; sufficient (enough evidence, examples), representative (large enough pool/sample), relevancy (accurate correlations), accuracy (claims are fairly qualified)

- Transition
- Response: Base comments on your own experience, prior knowledge, and opinions
- Conclusion
- Documentation

Within the body, you may choose from three basic patterns of organization: write all the summary paragraphs first, followed by the analysis portion; alternate between summary and analysis paragraphs so that each paragraph of summary is followed by a critique of the summarized information; or combine a summary and critique of each idea within each paragraph of the body.

Argumentative Essay - 1,200 words

Due Date: September , 2014

Weight: 25%

Argumentative essays differ from narrative, expository, or analytical essays fundamentally in that you're writing to take a stand, to persuade your audience to accept a particular position, to convince your audience of a particular argument. The emphasis in argumentative essays is to make and prove an argument with convincing evidence and sound, logical reasoning. Therefore, students will demonstrate the skill of writing an argumentative essay that demonstrates that the author's assertion (opinion, theory or hypotheses) is correct.

Content

An argument essentially contains a central claim (your thesis) backed up by several supporting claims, which are further supported by concrete evidence--examples, other people's opinions, etc. This argumentative essay not only will involve sound, logical reasoning but may also include some of the other techniques you've learned and used in the previous essays: narration, description, and analysis. One thing to keep in mind is that since you're making an argument on a controversial issue, there's always the other side. It's vitally important that you address the other side if you want to present a fair and convincing argument.

Sources

Using other people's arguments, especially those from reputable sources, to support your own argument is often an effective and necessary means of argumentation. Therefore, for this essay, you're expected to include at least four sources, at least three of which must be scholarly and one of which must be non-internet based

Columbia College
Text Summary Rubric
 Last Revised: January 2012

Student's Name		Course Code	Date	Facilitator/Evaluator's Name
Area	A 5	B 4	C-D 3-2.5	F 2.4-0
Required Information Mechanics, Grammar, & Professional Format	<ul style="list-style-type: none"> All essential components are presented which include: title, author, date of publication, (and his/her background information if appropriate). In text is accurately cited in APA format Reference page is accurately cited in APA format Cover page is accurately cited in APA format Mainly error free. Meets and exceeds all requirements for an excellent academic response. Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> Most essential topics are addressed. In text is accurately cited in APA format with less than 3 errors Reference page is accurately cited in APA format with less than 3 errors Cover page is accurately cited in APA format with less than 3 errors A few minor errors in usage, grammar, or mechanics. Meets requirements for a well written academic response. Satisfactorily meets requirements of the assignment. 	<ul style="list-style-type: none"> Some essential components are included. In text is accurately cited in APA format with more than 3 errors Reference page is accurately cited in APA format with more than 3 errors Cover page is accurately cited in APA format with more than 3 errors Some errors in usage, grammar, and mechanics, beginning to interfere with the readability of the paper. Meets most basic requirements for an acceptable academic response. Meets most basic requirements of the assignment. 	<ul style="list-style-type: none"> Majority of essential components were not addressed. No citations as per directions. Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Does not meet enough requirements for an acceptable academic response. Does not meet requirements of the assignment.

Area	15-14	13-10	9-8	7-0
Quality of Summary	<ul style="list-style-type: none"> Information clearly relates to the main topic. Clearly written in third person. Includes supporting details and/or examples for the thesis All supportive facts are reported accurately and appropriately cited or paraphrased. Paraphrasing is skillfully presented. 	<ul style="list-style-type: none"> Information clearly relates to the main topic. Mainly written in third person with minor inconsistency. Includes satisfactory amount of details and/or example. Almost all supportive facts are reported accurately and appropriately cited or paraphrased. Paraphrasing is well constructed. 	<ul style="list-style-type: none"> Majority of Information relates to the main topic. Mostly third person, but at times there is a great deal of inconsistency. Some details and examples provided. Some supportive facts are reported accurately and appropriately cited or paraphrased. Quality of paraphrasing is mostly satisfactory. 	<ul style="list-style-type: none"> Information has little or nothing to do with the topic. Not written in third person. No facts are reported or most are inaccurately reported or not appropriately cited or paraphrased. Paraphrasing is generally not attempted or poorly presented.

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 20:

Facilitator/Evaluator's Comments:

Columbia College
Argumentative Essay Marking Rubric
Revised Jan. 2012

Student's Name		Course Code	Date	Facilitator/Evaluator's Name
	A	B	C-D	F
	5	4	3	2-0
Thesis	<ul style="list-style-type: none"> Easily identifiable, believable, original, well-developed, clear thesis that states a definite point to be argued. 	<ul style="list-style-type: none"> Good thesis, but slightly unclear in parts. Or, while not incorrect, lacking in originality or insight. 	<ul style="list-style-type: none"> Promising thesis is somewhat unclear or contains vague terms. Or, largely unoriginal, or offering relatively little that is unique or new. 	<ul style="list-style-type: none"> Thesis is difficult to identify at all. May be restatement of an obvious point. Provides little basis for a clear argument to be developed or structure to be devised
Structure of the essay	<ul style="list-style-type: none"> Overall structure of essay is clear and excellent organization is evident to strategically argue the point of view. Opening paragraph provides appropriate and thorough background for the thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences and contain points relevant to the topic. Conclusion is strong and clearly brings closure to the argument. 	<ul style="list-style-type: none"> Generally, structure is clear and appropriate, though may ramble on in parts, or be too brief on one or two points. Opening paragraph provides sufficient background for the thesis. May have a few unclear transitions, or a few paragraphs either lacking clear topic sentences, or with two or more topics combined together. Conclusion is evident and brings closure to the argument. 	<ul style="list-style-type: none"> Generally, there is evidence of a structure which is at times unclear. Opening paragraph has the beginnings of good information. Ideas may at times wander or jump around. Some transitions. Some paragraphs lack an identifiable topic sentence. Beginning of a conclusion is evident. 	<ul style="list-style-type: none"> Organization is unclear because thesis is weak or not defined. Introduction lacks sufficient information to support the thesis. Transitions confusing and unclear. Few clear topic sentences. Conclusion has not been developed.

	A	B	C-D	F
	5	4	3	2-0
Use of Evidence	<ul style="list-style-type: none"> Primary source information and/or quality secondary source information used to support every point with at least one example. Examples support topic and fit within each paragraph. Smooth integration of quoted material into sentence. 	<ul style="list-style-type: none"> Examples used to support most points; generally quality sources (primary or secondary), though quality varies. Examples are usually provided to support points. Quotes and evidence generally integrated well into sentences. 	<ul style="list-style-type: none"> Examples used to support some points. Some points lack supporting evidence or examples. Quotes and evidence are evident, but at times inconsistently integrated into sentences and structure. 	<ul style="list-style-type: none"> Very few or very weak examples. General failure to support statements, or evidence given does not support the statement, because it is low-quality or irrelevant. Quotes and evidence not integrated into sentences.
Analysis	<ul style="list-style-type: none"> Clearly relates evidence to topic sentences and to larger thesis. Analysis is fresh and exciting, posing new ways to think about the material and to make connections among different sources. 	<ul style="list-style-type: none"> Evidence often relates to topic of paragraph and to larger thesis, though some connections are not clear. 	<ul style="list-style-type: none"> Quotes and evidence are evident, but at times are not followed by the author's analysis, and/or lack an explanation of how they relate to the paragraph topics and the larger thesis as a whole 	<ul style="list-style-type: none"> Very little or very weak attempt to relate evidence to the central thesis and arguments of the paper.
Logic and Argumentation	<ul style="list-style-type: none"> All ideas in the paper flow logically; the arguments are identifiable, reasonable, and supported by evidence. Anticipates and successfully refutes/disproves objections or counter-arguments Makes original connections to outside material (whether from the class, other classes, or independent research) that illuminates the thesis and its constituent parts. 	<ul style="list-style-type: none"> Argument of paper is clear, usually flows logically and makes sense. Identifies some counterarguments, but these are addressed unevenly. Some insightful connections made. 	<ul style="list-style-type: none"> Argument is present, but may at times be inconsistent in presentation. Logic at times fails, or argument may be unclear. Some counter-arguments are identified, but this area needs more development. 	<ul style="list-style-type: none"> Ideas do not flow well. Simplistic view of topic. Faulty logic. No effort to address possible alternative views.

	A	B	C-D	F
	5	4	3	2-0
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> • A few minor errors in usage, grammar, or mechanics. • Generally uses APA citation correctly. • Meets requirements for a well written academic response. • Meets requirements of the assignment. 	<ul style="list-style-type: none"> • Some errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with some errors. • Meets some requirements for an acceptable academic response. • Meets some of the requirements of the assignment. 	<ul style="list-style-type: none"> • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge. • Does not meet enough requirements for an acceptable academic response. • Does not meet enough requirements to address assignment.

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

Total Score out of 30:

Facilitator/Evaluator’s Comments:

Columbia College
Observation Rubric
 Last Revised: January 2012

Student's Name		Course Code	Date	Facilitator/Evaluator's Name	
Area	A – B (70% - 100%) 10.0 – 7.0	C - D (50% - 69%) 6.9 – 5.0	F (0% - 49%) 4.9 - 0	Score	
Summary of Key Observations	<ul style="list-style-type: none"> Key observations are carefully identified and presented. Maintains neutrality in statements. Excellent organization in summary. Excellent quantity of information. 	<ul style="list-style-type: none"> Key observations are mostly well identified and presented. Most times maintains neutrality in statements. Most of organization shows a logical progression. Sufficient quantity of information. 	<ul style="list-style-type: none"> Some key observations have been made, but there is generally not enough content. Neutrality in statements is not maintained. Summary lacks organization. Quantity of information is inadequate. 		
Analysis and Interpretation	<ul style="list-style-type: none"> Analysis and interpretation of data has been presented with thoroughness and accuracy. Perceptive insights. 	<ul style="list-style-type: none"> Analysis and interpretation of data is satisfactory. Analysis is well done with a few weak areas. 	<ul style="list-style-type: none"> Analysis and interpretation of data is minimal. 		
Field notes	<ul style="list-style-type: none"> Excellent field notes assist in making key observations. Quantity of field notes demonstrates excellent observation skills. Demonstrate excellent use of point form notes. 	<ul style="list-style-type: none"> Satisfactory field notes serve as good source for key observations. Quantity of field notes demonstrates satisfactory observation skills. Demonstrates some inconsistency in using point form notes. 	<ul style="list-style-type: none"> Field notes are somewhat limited in content. Quantity of field notes is limited. Demonstrates little knowledge of how to make point form notes. 		

Area	A – B (70% - 100%) 10.0 – 7.0	C - D (50% - 69%) 6.9 – 5.0	F (0% - 49%) 4.9 - 0	Score
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> • No errors in usage, grammar, or mechanics. • Generally uses APA citation correctly. • Meets all requirements for a well written academic response. • Meets all requirements of the assignment. 	<ul style="list-style-type: none"> • A number of errors in usage, grammar, and mechanics. • May be some interference with the readability and quality of the paper. • Uses APA citation inconsistently and with some errors. • Generally meets most requirements for a satisfactory academic response. • Generally meets most requirements of the assignment. 	<ul style="list-style-type: none"> • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge. • Meets few requirements for an acceptable academic response. • Meets few requirements of the assignment. 	

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

Total Score out of 40:

Facilitator/Evaluator’s Comments:

Columbia College
Short Answer Writing Response Marking Rubric
Revised Jan. 2012

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Quality of Response Content/Ideas	<ul style="list-style-type: none"> • Demonstrates reflection, insight, and accurate interpretation of assignment. • States main idea/opinion clearly. • Provides support for the main idea through numerous, relevant sources. 	<ul style="list-style-type: none"> • Demonstrates reflection and accurate interpretation of assignment. • States main idea /opinion clearly. • Provides support for the main idea through number of relevant sources. 	<ul style="list-style-type: none"> • Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability. 	<ul style="list-style-type: none"> • Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion. 	
Analysis	<ul style="list-style-type: none"> • Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Defines the issue, but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem solving skills. 	

	A	B	C-D	F	Score
	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, addressing audience and purpose. • Incorporates knowledge of stylistic techniques. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Consistently demonstrates original, sincere and compelling personal voice. 	<ul style="list-style-type: none"> • Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Demonstrates use of particular stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice. 	<ul style="list-style-type: none"> • Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice. 	<ul style="list-style-type: none"> • Uses simplistic sentence structures that are awkward and do not address audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice. 	
Organization and Structure	<ul style="list-style-type: none"> • Creates a sophisticated, well developed beginning, middle and conclusion. • Connects all ideas logically. • Uses a variety of carefully crafted sentence structures. • Consistently establishes appropriate paragraphing and transitions. 	<ul style="list-style-type: none"> • Creates a well-developed beginning, middle, and conclusion. • Connects most ideas logically. • Uses a variety of well-structured sentence • Most of the time establishes appropriate paragraphing and transitions 	<ul style="list-style-type: none"> • Creates an unfocused beginning, middle and a simple conclusion. • Creates answer that is poorly structured. • Uses some sentence variety with errors that begin to interfere with meaning. • Shows faulty paragraphing and lack of transitions. 	<ul style="list-style-type: none"> • Creates a limited response with no clear beginning, middle, and conclusion. • Creates confusion in structure. • Uses little to no sentence structure variety. • Many structural errors • Weak to no paragraphing or transition. 	

	A	B	C-D	F	Score
	5	4	3	2-0	
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> • A few minor errors in usage, grammar, or mechanics. • Generally uses APA citation correctly. • Meets most requirements for a well written academic response. • Meets most requirements of the assignment. 	<ul style="list-style-type: none"> • Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with errors. • Meets a few requirements for an acceptable academic response. • Meets a few requirements of the assignment. 	<ul style="list-style-type: none"> • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge. • Meets few requirements for an acceptable academic response. • Meets little to no requirements of the assignment. 	

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

Total Score out of 50:

Facilitator/Evaluator’s Comments:

Columbia College
Critical Analysis Essay Marking Rubric
Revised Jan. 2012

Student's Name	Course Code	Date	Facilitator/Evaluator's Name	
	A	B	C-D	F
	5	4	3-2.5	2.4-0
Purpose Essential Information	<ul style="list-style-type: none">Introduces and presents paper effectively and clearly; purpose is readily apparent to the reader.First paragraph identifies three of the following: title, date, author and essential background information on the author.	<ul style="list-style-type: none">Introduces and presents paper adequately; purpose is not consistently clear throughout the paper.First paragraph identifies only two of the following: the title, date, author and essential background information on the author.	<ul style="list-style-type: none">Introduces and presents paper somewhat effectively; writing has a clear purpose but may at times move away from that purpose.First paragraph identifies only one of the following: the title, author and essential background information on the author.	<ul style="list-style-type: none">Introduces and presents paper poorly; purpose is generally unclear.First paragraph does not identify the title, author and essential background information on the author.
	10-9	8-7	6-5	4-0
Essay Structure	<ul style="list-style-type: none">Essay has a clear introduction, conclusion and well-developed essay body.Thesis is clearly stated and developed to demonstrate point of view.Paragraphs are logically developed both internally and externally, with transitions within and between paragraphs.	<ul style="list-style-type: none">Essay has required introduction, conclusion and essay body that adequately presents essay components.Thesis is presented clearly, but may need more development.Paragraphs are mostly logically developed, both internally and externally, with some transitions within and between paragraphs.	<ul style="list-style-type: none">Essay has required introduction, conclusion and essay body, but requires some further development.Thesis is presented but at times is slightly unclear.Paragraphs are not always logically developed, requiring attention to this area.Transitions are used but rarely.	<ul style="list-style-type: none">Essay does not have all the components – introduction, conclusion and body paragraphs.Thesis is difficult to identify. May be restatement of an obvious point.Paragraphs are poorly developed and do not show logical progression of ideas.Transitions are not used.

	A	B	C-D	F
	5	4	3-2.5	2.4-0
Argument	<ul style="list-style-type: none"> Clearly identifies and summarizes the main issues Effectively addresses all of the author's issue/s. Identifies all embedded issues and how they relate to each other. Formulates a clear and precise personal point of view Critiques with insight. Identifies and rigorously evaluates all important evidence offered. After considering all the relevant information and evidence, identifies and thoroughly discusses the implications, conclusions and consequences of the issue. Provides new data or information to be considered Ideas are supported effectively and sources are clearly attributed. Acknowledges objections and provides convincing replies to these 	<ul style="list-style-type: none"> Successfully identifies and summarizes most of the main issues. Explains most of the author's issue/s satisfactorily. Identifies most embedded issues and how they relate to each other. Formulates a clear and precise personal point of view Critique is adequate. Identifies all important evidence offered. After considering most of the relevant information and evidence, identifies and briefly discusses the implications, conclusions and consequences of the issue. Evaluates the information Discusses alternate points of view. Ideas are generally supported and paper includes clear attribution. 	<ul style="list-style-type: none"> Identifies main issues, but requires more explanation to be effective. Alludes to embedded issues without development or explanation. Demonstrates a vague or indecisive point of view Some critique provided, but requires more development. Successfully identifies data and data and information that counts as evidence but does not thoroughly evaluate its credibility. Suggests some implications, conclusions and consequences of the issue but without reference to the context and relevant information Considers weak alternative views. Some ideas are substantiated, but more attention is needed to this area. 	<ul style="list-style-type: none"> Fails to identify, summarize, or explain the main problem or issue. Represents the issues inaccurately. Does not identify embedded issues. No critique provided. Fails to identify data and information that counts as credible evidence. Fails to identify implications, conclusions and consequences of the issue Fails to identify the key relationships between the context, data or evidence. Difficult to determine point of view. Attribution is missing, or sources given are poorly selected.

	A	B	C-D	F
	5	4	3-2.5	2.4-0
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> • A few minor errors in usage, grammar, or mechanics. • Generally uses APA citation correctly. • Meets requirements for a well written academic response. • Meets requirements of the assignment. 	<ul style="list-style-type: none"> • Some errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with some errors. • Meets some requirements for an acceptable academic response. • Meets some of the requirements of the assignment. 	<ul style="list-style-type: none"> • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge. • Does not meet enough requirements for an acceptable academic response. • Does not meet enough requirements of the assignment.

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

Total Score out of 30:

Facilitator/Evaluator’s Comments:

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

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

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

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

Total Score out of 50:

Facilitator/Evaluator's Comments:

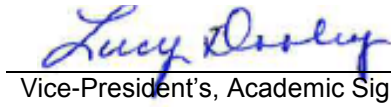
Approval:



Program Chair's Signature

August 27, 2014

Date



Vice-President's, Academic Signature

August 27, 2014

Date



Registrar's Signature

August 27, 2014

Date