



Human Growth & Development Across the Life-Span – (HSPD 107)

Lecture 1

Course Outline

Semester Dates: June 30, 2014 – August 1, 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: Patricia Corbett, B.Ed., M.C., M.S.W.

Email: patc@columbia.ab.ca

Class Time: Mon/Wed| 1:00 – 5:00 PM

Room: 805-119

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 provides a survey of human development across the life-span. Course content includes an overview of physical, intellectual, personality and social development from birth to late adulthood. Focus is also placed on terminology, principles, and theories related to genetic and environmental influences on growth and development.

Learning Outcomes:

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

- Explain how heredity and environment interact in the development of human characteristics.
- Gain knowledge of developmental principles, theories, and concepts related to human thinking, behaviour, emotion, and personality and apply to a variety of situations.
- Differentiate between the behavioristic and cognitive views of intellectual development.
- Evaluate the influences of the family constellations on the development of personality.
- Explain how language is developed from birth onwards.
- Describe the physical changes that occur in humans from conception to the end of adulthood.
- Critically assess how people view work and the factors that influence occupational development.
- Research, write, and present a human development topic to a non-specialist audience (classmates) and respond to their questions.
- Analyze and discuss the social policy issues related to each of the various lifespan developmental stages.
- Examine and analyze the factors that influence occupational selection and development.
- Analyze your own stage in the developmental process.

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:

Ateah, C.A., Kail, R. V., & Cavanaugh, J.C. (2009). Human Development: A Life Span View. Toronto, ON: Nelson Education.

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:

Students may access the Book Companion Website which contains online study and research tools, including tutorial quizzes, Internet exercises, flashcards, and web links. Go to <http://www.humandevelopment2e.nelson.com>.

Included with your text is a free 4-month subscription to InfoTrac which contains articles, journals, daily newspapers, help with research papers, etc.

Homework Assignment Due for the First Class:

- Read the Introduction in the text, as well as, Chapters 1 and 2.
- As a result of your reading assignment, write down at least 3 questions that you would find beneficial to discuss with others in class.
- Prepare to write a multiple choice/fill in the blank type quiz based on your homework readings.
- Read this syllabus and prepare to discuss in class.

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
Participation and Professionalism	Daily	5%
Quizzes	Daily	20%
Reflective Paper – in Class	Class 3	10%
Term Paper	Class 8	25%
In-class Learning Activities	Classes 1 to 9	10%
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 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, in the hallways of Bldg. 805 and 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">• Foundations:• Chapter 1 – The Study of Human Development• Chapter 2 – Foundations of Human Development	<ul style="list-style-type: none">• Introduction• Chapter 1• Chapter 2
2	<ul style="list-style-type: none">• Infancy:• Chapter 3 – Physical & Cognitive Development• Chapter 4 – Socio-emotional Development	<ul style="list-style-type: none">• Chapter 3• Chapter 4
3	<ul style="list-style-type: none">• Early Childhood:• Chapter 5 – Physical & Cognitive Development• Chapter 6 – Socio-emotional Development• Reflective Paper – In class	<ul style="list-style-type: none">• Chapter 5• Chapter 6
4	<ul style="list-style-type: none">• Middle Childhood:• Chapter 7 – Physical & Cognitive Development• Chapter 8 – Socio-emotional Development	<ul style="list-style-type: none">• Chapter 7• Chapter 8
5	<ul style="list-style-type: none">• Adolescence:• Chapter 9 – Physical & Cognitive Development• Chapter 10 – Socio-emotional Development	<ul style="list-style-type: none">• Chapter 9• Chapter 10
6	<ul style="list-style-type: none">• Young & Middle Adulthood:• Chapter 11 – Physical & Cognitive Development• Chapter 12 – Forming Relationships	<ul style="list-style-type: none">• Chapter 11• Chapter 12
7	<ul style="list-style-type: none">• Chapter 13 – Occupational & Lifestyle Issues in Young and Middle Adulthood• Chapter 14 – Unique Challenges of Middle Adulthood	<ul style="list-style-type: none">• Chapter 13• Chapter 14
8	<ul style="list-style-type: none">• Late Adulthood:• Chapter 15 - Personal Context of Later Life• Chapter 16 – Social Aspects of Later Life• Presentations• Term Paper is Due	<ul style="list-style-type: none">• Chapter 15• Chapter 16
9	<ul style="list-style-type: none">• The Final Passage:• Chapter 17 – Dying and Bereavement• Presentations	<ul style="list-style-type: none">• Chapter 17
10	<i>Final Exam – 3 hrs.</i>	•

Appendix 1 Assignment Outlines

Reflective Paper

Due Date: Class 3: To be done in class. If not present during Class 3, please make arrangements with facilitator to write your paper during Class 4

Weight: 10 %

You will be asked to apply **Erikson's Stages of Psychosocial Development** to yourself and your psychosocial development. The rationale of this exercise is that you will be helpful to others if you understand yourself first.

Format of Assignment:

A reflective paper may be written like a journal entry. APA format is not expected, but giving credit for an idea, quote, or information is expected.

You may choose to focus on a) a stage of development and how it pertains to your own thought, behaviour and feelings (using theory as starting point); b) explore something about yourself or your life story using Erikson's Stages of Psychosocial development (practice as starting point) or c) trace your own development using Erikson's theory.

Term Project - Mixed Format with Focus on: Human Behaviour and Development

Due Date: Class 8 (paper)/Class 9 (Present research findings and possible application to your career choice or life journey).

Weight: 25% (15% Paper: exploration of potential application of research to your chosen career or personal development; 10% share findings with your classmates.)

Select one of the following topics below and develop a term paper of not less than 1,500 words (excluding the title page and reference page) according to the instructions provided. Use APA formatting and citation. Try to select a topic which is closely related to your career choice. You will be evaluated according to the rubric attached.

Topics:

Human Behaviour and Development and:

- Early Childhood
- Middle Childhood
- Adolescence
- Adulthood early, middle, late – you could focus on one of the adult stages
- Moral Reasoning
- Cognitive Development
- Parenting
- Senior Citizens
- Death

Part A: Your paper should have the following parts to it:

- Introduction – Explain why you have chosen this topic and indicate the direction your paper is going to take (thesis statement).
- Review of the literature – Tell what is currently known about your topic. You can use the text and, of course, read journal articles. You should be able to cite at least 4 journal articles in your paper.
- Critique of Key Information – In this section provide your opinion on key information that you have discovered from your research. This means that you must do a critical analysis of the research first, and then evaluate which information you would like to focus on in this section of the paper. It gives you an opportunity to demonstrate your thoughtful, reflective opinions.
- Conclusion – How have your research findings enhanced your knowledge of human behaviour and development? Summarize your insights.

Part B: Presentation

Your presentation will be a maximum of 5 minutes long. You will select an interesting aspect or two of your term paper and present this information in a thought provoking and interesting manner. This is a formal presentation. Please see the attached rubric to be familiar with the areas that will be assessed in your evaluation. You are not required to have a PowerPoint to do this presentation but may use one if you wish. Classmates will be given opportunity to ask questions or comment on new information you have brought to them at the end of your presentation.

In-Class Learning Activities

Due Date: Throughout term

Weight: 10%

Case studies will be explored during class time. At various times, students will role play “case teams” targeting topics of human development while the rest of the class acts as audience. Each team member will be expected to speak at least once. The goals of this exercise include practice in discussion and case participation, advocacy and presenting concerns appropriately and applying research, theory and experience in a verbal format. Members of the audience may ask the team questions or offer suggestions at the end of the role play.

Class Participation/Engagement

Due Date: Throughout term

Weight: 5%

Each student will begin with 5%. Points will be taken away for (including but not limited to): a) side-talk that disturbs others; b) using electronics for personal use such as checking on social media or playing games; c) absence (unless previously cleared with facilitator and/or registrar and/or d) being present but not participating in activities.

Note: All students are expected to attempt the presentation and case role play activities. Those who do not attempt these activities will be awarded a mark of “0” for that assignment. Appropriate APA citation and reference is expected for the Term Project. Marks will not be taken off for difficulty with grammar, but bonus marks will be given for well-structured work.

Columbia College
Reflective Writing Rubric
 Last Revised: March 2014

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

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

Total out of 20:

Comments:

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

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

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

Total Score out of 40:

Facilitator/Evaluator’s Comments:

Columbia College
In-Class Learning Activity Rubric
 Last Revised: May 7, 2014

Student's Name		Course Code	Date	Facilitator/Evaluator's Name	
Area	A 10-9	B 8-7	C-D 6-5	F 4-0	Score
Contribution to Group Goals and Tasks	<ul style="list-style-type: none"> Regularly provides useful ideas to group. Contributes consistently and actively to group tasks and makes a strong effort to achieve goals. Fully accepts and fulfills individual role within group. 	<ul style="list-style-type: none"> Often provides useful ideas to group. Contributes actively to group tasks with occasional prompting. Usually accepts and fulfills individual role within group. 	<ul style="list-style-type: none"> Sometimes provides useful ideas to group. Does what is required with occasional prompting. 	<ul style="list-style-type: none"> Rarely provides useful ideas to group. Works toward goals only when prompted. 	
Quality of Work Output	<ul style="list-style-type: none"> Demonstrates superior quality work. Does not need to be prompted to get work done on time. 	<ul style="list-style-type: none"> Demonstrates good quality work. May need occasional prompting to get the work done on time, but does not hold up group's progress. 	<ul style="list-style-type: none"> Work sometimes needs monitoring or re-doing. Usually needs prompting to get work done on time and tends to hold up group progress. 	<ul style="list-style-type: none"> Work usually needs monitoring or re-doing. Group's progress is held up by poor personal management. Always needs prompting to get the work done. 	
Working with Group Members	<ul style="list-style-type: none"> Listens to others and speaks a significant amount as appropriate. Never argues with group members. Always helps all group members to arrive at a fair and logical decision. 	<ul style="list-style-type: none"> Listens but sometimes talks too much or dominates the discussion. Rarely argues with group members. Usually considers the views of all group members. 	<ul style="list-style-type: none"> Usually dominating the discussion, rarely allows others to speak. Sometimes argues with group members. Often sides with specific individuals instead of considering views of all group members. 	<ul style="list-style-type: none"> Is always talking, never allows anyone else to speak. Usually argues with group members. Usually wants to have things his/her own way. 	

Area	5	4	3	2-0	Score
Overall Attitude / Disposition	<ul style="list-style-type: none"> Never openly critical of learning activity, group tasks, or group members. Always demonstrates positive attitude towards group goals and tasks. 	<ul style="list-style-type: none"> Rarely openly critical of learning activity, group tasks or group members; Generally demonstrates positive attitude towards group goals and tasks. 	<ul style="list-style-type: none"> Sometimes openly critical of learning activity, group tasks or group members. Demonstrates occasional negative attitude towards group goals and tasks. 	<ul style="list-style-type: none"> Often openly critical of learning activity, group tasks or group members. Usually demonstrates negative attitude towards group goals and tasks. 	
Readiness to Engage in Group Activity	<ul style="list-style-type: none"> Always ready to begin tasks without the need for prompting. Always comes prepared with ideas and materials needed to get the work started on time. 	<ul style="list-style-type: none"> Almost always ready to begin tasks and rarely needs prompting. Almost always comes prepared with ideas and materials to get the work started on time. 	<ul style="list-style-type: none"> Often needs prompting to begin tasks and do the required work. Usually comes prepared with ideas and materials to get the work started on time. 	<ul style="list-style-type: none"> Always needs prompting to begin tasks and do the required work. Always or often relies on others to do the work. Does not usually come prepared with ideas and materials to get the work started on time. 	

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:

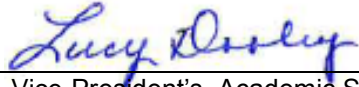
Approval:



Program Chair's Signature

June 19, 2014

Date



Vice-President's, Academic Signature

June 19, 2014

Date



Registrar's Signature

June 19, 2014

Date