

Columbia College
Community Development and Advocacy (HSPD250)
Lecture 1
Course Outline

Semester Dates: June 26, 2023 to July 29, 2023

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: David Getiro

Email: david.getiro@columbia.ca

Class Time: Thursdays 5:30PM to 9:30PM and Saturdays
12:30PM to 4:30PM.)

Room: Online via Moodle and Microsoft
Teams

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. 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.

Course Description:

The purpose of this course is to enable students to acquire the skills needed to participate in achieving constructive social change through the process of community involvement and advocacy. Both theories and practical applications will be discussed with a focus on the values of community work and power, and how social structures are developed, maintained and changed. Students will be encouraged to actively engage in community involvement for this course.

Learning Outcomes:

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

- Understand and explain the social, physical, and political needs that communities serve.
- Describe different types of communities and the functions that they serve.
- Identify the main features of community development and practice.
- Explore the impact poverty plays with exclusion of certain parts of society.
- Explore the role mental health plays in social exclusion
- Understand the role of advocacy in the community development process
- Understand the different ways to get involved in the community.
- Describe community development as a process and assess the role played by the professionals in this process.
- Identify and explain the various skills, strategies, and approaches needed in community work.
Compare and contrast the three different categories of community intervention.

Course Format

This 40-hour remote course uses a variety of online 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 online 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 online class discussions in addition to taking responsibility for your own learning. The course expects you to 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 synchronous and asynchronous class activities 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 online classroom as you work towards your goal.

Required Textbooks and Equipment:

Forchuk, C. & Sciernik. (2021). *Poverty, mental health, and social inclusion*. Canadian Scholars Publishing Books Inc. Toronto and Vancouver

Truth and Reconciliation Commission of Canada: Calls to Action
http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

Homework Assignment Due for the First Class:

- Read this course outline and prepare to discuss in class.
- Read chapter 1 in your text
- Prepare for a test on the assigned Chapter readings (see Appendix 1.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily Tests	Classes 1 through 10	20%
Participation Activities	Classes 1 & 5	5%
Asynchronous Activities	Classes 2, 4, 6 & 8	15%
Assignment 1 - Reflective Writing	Class 3	15%
Assignment 2 - Critical Response	Class 7	25%
Final Project - Oral Presentation	Class 10	20%

Please note that all homework and assignments are due by 11:59 PM on the due date unless otherwise noted on TEAMS

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 "B-" (a minimal pass), hand in all assignments, and write the final exam.

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% per day. 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 via Microsoft Teams Forms. This Form is available on the class Team from Department Chair.

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. Students are to complete an Excused Absence Form on Microsoft Teams.

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)*, *Columbia College's Commitment to Human Rights and Diversity Policy (ADM-P079)*, 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

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.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 Accessibility 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 or by contacting Program Chair. 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 Columbia College email address you have been given by 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	Topics	Pre-Class Readings
1	<ul style="list-style-type: none"> Introduction and course overview The Unspoken Intersection of Mental Illness and Poverty: Social Exclusion Creating Social Exclusion: The Disconnection between Housing, Income Support, and Mental Health Policies 	<ul style="list-style-type: none"> Chapters 1 Chapter 2 Participation Activity #1
2	<ul style="list-style-type: none"> Understanding how to end homelessness 	<ul style="list-style-type: none"> Chapter 3 Asynchronous Activities #1
3	<ul style="list-style-type: none"> Poverty Trajectories Experienced by Persons with Mental Illness Using a Capabilities Approach to Understand Poverty and Social Inclusion of Mental Health Consumer-Survivors 	<ul style="list-style-type: none"> Chapter 8 Chapter 9 Assignment A Due
4	<ul style="list-style-type: none"> Contradictory Sources and Systems of Support for Mother's Experiencing Homelessness 	<ul style="list-style-type: none"> Chapter 10 Asynchronous Activities # 2
5	<ul style="list-style-type: none"> Sheltering Indigenous Women with Mental Illness in Ontario: Being "Kicked" and Nurtured 	<ul style="list-style-type: none"> Chapter 11 Participation Activity #2
6	<ul style="list-style-type: none"> The Mental Health of Those Who Serve Canada: A Reflection Addressing Homelessness among veterans 	<ul style="list-style-type: none"> Chapter 12 Chapter 13 Asynchronous Activities # 3
7	<ul style="list-style-type: none"> Seeking and Securing Work: Individual-Level Predictors of Employment of Mental Health Consumer-Survivors 	<ul style="list-style-type: none"> Chapter 15 Chapter 16 Writing Assignment B Due
8	<ul style="list-style-type: none"> The Effectiveness of a Shelter Diversion Intervention for Families Who Experience Homelessness 	<ul style="list-style-type: none"> Chapter 17 Asynchronous Activities # 4
9	<ul style="list-style-type: none"> Preventing Mental Illness Discharge to Homelessness An Evaluation of the London Community Addiction Response Strategy: London CARES 	<ul style="list-style-type: none"> Chapter 18 Chapter 19
10	<ul style="list-style-type: none"> Service Preferences of Homeless Youth with Mental Health Issues: Housing First, Treatment First, or Both Together 	<ul style="list-style-type: none"> Chapter 20 Final Project Due

Appendix 1 Assignment Outlines

Please note: Students must complete all assignments, tests, and final projects in order to pass this course

Daily Tests Due Date: Each class from Classes 1 through 10 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 test based on these reading assignments

All Daily Tests will be available on Moodle from 8:30AM until 11:59 PM the following day of the class.

All Daily Tests will:

- Have 30-minute time limits – unless otherwise noted
- Have a one-attempt limit

Participation Due: Classes 1 & 5

Weight 5%

- Activities will come in the form of surveys, polls, forums and questionnaires provided by the facilitator. All will be accessible via Moodle and/or Teams

Asynchronous Activities

Due Date: 2, 4, 6 & 8

Weight: 15%

Asynchronous activities are those that take place outside of the live lecture/class time. They are intended to build upon critical thinking skills based on material connect to or assigned for that day. Activities are assigned at the conclusion of a live lecture with explicit directions and completion dates. Facilitator support is available should there be any queries.

Asynchronous activities may include but are not limited to:

- Completion of Worksheet/problems- independent and/or collaborative
- Case study review and assessment
- Video responses
- Microsoft Forms
- Microsoft Padlet

Writing Assignment 1 (Reflective writing)

Due: Class 3

Weight: 15%

Students will be writing a reflective paper for this assignment and are expected to write a minimum of 500 words and a maximum of 750 words. It is expected that you will use the textbook, class discussion and personal experience to reflect and expand on your familiarity with the topics.

Focus: Chapters 1, 2 & 3

- Following the reading of Chapters 1-3, please reflect on at least **two** of the following topics:
 - Mental Illness
 - Poverty
 - Social Exclusion
 - Policies
 - Income Support
 - Housing

In your reflection, explore how the topics are connected and how they will potentially impact you in your social service career? Take into account your familiarity, or lack thereof with the topic. What do you feel you still need to learn about your chosen topics?

Writing Assignment Expectations:

- **Objective:** The objectives of the two writing assignments are to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate depth of knowledge related to the course content.
- **Focus:** Each assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** All assignments will be double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point Arial/Calibri font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to the attached rubric: **Reflective Writing Response Marking Rubric**.

How to avoid plagiarism: The simplest way to avoid plagiarism is to reference any sources properly (using both in-text, parenthetical citations in the body of your assignment and a 'References' page at the end). While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Use APA referencing.

Writing Assignment B (Critical Response)

Due: Class 7

Weight: 25%

Students will be writing a critical response by choosing **one** of the topics to write on.

Topic 1:

- According to your textbook, the Capabilities Approach to supporting those who are lacking secure housing and financial support is viable. Please expand on the research that was completed and the topics they cover in Chapters 8 & 9 with regards to the Capabilities Approach and alternatives. Expand on whether the approach is viable and where it is being applied in real world practical sense.

Topic 2:

- In Chapter 11, the topic of Indigenous women w/mental illness being "kicked" by the history of colonialism in Canada, the *Indian Act of 1876* and current attitudes in social services/housing is explored. Explore why this continues to exist and expand on solutions and approaches that can be used to support this marginalized group not only within your hometown but the nation as a whole. Consider using the Truth and Reconciliation's *94 Calls to Action* as support.

Topic 3:

- In Chapters 11 & 12, the issue of "those who serve" are discussed in detail; your task will be to look at reasons this issue exists and explore possible solutions from agencies, experts and your own perspective. Expand on solutions and approaches that can be used to support this marginalized group.

Writing Assignment Expectations:

- **Objective:** The objectives of the two writing assignments are to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate depth of knowledge related to the course content.
- **Focus:** Each assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** All assignments will be double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point Arial/Calibri font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to the attached rubric: **Critical Writing Response Marking Rubric**.

How to avoid plagiarism: The simplest way to avoid plagiarism is to reference any sources properly (using both in-text, parenthetical citations in the body of your assignment and a 'References' page at the end). While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Use APA referencing.

Final Project

Due Date: Class 10

Weight: 20%

Type:

- Oral/Online presentation
- 7 to 10 minutes allotted

Format:

- Group – sizes to be determined by facilitator
- Each member is responsible for presenting
- All presentations require a PowerPoint (or pre-approved format) and each group will be responsible for adhering to APA formatting all materials presented.
- Each group member is responsible for submitting their own copy to Teams Assignment for grading purposes

Objective:

Explore a chapter from your textbook that you were not assigned to read. The choices are below and your task is to connect the topics of research covered in the chapter to the community of Calgary or an approved area (one in which you may have lived before).

- **Chapter 10:** "Until you Hit Rock Bottom There's No Support": Contradictory Sources and Systems of Support for Mothers Experiencing Homelessness in Southwestern Ontario
- **Chapter 14:** Peer Support as direct Benefit of Focus Group Research
- **Chapter 16:** Iris Scanning: A Solution to the Lost Identification Problem Encountered by People Experiencing Homelessness?
- **Chapter 19:** An Evaluation of the London Community Addiction Response Strategy: London CAReS

Things to think about:

- What is the research focusing on?
- Are there larger impacts across Canada?
- As a human service worker, how will this impact you and your peers when encountering the chosen topic/challenge?
- Remember to connect this topic to a local agency or area. All of these topics are not exclusive to one geographical area.

You will be evaluated on your individual presentation using the **Oral Presentation Rubric** provided in this course outline.

Appendix 1
Assignment Rubrics

Columbia College
Critical Writing Response Marking Rubric
Revised Jan. 2018

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 and/or references to the course readings. 	<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 and/or references to the course readings. 	<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
	10-9	8-7	6-5	4-0	
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly where applicable for referencing sources. • 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 where applicable for referencing sources. • 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 when sources are used. • 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 when sources are used. • 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
Oral Presentation Rubric
Last Revised: March 2022

Student's Name		Course Code	Date	Facilitator	
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. 	

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. 	
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly where applicable for referencing sources. • 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 where applicable for referencing sources. • 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 when sources are used. • 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 when sources are used. • Meets few requirements for an acceptable academic response. • Meets little to no requirements of the assignment. 	

Total Score out of 50:

Facilitator/Evaluator's Comments

Columbia College
Reflective Writing Rubric
Last Revised: March 2022

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"> 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 APA	<ul style="list-style-type: none"> • Demonstrates control of the writing conventions with essentially no errors. • Uses APA citation correctly where applicable for referencing sources. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> • Demonstrates control of the writing conventions with occasional errors • Generally, uses APA citation correctly where applicable for referencing sources. • Meets most requirements for a well written academic response. • Meets most requirements of the assignment. 	<ul style="list-style-type: none"> • Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. • Uses APA citation inconsistently and with errors when sources are used. • Meets a few requirements for an acceptable academic response. • Meets a few requirements of the assignment 	<ul style="list-style-type: none"> • Demonstrates limited control of the writing conventions with frequent errors that make understanding difficult. • Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. • Meets few requirements for an acceptable academic response. • Meets little to no requirements of the assignment 	<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: