# Columbia College

## Intercultural Communication (COMM125)

### Lecture 1

### Course Outline

Semester Dates:  April 22, 2024 to May 25, 2024

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 plan to be present at the rescheduled class.

| | |
|---|---|
| Facilitator:: Tiara Fernando | Email:  tiara.fernando@columbia.ca |
| Class Time: Tuesdays 5:30PM to 9:30PM and Saturdays 8:30AM to 12:30PM | Room:  COMM125 Microsoft Teams Site and COMM125 Moodle Page |
| Credit:  3 | Prerequisite:  COMM115 |

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

**Course Description:**

Successful, healthy, and productive intercultural relationships comprise a major part of human services work. This course focuses on building self-awareness, the intercultural communication process, and the development of professional communication skills with a variety of cultures.

**Learning Outcomes:**

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

- Explore and evaluate the role of effective intercultural communication in establishing and maintaining effective intercultural relationships.
- Identify the impact of globalization upon a rapidly changing North American demographic.
- Identify a personal communication style and develop an awareness of the importance of value clarification in intercultural communication.
- Employ intercultural communications skills in a professional manner in the human services industry.
- Synthesize the information that causes conflict between cultures.
- Explore how the verbal dimension of communication reflects cultural values and perspectives and impacts on communication with Canadian society.

**Course Format:**

This 45-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 largely mirror your conduct in society and your future work site.  For example, if you tend 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:**

Martin, J.N. & Nakayama, T.K. (2022). *Intercultural communication in contexts, 8th edition.* New York, NY: McGraw-Hill Education.

Instructor handouts and links available in Moodle

**Recommended Readings and Resources:**

*Students may access Google Scholar.*

**Homework Assignment Due for the First Class:**

- Read Chapters 1 and 2 in the text, *Intercultural communication in contexts, (eighth edition)*
- Read this course outline and prepare to discuss in class.
- Prepare to write a test on the assigned reading.

**Evaluation - Assessment of Student Performance:**

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

| Title of Assignment/Examination | Due Date | Weight |
|---|---|---|
| Daily Tests | Classes 1 through 10 | 20% |
| Asynchronous Activities | Classes 4, 6 & 8 | 15% |
| Forum Responses | Classes 2 & 6 | 15% |
| Personal Reflective Paper | Class 7 | 25% |
| Final Project<br>• Oral Live Presentation | Class 10 | 25% |

**Please note that all homework and assignments are due at 11:59PM on the due date unless otherwise noticed.**

**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).**

**Submission and Completion of Assignments:**

You are expected to submit assignments on 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. This Microsoft Form is available on COMM125 General Channel.

**Attendance Requirements:**

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

**Academic Integrity:**

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

**Student Conduct:**

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229), Columbia's Commitment to Human Rights and Diversity Policy (ADM-P029),* 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 regarding their communication with others and their behavior in class.
- conduct themselves with academic integrity in all 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 Conditions:**

Students with temporary or permanent disabilities or medical conditions 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 Student Accommodation Policy (ADM-P188) and the Student Guide to Accessibility Services Handbook (SSCM-001).*

**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.  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 your Columbia College email address daily 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** | • Course Overview<br>• Foundations of Intercultural Communication<br>• The history of the study of Intercultural Communication | • Chapter 1<br>• Chapter 2 |
| **2**<br><br>**Asynchronous** | • Culture, Communication, Context, and Power | • Chapter 3<br>• **Moodle Forum #1 due** |
| **3** | • History and Intercultural Communication<br>• Identity and Intercultural Communication | • Chapter 4<br>• Chapter 5 |
| **4** | • Language and Intercultural Communication | • Chapter 6<br>• **Asynchronous Activity #1** |
| **5** | • Nonverbal Codes and Cultural Space | • Chapter 7<br>• **Moodle Forum #2 due** |
| **6** | • Understanding Intercultural Transitions | • Chapter 8<br>• **Asynchronous Activity #2** |
| **7** | • Popular Culture, and Intercultural Communication<br>• Culture, Communication, and Intercultural Relationships | • Chapter 9<br>• Chapter 10<br>• **Personal Reflective Paper Due** |
| **8**<br><br>**Asynchronous** | • Culture, Communication, and Conflict | • Chapter 11<br>• **Asynchronous Activity #3** |
| **9** | • Striving for Engaged and Effective Intercultural Communication | • Chapter 12 |
| **10** | • Course Evaluations<br>• Live Presentations | • **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 tests are:

- Available on Moodle from 8:30 AM on the day of the class to 11:59 PM the following day.
- There will only be one attempt on all Daily Tests.
- There will be a 30-minute time-limit (unless otherwise noted in Moodle).

**Asynchronous Activities**
**Due Date: 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

**Discussion Forums**
**Due Date: Classes 2 & 6**
**Weight: 15%**

Each student will be required to participate in online discussion forum questions throughout the course. These discussion forums questions can be accessed from the Course Moodle website. The facilitator will post questions relating to the class topic for discussion.

In addition, each student should *respond thoughtfully to two of their classmates* in their discussion groups.  Responses must be at least **250 words** to receive a grade. The post must also adhere to APA7 standards.   Students will be evaluated according to the "**Discussion Forum Rubric attached***.

**Reflective Paper**
**Due Date: Class 7**
**Weight: 25%**

Each student will write a personal response reflective paper that investigates and identifies the essential ingredients in communicating successfully as a professional social service worker. Combining the use of personal experiences and academic resources are important to consider when writing this assignment. Example- what chapter(s) connect with your reflection that you can use to reinforce/back up your points.

Introspective means self-awareness and self-examination, being aware of your own perceptions, thoughts, and feelings towards intercultural communication. This paper requires self-reflection. The assignment will be marked using the **Reflective Writing Response Marking Rubric** contained in this course outline. You *may* write this paper in the first person but if you are using sources, you are responsible for using APA7 appropriately.

Your reflective paper can be from the following list or approved in writing from the facilitator:

- In what ways might the study of intercultural communication clarify the ethical issues involved in intercultural interaction?
- How might self-reflexivity improve intercultural communication?
- What are some of the contributions to the study of intercultural communication made by anthropologists and how will they impact your career?
- At what stage in the identity development model are you? Why? What experiences have facilitated or hindered your own identity?
- How might hidden histories affect intercultural interactions?

**Writing Assignment Expectations:**
- **Objective:** The objectives of the writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher-level learning. The assignment is 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 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. Please refer to your ENGL110 Textbook or appropriate APA7 resource.

**Final Project- Oral Presentation**
**Due: Class 10**
**Weight: 25%**

Students, in a small group (2 to 3 students maximum) are required pick one chapter from the text, to reflect on and summarize their findings, and then to share how the learnings from this chapter relate to their professional life.

Students will develop, plan, and deliver a 5-7-minute presentation based on one chapter from the course textbook. Using an excellent variety of presentation methods, participants will highlight key features and insights from their chosen chapter and relate them to practical application, personal stories, and information from course material and beyond.

The group will identify the chapter they will work on and provide an outline of the presentation to the facilitator one week prior to delivery. You will be evaluated on your individual presentation using the ***Oral Presentation Rubric*** provided in this course outline.

Your presentation must include the following:

1.  Present an outline of the key points of the chapter and explain how these key concepts apply to your chosen program. The outline should be shared with the facilitator on the day of Class 8 Asynchronous Activity (or prior) by 11:59 p.m.

2.  Group members are to choose one chapter from the textbook and formulate a topic they will present on, and they should also relate the topic to a real-life situation, such as workplace or societal event, for example, how to manage diversity in an organization in Calgary.

3.  Students should adopt any communication format they prefer, for example, PowerPoint Presentations, Prezi, Canva, Genially or a combination of the formats. The method of delivery will be Microsoft Teams- students are expected to create time on their own outside of class time to prepare for this project. Presentation is "recorded" and submitted to Class 10. Each member is responsible for submitting a presentation.

4.  All materials (presentations/references) must be submitted to Microsoft Teams Class 10 Final Project Assignment.

**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. Please refer to your ENGL110 Textbook or appropriate APA7 resource.

# Columbia College
# Discussion Forum Rubric
# Last Revised: December 8, 2016

| Student's Name | | Course Code | Date | Facilitator/Evaluator's Name | |
|---|---|---|---|---|---|
| **Area** | **3** | **2** | **1** | **0** | **Score** |
| **Critical Thinking** | • Rich in content, thoughtful, reflective, insightful; shows careful analysis | • Substantial information, thoughtful, insightful; analysis has taken place. | • Information is thin and covers the surface of the topic. Lacks enough evidence of critical thinking. | • Basic information, no analysis or insight demonstrated. | |
| **Connections** | • Clear connections made to previous or current information; creates relevancy in the discussion. | • Some connections are made to previous or current information; generally, needs more depth and/or detail. | • Limited connections, vague generalities. | • No connections made to previous or current information. | |
| **Uniqueness** | • New ideas are presented with good depth and detail. | • Some new ideas are presented. Depth and details are satisfactory. | • Few, if any, new ideas are presented. Depth and details are lacking. | • No new ideas presented. No depth or details. | |
| **Timeliness** | • All required postings are on time for others to read and respond. | • Most postings are on time for others to read and respond. | • Postings are rarely on time or last minute without allowing for response time. | • Some, or all, required postings are missing. | |
| **Stylistics** | • No grammatical or stylistic errors. | • Several grammatical or stylistic errors. | • Obvious grammatical or stylistic errors; errors interfere with content. | • Obvious grammatical or stylistic errors. Makes understanding impossible. | |
| **Responding to Peers** | • Response is relevant to the course material and expands on at least two peer's response in a respectful manner | | | • Did not respond to peers | |

**Total Score out of 18:**

**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** | • Reflection reveals a thorough insight of the subject matter with the student digging deeply to present well though-out reflections. | • Reflection reveals insight into the subject matter. Often there are thoughtful statements. | • Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, reflective statements are evident. | • Reflection is limited. The writer produces some basic understanding of the subject matter. | • Little to no reflection is present. |
| **Use of Examples / Evidence** | • Uses specific and convincing examples to support reflective statements. | • Uses well-chosen examples to support reflective statements. A more convincing presentation would strengthen the response. | • Uses some examples to support understanding of the subject matter and reflections. | • Uses limited number of examples to support understanding of the subject matter. This seriously affects the integrity of the reflection process. | • Uses little to no examples. |
| **Cohesiveness of Response** | • Reflection provides a clear picture of the student's thinking on this subject matter. Thoughts are presented in a good logical, convincing order. | • 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. | • 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. | • 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. | • This response is confusing, and ideas do not tie together. |

| Skills | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| **Conventions** | • Demonstrates control of the writing conventions with essentially no errors. | • Demonstrates control of the writing conventions with occasional errors. | • Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. | • Demonstrates limited control of the writing conventions with frequent errors that make understanding difficult. | • Demonstrates little or no control of the writing conventions with errors that make understanding almost impossible. |
| **Mechanics, Grammar, Professional Format** | • Mainly error free.<br>• Uses APA citation correctly where applicable for referencing sources.<br>• Meets and exceeds all requirements for an excellent academic response.<br>• Meets and exceeds all requirements of the assignment. | • A few minor errors in usage, grammar, or mechanics.<br>• Generally, uses APA citation correctly where applicable for referencing sources.<br>• Meets most requirements for a well written academic response.<br>• Meets most requirements of the assignment. | • Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper.<br>• Uses APA citation inconsistently and with errors when sources are used.<br>• Meets a few requirements for an acceptable academic response.<br>• Meets a few requirements of the assignment. | • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper.<br>• Many errors in APA citation, demonstrating lack of citation knowledge when sources are used.<br>• Meets few requirements for an acceptable academic response.<br>• Meets little to no requirements of the assignment. | • No attempt or inclusion of APA referencing<br>• Does not meet requirement of an academic response.<br>• Meets no requirements of the assignment. |

**Total out of 25:**

**Comments:**

**Columbia College**
**Oral Presentation Rubric**
**Last Revised: March 2022**

| Student's Name | Course Code | Date | Facilitator/Evaluator's Name |
| --- | --- | --- | --- |

| Area | A (85% - 100%)<br>10.0 – 7.0 | B - C- (55% - 84%)<br>6.9 – 5.5 | D (50% - 54%)<br>5.4 - 5.0 | F (0 - 49%)<br>4.9 - 0 | Score |
| --- | --- | --- | --- | --- | --- |
| **Organization** | • Creates introduction that is unique, clearly focused and engages the audience.<br>• Organizes content logically, making entire presentation easy to follow.<br>• Builds main points through carefully selected and original examples/ references.<br>• Has effective transition between sections.<br>• Summarizes all key points and stimulates thought at the end. | • Creates introduction that is original, clearly focused and gets the attention of the audience.<br>• Organizes content logically, making most of the presentation easy to follow.<br>• Builds main points through carefully selected examples/ references.<br>• Has a transition between most sections.<br>• Summarizes most key points and stimulates some thought at the end. | • Creates an introduction that tends to be unfocused.<br>• Doesn't engage the audience's interest.<br>• Content appears disorganized, without logic and consistency.<br>• Builds a few main points with details, but most ideas are unsupported.<br>• Few to no transitions are evident.<br>• Little to no summarizing evident. Ending does not stimulate much thought. | • Presentation shows little to no logical organization.<br>• Content is difficult to follow.<br>• Not a thoughtful presentation. | |
| **Content** | • Provides evidence of supporting research to back all main points.<br>• Gives a complete explanation of all key points.<br>• Uses relevant examples/ references. | • Provides evidence of supporting research. To back most points.<br>• Gives an explanation of most key points.<br>• Uses some relevant examples/ references. | • Provides evidence that not enough research has been done to support the content.<br>• Gives an incomplete explanation of key points.<br>• Uses a few relevant examples/ references. | • Indicates little to no research.<br>• Gives a limited explanation of a few points.<br>• Uses little to no examples/ references. | |

| Area | A (85% - 100%)<br>10.0 – 7.0 | B - C- (55% - 84%)<br>6.9 – 5.5 | D (50% - 54%)<br>5.4 - 5.0 | F (0 - 49%)<br>4.9 - 0 | Score |
|---|---|---|---|---|---|
| **Delivery Style:**<br><br>**Nonverbal Effectiveness** | • Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression.<br>• Uses continual eye contact. | • Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression.<br>• Uses fairly consistent eye contact. | • At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation.<br>• Uses eye contact inconsistently. | • Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression.<br>• Uses poor to no eye contact. | |
| **Delivery Style:**<br><br>**Verbal Effectiveness** | • Conveys passionate interest for the topic.<br>• Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume.<br>• Uses few unnecessary pauses "ums".<br>• Makes no obvious grammatical errors.<br>• Uses cue cards or other supports effectively and does not read the presentation.<br>• Uses rich, precise, and varied vocabulary.<br>• Well-rehearsed and prepared. | • Conveys enthusiasm for the topic.<br>• Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume.<br>• Uses few unnecessary pauses "ums".<br>• Makes few grammatical errors.<br>• Most of the time uses cue cards or other supports appropriately, without reading the presentation.<br>• Uses well-chosen and varied vocabulary. | • Demonstrates minimal enthusiasm for the topic.<br>• Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech.<br>• Uses too many unnecessary pauses ("ums"), distracting from the presentation.<br>• Makes some grammatical errors.<br>• Tends to not use cue cards effectively and mostly relies on reading the presentation.<br>• Uses ineffective vocabulary. | • No enthusiasm is conveyed for the topic Speech is unclear with poor enunciation and incorrect pronunciation.<br>• Volume and rate of speech are often inappropriate, making comprehension difficult.<br>• Uses too many unnecessary pauses "ums", making comprehension difficult.<br>• Makes frequent grammatical errors.<br>• Reads presentation.<br>• Uses inappropriate or simplistic vocabulary. | |

| | A (85% - 100%)<br>10.0 – 7.0 | B - C- (55% - 84%)<br>6.9 – 5.5 | D (50% - 54%)<br>5.4 - 5.0 | F (0 - 49%)<br>4.9 - 0 | |
|---|---|---|---|---|---|
| **Mechanics, Grammar, Professional Format** | • Mainly error free.<br>• Uses APA citation correctly where applicable for referencing sources.<br>• Meets and exceeds all requirements for an excellent academic response.<br>• Meets and exceeds all requirements of the assignment. | • A few minor errors in usage, grammar, or mechanics.<br>• Generally, uses APA citation correctly where applicable for referencing sources.<br>• Meets most requirements for a well written academic response.<br>• Meets most requirements of the assignment. | • Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper.<br>• Uses APA citation inconsistently and with errors when sources are used.<br>• Meets a few requirements for an acceptable academic response.<br>• Meets a few requirements of the assignment. | • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper.<br>• Many errors in APA citation, demonstrating lack of citation knowledge when sources are used.<br>• Meets few requirements for an acceptable academic response.<br>• Meets little to no requirements of the assignment. | |

**Total Score out of 50:**

**Facilitator/Evaluator's Comments:**