



Columbia College
Speech and Language Development (EAPR 161)
Lecture 1
Course Outline

Semester Dates: April 22, 2025, to May 24, 2025

Facilitator: Sarah Brumley MEd

Email: sarah.brumley@columbia.ca

Class Time: 5:30 PM - 9:30 PM Tuesdays
8:30AM to 12:30PM Saturdays

Room: Online via Moodle and Microsoft Teams

Credits: 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 an alternate day of that week.

Course Description:

In this course the student will gain an understanding of the foundations of language acquisition and literacy development. A key focus will be on how to improve language and literacy in speech, reading, and writing and what strategies will help students of all abilities to succeed in these areas. There will also be a discussion on modifications for literacy learning due to various exceptionalities and individual learner needs in an inclusive environment.

Learning Outcomes:

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

- Identify and discuss the main perspectives on children's language acquisition.
- Develop an understanding of how children acquire and develop language.
- Identify how educators can accommodate the diversity of learner's needs and abilities.
- Describe how educational research in literacy can enhance educational practice.
- Understand, compare, and evaluate perspectives on language acquisition.
- Begin to develop an understanding of how to facilitate oral language learning, reading, and writing.
- Identify emergent literacy strategies.
- Develop various methods to facilitate individual and small group literacy strategies.
- Identify strategies to improve learner's language acquisition and literacy skills.
- Develop an understanding of how to support family literacy initiatives.

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:

Heydon, R., McTavish, M., & Bainbridge, J. (2022). *Constructing meanings: Pedagogies for literacies K-8* (7th Edition). Canada. Top Hat.

Savage, Robert & Lavers, Natalie & Pillay, Vanitha. (2007). Working Memory and Reading Difficulties: What We Know and What We Don't Know About the Relationship. *Educational Psychology Review*. 19. 185-221. 10.1007/s10648-006-9024-1.

University of Florida. (n.d.). *Explore the UFLI Foundations Toolbox*. UF Literacy Institute.
<https://ufl.edu/education/ufl.edu/>

Recommended Readings and Resources:

Extra resources can be accessed in Moodle Learning Platform

Homework Assignment Due for the First Class:

1. Read this course outline and be prepared to discuss it in class.
2. Read Chapter 1 of textbook.
3. Prepare for 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	Due Date	Weight
Daily Tests	Classes 1-10	20%
Asynchronous Activities	Classes 2, 6, & 8	15%
Assignment 1	Class 5	15%
Assignment 2	Class 8	25%
Final Project	Class 10	25%

Please note that all homework and assignments are due at 11:59PM on the day of the class unless otherwise noted on Teams/Moodle.

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 with 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 form is available on the Microsoft Teams site and will be emailed to your Program Chair once completed.

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-P204)*, 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 about 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 Condition:

Students with temporary or permanent disabilities or medical conditions may apply for academic 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 or emailing accessibility.services@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 *Student Guide to Accessibility Services (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 through your 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 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	<ul style="list-style-type: none">• Introduce Course Outline, Text and assignments• Introduction to Language and Literacy Education	<ul style="list-style-type: none">• Course Outline• Chapter 1
2	<ul style="list-style-type: none">• Planning for Language and Literacy Education	<ul style="list-style-type: none">• Chapter 2• Asynchronous Activity #1
3	<ul style="list-style-type: none">• Language Learning and Oracy• UFLI- University of Florida Literacy Institute• https://ufli.education.ufl.edu/	<ul style="list-style-type: none">• Chapter 3
4	<ul style="list-style-type: none">• Early Literacies• The Pleasures of Literacy	<ul style="list-style-type: none">• Chapter 4• Chapter 5• Assignment 1 Due
5	<ul style="list-style-type: none">• Reading Instruction: Major Components• Reading Pedagogies: Major Elements	<ul style="list-style-type: none">• Chapter 6• Chapter 7
6	<ul style="list-style-type: none">• Pedagogies to Foster Strategic Reading	<ul style="list-style-type: none">• Chapter 8• Asynchronous Activity #2
7	<ul style="list-style-type: none">• The Process of Writing• Assessment and Conventions of Writing	<ul style="list-style-type: none">• Chapter 9• Chapter 10• Assignment 2 Due
8	<ul style="list-style-type: none">• Responding to Efferent Text	<ul style="list-style-type: none">• Chapter 11• Asynchronous Activity #3
9	<ul style="list-style-type: none">• Working Memory and Learning Difficulties Article• Responding to Aesthetic Texts	<ul style="list-style-type: none">• PDF Downloadable via Moodle Class 9• Chapter 12
10	<ul style="list-style-type: none">• Customer Service Survey• Final Project Presentations	<ul style="list-style-type: none">• Final Project Due

Appendix 1 Assignment Outlines

Please note: Students must complete all assignments, tests, and final projects 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 quiz based on these reading assignments.

All Daily Tests will:

- Be available on Moodle from 8:30AM on the day of the class to 11:59 PM the following day.
- Have a 30-minute time limit unless otherwise noted.
- Have a one-attempt limit.

Asynchronous Activities

Due Date: Classes 2, 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 connected 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	- Video responses
- Case study review and assessment	- Microsoft Forms
	- Microsoft Padlet

Assignment 1: Literacy Development

Due Date: Class 5

Weight: 15%

Part 1: Book Survey and Selection

Consult a range of various texts that you might consider using with students for literacy development. Focusing on early emergent or emergent readers, select appropriate texts that could be used for shared reading (big books), read-alouds, and/or independent reading.

From these, choose **two** books that you feel are best suited to classroom use. For both these books, tell us what age/grade you believe they would be best suited to, and give us your rationale as to why you choose those two books. Your rationale must focus on relevant literacy and language-development considerations. (Saying, "I like the author," may be true, but it doesn't tell us why the book is likely to be effective for supporting students' learning.)

Part 2) Literacy Development Activity

Based off **one** of the books you choose in Part 1, develop age-appropriate materials and an activity to support students' literacy development. Choose **one** of the following options.

- a) Find an **interactive**, age-appropriate, attractive, and clearly written literacy chart with patterns that highlight phonics or spelling for instruction. Include an activity to demonstrate how students would interact with the chart.
- b) Design a literacy game that also supports math skills development.

This assignment will be assessed using the **Literacy Development Rubric**.

Assignment 2: Critical Writing Response- Language, Literacy and Differences in Learning
Due Date: Class 8
Weight: 25%

Directions: Write a five-paragraph critical response paper in which you will apply your understanding/learning about language acquisition and literacy development using the numbered steps below. Students should be mindful of what their understanding is to date in the course in addition to use the chapters they have already read.

Your paper should include a brief introduction, the three steps and a conclusion paragraph. It should follow APA formatting guidelines. It is suggested that students include a minimum of one external source not including your course text (you may use your textbook, but must reference at least one additional source), with appropriate references and citations.

Steps:

1. Introduction
 - A) Choose **one** exceptionality or difference in learning style and discuss how it affects how students acquire language.
 - B) If students with this exceptionality or difference do not experience a literacy-rich learning environment, what would be the possible long-term effects on their learning?
 - C) How can intervention strategies combined with a language-rich classroom environment affect these students' learning? Provide examples of intervention strategies to consider. Describe what a language rich classroom environment would look like for these students.
2. Describe the literacy development of a child who is learning more than one language at a time.
3. Discuss the importance of the connection between school and family in achieving literacy learning outcomes.
4. Conclusion

Writing Assignment Expectations:

- **Objective:** The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment will be double-spaced. Do not include title pages. Include your name, course name/number and facilitator's name at the top left of the first page. Place a title, center-aligned on the first page. 12-point Calibri font is preferred. Each assignment should have a **minimum length of 750 words but should not exceed 1000 words**. This assignment will be assessed using the Critical Writing Response Rubric.

How to avoid plagiarism?

The simplest way to avoid plagiarism is to reference any source 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.

Final Project –Presentation

Due Date: Class 10

Weight: 25%

Task: Pick a topic from *Constructing Meaning* of interest to you to explore further. Choose a narrow, specific topic over a broad, general topic. If you are not sure about the suitability of your topic, consult with your instructor well beforehand. You will be either a) presenting live via screen-share, or b) pre-recording your presentation and sharing it for your classmates to watch during class. Audience members will be expected to respond with questions and/or feedback.

- Prior to finalizing your final topic (preferably prior to Class 7), set up a one-to-one 5-to-10-minute meeting with your facilitator to discuss.
- Once your topic is finalized, research it and prepare a **7-10-minute presentation**. Using PowerPoint or a similar presentation tool, do **one** of the following:

a. Present to us as your fellow educators. Teach us what we need to know about the topic directly.

OR

b. Deliver a mini-lesson as if we were a class of your school-grade learners (K-8). Include time at the end to explain why you did what you did (the theory behind the delivery).

- Whether you choose A or B above, your presentation needs to **enrich and deepen** the understanding of that topic provided in your textbook.
- Your presentation **must address the following**:

What your topic is	Why you chose it.
Why this topic is important to K-8 literacy and/or speech development	What specific literacies/development it addresses
State what educators need to know to affectively understand and/or implement the content of your presentation	

- Provide a **list of references** in APA format (**at least 1 external reference required**). Include the reference in a reference page in your visual supports (e.g., at the end of a PowerPoint presentation).

**Appendix 2
Assignment Rubrics**

Columbia College Literacy Development Rubric

Area	10.0 – 7.0	6.9 – 5.5	5.4 - 5.0	4.9 - 0
Selection and Materials Design	<ul style="list-style-type: none"> Valid rationale given for choice of books. Attractive, developmentally age-appropriate phonemic activity that supports literacy development. 	<ul style="list-style-type: none"> Decent rationale given for choice of books. Attractive but not quite developmentally age-appropriate activity. Does it support literacy development. 	<ul style="list-style-type: none"> Weak rationale given for choice of books. Book is not developmentally age appropriate. Activity out of context, not related to literacy. For math games, not related to literacy. 	<ul style="list-style-type: none"> No rationale given for choice of books. Book is not developmentally age appropriate. Activity is unrelated to literacy. Inappropriate Game.
Deep Understanding	<ul style="list-style-type: none"> Contains prior knowledge activation. Demonstrates a strong understanding of concepts 	<ul style="list-style-type: none"> Contains prior knowledge activation. Demonstrates a good understanding of concepts 	<ul style="list-style-type: none"> Does not provide major emphasis to prior knowledge activation. Developed an activity that demonstrates a weak understanding of concepts. 	<ul style="list-style-type: none"> Does not provide prior knowledge activation. Does not demonstrate an understanding of concepts.
Area	5	4	2-3	0-1
Professional Presentation	<ul style="list-style-type: none"> Professionally presented, meeting all requirements. 	<ul style="list-style-type: none"> Mostly professionally presented, meeting most requirements. 	<ul style="list-style-type: none"> Satisfactory presentation. 	<ul style="list-style-type: none"> Lacks adequate professional presentation.

Total Score out of 25:

Facilitator/Evaluator's Comments on Microsoft Teams

Columbia College

Critical Writing Response Marking Rubric

	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. • State's 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. • State's main idea /opinion clearly. • Provides support for the main idea through a 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.
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 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.

	10-9	8-7	6-5	4-0
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 answers that are 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.
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 on Microsoft Teams

Columbia College Oral Presentation Rubric

Area	10-9	8-6	5-4	3-0
Organization	<ul style="list-style-type: none"> Creates an 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 an 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"> The 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 up 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 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	10-9	8-6	5-4	3-0
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 they use 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 on Microsoft Teams

**Columbia College
Asynchronous Activity Rubric**

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
Understanding	Demonstrates a thorough understanding of the assignment.	Demonstrates a good understanding of the assignment.	Demonstrates a basic understanding of the assignment.	Demonstrates limited understanding of the assignment.	Demonstrates little to no understanding of the assignment.
Completeness	All parts of the assignment are completed thoroughly.	Most parts of the assignment are completed thoroughly.	Some parts of the assignment are completed thoroughly.	Few parts of the assignment are completed thoroughly.	Very few parts of the assignment are completed thoroughly.
Accuracy	All information is accurate and relevant.	Most information is accurate and relevant.	Some information is accurate and relevant.	Little information is accurate and relevant.	Information is mostly inaccurate and irrelevant.
Presentation	Work is well-organized, neat, and easy to read.	Work is mostly organized, neat, and easy to read.	Work is somewhat organized and readable.	Work is poorly organized and hard to read.	Work is disorganized and very hard to read.
Timeliness	Submitted on time or early.	Submitted slightly late.	Submitted late but within an acceptable range.	Submitted significantly late.	Not submitted or extremely late.

Total Score: /25