

**Columbia College**  
**Introduction to Gender and Women Studies (SOCI255)**  
**Lecture 1**  
**Course Outline**

Semester Dates: April 21, 2025 to May 24, 2025

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: Amy Thompson, MEd

Email: amy.thompson@columbia.ca

Class Time: Tuesdays & Thursdays 5:30PM to 9:30PM  
and =

Room: SOCI255 Moodle Portal and Microsoft  
Teams Site

Credit: 3

Prerequisite: None

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

**Course Description:**

This remote course informs and engages students on issues, theories and concepts and trends in gender and women's studies. The course examines various spectrums in the field, such as government policies, technology and the media and impacts on women and gender. Women's theories, such as feminism, current and historical movements, as well as their influences are analyzed. Issues of sexuality, including reproduction, gender violence and gender relations are also explored, for example: What is gender equality? What is gender power?

**Learning Outcomes:**

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

- Demonstrate an understanding that gender operates on four different dimensions within our society: individual, interactional, institutional, and socio-cultural dimension
- Identify how family of origin affects one's perspective on gender
- Identify how the socio-cultural landscape is gendered and shapes our experience
- Describe the two key "lenses of gender" in our culture as they relate to difference and inequality
- Trace the development of feminism and identify their positions in terms of inequality and the rearrangement of the positions of women and men in society
- Analyze the stereotypes about the qualities of women and men as normative expectations against which people judge themselves and others
- Analyze how language and the media play a major role in transmitting culture and shaping the gendered socio-cultural landscape
- Explain the impact of socialization creates gendered individuals who at adulthood perform gender while making decisions about their lives
- Analyze how social structure and social institutions shape our actions and beliefs and how we choose our beliefs and ways of acting

### **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:**

Wade, L. & Ferree, M.M (2023). *Gender: ideas, interactions and institutions*. New York: W.W. Norton & Company

### **Recommended Readings and Resources:**

Students may consider using Google Scholar or any other academic journal/peer reviewed materials.

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

- Read this course outline and be prepared to discuss.
- Read Chapter 1 in the text, *Gender: ideas, interactions and institutions*.
- As a result of your reading assignment, write down at least three questions that you would want clarified in class.
- Prepare for a graded test on Chapters 1 & 2

### 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 (the student is responsible for reading feedback provided).

Title of Assignment	Due Date	Weight
Daily Tests	Classes 1-10	20%
Gender Observation Journals	Classes 1, 4 & 7	20%
Gender-Based Analysis Plus Training & Video Response	Class 6	15%
Critical Response: Media Gender Study	Class 8	20%
Final Project Presentation	Class 10	25%

**Please note that all homework and assignments are due at 11:59PM unless otherwise noted.**

### 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 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 Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

**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-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 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:**

<b>Description</b>	<b>Date</b>
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 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 – Main Office – Bldg. 802 or emailing [accessibility.services@columbia.ca](mailto: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 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/messages daily for any changes 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"><li>• Course Outline overview</li><li>• Chapter 1: Ideas</li><li>• <b>Gender Observation Journal Due</b></li></ul>	<ul style="list-style-type: none"><li>• Course Outline</li><li>• Chapter 1</li></ul>
2	<ul style="list-style-type: none"><li>• Chapter 2: Bodies</li></ul>	<ul style="list-style-type: none"><li>• Chapter 2</li><li>• OPTIONAL: "So what do we know..." (pp. 51-54) &amp; pp. 57-60</li></ul>
3	<ul style="list-style-type: none"><li>• Chapter 3: Performances</li><li>• Chapter 4: Intersections</li></ul>	<ul style="list-style-type: none"><li>• Chapter 3</li><li>• Chapter 4</li></ul>
4	<ul style="list-style-type: none"><li>• Chapter 5: Inequalities: Men and Masculinities</li><li>• <b>Gender Observation Journal Due</b></li></ul>	<ul style="list-style-type: none"><li>• Chapter 5</li></ul>
5	<ul style="list-style-type: none"><li>• Chapter 6: Inequalities: Femininities</li><li>• Chapter 7: Institutions</li></ul>	<ul style="list-style-type: none"><li>• Chapter 6</li><li>• Chapter 7</li></ul>
6	<ul style="list-style-type: none"><li>• Chapter 8: Change</li><li>• <b>Gender-Based Analysis Plus Due</b></li></ul>	<ul style="list-style-type: none"><li>• Chapter 8</li></ul>
7	<ul style="list-style-type: none"><li>• Chapter 9: Sexualities</li><li>• <b>Gender Observation Journal Due</b></li></ul>	<ul style="list-style-type: none"><li>• Chapter 9</li><li>• OPTIONAL: Defining sex (pp. 252-253) Gendered Scripts (pp. 258-261) College Hookup culture (pp. 265-275)</li></ul>
8	<ul style="list-style-type: none"><li>• Chapter 10: Families</li><li>• <b>Critical Response: Media Gender Study</b></li></ul>	<ul style="list-style-type: none"><li>• Chapter 10</li><li>• OPTIONAL: Struggle to share (pp. 287-290)</li></ul>
9	<ul style="list-style-type: none"><li>• Chapter 11: Work</li></ul>	<ul style="list-style-type: none"><li>• Chapter 11</li></ul>
10	<ul style="list-style-type: none"><li>• Chapter 12: Politics</li><li>• <b>Final Presentation due</b></li></ul>	<ul style="list-style-type: none"><li>• Chapter 12</li><li>• OPTIONAL: Gender and the US Presidency (pp. 357-364)</li></ul>

## **Appendix 1 Assignment Outline**

**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 test based on these reading assignments.

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

### **MOOC- Gender Based Analysis Plus**

**Due Date: Class 6**

**Weight: 15%**

Students are to complete the online program GBAPLUS Gender-Based Analysis Plus ([https://women-gender-equality.canada.ca/gbaplus-course-cours-acsplu/eng/mod00/mod00\\_01\\_01.html](https://women-gender-equality.canada.ca/gbaplus-course-cours-acsplu/eng/mod00/mod00_01_01.html)). The course is designed to take approximately 2 hours to complete and can be done in module format; it does not have to be completed in one continuous two-hour session.

Students are expected to provide proof of completion of the course and submit a 3-to-5-minute Flip video response that focuses on the learning process of Gender-Based delivery in connecting with the course to material while in the SOC1255 course.

Students will be marked using the **Reflective Video Response** attached in the Appendix.

### **Gender Observation Journals**

**Due Date: Thursday after Classes 1, 4 & 7**

**Weight: 20%**

Students are required to keep a journal of their observations of gender in everyday life. Since gendered expectations and practices have become normalized and naturalized in our lives, they remain largely invisible when left unquestioned. Thus, the three journals will assist students in becoming more aware of how gendered expectations affect them and others on a day-to-day basis.

Observations should pertain to the topic covered in class that week as indicated in the course readings list and should be illustrative of concepts, debates, ideas, controversies discussed in class. Observations can include the behavior of others but should also consider their own gendered practices. Students are to submit each observation to their SOC1255 Microsoft Teams assignment box on the assigned date and should use the template provided in the assignment that you can edit and save for yourself. **Journal Template Provided in SOC1255 Teams Assignment.**

### **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 should be typed and double-spaced. You can find the template for all four journals on your **Teams SOCI255 Assignments Dropbox**. Each assignment should have a minimum length of 250 words but should not exceed 500 words. Students will be evaluated according to the attached rubric: **Journal Observation 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.

### **Critical Response: Media Gender Study**

**Due Date: Class 8**

**Weight: 20%**

Students are required to write about gender roles/representation based off a fictional media series (this can include television, Netflix, HBO, or other approved series). Students should critically analyze the portrayal of gender of one or two regular or occasional characters on the series; students might center on the representation of male and/or female characters or characters who transcend the gender binary of male/female. In addition, students may also look at the ways that gender intersects with race/ethnicity/age/sexuality-sexual orientation in the portrayal of a particular character(s) – their occupational roles, relationship, and family roles, etc.

Students may write about a single episode as typical of the series or write about the series. Examples from the media should be supported by information from the class textbook. Students will be assessed using the **Critical Response Writing Marking Rubric**.

Some issues to consider when analyzing characters:

Roles and occupations within the series (leading, secondary?) roles in relation to other characters	Age and physical appearance/attention to appearance.
Depiction of sexuality/sexual relationships	Representation of friendship
Parenthood/family-work dynamics	Education/school issues
Explicit discussion of gender issues.	Genre (e.g., crime, medical, family sitcom, etc.);

### **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. Students will be evaluated according to the attached rubric: **Critical Analysis 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. Refer to your ENGL110-1 textbook for APA standards and expectations.



**Final Project – Presentation**  
**Due Date: Class 10**  
**Weight: 25%**

Students will be responsible for creating a professional presentation on findings, explorations, and expansion of learning from a list of chapters available below. In this presentation, the student is responsible for sharing the importance of one (or all) of the three themes of your text: Ideas, Interactions, and Institutions. You will have 5 to 7 minutes to present.

Chapters available to present on from *Gender: Ideas, Interactions and Institutions*

Chapter 3: Performances	Chapter 7: Institutions
Chapter 4: Intersections	Chapter 10: Families
Chapter 11: Work	Others upon approval from facilitator

When choosing a chapter to explore and connect to society, be sure to be selective about what parts of the chapter you are presenting on. Example: Chapter 5 Inequalities: best practice would be to select a maximum of two subtopics from the chapter. See presentation model shared with you.

It is important you make connections to everyday life, workplaces and professional settings that may impact you in your role as a social service worker.

**Assignment Expectations:**

- **Objective:** The objective of this assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning.
- **Focus:** This assignment is designed to apply knowledge from the chapters, class discussions and societal observations.
- **Format:** Presentation Platform- example: PowerPoint: **Oral Presentation 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. Refer to your ENGL110-1 textbook for APA7 standards and expectations.

### Appendix 2 Critical Writing Response Marking Rubric

Categories	4	3	2	1	0
<b>Quality of Response Content/Ideas</b>	<ul style="list-style-type: none"> <li>• Demonstrates reflection, insight, and accurate interpretation of assignment.</li> <li>• States main idea/opinion clearly.</li> <li>• Provides support for the main idea through numerous, relevant sources and/or references to the course readings.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates reflection and accurate interpretation of assignment.</li> <li>• States main idea /opinion clearly.</li> <li>• Provides support for the main idea through a number of relevant sources and/or references to the course readings.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited response to assignment.</li> <li>• Partly identifies main idea/opinion.</li> <li>• Attempts some support for the main idea, but it is limited in applicability.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates limited response that is hard to follow.</li> <li>• Main idea/opinion not identified.</li> <li>• Uses little to no references to support opinion.</li> </ul>	No response submitted
<b>Analysis</b>	<ul style="list-style-type: none"> <li>• Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples.</li> <li>• Demonstrates sound logic.</li> <li>• Demonstrates excellent critical thinking and problem-solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores issue well, developing an original position with and good examples.</li> <li>• Demonstrates good logic.</li> <li>• Demonstrates very good critical thinking and problem-solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines the issue but explores it inadequately.</li> <li>• Uses examples inconsistently and/or examples are lacking.</li> <li>• Demonstrates weakness in logic.</li> <li>• Demonstrates weak critical thinking and problem-solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines issue inadequately, demonstrating a simplistic view.</li> <li>• Lacks logic.</li> <li>• Demonstrates poor critical thinking and problem-solving skills.</li> </ul>	No response submitted
<b>Style Expression of Ideas</b>	<ul style="list-style-type: none"> <li>• Uses highly effective, clearly focused, varied sentences, addressing audience and purpose.</li> <li>• Incorporates knowledge of stylistic techniques.</li> <li>• Conveys all ideas with originality and clarity.</li> <li>• Uses rich, accurate and effective word choice.</li> <li>• Consistently demonstrates original, sincere and compelling personal voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose.</li> <li>• Demonstrates use of stylistic techniques.</li> <li>• Conveys most ideas with originality and clarity.</li> <li>• Uses accurate and effective word choice.</li> <li>• Mostly demonstrates original, sincere personal voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited attempts at creating varied sentences to address audience and purpose.</li> <li>• Often sentences are somewhat awkward.</li> <li>• Little attempt at using stylistic techniques.</li> <li>• Conveys some ideas clearly.</li> <li>• Uses vague, ineffective word choice.</li> <li>• Demonstrates little to no development of a personal voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simplistic sentence structures that are awkward and do not address audience and purpose.</li> <li>• No stylistic devices attempted.</li> <li>• Most ideas are not conveyed clearly.</li> <li>• Inadequate word choice.</li> <li>• No evidence of a personal voice.</li> </ul>	No response submitted

<b>Organization and Structure</b>	<ul style="list-style-type: none"> <li>Creates a sophisticated, well-developed beginning, middle and conclusion.</li> <li>Connects all ideas logically.</li> <li>Uses a variety of carefully crafted sentence structures.</li> <li>Consistently establishes appropriate paragraphing and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>Creates a well-developed beginning, middle, and conclusion.</li> <li>Connects most ideas logically.</li> <li>Uses a variety of well-structured sentences.</li> <li>Most of the time establishes appropriate paragraphing and transitions</li> </ul>	<ul style="list-style-type: none"> <li>Creates an unfocused beginning, middle and a simple conclusion.</li> <li>Creates answers that are poorly structured.</li> <li>Uses some sentence variety with errors that begin to interfere with meaning.</li> <li>Shows faulty paragraphing and lack of transitions.</li> </ul>	<ul style="list-style-type: none"> <li>Creates a limited response with no clear beginning, middle, and conclusion.</li> <li>Creates confusion in structure.</li> <li>Uses little to no sentence structure variety.</li> <li>Many structural errors</li> <li>Weak to no paragraphing or transition.</li> </ul>	No response submitted
<b>Mechanics, Grammar, Professional Format</b>	<ul style="list-style-type: none"> <li>Mainly error free.</li> <li>Uses APA citation correctly where applicable for referencing sources.</li> <li>Meets and exceeds all requirements for an excellent academic response.</li> <li>Meets and exceeds all requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>A few minor errors in usage, grammar, or mechanics.</li> <li>Generally, uses APA citation correctly where applicable for referencing sources.</li> <li>Meets most requirements for a well written academic response.</li> <li>Meets most requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper.</li> <li>Uses APA citation inconsistently and with errors when sources are used.</li> <li>Meets a few requirements for an acceptable academic response.</li> <li>Meets a few requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper.</li> <li>Many errors in APA citation, demonstrating lack of citation knowledge when sources are used.</li> <li>Meets few requirements for an acceptable academic response.</li> <li>Meets little to no requirements of the assignment.</li> </ul>	No response submitted

**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 Journal Observation Rubric

Area	4	3	2	1	0
<b>Appropriate Details</b>	Thoughtful choice of details maximizes interest and understanding	All relevant details presented, but details not critical to understanding omitted.	Enough critical details presented for understanding; unnecessary details generally omitted	Most important details included but may include too much or too little detail for easy understanding	Some critical details missing, unnecessary details may be present
<b>Statement of Context, Relevance</b>	Journal entry clearly described, illuminating links to concepts, debates, ideas, controversies, etc. discussed in class	Journal entry clearly described some reference to concepts, debates, ideas, controversies, etc. discussed in class	Journal entry described a few concepts, debates, ideas, controversies, etc. discussed in class	Attempt made to place concepts, debates, ideas, controversies, etc. discussed in class but not done quite appropriately	No attempt made to describe context of study
<b>Overall Organization</b>	Overall purpose, methods, results and conclusions of entry is clearly stated; seemingly effortless and seamless logical flow	Overall purpose, methods, results and conclusions of entries clearly stated; logical flow always easy to follow	Purpose, methods, results and conclusions clearly stated; most of journal entry flows logically	Purpose, methods, results and conclusions stated, possibly some awkwardness in logical flow	Major sections missing or lack of logical flow
<b>Clarity of Explanations</b>	Sophisticated use of language maximizes interest, enjoyment and comprehension; explanations very clear, factually correct	All explanations clear and easy to understand, factually correct	Most explanations clear and easy to understand, mostly factually correct	Overall meaning is understandable; possibly some areas of slight confusion or minor factual errors	Serious difficulty explaining ideas, major factual errors; lack of comprehensibility
<b>Use of Terminology</b>	Correct use of all terminology, attention to nuances of meaning, judicious use of clearly defined jargon	All terms used correctly and defined clearly, including terms with different common meanings; overuse of jargon avoided	Few errors in use of terminology; definitions provided for technical terms; overuse of jargon avoided	Most terms used correctly, possibly some incorrect usage or use of unnecessary or undefined jargon	Jargon terms used incorrectly, without definition; attempting to sound "scientific" without understanding meaning of terms
<b>Writing Style</b>	Sophisticated, elegant style, complex yet lucid sentence structure, flawless grammar	Error-free, easy to read writing style, well-practiced and polished use of language	Good basic writing style, easy to read, few errors, almost entirely in author's own words, little paraphrasing, or unnecessary quotation	Mostly basic, correct writing style, relatively few errors and little awkwardness, minimal use of unnecessary quotation or paraphrasing	Serious errors and awkwardness, excessive use of quotation in place of author's own words, excessive paraphrasing

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

**Total out of 24:**

**Comments:**

**Columbia College  
Oral Presentation Rubric**

Area	4	3	2	1
<b>Organization</b>	<ul style="list-style-type: none"> <li>Creates an introduction that is unique, clearly focused and engages the audience.</li> <li>Organizes content logically, making entire presentation easy to follow.</li> <li>Builds main points through carefully selected and original examples/ references.</li> <li>Has effective transition between sections.</li> <li>Summarizes all key points and stimulates thought at the end.</li> </ul>	<ul style="list-style-type: none"> <li>Creates an introduction that is original, clearly focused and gets the attention of the audience.</li> <li>Organizes content logically, making most of the presentation easy to follow.</li> <li>Builds main points through carefully selected examples/ references.</li> <li>Has a transition between most sections</li> <li>Summarizes most key points and stimulates some thought at the end.</li> </ul>	<ul style="list-style-type: none"> <li>Creates an introduction that tends to be unfocused.</li> <li>Doesn't engage the audience's interest.</li> <li>Content appears disorganized, without logic and consistency.</li> <li>Builds a few main points with details, but most ideas are unsupported.</li> <li>Few to no transitions are evident.</li> <li>Little to no summarizing evident. Ending does not stimulate much thought.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation shows little to no logical organization.</li> <li>Content is difficult to follow.</li> <li>Not a thoughtful presentation.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Provides evidence of supporting research to back up all main points.</li> <li>Gives a complete explanation of all key points.</li> <li>Uses relevant examples/ references.</li> </ul>	<ul style="list-style-type: none"> <li>Provides evidence of supporting research. To back most points.</li> <li>Gives an explanation of most key points.</li> <li>Uses some relevant examples/ references.</li> </ul>	<ul style="list-style-type: none"> <li>Provides evidence that not enough research has been done to support the content.</li> <li>Gives an incomplete explanation of key points.</li> <li>Uses a few relevant examples/ references.</li> </ul>	<ul style="list-style-type: none"> <li>Indicates little to no research.</li> <li>Gives a limited explanation of a few points.</li> <li>Uses little to no examples/ references.</li> </ul>
<b>Delivery Style: Nonverbal Effectiveness</b>	<ul style="list-style-type: none"> <li>Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression.</li> <li>Uses continual eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression.</li> <li>Uses consistent eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>At times demonstrates developing confidence in presenting content. At times, they use posture, poise, and facial expression to support presentation.</li> <li>Uses eye contact inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression.</li> <li>Uses poor to no eye contact.</li> </ul>

Area	4	3	2	1
<b>Delivery Style:</b> <b>Verbal Effectiveness</b>	<ul style="list-style-type: none"> <li>Conveys passionate interest for the topic.</li> <li>Speaks naturally at a moderate rate with correct pronunciation, enunciation, and volume.</li> <li>Uses few unnecessary pauses “ums”.</li> <li>Makes no obvious grammatical errors.</li> <li>Uses cue cards or other supports effectively and does not read the presentation.</li> <li>Uses rich, precise, and varied vocabulary.</li> <li>Well-rehearsed and prepared.</li> </ul>	<ul style="list-style-type: none"> <li>Conveys enthusiasm for the topic.</li> <li>Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation, and volume.</li> <li>Uses few unnecessary pauses “ums”.</li> <li>Makes few grammatical errors.</li> <li>Most of the time they use cue cards or other supports appropriately, without reading the presentation.</li> <li>Uses well-chosen and varied vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates minimal enthusiasm for the topic.</li> <li>Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech.</li> <li>Uses too many unnecessary pauses (“ums”), distracting from the presentation.</li> <li>Makes some grammatical errors.</li> <li>Tends to not use cue cards effectively and mostly relies on reading the presentation.</li> <li>Uses ineffective vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>No enthusiasm is conveyed for the topic. Speech is unclear with poor enunciation and incorrect pronunciation.</li> <li>The volume and rate of speech are often inappropriate, making comprehension difficult.</li> <li>Uses too many unnecessary pauses “ums”, making comprehension difficult.</li> <li>Makes frequent grammatical errors.</li> <li>Reads presentation.</li> <li>Uses inappropriate or simplistic vocabulary.</li> </ul>
<b>Mechanics, Grammar, Professional Format</b>	<ul style="list-style-type: none"> <li>Mainly error free.</li> <li>Uses APA citation correctly where applicable for referencing sources.</li> <li>Meets and exceeds all requirements for an excellent academic response.</li> <li>Meets and exceeds all requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>A few minor errors in usage, grammar, or mechanics.</li> <li>Generally, uses APA citation correctly where applicable for referencing sources.</li> <li>Meets most requirements for a well written academic response.</li> <li>Meets most requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper.</li> <li>Uses APA citation inconsistently and with errors when sources are used.</li> <li>Meets a few requirements for an acceptable academic response.</li> <li>Meets a few requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper.</li> <li>Many errors in APA citation, demonstrating lack of citation knowledge when sources are used.</li> <li>Meets few requirements for an acceptable academic response.</li> <li>Meets little to no requirements of the assignment.</li> </ul>

**Total: 50**

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

### Columbia College Reflective Video Rubric

Area	5	4	3	2	1
<b>Depth of Reflection</b>	Reflection reveals a thorough insight of the subject matter.	Reflection reveals insight into the subject matter.	Reflection reveals a basic understanding of the subject matter with an effort at reflection.	Reflection is limited. Produces some basic understanding of the subject matter.	Little to no reflection is present.
<b>Use of Examples / Evidence</b>	Uses specific and convincing examples to support reflective statements.	Uses well-chosen examples to support reflective statements.	Uses some examples to support understanding of the subject matter and reflections.	Uses limited number of examples to support understanding of the subject matter.	Uses little to no examples.
<b>Cohesiveness of Response</b>	Reflection provides thoughts that are presented in a strong logical, convincing order.	The reflection is presented in a clear and logical way.	Most of the time thoughts are presented in a sequential manner.	Thoughts are often presented in an inconsistent and illogical order.	This response is confusing, and ideas do not tie together.
<b>Delivery Style: Nonverbal Effectiveness</b>	Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. Uses continual eye contact.	Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. Uses consistent eye contact.	At times demonstrates developing confidence in presenting content Uses eye contact inconsistently.	Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. Uses poor to no eye contact.	No visual present to assess
<b>Delivery Style: Verbal Effectiveness</b>	Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. Uses few unnecessary pauses. Makes no obvious grammatical errors. Uses support effectively and does not directly read the presentation. Uses rich, precise, and varied vocabulary. Well-rehearsed and prepared.	Most of the time they speak clearly at a moderate rate with correct pronunciation, enunciation and volume. Uses few unnecessary pauses. Makes few grammatical errors. Most of the time uses supports appropriately, without reading the presentation. Uses well-chosen and varied vocabulary.	Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. Uses too many unnecessary pauses. Makes some grammatical errors. Tends to not use cue cards effectively and mostly relies on reading the presentation. Uses ineffective vocabulary.	Speech is unclear with poor enunciation and incorrect pronunciation. The volume and rate of speech make comprehension difficult. Uses too many unnecessary pauses. Reads presentation. Uses inappropriate or simplistic vocabulary.	Verbal contribution lacking, poor connection or missing completely.

**Total: /20**