



Columbia College

Human Rights and Diversity (POLI265)

Lecture 1

Course Outline

Semester Dates: March 16, 2026 to April 18, 2026

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: David Getiro, MA

Email: david.getiro@columbia.ca

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

Room: POLI265 Microsoft Teams and
POLI265 Moodle Page

Credit: 3

Prerequisite: None

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

Course Description:

Human rights and diversity issues play an important role in our society. This online course will provide students with the opportunity to examine current issues and social problems relating to our current cultural society. It will provide an understanding of diversity and the associated problems and issues surrounding it. Students will also investigate the myths and realities surrounding such areas as race, gender, social class, and crime. Indigenous peoples' issues will form an important part of this course. This area focuses upon such aspects as identity, history, art, culture, economy, languages, literature, music, community and political dynamics.

Learning Outcomes:

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

- Discuss the basic concepts underpinning diversity, multiculturalism, human rights in Canadian context.
- Explain the various rights and freedom enshrined in Canadian human rights legislation and practices.
- Discuss cultural and religious diversity and know the ramifications of topics such as family violence, mental health issues and developmental disabilities.
- Discuss the cross-cultural and racial contact that police officers and civilian employees have with citizens, victims, suspects, and co-workers from diverse backgrounds.
- Demonstrate a working knowledge and understanding of cultural diversity in Canadian society and workplace.
- Critically assess the key trends and issues surrounding cultural diversity in Canada, our communities and workplaces.

Course Format:

This 45-hour online course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, breakout groups, 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 class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses an online 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 virtual 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 online classes 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 classroom as you work towards your goal. |

Required Textbooks and Equipment:

All readings are available on the Moodle Portal and in Teams in each class.

Instructor handouts. |

Recommended Readings and Resources:

Students may access these other academic sources such as those available in the Columbia College E-Brary in their respective Moodle/Portal Course Page.

The most recommended for use are:

- ProQuest
- ERIC
- Google Scholar (limited access).

Homework Assignment Due for the First Class:

- Read this course outline and be prepared to discuss in class.
- Read assigned readings.
- Prepare for a graded test based on the assigned readings. |

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 through 10	20%
Asynchronous Activities	Classes 4, 6, & 8	15%
Assignment 1 Forums	Classes 3 & 5	10%
Assignment 2: Presentation Project <ul style="list-style-type: none">Oral Presentation 15%Brochure 10%Reflection 5%	Class 9	30%
Assignment 3 Critical Response	Class 10	25%

Please note that all homework and assignments are due at 11:59pm on due date (Unless otherwise noted).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

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).

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. During online course delivery, your attendance is connected to completion of your daily test. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

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

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

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)* and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others.
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies.
- manage any personal stress and conflict in a positive and resourceful manner and assist others to do the same.
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program.
- conduct themselves in a professional manner 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 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 (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 daily for any messages from the Program Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class	Topics	Pre-Class Readings
1	<ul style="list-style-type: none"> Introduction and Course Overview Alberta Human Rights Commission Multi-culturalism post-Covid 	<ul style="list-style-type: none"> Syllabus Overview Class 1 Reading- available in Moodle
2	<ul style="list-style-type: none"> Microaggressions in social services sector Racism and "Proof" 	<ul style="list-style-type: none"> Class 2 Reading- available in Moodle Podcast- Link Available in Moodle
3	<ul style="list-style-type: none"> Race and Criminalization in Canada Profiling Practice 	<ul style="list-style-type: none"> Class 3 Reading- available in Moodle Podcast- Link Available in Moodle Forum #1 Due
4	<ul style="list-style-type: none"> Trauma-informed practices 	<ul style="list-style-type: none"> Class 4 Reading- available in Moodle Asynchronous Activity #1
5	<ul style="list-style-type: none"> Post-Pandemic Immigration 	<ul style="list-style-type: none"> Class 5 Reading- available in Moodle Assignment 2 Critical Response due
6	<ul style="list-style-type: none"> Canada's Migrant Labour challenges and impacts on societal whole 	<ul style="list-style-type: none"> Class 6 Reading- available in Moodle Asynchronous Activity #2
7	<ul style="list-style-type: none"> Indigenous experience in Canada Calls to Action Missing and Murdered Indigenous Women and Girls (MMIW) 	<ul style="list-style-type: none"> Class 7 Reading- available in Moodle Forum #2 Due
8	<ul style="list-style-type: none"> Indigenous mental health and support Final Project Check in 	<ul style="list-style-type: none"> Class 8 Reading- available in Moodle Asynchronous Activity #3
9	<ul style="list-style-type: none"> Gender and success "Phobias" and "Fears" 	<ul style="list-style-type: none"> Class 9 Reading- available in Moodle
10	<ul style="list-style-type: none"> Canada Moving Forward Course wrap up. Customer Service Surveys 	<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 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 is one attempt at all Daily Tests.
- There is a 30-minute time limit unless otherwise noted.

Asynchronous Activities

Due Date: Classes 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 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. All Asynchronous Activities will be marked using the **Asynchronous Activity Rubric- attached in Appendix**

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- Moodle Forums

Due Date: Class 3 & 7

Weight: 10%

- **Class 3 Forum:** How do racialized and ethnic inequalities make it more difficult for some people in Canada? What changes would have to be made to bring about equal opportunities?
- **Class 7 Forum:** As a human services worker, what strategies would you recommend addressing biases associated with the phrase "Indian Problem" to restore Indigenous relations and move towards reconciliation? You can refer to the 94 *Calls to Action* when completing this forum.

Assignment Expectations:

- Each student will be required to participate in online discussion forum questions in this course. These discussion forums questions will be accessed from the Course Moodle website. The facilitator will post questions relating to the next class topic for discussion.
- Each student will be required to respond to the questions posted and respond to at least one peer. Responses must be at least **250 words** to receive a grade. Students will be evaluated according to the **Discussion Forum Rubric attached.**

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. Referencing must conform to the APA7 referencing formats outlined in your ENGL110-1 textbook (TAB 7).

Assignment 2: Conference Building

Due: Class 9

Weight: 30%

- Oral Presentation 15%
- Poster 10%
- Reflection on Group work 5%

Situation:

Your employer has asked you and your group of colleagues to organize a conference on this day, for human services workers

May 21 is the World Day for Cultural Diversity for Dialogue and Development. This is a United Nations sanctioned international holiday for the promotion of diversity issues.

<https://www.un.org/en/observances/cultural-diversity-day>

Note: there are multiple parts to this assignment

Part I: 1. Conference Details 2. Live Presentation 3. Individual Live Presentation	Part II: - Handout/Poster	Planning: - While planning in-class may be provided, it is expected the group will meet/collaborate outside of scheduled hours.
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PART ONE

1. As a group:
 - Make a title for your conference that will describe the conference and attract participants.
 - Research diverse groups in Calgary.
 - What are *five topics* or diverse groups that you would like to focus on for human services workers in the area of diversity?
 - Use the Diversity Wheel as a resource (on Moodle)
 - Research speakers (real) that can speak to these topics or is knowledgeable about diversity for a given group or groups.
 - 4 local speakers – live in Alberta.
 - 1 keynote speaker
 - this person can come from anywhere in Canada.
 - this person can be someone that charges for speaking (you have an unlimited budget)
 - Where will you hold the conference and why would you hold it there?
2. **Final Presentation – 15%**
 - As a group do a presentation for your employer (facilitator) that outlines the above information to describe the conference you have planned. (Class 9- NOT RECORDED)
 - This is to be submitted to Teams for marking.
3. **Reflective Presentation– 5%**
 - Each person should discuss what they learned from this project.
 - Complete the presentation on Teams, as a group outside of class time.
 - Have one group member put the presentation in their Teams calendar and invite all team members AND facilitator.
 - Record meeting so facilitator can watch later.
 - The meeting MUST be completed by Class 10
 - The meeting should be about 5-7 minutes.
 - Submit to Teams Dropbox

PART TWO- Poster/Handout- Weight 10%

- Make a poster/handout that outlines:
 - The purpose of the conference
 - A schedule for the day
 - For each speaker:
 - A brief description of topic the speaker will discuss.
 - A short biography describing the persons work and expertise.

- A photo, if possible, taken from the person’s online information
- Handout/Poster
 - It is your groups choice as to how it is made: Use a variety of visual presentations
 - Color

Suggested Group meetings

- This assignment should be able to be completed in two synchronous group meetings.

Meeting 1	Between meetings	Meeting 2
<ul style="list-style-type: none"> • Come to the meeting with ideas of 5 topics. • Decide on your 5 topics (make notes in your “chat” so everyone will have the information • Brainstorm: <ul style="list-style-type: none"> ○ Lunch ideas. ○ entertainment • Decide who will: <ul style="list-style-type: none"> ○ Find 2 (hypothetical) speakers for each topic. ○ Put the brochure together. ○ Who will find the entertainment? ○ Put the presentation in Teams. 	<ul style="list-style-type: none"> • Complete academic research. • Write up information for the handout/poster • Think about possible titles for the conference. • Think about lunch items. 	<ul style="list-style-type: none"> • Decide on a title for your conference. • Discuss the speakers that were found. <ul style="list-style-type: none"> ○ Decide which speaker the group would like to “invite” to the conference, for each topic. ○ Write up information on the entertainment (find a picture, if possible, to put on the brochure) • Send all your information to the person who is making the handout/poster. • Finalize the lunch menu. • Finalize the entertainment. • Discuss the layout of the brochure. • Decide who will present each part of the information on the conference. <ul style="list-style-type: none"> ▪ Complete the brochure. • Send it to all group members for review and approval. • Make any necessary changes.

Assignment 3 Final Project- Critical Response

Due Date: Class 10 Weight: 25%

Students will be required to write on the following topic covering the content of classroom lessons and assigned text and other readings. This project will be a **critical response** around issues of diversity and human rights.

- **Topic:** How does racialization/ethnicity, sexual orientation, class, disability, and gender create systems of privilege or oppression in Canadian societies?
- **Process:** Students can choose a topic and use a reading(s) from the course to use as references. Students are welcome to seek other resources but must use APA7 citations for their responses.

Writing Assignment Expectations:

- **Objective:** The objective of these writing assignments 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:** These assignments are designed to apply knowledge from the chapters and class discussions.
- **Format:** These assignments should be typed and 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 750 words but is not to exceed 1000 words. Students will be evaluated according to the attached rubric: **Critical Writing Marking 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. Referencing must conform to the APA7 referencing formats outlined in your ENGL110-1 textbook (TAB 7).

Appendix 2
Assignment Rubrics
Columbia College Critical Writing Response Marking Rubric

Area	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 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 particular stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice. 	<ul style="list-style-type: none"> • Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice. 	<ul style="list-style-type: none"> • Uses simplistic sentence structures that are awkward and do not address audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice.

	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 answer that is poorly structured. Uses some sentence variety with errors that begin to interfere with meaning. Shows faulty paragraphing and lack of transitions. 	<ul style="list-style-type: none"> Creates a limited response with no clear beginning, middle, and conclusion. Creates confusion in structure. Uses little to no sentence structure variety. Many structural errors Weak to no paragraphing or transition.
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> Mainly error free. Uses APA citation correctly where applicable for referencing sources. Meets and exceeds all requirements for an excellent academic response. Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Generally, uses APA citation correctly where applicable for referencing sources. Meets most requirements for a well written academic response. Meets most requirements of the assignment. 	<ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. Uses APA citation inconsistently and with errors when sources are used. Meets a few requirements for an acceptable academic response. Meets a few requirements of the assignment. 	<ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. Meets few requirements for an acceptable academic response. Meets little to no requirements of the assignment.

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

Total Score out of 50:

Facilitator/Evaluator’s Comments:

Columbia College Human Services Diploma Oral Presentation Rubric

Area	Excellent	Good	Fair	Poor
Organization	<ul style="list-style-type: none"> Creates introduction that is unique, clearly focused and engages the audience. Organizes content logically, making entire presentation easy to follow. Builds main points through carefully selected and original examples/ references. Has effective transition between sections. Summarizes all key points and stimulates thought at the end. 	<ul style="list-style-type: none"> Creates introduction that is original, clearly focused and gets the attention of the audience. Organizes content logically, making most of the presentation easy to follow. Builds main points through carefully selected examples/ references. Has a transition between most sections. Summarizes most key points and stimulates some thought at the end. 	<ul style="list-style-type: none"> Creates an introduction that tends to be unfocused. Doesn't engage the audience's interest. Content appears disorganized, without logic and consistency. Builds a few main points with details, but most ideas are unsupported. Few to no transitions are evident. Little to no summarizing evident. Ending does not stimulate much thought. 	<ul style="list-style-type: none"> Presentation shows little to no logical organization. Content is difficult to follow. Not a thoughtful presentation.
Content	<ul style="list-style-type: none"> Provides evidence of supporting research to support 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 support most points. Explains 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 semi-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	Excellent	Good	Fair	Poor
Delivery Style: Verbal Effectiveness	<ul style="list-style-type: none"> • Conveys passionate interest for the topic. • Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses “ums”. • Makes no obvious grammatical errors. • Uses cue cards or other supports effectively and does not read the presentation. • Uses rich, precise, and varied vocabulary. • Well-rehearsed and prepared. 	<ul style="list-style-type: none"> • Conveys enthusiasm for the topic. • Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses “ums”. • Makes few grammatical errors. • Most of the time uses cue cards or other supports appropriately, without reading the presentation. • Uses well-chosen and varied vocabulary. 	<ul style="list-style-type: none"> • Demonstrates minimal enthusiasm for the topic. • Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. • Uses too many unnecessary pauses (“ums”), distracting from the presentation. • Makes some grammatical errors. • Tends to not use cue cards effectively and mostly relies on reading the presentation. • Uses ineffective vocabulary. 	<ul style="list-style-type: none"> • No enthusiasm is conveyed for the topic. Speech is unclear with poor enunciation and incorrect pronunciation. • Volume and rate of speech are often inappropriate, making comprehension difficult. • Uses too many unnecessary pauses “ums”, making comprehension difficult. • Makes frequent grammatical errors. • Reads presentation. • Uses inappropriate or simplistic vocabulary.
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly where applicable for referencing sources. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> • A few minor errors in usage, grammar, or mechanics. • Generally, uses APA citation correctly where applicable for referencing sources. • Meets most requirements for a well written academic response. • Meets most requirements of the assignment. 	<ul style="list-style-type: none"> • Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with errors when sources are used. • Meets a few requirements for an acceptable academic response. • Meets a few requirements of the assignment. 	<ul style="list-style-type: none"> • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. • Meets few requirements for an acceptable academic response. • Meets little to no requirements of the assignment.

Total: /50
Feedback:

**Columbia College
Moodle Discussion Forum Rubric**

Area	3	2	1	0
Critical Thinking	<ul style="list-style-type: none"> Rich in content, thoughtful, reflective, insightful; shows careful analysis 	<ul style="list-style-type: none"> Substantial information, thoughtful, insightful; analysis has taken place. 	<ul style="list-style-type: none"> Information is thin and covers the surface of the topic. Lacks enough evidence of critical thinking. 	<ul style="list-style-type: none"> Basic information, no analysis or insight demonstrated.
Connections	<ul style="list-style-type: none"> Clear connections made to previous or current information; creates relevancy in the discussion. 	<ul style="list-style-type: none"> Some connections are made to previous or current information; generally, needs more depth and/or detail. 	<ul style="list-style-type: none"> Limited connections, vague generalities. 	<ul style="list-style-type: none"> No connections made to previous or current information.
Uniqueness	<ul style="list-style-type: none"> New ideas are presented with good depth and detail. 	<ul style="list-style-type: none"> Some new ideas are presented. Depth and details are satisfactory. 	<ul style="list-style-type: none"> Few, if any, new ideas are presented. Depth and details are lacking. 	<ul style="list-style-type: none"> No new ideas presented. No depth or details.
Timeliness	<ul style="list-style-type: none"> All required postings are on time for others to read and respond. 	<ul style="list-style-type: none"> Most postings are on time for others to read and respond. 	<ul style="list-style-type: none"> Postings are rarely on time or last minute without allowing for response time. 	<ul style="list-style-type: none"> Some, or all, required postings are missing.
Stylistics	<ul style="list-style-type: none"> No grammatical or stylistic errors. 	<ul style="list-style-type: none"> Several grammatical or stylistic errors. 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors; errors interfere with content. 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors. Makes understanding impossible.
APA7 Formatting	<ul style="list-style-type: none"> Accurately uses APA 7th edition formatting for citations and references. 	<ul style="list-style-type: none"> Mostly uses APA 7th edition formatting correctly, with minor errors. 	<ul style="list-style-type: none"> Uses APA 7th edition formatting but with several errors. 	<ul style="list-style-type: none"> Rarely uses APA 7th edition formatting correctly.
Responding to Peers	<ul style="list-style-type: none"> Response is relevant to the course material and expands on at least two peer's response in a respectful manner 			<ul style="list-style-type: none"> Did not respond to peers

Total Score out of 21:

Facilitator/Evaluator's Comments:

**Appendix 2
Assignment Rubrics
Columbia College
Handout/Poster Rubric**

Area	5	4	3	2	1
Organization	The brochure has excellent formatting and very well-organized information	The brochure has appropriate formatting and well-organized information	The brochure has some organization with random organization	The brochure's organization confuses the viewer	The brochure lacks any organization or is missing sections
Ideas	The brochure communicates relevant information appropriately and effectively to the intended audience	The brochure communicates relevant information appropriately to the intended audience	The brochure communicates irrelevant information or communicates inappropriately to the intended audience	The brochure communicates irrelevant information, and communicates inappropriately to the intended audience	The brochure is missing all sections or is incomplete.
Use of examples and details to support points being made	Uses specific and convincing examples and details making the handout insightful.	Uses relevant examples and details to create a good handout.	Uses some examples and details to support points being made. More examples, details and explanation needed.	Uses incomplete or vaguely developed examples and/or details. More examples, details, and explanation needed.	No examples or details to support points being made. Limited attempt.
Graphics	The graphics who well with the text, and there is a good mix of text and graphics	The graphics who well with the text but there are so many that they distract from the text	The graphics go well with the text but there are too few to convey importance of event.	The graphics to do not go with the accompanying text or appear to be randomly chosen.	There are graphics to support text.
Professional Presentation	Professionally presented, meeting all requirements.	Mostly professionally presented, meeting most requirements.	Satisfactory presentation.	Lacks adequate professional presentation.	Not presented professionally.

Total Score out of 25:

Facilitator/Evaluator's Comments:

**Columbia College
Asynchronous Activity Rubric 2024**

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

Columbia College Reflective Video Rubric

Area	5	4	3	2	1
Depth of Reflection	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.
Use of Examples / Evidence	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.
Cohesiveness of Response	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.
Delivery Style: Nonverbal Effectiveness	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
Delivery Style: Verbal Effectiveness	Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. Uses few unnecessary pauses. Makes no obvious grammatical errors. Uses supports effectively and does not directly read the presentation. Uses rich, precise, and varied vocabulary. Well-rehearsed and prepared.	Most of the time speaks 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. 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