

**Columbia College**  
**Introduction to Law Enforcement (CRIM 165)**

**Lecture 1**

**Course Outline**

Semester Dates: July 21, 2014 – August 22, 2014

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Peter Copple, BA, Deputy Police Chief (ret.)      Email: peterc@columbia.ab.ca

Class Time: 1:00 pm – 5:00 pm (Tue/Thu)      Room: 805-119

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 course examines law enforcement agencies—their function and role in society, their structure and management, their critical operations and tasks. Specific police functions such as arrest, search and seizure; investigation, patrol and surveillance; traffic control; and conflict resolution are closely examined. Emphasis is placed to the training of police officers and to policing as an occupation, designing and planning strategies for police agencies, and related topics.

**Learning Outcomes:**

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

- Describe and discuss the role of the police in Canadian society as well as the structure, governance, and levels at which policing is carried out.
- Identify and describe the basic and preferred qualifications and process for recruiting and training police officers and the various key dimensions of the police occupation.
- Evaluate the impact of the Charter of Rights and Freedoms on police powers, e.g. arrest and detention, search and seizure, and interrogation.
- Describe the principles and effectiveness of the various models of police work, e.g. community policing.
- Identify and explain the common approaches used by the police in crime prevention and crime response strategies.
- Critically assess the context, major trends and challenges in Canadian police work.

## Course Format:

This course uses a variety of 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 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 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 classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

## Required Textbooks and Equipment:

Griffiths, C. (2008). *Canadian Police Work* (3<sup>rd</sup> ed.). Scarborough, ON: Nelson-Thomson Canada Limited.

## Recommended Readings and Resources:

*Students may access these sources from the College and from home.*

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand

- <http://proquest.umi.com/login>

Username: cc-library

Password: welcome

GALE InfoTrac Custom Journals

- <http://infotrac.galegroup.com/itweb/calg145?db=SP00>

Password: cclibrary09

## Homework Assignment Due for the First Class:

1. Read Chapters 1 and 2 of your course text book, *Canadian Police Work*, 2nd Edition
2. As a result of your reading assignment, write down at least three questions that you would want to be clarified or discussed further in class.
3. Prepare for a test based on the assigned readings.
4. Read this syllabus and be prepared to discuss in class.

### Evaluation - Assessment of Student Performance:

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

Title of Assignment/Examination	Due Date	Weight
Assignments #1: Argumentative Essay	Class 5	15%
Assignment #2: Critical Analysis Essay	Class 8	15%
Quizzes	Classes 1 through 8	20% (2.5% each)
Class Presentation	Class 9	20%
Final Exam	TBA	30%

Please note that all homework and assignments are due at the beginning of each class.

### 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 a marking penalty of 5%. 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.

### **Requesting an Examination Deferral:**

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. 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)* and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

## Important Dates:

<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
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam dates, times, and location are posted by the main office Bldg. 802 and by the library in Bldg. 4. <u>It is the student's responsibility to check this exam posting.</u>

## Appeals:

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

## Students with Temporary or Permanent Disabilities:

Students with temporary or permanent disabilities may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Disability Services by making an appointment with a Disability Services Advisor – Main Office – Bldg. 802 or emailing [disabilityservices@columbia.ab.ca](mailto:disabilityservices@columbia.ab.ca). The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Accommodation Policy and Handbook (ADM-P188)*.

## Student Support:

Students should be aware that Life Coaching, Career and Disability 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 the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

<b>Class Session</b>	<b>Topics</b>	<b>Pre-Class Readings</b>
<b>1</b>	<ul style="list-style-type: none"><li>• Introduction and Course Overview</li><li>• Canadian Police Work</li><li>• History of Police Work</li></ul>	<ul style="list-style-type: none"><li>• Chapters 1 - 2</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• Context and Trends in Police Work</li></ul>	<ul style="list-style-type: none"><li>• Chapter 3</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>• The Police Occupation</li></ul>	<ul style="list-style-type: none"><li>• Chapter 4</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>• Legal Powers of the Police</li></ul>	<ul style="list-style-type: none"><li>• Chapter 5</li></ul>
<b>5</b>	<ul style="list-style-type: none"><li>• Models of Police Work</li></ul>	<ul style="list-style-type: none"><li>• Chapter 6</li><li>• Assignment #1 Due</li></ul>
<b>6</b>	<ul style="list-style-type: none"><li>• Patrol and General Duty Policing</li></ul>	<ul style="list-style-type: none"><li>• Chapter 7</li></ul>
<b>7</b>	<ul style="list-style-type: none"><li>• Crime Prevention and Crime Response Strategies</li><li>• Community Policing</li></ul>	<ul style="list-style-type: none"><li>• Chapter 8</li></ul>
<b>8</b>	<ul style="list-style-type: none"><li>• Case Investigation</li><li>• Case Study</li></ul>	<ul style="list-style-type: none"><li>• Chapter 9 + Appendix 9A</li><li>• Assignment #2 Due</li></ul>
<b>9</b>	<ul style="list-style-type: none"><li>• Presentations</li><li>• Review</li></ul>	<ul style="list-style-type: none"><li>• Presentation Due</li></ul>
<b>10</b>	<i><b>Final Exam – 3 hrs.</b></i>	

## **Appendix 1 Assignment Outlines**

### **Assignment #1: Argumentative Essay**

**Due Date: Class 5**

**Weight: 15%**

Students will prepare an argumentative essay on the use of CCTV for law enforcement purposes. Specifically, is the use of CCTV by law enforcement an effective and efficient primary crime prevention program? The essay must have a minimum length of 1,250 words, use APA standards, and contain at least two references in addition to the course text. Students will be evaluated according to the attached rubric.

### **Assignment #2: Critical Analysis Essay**

**Due Date: Class 8**

**Weight: 15%**

Students will prepare a critical analysis essay on the topic: "What is the role of police leadership in ensuring ethical behaviour and professionalism in the police service?" The essay must have a minimum length of 1,250 words, use APA standards, and contain at least four references. Students will be evaluated according to the attached rubric.

### **Quizzes**

**Due Date: Each class from classes 1 through 8.**

**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.

### **Oral Presentation**

**Due date: Class 9**

**Weight: 20%**

Each student will make a 10- to 15-minute PowerPoint presentation on the salient points of his/her Assignment #2 paper and be prepared to respond to questions from class members and the facilitator. Students will be evaluated according to the attached rubric.

### **Final Exam**

**Due Date: TBA**

**Weight: 30%**

Students will be required to write a final exam covering the content of classroom learning and assigned text and other readings. The exam will consist of approximately 120 multiple-choice questions.

**Appendix 2**  
**Assignment Rubrics**

**Columbia College**  
**Argumentative Essay Marking Rubric**  
Revised Jan. 2012

Student's Name	Course Code	Date	Facilitator/Evaluator's Name	
	A	B	C-D	F
	5	4	3	2-0
Thesis	<ul style="list-style-type: none"><li>Easily identifiable, believable, original, well-developed, clear thesis that states a definite point to be argued.</li></ul>	<ul style="list-style-type: none"><li>Good thesis, but slightly unclear in parts. Or, while not incorrect, lacking in originality or insight.</li></ul>	<ul style="list-style-type: none"><li>Promising thesis is somewhat unclear or contains vague terms. Or, largely unoriginal, or offering relatively little that is unique or new.</li></ul>	<ul style="list-style-type: none"><li>Thesis is difficult to identify at all. May be restatement of an obvious point.</li><li>Provides little basis for a clear argument to be developed or structure to be devised</li></ul>
Structure of the Essay	<ul style="list-style-type: none"><li>Overall structure of essay is clear and excellent organization is evident to strategically argue the point of view.</li><li>Opening paragraph provides appropriate and thorough background for the thesis.</li><li>Excellent transitions from point to point.</li><li>Paragraphs support solid topic sentences and contain points relevant to the topic.</li><li>Conclusion is strong and clearly brings closure to the argument.</li></ul>	<ul style="list-style-type: none"><li>Generally, structure is clear and appropriate, though may ramble on in parts, or be too brief on one or two points.</li><li>Opening paragraph provides sufficient background for the thesis.</li><li>May have a few unclear transitions, or a few paragraphs either lacking clear topic sentences, or with two or more topics combined together.</li><li>Conclusion is evident and brings closure to the argument.</li></ul>	<ul style="list-style-type: none"><li>Generally, there is evidence of a structure which is at times unclear.</li><li>Opening paragraph has the beginnings of good information.</li><li>Ideas may at times wander or jump around.</li><li>Some transitions.</li><li>Some paragraphs lack an identifiable topic sentence.</li><li>Beginning of a conclusion is evident.</li></ul>	<ul style="list-style-type: none"><li>Organization is unclear because thesis is weak or not defined.</li><li>Introduction lacks sufficient information to support the thesis.</li><li>Transitions confusing and unclear.</li><li>Few clear topic sentences.</li><li>Conclusion has not been developed.</li></ul>



	<b>A</b>	<b>B</b>	<b>C-D</b>	<b>F</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2-0</b>
<b>Use of Evidence</b>	<ul style="list-style-type: none"> <li>Primary source information and/or quality secondary source information used to support every point with at least one example.</li> <li>Examples support topic and fit within each paragraph.</li> <li>Smooth integration of quoted material into sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Examples used to support most points; generally quality sources (primary or secondary), though quality varies.</li> <li>Examples are usually provided to support points.</li> <li>Quotes and evidence generally integrated well into sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Examples used to support some points.</li> <li>Some points lack supporting evidence or examples.</li> <li>Quotes and evidence are evident, but at times inconsistently integrated into sentences and structure.</li> </ul>	<ul style="list-style-type: none"> <li>Very few or very weak examples.</li> <li>General failure to support statements, or evidence given does not support the statement, because it is low-quality or irrelevant.</li> <li>Quotes and evidence not integrated into sentences.</li> </ul>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>Clearly relates evidence to topic sentences and to larger thesis.</li> <li>Analysis is fresh and exciting, posing new ways to think about the material and to make connections among different sources.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence often relates to topic of paragraph and to larger thesis, though some connections are not clear.</li> </ul>	<ul style="list-style-type: none"> <li>Quotes and evidence are evident, but at times are not followed by the author's analysis, and/or lack an explanation of how they relate to the paragraph topics and the larger thesis as a whole</li> </ul>	<ul style="list-style-type: none"> <li>Very little or very weak attempt to relate evidence to the central thesis and arguments of the paper.</li> </ul>
<b>Logic and Argumentation</b>	<ul style="list-style-type: none"> <li>All ideas in the paper flow logically; the arguments are identifiable, reasonable, and supported by evidence.</li> <li>Anticipates and successfully refutes/disproves objections or counter-arguments</li> <li>Makes original connections to outside material (whether from the class, other classes, or independent research) that illuminates the thesis and its constituent parts.</li> </ul>	<ul style="list-style-type: none"> <li>Argument of paper is clear, usually flows logically and makes sense.</li> <li>Identifies some counterarguments, but these are addressed unevenly.</li> <li>Some insightful connections made.</li> </ul>	<ul style="list-style-type: none"> <li>Argument is present, but may at times be inconsistent in presentation.</li> <li>Logic at times fails, or argument may be unclear.</li> <li>Some counter-arguments are identified, but this area needs more development.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas do not flow well.</li> <li>Simplistic view of topic.</li> <li>Faulty logic.</li> <li>No effort to address possible alternative views.</li> </ul>

	<b>A</b>	<b>B</b>	<b>C-D</b>	<b>F</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2-0</b>
<b>Mechanics, Grammar, Professional Format</b>	<ul style="list-style-type: none"> <li>• Mainly error free.</li> <li>• Uses APA citation correctly.</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.</li> <li>• Meets requirements for a well written academic response.</li> <li>• Meets requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Some 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 some errors.</li> <li>• Meets some requirements for an acceptable academic response.</li> <li>• Meets some of the 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.</li> <li>• Does not meet enough requirements for an acceptable academic response.</li> <li>• Does not meet enough requirements to address assignment.</li> </ul>

**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 30:**

**Facilitator/Evaluator’s Comments:**

**Columbia College**  
**Case Study Analysis**  
 Last Revised: September 2011

Student's Name		Course Code		Date		Facilitator/Evaluator's Name	
Area	A 10.0 – 7.0	B 6.9 – 5.0	C 4.9 – 3.5	F 3.4 - 0	Score		
Identification of Main Issue / Problem	5 <ul style="list-style-type: none"><li>Clearly identifies the main issue/problem.</li><li>Introduces all of the key ideas to be discussed.</li><li>Ends with a clear identification of the main questions raised in the case study.</li></ul>	4-3 <ul style="list-style-type: none"><li>Clearly identifies the main issue/problem.</li><li>Introduces most of the key ideas to be discussed.</li><li>Ends with some of the main questions raised by the case study.</li></ul>	2 <ul style="list-style-type: none"><li>Identifies the main/problem, but the statements are not clear.</li><li>Introduces a few ideas to be discussed.</li><li>Ends with a few questions raised, but they are not all relevant. Many main questions not identified.</li></ul>	1-0 <ul style="list-style-type: none"><li>Unable to identify the main issue/problem.</li><li>Identifies some irrelevant ideas.</li><li>Unable to identify any main questions or presents irrelevant questions.</li></ul>			
Quality of Analysis and Interpretation	<ul style="list-style-type: none"><li>Provides a comprehensive, insightful analysis, synthesis and interpretation of the issue.</li><li>Provides a clear summary of the case facts..</li><li>Provides logical and highly convincing argumentation tied to the facts.</li><li>Draws clear conclusions and identifies implications.</li></ul>	<ul style="list-style-type: none"><li>Provides very good analysis, synthesis and interpretation of the issue.</li><li>Provides a relatively clear summary of the case facts.</li><li>Provides logical and convincing argumentation that mainly ties to the facts of the case.</li><li>Draws most conclusions and identifies most implications.</li></ul>	<ul style="list-style-type: none"><li>Provides partial analysis and interpretation. Issue needs further exploration.</li><li>Provides an incomplete summary of the case facts.</li><li>Provides weak, illogical argumentation that does not tie in well with the case.</li><li>Draws a few conclusions and identifies some implications.</li></ul>	<ul style="list-style-type: none"><li>Analysis and interpretation is limited.</li><li>Provides a limited summary of the case facts.</li><li>Provides limited, often irrelevant argumentation.</li><li>Discussion is inadequate and limited.</li><li>Conclusions and implications of the issue are missing.</li></ul>			

Area	A 10.0 – 7.0	B 6.9 – 5.0	C 4.9 – 3.5	F 3.4 - 0	Score
<b>Quality of Solution / Strategies</b>	5 <ul style="list-style-type: none"> <li>Identifies innovative and comprehensive solution/strategies, demonstrating outstanding problem solving skills.</li> <li>Provides extensive information to support solution/strategies.</li> <li>Clearly supports statements made with evidence and examples.</li> </ul>	4-3 <ul style="list-style-type: none"> <li>Identifies original and well developed solution/strategies, demonstrating effective problem solving skills.</li> <li>Provides sufficient information to support solution/strategies.</li> <li>Clearly supports most statements with evidence and examples.</li> </ul>	2 <ul style="list-style-type: none"> <li>Provides some solution/strategies, showing limited problem solving skills.</li> <li>Provides limited use of information to support solution/strategies.</li> <li>Most statements are unsupported with evidence and examples.</li> </ul>	1-0 <ul style="list-style-type: none"> <li>Unable to provide solution/strategies. Lacks problem solving skills.</li> <li>No information provided to support ideas.</li> <li>No support for statements made.</li> </ul>	
<b>Writing Skills</b>	<ul style="list-style-type: none"> <li>Writes carefully crafted paragraphs, and transitions between sections.</li> <li>Shows excellent organization.</li> <li>Shows smooth integration of quoted material into sentences and overall paper.</li> </ul>	<ul style="list-style-type: none"> <li>Writes well developed paragraphs with transitions between sections.</li> <li>Shows good organization.</li> <li>Quotes and evidence integrated well into sentences and overall paper.</li> </ul>	<ul style="list-style-type: none"> <li>Writes paragraphs that are often poorly developed with few transitions between sections.</li> <li>Lacks continuity and organization.</li> <li>Quotes and evidence poorly integrated into sentences and overall paper.</li> </ul>	<ul style="list-style-type: none"> <li>Writes paragraphs that are poorly written, with no transition between sections, creating confusion and lack of continuity in the response.</li> </ul>	
<b>Mechanics, Grammar, Professional Format</b>	5 <ul style="list-style-type: none"> <li>Mainly error free.</li> <li>Uses APA citation correctly.</li> <li>Meets all requirements for an excellent academic response.</li> <li>Meets all case study written requirements.</li> </ul>	4 <ul style="list-style-type: none"> <li>A few minor errors in usage, grammar, or mechanics.</li> <li>Generally uses APA citation correctly.</li> <li>Meets most requirements for a well written academic response.</li> <li>Meets most case study written requirements.</li> </ul>	3-2 <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.</li> <li>Meets a few requirements for an academic response.</li> <li>Meets a few case study written requirements.</li> </ul>	1-0 <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.</li> <li>Does not meet requirements for an academic response.</li> <li>Does not adequately meet any case study written requirements.</li> </ul>	

**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 30:**

**Facilitator/Evaluator's Comments:**

**Columbia College**  
**Oral Presentation Rubric**  
 Last Revised: January 23, 2014

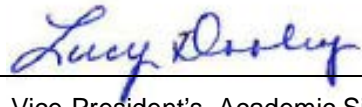
Student's Name		Course Code	Date	Facilitator/Evaluator's Name	
Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
<b>Organization</b>	<ul style="list-style-type: none"> <li>Creates introduction that is unique, clearly focused and engages the 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 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>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 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>	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
<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 fairly consistent eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>• At times demonstrates developing confidence in presenting content. At times uses 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>	
<b>Delivery Style: 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 uses 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>• 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>	

**Total Score out of 40:**

**Facilitator/Evaluator's Comments:**

**Approval:**



Vice-President's, Academic Signature

July 10, 2014

Date



Registrar's Signature

July 10, 2014

Date