

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: Stephen Sabourin

Email: [stehenwsabourin@gmail.com](mailto:stehenwsabourin@gmail.com)

Class Time: 5:30 – 9:30 PM Monday/Wednesday

Room: Building 4 Room 169

Credit: Non Credit

Prerequisite: ENGL091

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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 is designed to assist students who require intermediate language training (Benchmark 6+) to prepare for a professional program. Focus is given to the development of reading, writing, listening and speaking competencies. A major emphasis is placed on active participation to encourage confidence in responding to various situations in their chosen field. The course ensures intensive English language vocabulary development, as well as, career-related vocabulary. Focused pronunciation, rhythm and intonation practice is included in each class.

### Learning Outcomes:

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

- Demonstrate improvement in vocabulary, sentence structure, and grammar.
- Write a series of meaningful responses to work related situations.
- Read a variety of short texts, locate key information, and discuss the central ideas.
- Listen effectively and demonstrate the ability to open a conversation and continue a meaningful and interesting dialogue
- Ask questions and respond to work related inquiries.
- Write observation notes and other information useful in a workplace setting
- Demonstrate confidence in interacting with others on a daily basis within a formal setting
- Understand expressions that clients or patients might use in describing their situation
- Improve pronunciation, rhythm, and intonation

## 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:

Folse, Keith S., Muchmore-Vokoun, April, Solomon, Elena Vestri. (2004). Great Paragraphs. Thomson/Heinle  
Murphy, R., (2010). *English Grammar in Use*, 3<sup>rd</sup> Edition. Cambridge University Press\* Please note that this is a self-study book, but students are required to complete their homework on a daily basis.

Saslow, J. & Ascher A. (2011). *Top Notch Workbook 3*: Pearson Longman.

Saslow J. & Ascher A. (2011). *Top Notch ActiveBook 3*: Pearson Longman.

## 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

*Further Recommended Readings and Resources:*

3 tips for sounding like a native speaker

- <https://www.youtube.com/watch?v=ChZl1Q3GSuI>

Secrets to pronunciation

- <https://www.youtube.com/watch?v=seZrHctwOJO>

Idiomatic expressions

- <https://www.youtube.com/watch?v=3AjlgtPYlml>

### Homework Assignment Due for the First Class:

- Complete Unit 6 in the TopNotch workbook.

### Evaluation - Assessment of Student Performance:

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

Title of Assignment/Examination	Due Date	Weight
Daily tests	Daily	15%
Reflective Journal	Daily	20%
Homework and in-class activities	Daily	5%
Assignment 1	Class 4	5
Assignment 2	Class 7	5
Assignment 3	9	5
Oral Discussion/Role Plays	Daily	15%
Final Exam	Class 10 – location to be announced	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 a minimum grade of 75% or B is required.

## 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.

Class Session	Topics	Pre-Class Readings
1	Unit 6 – Life Plans Review Section 5 – Penguin English Listening: Inference as to motive, details, classification Pronunciation: Reduction of “have” in perfect modals Grammar: Expressing the future p.130; Expressing the past p.131 Writing: Instructions; short autobiography Assignment #1 – assigned;	<ul style="list-style-type: none"> <li>Complete Unit 6 in Topnotch workbook.</li> </ul>
2	<ul style="list-style-type: none"> <li><b>Unit 6 continued</b></li> </ul>	<ul style="list-style-type: none"> <li>Journal Assignment</li> <li>EGU</li> </ul>
3	Unit 7 – Holidays and Traditions Review Section 6 – Penguin English Listening: Main idea, details, inference information Pronunciation: Thought groups Grammar: Adjective clauses p. 131; Reflexive pronouns p. 132, 133 Writing: Effective sentences; description	<ul style="list-style-type: none"> <li>Complete Unit 7 in the workbook.</li> <li>Journal Assignment</li> <li>EGU</li> </ul>
4	<ul style="list-style-type: none"> <li>Unit 7 – Continued</li> <li>Assignment #1 Due.</li> </ul>	<ul style="list-style-type: none"> <li>Journal Assignment</li> <li>EGU</li> <li>Complete Assignment #1</li> </ul>
5	Unit 8 – Inventions and Discoveries Review Section 7 – Penguin English Listening: Main ideas, association, inference Pronunciation: Contractions Grammar: Adjective clauses – who & whom p.133; conditionals p. 134, 135 Writing: Effective sentences; advantages & disadvantages <ul style="list-style-type: none"> <li><b>Assignment #2 assigned.</b></li> </ul>	<ul style="list-style-type: none"> <li>Complete Unit 8 in the workbook</li> <li>Journal Assignment</li> <li>EGU</li> </ul>
6	<ul style="list-style-type: none"> <li>Unit 8 - Continued</li> </ul>	<ul style="list-style-type: none"> <li>Journal Assignment</li> <li>EGU</li> </ul>
7	Unit 9 – Controversial Issues Review Section 8 – Penguin English Listening: Inference, point of view, summarization, auditory discrimination Pronunciation Stress to emphasize meaning Grammar: Count and non-count nouns p.136; Gerunds and infinitives p.137 Writing: Summarizing – oral & written; contrasting opinions, ideas <ul style="list-style-type: none"> <li><b>Assignment #2 is due.</b></li> <li><b>Assignment #3 is assigned</b></li> </ul>	<ul style="list-style-type: none"> <li>Complete Unit 9 in the workbook</li> <li>Complete Assignment #2</li> <li>EGU</li> </ul>
8	<ul style="list-style-type: none"> <li>Unit 9 - Continued</li> </ul>	<ul style="list-style-type: none"> <li>Journal assignment</li> <li>EGU</li> </ul>
9	Unit 10 – Beautiful World Listening: Point of view, main ideas, details, summarization Pronunciation: Voiced and voiceless “th” Grammar: Prepositions p.138; proper nouns p.138, 139; infinitives p. 140 <b>Assignment #3 is due.</b>	<ul style="list-style-type: none"> <li>Complete Unit 10 in the workbook</li> <li>Complete Assignment #3</li> <li>EGU</li> </ul>
10	<ul style="list-style-type: none"> <li><b>Final Exam</b></li> <li><b>(3 hours) – location to be announced.</b></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

## **Appendix 1**

### **Assignment Outlines**

**REFLECTIVE JOURNAL:** Each class your facilitator will assign a topic for you to think and write about in your Reflective Journal. This ongoing activity will help you to learn how to think critically and practice communicating your thoughts on paper. The response will be done for homework and handed in at the beginning of the next class. It is important to keep up with these assignments so that you get regular feedback from your facilitator. Frequent writing followed by coaching from a facilitator is the best way to improve your writing skills.

**ASSIGNMENTS:** All assignments must be successfully completed and handed in to complete this course. These assignments are preparation for your program and work site. Each assignment is worth 5 marks.

#### **Assignment #1 – Answering Questions: Assigned: Class 1; Due: Class 4**

Answer the following questions with clear answers and provide details.

1. What would you do if a resident you were looking after became angry because you placed her special pillow where she did not want it to be?
2. How would you get to know about a resident's family?
3. What would you do if a resident complained to the nurse in charge about the way you assisted him in taking a bath, and the nurse in charge spoke to you about it?
4. Describe a time when you had to work as a team member.
5. Tell about a person you admire and why you chose that person.

#### **Assignment #2: Procedure/Process Writing: Assigned Class 5; Due: Class 7**

Explain how you would do two of the following:

- a. Explain to the resident how to use the TV in the lounge of the care facility.
- b. Explain to the resident about the meal schedule at the facility.
- c. Explain to the patient what he/she must do if the person feels sick and what you will do when you come to help the patient.
- d. Explain to the patient how you will assist him/her with bathing needs.

#### **Assignment #3: Instructions Report: Assigned: Class 7; Due: Class 9**

Write down the instructions you would give to the family in the following cases:

- a) A new resident is coming into a care facility and needs to bring his/her clothes.
- b) An elderly patient is leaving the hospital, but will need to have help using a walker.
- c) An elderly patient needs soft foods and help being fed.
- d) Your patient is being moved to another ward and you won't be looking after him anymore.

## Appendix 2 Assignment Rubrics

### Columbia College Reflective Writing Rubric Last Revised: March 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Skills	5	4	3	2	1
Depth of Reflection	<ul style="list-style-type: none"><li>Reflection reveals a thorough insight of the subject matter with the student digging deeply to present well thought-out reflections.</li></ul>	<ul style="list-style-type: none"><li>Reflection reveals insight into the subject matter. Often there are thoughtful statements.</li></ul>	<ul style="list-style-type: none"><li>Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, reflective statements are evident.</li></ul>	<ul style="list-style-type: none"><li>.Reflection is limited. The writer produces some basic understanding of the subject matter.</li></ul>	<ul style="list-style-type: none"><li>Little to no reflection is present.</li></ul>
Use of Examples / Evidence	<ul style="list-style-type: none"><li>Uses specific and convincing examples to support reflective statements.</li></ul>	<ul style="list-style-type: none"><li>Uses well-chosen examples to support reflective statements. A more convincing presentation would strengthen the response.</li></ul>	<ul style="list-style-type: none"><li>Uses some examples to support understanding of the subject matter and reflections.</li></ul>	<ul style="list-style-type: none"><li>Uses limited number of examples to support understanding of the subject matter. This seriously affects the integrity of the reflection process.</li></ul>	<ul style="list-style-type: none"><li>Uses little to no examples.</li></ul>
Cohesiveness of Response	<ul style="list-style-type: none"><li>This reflection provides a clear picture of the student's thinking on this subject matter. Thoughts are presented in a good logical, convincing order.</li></ul>	<ul style="list-style-type: none"><li>This reflection gives a good understanding of the student's thinking on this subject matter. Thoughts are usually presented in a clear and logical way.</li></ul>	<ul style="list-style-type: none"><li>Most of the time this reflection provides an acceptable indication of the student's thinking on this subject matter. Most of the time thoughts are presented in a sequential manner.</li></ul>	<ul style="list-style-type: none"><li>This attempted reflection does not provide a clear picture of the student's thinking on this subject matter. Thoughts are often presented in an inconsistent and illogical order.</li></ul>	<ul style="list-style-type: none"><li>This response is confusing and ideas do not tie together.</li></ul>



Skills	5	4	3	2	1
<b>Conventions</b>	<ul style="list-style-type: none"> <li>Demonstrates control of the writing conventions with essentially no errors.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates control of the writing conventions with occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited control of the writing conventions with frequent errors that make understanding difficult.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little or no control of the writing conventions with errors that make understanding almost impossible.</li> </ul>

**Total out of 20:**

**Comments:**

**Columbia College**  
**Short Answer Writing Response Marking Rubric**  
Revised Jan. 2012

Student's Name	Course Code		Date	Facilitator/Evaluator's Name	
	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Quality of Response Content/Ideas	<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.</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 number of relevant sources.</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>	
Analysis	<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>	

	<b>A</b>	<b>B</b>	<b>C-D</b>	<b>F</b>	<b>Score</b>
	10-9	8-7	6-5	4-0	
<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 particular 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>	
<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 sentence</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 answer that is 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>	

	<b>A</b>	<b>B</b>	<b>C-D</b>	<b>F</b>	<b>Score</b>
	5	4	3	2-0	
<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 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.</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.</li> <li>• Meets few requirements for an acceptable academic response.</li> <li>• Meets little to no requirements of the 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 50:**

**Facilitator/Evaluator’s Comments:**

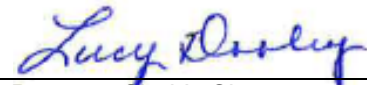
**Columbia College**  
**Student Engagement Rubric**  
 Last Revised: December 2011

Student's Name		Course Code	Date	Facilitator/Evaluator's Name
Pts	Preparation for Class	Quality of Participation	Involvement in Process	Frequency of Participation
5	<ul style="list-style-type: none"> <li>Demonstrates completion of readings or assignment and awareness of all key concepts contained in readings or assignment on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>Comments significantly add to the learning process; consistently demonstrates high order thinking, analysis, synthesis, and evaluation; demonstrates ability to appropriately apply concepts to real-life situations; always participates constructively in discussion on a daily basis</li> </ul>	<ul style="list-style-type: none"> <li>Comments build on contribution of others, enabling group to integrate experiences and insights (linking theory and real-life experiences); supportive and encouraging to other class members; comments are focused and concise.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes actively and consistently to group process on a daily basis.</li> </ul>
4	<ul style="list-style-type: none"> <li>Demonstrates completion of readings or assignment and awareness of most of the key concepts on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>Comments contribute to learning process; shows evidence of ability to apply concepts to real-life situations; mostly demonstrates higher order thinking skills; generally participates constructively in discussion on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>Comments do not always build on the contribution of others; most times shows support of other classmates.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes actively and somewhat inconsistently to group process on a daily basis.</li> </ul>
3	<ul style="list-style-type: none"> <li>Demonstrates awareness of some key concepts or ideas contained in readings or assignment on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>Comments show evidence of awareness and understanding of concepts covered in the reading or assignment; inconsistently demonstrates high-order thinking; inconsistently participates in a constructive manner.</li> </ul>	<ul style="list-style-type: none"> <li>Speaks up when asked with comments that add to understanding; inconsistently shows support of other classmates; comments tend to be at times off focus.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes inconsistently to group process.</li> </ul>
2	<ul style="list-style-type: none"> <li>Inconsistently demonstrates awareness of concepts or ideas contained in readings or assignment; inconsistent daily preparation.</li> </ul>	<ul style="list-style-type: none"> <li>Comments show background knowledge of basic concepts covered in the readings or assignment; little demonstration of higher-order thinking; generally, participation is not constructive</li> </ul>	<ul style="list-style-type: none"> <li>Contributes little to group understanding; little evidence of being encouraging to others.</li> </ul>	<ul style="list-style-type: none"> <li>Does not contribute to group except when asked.</li> </ul>
1	<ul style="list-style-type: none"> <li>Demonstrates little or no awareness of key concepts or ideas contained in readings or assignment; little to no daily preparation.</li> </ul>	<ul style="list-style-type: none"> <li>Comments show no evidence of awareness of concepts covered in the readings or assignment; shows no evidence of higher-order thinking; shows general lack of interest.</li> </ul>	<ul style="list-style-type: none"> <li>Does not contribute to the group process.</li> </ul>	<ul style="list-style-type: none"> <li>Does not contribute.</li> </ul>

**Total Score out of 40:**

**Facilitator/Evaluator's Comments:**

**Approval:**



Program Chair's Signature

October 6, 2014

Date



Vice-President's, Academic Signature

October 6, 2014

Date



Registrar's Signature

October 6, 2014

Date