

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: Laura Hartell, M.A. Counselling

Email: [laura.hartell@gmail.com](mailto:laura.hartell@gmail.com)

Class Time: 1:00 pm – 5:00 pm (Monday / Wednesday)

Room: 805-113

Credit: 3

Prerequisite: HSPD107

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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:

In this course, the student will gain a better understanding of family relationships, the roles within the family, and the dynamics between these relationships as family members move through time. An overview of the major conceptual frameworks used to understand the patterns and dynamics that operate in families will also be discussed. Subject matter includes models of family functioning, family developmental stages, the stages of family evolution and stressors that families may face.

### Learning Outcomes:

Upon successful completion of this course, the student will be able to:

- Define the concept of family and understand the central assumptions and core concepts that are basic to knowing families as a system.
- Explain how families implement certain strategies in order to navigate primary tasks.
- Explain how internal and external stressors impact family function and structure.
- Compare and contrast each of the three theoretical models used in Family Systems study.
- Evaluate each of the developmental stages of individual family members that impact the family in such areas as mate selection, marriage, communication and intimacy, conflict, parenting and family in later life.
- Assess the factors that influence a family's patterns of interaction over time (e.g., death and loss, divorce, single parenthood, remarriage, step-parenting and same-sex households).

## 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:

Anderson, S. & Sabatelli, R., (2011). *Family Interaction – A Multigenerational Developmental Perspective* (5<sup>th</sup> ed). Boston, MA: Pearson Education Inc.

## 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:*

Students may access the Book Companion Website which contains online study and research tools, including tutorial quizzes, Internet exercises, flashcards, and web links. Go to <http://www.humandevelopment2e.nelson.com>.

Included with your text is a Free 4 months subscription to InforTrac which contains articles, journals, daily newspapers, help with research papers, etc. |

### Homework Assignment Due for the First Class:

- Read chapters 1 and 2 in your text, *Family Interaction: A Multigenerational Developmental Perspective* (5<sup>th</sup> ed.).
- Read this syllabus and prepare to discuss in class.
- Bring 2 questions per chapter that you would find beneficial to discuss in class.
- Prepare for a quiz on the assigned readings (Chapters 1 & 2 in your text).

### 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
Participation and Professionalism	N/A	5%
Quizzes		20%
Journal		15%
Case Study		20%
Presentation		10%
Final Exam	Class 10	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 student 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	<ul style="list-style-type: none"><li>• Introduction and Course Overview</li><li>• Family as System</li><li>• Family Strategies</li></ul>	<ul style="list-style-type: none"><li>• Chapter 1</li><li>• Chapter 2</li></ul>
2	<ul style="list-style-type: none"><li>• Structural Models</li><li>• Intergenerational Models</li></ul>	<ul style="list-style-type: none"><li>• Chapter 3</li><li>• Chapter 4</li></ul>
3	<ul style="list-style-type: none"><li>• Contextual Models – Family Diversity</li><li>• Adolescence to Adulthood</li></ul>	<ul style="list-style-type: none"><li>• Chapter 5</li><li>• Chapter 6</li></ul>
4	<ul style="list-style-type: none"><li>• Mate Selection and Family Development</li><li>• Transition to Marriage</li></ul>	<ul style="list-style-type: none"><li>• Chapter 7</li><li>• Chapter 8</li></ul>
5	<ul style="list-style-type: none"><li>• Communication and Intimacy</li><li>• Conflict in Marriage</li></ul>	<ul style="list-style-type: none"><li>• Chapter 9</li><li>• Chapter 10</li></ul>
6	<ul style="list-style-type: none"><li>• Families with Young Children</li><li>• Parent-Child Relationship System</li></ul>	<ul style="list-style-type: none"><li>• Chapter 11</li><li>• Chapter 12</li></ul>
7	<ul style="list-style-type: none"><li>• Family Tasks During Middle Adulthood</li><li>• Family in Later Life</li></ul>	<ul style="list-style-type: none"><li>• Chapter 13</li><li>• Chapter 14</li></ul>
8	<ul style="list-style-type: none"><li>• Death, Loss, and Bereavement</li><li>• Divorce</li></ul>	<ul style="list-style-type: none"><li>• Chapter 15</li><li>• Chapter 16</li></ul>
9	<ul style="list-style-type: none"><li>• Single-Parent Household</li><li>• Remarriage and Step-Parenting</li></ul>	<ul style="list-style-type: none"><li>• Chapter 17</li><li>• Chapter 18</li></ul>
10	<ul style="list-style-type: none"><li>• <i>Final Exam – 3 hrs.</i></li></ul>	<ul style="list-style-type: none"><li>• </li></ul>

## **Appendix 1 Assignment Outlines**

- **Discussion questions and learning objectives** for the following class will be given at the end of each day. The purpose of this is to assist you in providing focus for your readings.
- **Quizzes** - You will be able to evaluate your understanding of the required reading chapters assigned for each class through an open-book test.
- **Assignment #1 –Part 1-** Students will be asked to hand in a journal at the end of each week regarding how their learning was impacted from the course readings and discussions. You will apply an example of a learned concept in each journal entry.
- **Assignment #2–** Using a case study format, students will be asked to use first-order tasks of family function to comment on the family's dynamic. The student's comments will be summarized in an essay-style paper of 1- 2 pages in length.
- **Assignment #2 -Part 2-** Students will be asked to give a 10 – 15 minute oral presentation to the class. They will use their case study format and present to the class a genogram and one family developmental factor that their family has experienced or will possibly experience (this could be fact or fiction). Each student will submit a typed written response and include an APA formatted reference list.



**Appendix 2  
Assignment Rubrics**

**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	4-3	2	1-0			
	<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>	<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>	<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>	<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**  
**In-Class Learning Activity Rubric**  
 Last Revised: May 7, 2014

Student's Name		Course Code		Date		Facilitator/Evaluator's Name	
Area	A 10-9	B 8-7	C-D 6-5	F 4-0	Score		
<b>Contribution to Group Goals and Tasks</b>	<ul style="list-style-type: none"> <li>Regularly provides useful ideas to group.</li> <li>Contributes consistently and actively to group tasks and makes a strong effort to achieve goals.</li> <li>Fully accepts and fulfills individual role within group.</li> </ul>	<ul style="list-style-type: none"> <li>Often provides useful ideas to group.</li> <li>Contributes actively to group tasks with occasional prompting.</li> <li>Usually accepts and fulfills individual role within group.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes provides useful ideas to group.</li> <li>Does what is required with occasional prompting.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely provides useful ideas to group.</li> <li>Works toward goals only when prompted.</li> </ul>			
<b>Quality of Work Output</b>	<ul style="list-style-type: none"> <li>Demonstrates superior quality work.</li> <li>Does not need to be prompted to get work done on time.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates good quality work.</li> <li>May need occasional prompting to get the work done on time, but does not hold up group's progress.</li> </ul>	<ul style="list-style-type: none"> <li>Work sometimes needs monitoring or re-doing.</li> <li>Usually needs prompting to get work done on time and tends to hold up group progress.</li> </ul>	<ul style="list-style-type: none"> <li>Work usually needs monitoring or re-doing.</li> <li>Group's progress is held up by poor personal management.</li> <li>Always needs prompting to get the work done.</li> </ul>			
<b>Working with Group Members</b>	<ul style="list-style-type: none"> <li>Listens to others and speaks a significant amount as appropriate.</li> <li>Never argues with group members.</li> <li>Always helps all group members to arrive at a fair and logical decision.</li> </ul>	<ul style="list-style-type: none"> <li>Listens but sometimes talks too much or dominates the discussion.</li> <li>Rarely argues with group members.</li> <li>Usually considers the views of all group members.</li> </ul>	<ul style="list-style-type: none"> <li>Usually dominating the discussion, rarely allows others to speak.</li> <li>Sometimes argues with group members.</li> <li>Often sides with specific individuals instead of considering views of all group members.</li> </ul>	<ul style="list-style-type: none"> <li>Is always talking, never allows anyone else to speak.</li> <li>Usually argues with group members.</li> <li>Usually wants to have things his/her own way.</li> </ul>			

Area	5	4	3	2-0	Score
<b>Overall Attitude / Disposition</b>	<ul style="list-style-type: none"> <li>Never openly critical of learning activity, group tasks, or group members.</li> <li>Always demonstrates positive attitude towards group goals and tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely openly critical of learning activity, group tasks or group members;</li> <li>Generally demonstrates positive attitude towards group goals and tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes openly critical of learning activity, group tasks or group members.</li> <li>Demonstrates occasional negative attitude towards group goals and tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Often openly critical of learning activity, group tasks or group members.</li> <li>Usually demonstrates negative attitude towards group goals and tasks.</li> </ul>	
<b>Readiness to Engage in Group Activity</b>	<ul style="list-style-type: none"> <li>Always ready to begin tasks without the need for prompting.</li> <li>Always comes prepared with ideas and materials needed to get the work started on time.</li> </ul>	<ul style="list-style-type: none"> <li>Almost always ready to begin tasks and rarely needs prompting.</li> <li>Almost always comes prepared with ideas and materials to get the work started on time.</li> </ul>	<ul style="list-style-type: none"> <li>Often needs prompting to begin tasks and do the required work.</li> <li>Usually comes prepared with ideas and materials to get the work started on time.</li> </ul>	<ul style="list-style-type: none"> <li>Always needs prompting to begin tasks and do the required work.</li> <li>Always or often relies on others to do the work.</li> <li>Does not usually come prepared with ideas and materials to get the work started on time.</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 40:**

**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:**

**Columbia College**  
**Term Paper Rubric**  
**Last Revised: January 2012**

Student's Name	Course Code		Date		Facilitator/Evaluator's Name	
	A	B	C	D	F	Score
<b>Writing Focus</b>	<b>5</b> <ul style="list-style-type: none"> <li>• Presents a precise well developed thesis, reflecting insightful, original perspective.</li> <li>• Demonstrates direction in the development of the paper.</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>• Presents a clear, carefully constructed thesis, reflecting original perspective.</li> <li>• Demonstrates direction in the development of the paper most of the time.</li> </ul>	<b>3</b> <ul style="list-style-type: none"> <li>• Presents a simplistic and/or unclear thesis.</li> <li>• Demonstrates some direction in the development of the paper, but often the paper is hard to follow.</li> </ul>	<b>2.5</b> <ul style="list-style-type: none"> <li>• Presents a partly developed thesis.</li> <li>• Demonstrates little direction in the development of the paper.</li> </ul>	<b>2.4-0</b> <ul style="list-style-type: none"> <li>• No thesis presented.</li> <li>• Development of the paper is unclear.</li> </ul>	
	<b>10-9</b>	<b>8-7</b>	<b>6</b>	<b>5</b>	<b>4-0</b>	
<b>Content, Ideas &amp; Analysis</b>	<ul style="list-style-type: none"> <li>• Displays extensive in-depth knowledge of the topic. Comprehends deeper meaning and relevance of topic.</li> <li>• Conveys insightful, original points of view.</li> <li>• Critically synthesizes and evaluates information.</li> <li>• Clearly supports all statements with examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays good knowledge of the topic.</li> <li>• Conveys some original points of view. Comprehends meaning and relevance of topic.</li> <li>• Demonstrates careful analysis, synthesis and evaluation of information.</li> <li>• Clearly supports most statements with examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays adequate knowledge of the topic. Requires further exploration.</li> <li>• Demonstrates some analysis, synthesis and evaluation of information. Supports some statements with examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays limited basic knowledge of the topic.</li> <li>• Explores topic inadequately, leaving areas unexplored. Displays limited analysis, synthesis, and evaluation of information.</li> <li>• Most statements are unsupported with examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to display relevant understanding of the topic.</li> <li>• Critical thinking not evident.</li> <li>• Statements are unsupported with examples.</li> </ul>	

	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.</li> <li>• Conveys all ideas with originality and clarity.</li> <li>• Uses rich, accurate and effective word choice.</li> <li>• Uses relevant, timely and varied sources to support ideas.</li> <li>• Shows smooth integration of quoted material into sentences and overall paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly uses effective, well structured, focused, varied sentences. Conveys most ideas with originality and clarity.</li> <li>• Uses accurate and effective word choice.</li> <li>• Uses relevant, timely and varied sources to support ideas most of the time.</li> <li>• Quotes and evidence integrated well into sentences and overall paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some variety in sentence structure. Conveys some ideas clearly.</li> <li>• Uses some effective word choice.</li> <li>• Uses some varied sources to support ideas.</li> <li>• Quotes and evidence at times integrated into sentences and overall paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited variety of sentences. Many sentences are awkward.</li> <li>• Conveys few ideas clearly.</li> <li>• Uses vague, ineffective word choice.</li> <li>• Uses limited resources that are not well selected to support ideas.</li> <li>• Quotes and evidence poorly integrated into sentences and overall paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simplistic sentence structures that are awkward.</li> <li>• Most ideas are not conveyed clearly.</li> <li>• Inadequate, simplistic word choice.</li> <li>• Lacks the use of support for ideas.</li> <li>• Quotes and evidence not integrated properly.</li> </ul>	
<b>Organization and Structure</b>	<ul style="list-style-type: none"> <li>• Presents information in a consistently logical structure.</li> <li>• Shows sophisticated development of paragraph and sentence structure, with effective transitions.</li> <li>• Introduction and conclusion is very well developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents information in a logical structure.</li> <li>• Shows well developed paragraph and sentence structure with effective transitions.</li> <li>• Introduction and conclusion mostly shows good development.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents some of the information in a logical structure.</li> <li>• Shows some paragraph development and at times, awkward sentence structure.</li> <li>• Introduction and conclusion shows little development.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents information in a random manner, lacking in logical structure.</li> <li>• Paragraph and sentence structure is often faulty.</li> <li>• Introduction and conclusion not well developed or missing.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents poor overall organization, lacking logical structure.</li> <li>• Paragraphs lack focus and appropriate structure; sentence structures are simplistic, lacking development and transition.</li> <li>• Lacks introduction and conclusion.</li> </ul>	

<b>Mechanics, Grammar, Professional Format</b>	<b>5</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>	<b>4</b> <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>	<b>3</b> <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 academic response.</li> <li>Meets some of the requirements of the assignment.</li> </ul>	<b>2.5</b> <ul style="list-style-type: none"> <li>Frequent errors in usage, grammar, and mechanics, interfering with the readability and meaning of the paper.</li> <li>Use of APA citation contains many errors. Meets a few requirements for an academic response.</li> <li>Meets few requirements of the assignment.</li> </ul>	<b>2.4-0</b> <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 academic response.</li> <li>Does not meet any requirements of the assignment.</li> </ul>	
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**Plagiarism:** A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

**Total out of 40:**

**Comments:**



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

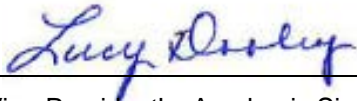
Student's Name		Course Code	Date	Facilitator/Evaluator's Name	
Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
<b>Organization</b>	<ul style="list-style-type: none"> <li>Creates introduction that is unique, clearly focused and engages the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

August 27, 2014

Date



Registrar's Signature

August 27, 2014

Date