

Columbia College
Foundations in Critical Thinking, Reading and Writing (ENGL117)
Lecture 1
Course Outline

Semester Dates: May 24 – July 30, 2016

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: Fatima Luqman

Email: fatimal@columbia.ab.ca

Class Time: 5:30 PM to 9:30 PM (Mon/Wed)

Room: 4-157

Credit: Non-Credit Course

Prerequisite: None

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

Course Description:

This is an advanced language skills course for those who need to develop and refine their critical thinking, reading and writing skills. The key focus in the first 5 weeks will be on reading strategies, note-taking, paraphrasing, summarizing and research skills. The key focus in the second 5 weeks will be the application of these skills to writing essays and a researched term paper. Presentation skills will also be taught. Students will be expected to complete a significant amount of reading and research outside of the classroom in order to meet the requirements of the course. This is an 80 hour course.

Learning Outcomes:

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

- Develop and demonstrate critical thinking skills
- Read critically, find information, comment on, and summarize texts
- Write short answers to questions using appropriate style and word choice
- Understand how to do research and citation of references according to APA and apply to the writing of a comprehensive research paper
- Learn how to use the Internet and other data bases (ProQuest, Gale)
- Paraphrase to avoid plagiarism
- Take quick and accurate notes while listening and reading
- Improve reading for meaning using a variety of strategies
- Communicate orally in a competent and professional manner in various circumstances including giving presentations
- Write reflective and argumentative essays
- Use Microsoft Word to type a term paper

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:

Haig, J., MacMillan, V., Raikes, G., (2014). *Cites & Sources – An APA Documentation Guide, Fourth Edition*. Toronto, ON: Nelson Education Ltd.

Wyrick, J. & Bose, S. (2010). **Steps to Writing Well with Additional Readings**, First Canadian Edition. Toronto: Nelson Education Ltd.

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:

- The Purdue Online Writing Lab <http://owl.english.purdue.edu/>
- YouTube Writing Good Essays (Massey University) Massey SLC 26 videos

Homework Assignment Due for the First Class:

Read your syllabus and be prepared to ask questions and discuss. Read pages 375-377 and 380-383 in Steps to Writing Well. Be prepared for a test.

- **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
Critical Thinking Tests	Daily	10%
Assignment 1 – Annotated Bibliography	Class 4	5%
Assignment 2 – Cornell Notes	Class 6	5%
Assignment 3 – Research Retrieval & In-class Essay	Class 8	10%
Presentations - 3x5	Class 5, 9, 19	15%
Assignment 1 – Reflective Essay	Class 15	5%
Assignment 2 – Argumentative Essay – in class	Class 16	5%
Assignment 3 – Comprehensive Research Essay	Class 18	20%
Final Exam	Class 20	25%

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 Columbia College students who are provisionally admitted to one of our professional programs are required to achieve a minimum grade of 75% or B in both the course and the final exam.

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day.

Requesting an Examination Deferral:

If you are not able to do an exam on the scheduled date, you may request that the exam be deferred to another date. The fee for a Deferred Exam is \$50 plus facilitation costs for a minimum cost of \$100.00.

Attendance Requirements:

Please come to each class on time and stay to the end of the class.

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.

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 accessibilityservices@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:

Tutoring is available as a fee-based service.

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">Review of Course OutlineCritical thinking – What is it? Why is it important?SQ3R Strategies for Reading and Cornell notesIntroduce Paraphrasing, (and summarizing if time)Above is important to understand for avoiding plagiarismAssignment #1 assigned – due class 4Provide “Personal Barriers” handout to class	<ul style="list-style-type: none">Read pg. 375-377 and 380 – 383 in <i>Steps to Writing Well</i>Prepare 3 questions on the above and submit to facilitator at beginning of class 1.
2	<ul style="list-style-type: none">“Personal Barriers” – discussionQuiz on Focusing your topic and beginning research.Paraphrasing Articles vs Summarizing continued (do an example of each on the board with students)Introduce APA – title page and header and footersLab time to get set up with login informationIntroduce use of ProQuest, GaleAssignment #1 Reviewed Due class 4Vocabulary	<ul style="list-style-type: none">Read pg. 14 – 22 on Enculturation in “Personal Barriers” (Available in Class 2 on Moodle)Read pg 359 – 367 and 370 – 374 in <i>Steps to Writing Well</i>Prepare 3 questions in chapter to submit to facilitator at beginning of class 2
3	<ul style="list-style-type: none">Self Concept and Ego defences discussionQuiz on Pre-writingDoing Cornell NotesIn-class practice with paraphrasing and summarizing using the same articlesBegin introducing the essayReview sentence structure – dependent and independent clausesAssignment 2 assigned.Presentation 1 assigned.Vocabulary/grammar	<ul style="list-style-type: none">Read pg. 23 – 29 on Self concept and Ego defences in “Personal Barriers”Read pg 3 – 30 in <i>Steps to Writing Well</i>Prepare 3 questions on any of the above readings and submit to facilitator at beginning of class 3Bring articles for Assignment 1 to class.

Class Session	Topics	Pre-Class Readings
4	<ul style="list-style-type: none"> • Assignment #1 is due • Self serving Biases and Expectations and Schemata discussion • Quiz on Thesis statements • Essay continued • Go over any questions about paraphrasing and summarizing • APA citations and references • Vocabulary/grammar • Assignment #3 is assigned. 	<ul style="list-style-type: none"> • Read pg 23 – 29 on Self serving biases and Expectations and Schemata in “Personal Barriers” • Read pg 31 – 45 in <i>Steps to Writing Well</i> – Thesis Statements and prepare 3 questions.
5	<ul style="list-style-type: none"> • Presentation #1 Due • Presentations • Discussion of Emotional Influences and Cognitive Consistency • Continue work on essays • Review APA questions • Assignment 2 due next class 	<ul style="list-style-type: none"> • Prepare Presentation 1 • Read pg. 35 – 45, Emotional Influences and Cognitive Consistency in “Personal Barriers” • Read pg. 46-63, Body Paragraphs, in <i>Steps to Writing Well</i> • Prepare 3 questions.
6	<ul style="list-style-type: none"> • Assignment #2 Due • Discussion of Stress • Quiz on paragraph unity • Continue work on essays - Introduce Beginnings and Endings • Parallelism and transitions in writing 	<ul style="list-style-type: none"> • Prepare Assignment 2 • Read pg 45 – 50 on Stress in “Personal Barriers” • Read pg 63 – 77 in <i>Steps to Writing Well</i> – Paragraph Unity • Prepare 3 questions
7	<ul style="list-style-type: none"> • Handback assignment 2 and go over with students • Quiz on Beginnings and Endings, and Drafting and revising • Continue work on essays • Work on developing point form outline of Assignment #3 in preparation for in-class essay on day 8 • Review subject-verb agreement 	<ul style="list-style-type: none"> • Read pg 78 – 86, Beginnings and Endings and pg 87 – 110, Drafting and Revising in <i>Steps to Writing Well</i> • Prepare 3 questions.
8	<ul style="list-style-type: none"> • Assignment #3 is due and written in class. • Work on effective sentences • Presentation #2 assigned • Vocabulary 	<ul style="list-style-type: none"> • Complete outline for Assignment #3 • Read pg 111 – 135, Effective sentences in <i>Steps to Writing Well</i> • Prepare 3 questions
9	<ul style="list-style-type: none"> • Presentation #2 is due. • Hand back Assignment 3 and go over with students • Review Vocabulary 	<ul style="list-style-type: none"> • Complete Presentation #2

Class Session	Topics	Pre-Class Readings
10	<ul style="list-style-type: none"> Quiz on Word Logic and Reading/Writing Connection 	<ul style="list-style-type: none"> Read pg 136-158, <i>Word Logic</i>, and page 159-168, <i>Reading/Writing Connection in Steps to Writing Well</i> Prepare 3 questions
11	<ul style="list-style-type: none"> Review Chapter 1 in <i>Steps to Writing Well</i> Pre-Writing Activities (Topic, Angle, Purpose, Brainstorming, Freestyle, Mapping) Why is it important? Writing an Outline and Outline Activity Importance of Grammar Assign Assignment #6 Comprehensive Research Essay 	<ul style="list-style-type: none"> 4-157 Re-read Chapters 1-4 in <i>Steps to Writing Well</i> Read the material on the website http://condor.depaul.edu/writing/writers/Types_of_Writing/reflective_essay.html Prepare 3 questions from the material and submit to your facilitator for class discussion.
12	<ul style="list-style-type: none"> 3 questions and discussion Review the writing process: The Paragraph: structure, topic, controlling idea and supporting details Writing a Good Thesis Outlining your Writing & other communications Creating a clear topic sentence/thesis statement Review of "The Paragraph: Structure, Topic, and Controlling Idea" APA formatting Introduce Paraphrasing, and Summarizing How to write a paraphrase and a summary Summary and Main Idea Activity The importance of understanding why to avoid plagiarism Grammar/Spelling/Editing Activity 	<ul style="list-style-type: none"> Read Chapter 1- Writing a Paper Using Research in <i>Steps to Writing Well</i> Grammar as assigned by facilitator
13	<ul style="list-style-type: none"> Discussion Questions Quiz on Argumentation Review of Paraphrasing Evidence and Analysis and Connecting Sentences Grammar Lesson (Articles) Steps to Being a Great Presenter Assign Assignment # 5 Computer Lab time to research articles and create presentation #3 outline Using Proquest and Gale 	<ul style="list-style-type: none"> Read Chapter 10 – pg. 269 – 294 in <i>Steps to Writing Well</i> Prepare 3 questions to hand in
14	<ul style="list-style-type: none"> Review Argumentative Essay outline #5 The Writing Process including Editing and Revising Why APA? Review of APA Style and Background of APA How to write a reflective essay Time to finalize two articles for reflective essay 	<ul style="list-style-type: none"> Grammar as assigned by facilitator

Class Session	Topics	Pre-Class Readings
15	<ul style="list-style-type: none"> • Assignment #4 Reflective Essay to be written in class (1 hr.) • Effective Sentences • Parallel Construction • Exposition: Process Analysis • Review Argumentative Essay 	<ul style="list-style-type: none"> • Prepare point form outline for Reflective Essay
16	<ul style="list-style-type: none"> • Assignment #5 Argumentative essay due • The Writing Process Review • Overview- Comprehensive Research Paper • Generating ideas with respect to a given topic Practice • Thesis and Outline 	<ul style="list-style-type: none"> • Complete Assignment #5 • Grammar as assigned by facilitator
17	<ul style="list-style-type: none"> • Discussion Questions • 3 questions and discussion • Paraphrasing and Summarizing Review • Presentation Tips for Presentation #3 • Practicing Presentation Skills • Review outline for Assignment #6 • Time in Computer Lab for Articles, Outline, and Thesis for Assignment 3 	
18	<ul style="list-style-type: none"> • Assignment #6 due. • Review the Basics of Essay • Note-taking • Revising and Editing • Computer Lab Time to (paraphrase articles, use APA 	<ul style="list-style-type: none"> • Read Chapter 9 Exposition p. 171 – 204 in <i>Steps to Writing Well</i>
19	<ul style="list-style-type: none"> • Presentation due. • How to Write Under Pressure and other Exam Tips • APA reminders • Good luck on Exam • Course Evaluations 	<ul style="list-style-type: none"> • Read Chapter 15 in <i>Steps to Writing Well</i> pgs. 410 - 424
20	<ul style="list-style-type: none"> • Final Exam – location to be announced 	

Appendix 1 Assignment Outlines

ASSIGNMENTS – All assignments must be completed and handed in order to meet the requirements of English 117. All assignments are to be typed according to APA format. You may be required to send your completed assignments by email to the facilitator. This is a common practice in many professional programs.

Assignment #1 – Annotated Bibliography

Due Date: Class 4

Weight: 5%

Description: You are to do the following:

1. Read the chapter "Personal Barriers" from Thinking, and annotate the chapter. (Provided by facilitator).
2. Using Proquest and or Gale, locate a minimum of 4 articles related to your personal awareness topic. Make a copy of each article. Append the articles to your paper. If you are emailing your copies, then attach the articles as pdf copies.
3. Write a short summary of each article (100 words or less). Your summary should serve as an abstract that would assist another reader in deciding whether or not the article would be of interest.
4. Create a title page following APA formatting.
5. Create an APA Resource page correctly citing the chapter from Thinking and your articles. You will have 5 entries on the resource page.

Assignment #2 – Cornell Notes

Due Date: Class 6

Weight: 5%

Description: Using what you have learned about preparing Cornell Notes, prepare an original and detailed set of notes on Chapter 4 Brain and Memory from Thinking.

Assignment #3 – Research Retrieval and In-class Essay

Due Date: Class 8

Weight: 10%

Description: You are to do the following:

1. Select one idea or concept that interests you and find 3 articles from ProQuest or Gale on that topic.
2. Develop a thesis statement with facilitator's assistance
3. Create a detailed point-form outline of your essay
4. In class 8 – Write an essay using the outline, and referring to the articles you have been working with
5. Include a title page and reference page following APA formatting.
6. Append the articles that you used to the completed essay.

Assignment #4 – Reflective Essay

Due Date: Class 15 In-class

Weight: 5%

Description: Write a Reflective Essay of 500 words on the following:

- To be able to manage yourself, you have to ask, "What are my values?"
- Make reference to 2 articles that you researched that support your thinking.

Assignment #5 – Argumentative Essay

Due Date: Class 16

Weight: 5%

Description: Select **one** of the following and write an argumentative essay of 750 words.

- A nurse is obligated to follow the physician's orders.
- Basic human rights belong equally to each and every human being.
- Punishing innocent people is worse than letting guilty people escape.
- Television is guilty of misrepresenting reality.

Make reference to 2 articles that you researched that support your argument.

Assignment #6 – Comprehensive Research Paper

Due Date: Class 18

Weight: 20%

Description: **Prepare an outline for Class 17.**

Write a research essay of 1250 words, not including the title page or reference page. APA style format is expected. You can see the APA format on the Columbia College website under Student Services or refer to Cites and Sources. You must **refer to a minimum of 3 articles** you located through ProQuest and/or Gale.

***Note: PN students only – you must include one article from the College of Licensed Practical Nurses (CLPNA) website: <http://www.clpna.com>

Your essay must be typed according to APA format.

Select a topic from the following:

- Human Services Students: Professional Behaviour in Human Services: Working in the community as an HSP worker; Working with individuals with disabilities.
- Healthcare Students: Exercise and its effects on health; Technology in medicine; The success of stress techniques.
- Business Management Students: Innovation in Business; Professional Behaviour in Business; Business Ethics.
- Criminal Justice Students: Working with Youth in the Justice System; Understanding Community Policing; The three most important qualities for success in a criminal justice career.

PRESENTATIONS

Presentations are an important part of class work and the work world. Building effective oral skills to present ideas is an important essential skill. Remember that you are not to read your presentation from a piece of paper. You can create cards with point form ideas on them, but do not read them out. You need to practice your presentation skills to do a good job. Length of time: 2 - 5 minutes. Remember the 3 P's of Presentation: Prepare-Practice-Present.

Presentation #1:
Due Date: Class 6
Weight: 5%

Description: Prepare an oral presentation on the articles you chose for Assignment #1. Remember: Introduction (thesis, outline examples), 3 Body Points (a specific example and a reference from articles), Conclusion (summarize introduction, add something of interest to finish).

Presentation #2:
Due Date: Class 6
Weight: 5%

Description: Prepare an oral presentation on the ideas you used for Assignment 3. Remember your Introduction, 3 Body Points and Conclusion!

Presentation #3:
Due Date: Class 9
Weight: 5%

Description: Prepare an oral presentation on one of the following topics:

- Leadership
- Community Involvement
- Diversity
- How our past influences our future
- The Importance of Immunization
- Job Satisfaction
- Seizing the Moment

Support your position by reference to 2 academic articles.

Appendix 2
Assignment Rubrics

Columbia College
Research Retrieval Rubric
Last Revised: July 2015

Student's Name	Course Code		Date	Facilitator/Evaluator's Name	
	5	4-3	2	1	0
Summary	<ul style="list-style-type: none">Each summary is an objective, condensed version of the original and contains all of the author's main ideas.Is clearly labeled as to article it summarizes.	<ul style="list-style-type: none">Each summary is an objective, condensed version of the original and contains most of the author's main ideas.Is clearly labeled as to article it summarizes.	<ul style="list-style-type: none">Each summary is objective but does not contain all the main ideas OR contains the main ideas but is not condensed. Is clearly labeled as to article it summarizes.	<ul style="list-style-type: none">One or all of the summaries are not objective. Main ideas are missing.OR Summary contains mostly directly quoted material from original. May not be clear as to which article it summarizes.	<ul style="list-style-type: none">No evidence of any summaries.
Paraphrase	<ul style="list-style-type: none">Information is in student's own words and follows the order of the original texts, including important details.Each is clearly labeled as to article it paraphrases.	<ul style="list-style-type: none">Information is generally in student's own words and mostly follows the order of the original texts, including important details.Each is clearly labeled as to article it paraphrases.	<ul style="list-style-type: none">Information is generally in student's own words but either the order or the details are not consistent with original text. Each is clearly labeled as to article it paraphrases.	<ul style="list-style-type: none">Information is mostly copied from original. Does not follow order of original.Does not include significant details. May not be clear as to which article it paraphrases.	<ul style="list-style-type: none">No evidence of any paraphrases
APA	<ul style="list-style-type: none">All 3 articles from ProQuest or Gale are appended to assignment. All articles are thoughtfully related to the topic. APA Resource page is correctly formatted. All citations follow the APA guidelines.	<ul style="list-style-type: none">All 3 articles are appended, but may not all be from ProQuest or Gale. Articles are generally related to the topic. APA Resource page formatting is mostly correct and citations generally follow the APA guidelines, though there may be a few errors.	<ul style="list-style-type: none">Only 2 articles are appended. OR 3 articles are appended but are not from ProQuest or Gale. Articles may not be related to the topic. APA Resource page contains many formatting and citation errors.	<ul style="list-style-type: none">Articles are appended but there is no Resource page, OR Resources are listed but articles not appended.Not all articles are from ProQuest or Gale.	<ul style="list-style-type: none">No articles are appended.No APA citations are provided

Total Score out of 15:

Facilitator/Evaluator's Comments:

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">Reflection reveals a thorough insight of the subject matter with the student digging deeply to present well thought-out reflections.	<ul style="list-style-type: none">Reflection reveals insight into the subject matter. Often there are thoughtful statements.	<ul style="list-style-type: none">Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, reflective statements are evident.	<ul style="list-style-type: none">.Reflection is limited. The writer produces some basic understanding of the subject matter.	<ul style="list-style-type: none">Little to no reflection is present.
Use of Examples / Evidence	<ul style="list-style-type: none">Uses specific and convincing examples to support reflective statements.	<ul style="list-style-type: none">Uses well-chosen examples to support reflective statements. A more convincing presentation would strengthen the response.	<ul style="list-style-type: none">Uses some examples to support understanding of the subject matter and reflections.	<ul style="list-style-type: none">Uses limited number of examples to support understanding of the subject matter. This seriously affects the integrity of the reflection process.	<ul style="list-style-type: none">Uses little to no examples.
Cohesiveness of Response	<ul style="list-style-type: none">This reflection provides a clear picture of the student's thinking on this subject matter. Thoughts are presented in a good logical, convincing order.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">This response is confusing and ideas do not tie together.

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

Total out of 20:

Comments:

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

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

	A	B	C-D	F
	5	4	3	2-0
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> • A few minor errors in usage, grammar, or mechanics. • Generally uses APA citation correctly. • Meets requirements for a well written academic response. • Meets requirements of the assignment. 	<ul style="list-style-type: none"> • Some errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with some errors. • Meets some requirements for an acceptable academic response. • Meets some of the requirements of the assignment. 	<ul style="list-style-type: none"> • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge. • Does not meet enough requirements for an acceptable academic response. • Does not meet enough requirements to address assignment.

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

Total Score out of 30:

Facilitator/Evaluator’s Comments:

Columbia College
Research Rubric
 Last Revised: February 2014

Student's Name		Course Code	Date	Facilitator/Evaluator's Name	
Area	A 10-8	B 7	C-D 6-5	F 4-0	Score
Content, Ideas & Analysis	<ul style="list-style-type: none"> • Clear research focus. • Displays extensive in-depth knowledge of the topic. • Critically synthesizes and evaluates information. • Clearly supports statements made with evidence and examples. • Quality of research is excellent 	<ul style="list-style-type: none"> • Reasonably clear research focus. • Displays good knowledge of the topic. • Demonstrates careful analysis, synthesis and evaluation of information. • Clearly supports most statements with evidence and examples. • Quality of research is good. 	<ul style="list-style-type: none"> • Research focus is not totally clear. • Displays limited basic knowledge of the topic. • .Displays limited critical analysis, synthesis, and evaluation of information. • Most statements are unsupported with evidence and examples. • Quality of research could be improved. 	<ul style="list-style-type: none"> • Research focus is unclear. • Unable to display relevant understanding of the topic. • Critical thinking not evident. • Assertions are unsupported. • No evidence of new knowledge. • No support for statements made. • Quality of research is poor. 	
Style Expression of Ideas	<ul style="list-style-type: none"> • Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. 	<ul style="list-style-type: none"> • Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. 	<ul style="list-style-type: none"> • Demonstrates limited attempts at creating varied sentences to address audience and purpose. Often sentences are somewhat awkward. • Conveys some ideas clearly. • Uses vague, ineffective word choice. 	<ul style="list-style-type: none"> • Uses simplistic sentence structures that are awkward and do not address audience and purpose. • Most ideas are not conveyed clearly. • Inadequate word choice. 	

Area	A 10-8	B 7	C-D 6-5	F 4-0	Score
Use of Supporting Information	<ul style="list-style-type: none"> • Uses relevant, timely, extensive and varied sources to convince. • Uses paraphrasing and summarizing expertly. • Shows smooth integration of quoted material into sentences and overall paper. 	<ul style="list-style-type: none"> • Uses relevant, timely and varied sources to convince. • In most cases paraphrasing and summarizing is well done. • Quotes and evidence are integrated well into sentences and overall paper. 	<ul style="list-style-type: none"> • Uses limited resources that are not well selected to support the response. • Uses limited paraphrasing and summarizing. • Quotes and evidence poorly integrated into sentences and overall paper. 	<ul style="list-style-type: none"> • Lacks fundamental resources to write an effective response. • Inadequate reference support. • Inadequate use of paraphrasing and summarizing. • Quotes and evidence not integrated into sentences and overall paper. 	
Organization and Structure	<ul style="list-style-type: none"> • Presents information in a consistently logical structure. • Shows sophisticated development of paragraph and sentence structure, with effective transitions. • Shapes introduction and conclusion skillfully. • Carefully structures body of paper to support argumentation, including counter arguments. 	<ul style="list-style-type: none"> • Presents information in a logical structure. • Shows well developed paragraph and sentence structure with effective transitions. • Shapes introduction and conclusion carefully. • Carefully structures body of paper to support argumentation with some reference to counter arguments. 	<ul style="list-style-type: none"> • Presents information in a random manner, lacking in logical structure. • Paragraph and sentence structure is often faulty, using a few simple transitions. • Introduction and conclusion are vague and unfocused. • Body of paper does not reveal good argumentation with little to no reference to counter arguments. 	<ul style="list-style-type: none"> • Presents poor overall organization, lacking logical structure. • Paragraphs lack focus and appropriate structure; sentence structures are simplistic, lacking development and transition. • Lacks introduction and/or conclusion and body of paper poorly developed. • Lacks argumentation and reference to counter arguments. 	
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly. 	<ul style="list-style-type: none"> • A few minor errors in usage, grammar, or mechanics. • Generally uses APA citation correctly. 	<ul style="list-style-type: none"> • Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and has errors. 	<ul style="list-style-type: none"> • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge. 	

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 Presentation and Study Guide Assignment
 Last Revised: April 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name
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CRITERIA	SUPERIOR (10.0)	ADEQUATE (7.5)	MINIMAL (5.0)	SCORE
CONTENT (50%)	<ul style="list-style-type: none"> • Begins with a clear and concise overview of the topic and ends with a clear and concise summary of key points. • Significantly increases audience understanding and knowledge of topic. • All key points from the chapter are included. 	<ul style="list-style-type: none"> • Begins with an overview of the topic and ends with a summary of key points. • Raises audience understanding and awareness of most key points. • Most of the key points from the chapter are included. 	<ul style="list-style-type: none"> • The overview and/or summary of key points is missing or incomplete. • Raises audience awareness and understanding of some key points. • Many key points from the chapter are missing. 	
ORGANIZATION (20%)	<ul style="list-style-type: none"> • The information is presented in a logical, interesting sequence which the audience can follow. • Visual aids enhance understanding and capture the audience's attention. Font sizes, spacing and headings are used effectively. 	<ul style="list-style-type: none"> • The information is presented in a logical sequence which the audience can follow. • Visual aids are used, but the structure is somewhat distracting. Font sizes may be too small, spacing may be cluttered or headings are unclear. 	<ul style="list-style-type: none"> • Audience has difficulty understanding the information because there is no clear or logical sequence of material. • Visual aids are not used or they detract from audience understanding. Poor use of spacing, font sizes and headings. 	
MECHANICS (5%)	<ul style="list-style-type: none"> • There are no misspellings or grammatical errors. 	<ul style="list-style-type: none"> • There are no more than three misspellings and/or grammatical errors. 	<ul style="list-style-type: none"> • There are four or more misspellings and/or grammatical errors. 	

CRITERIA	SUPERIOR (10.0)	ADEQUATE (7.5)	MINIMAL (5.0)	SCORE
DELIVERY (25%) PRESENTATION	<ul style="list-style-type: none"> The speaker delivers the message in a confident, poised, enthusiastic manner. The volume and rate varies to add emphasis and interest. Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as “ahs”, “uhms”, or “you knows”. The speaker holds the attention of the entire audience with the use of direct eye contact, seldom looking at notes. Visual aids enhance understanding and capture the audience’s attention. Font sizes, spacing and headings are used effectively. Presentation length is within 2 minutes of allotted time. 	<ul style="list-style-type: none"> The volume is not too low or too loud and the rate is not too fast or too slow. The pronunciation and enunciation are clear. The speaker exhibits few disfluencies, such as “ahs”, “uhms”, or “you knows”. Consistent use of direct eye contact with audience, but still returns to notes. Visual aids are used, but the structure is somewhat distracting. Font sizes may be too small, spacing may be cluttered or headings are unclear. Presentation length is within 4 minutes of allotted time. 	<ul style="list-style-type: none"> The volume is too low or too loud and the rate is too slow or too fast. The pronunciation and enunciation are unclear. The speaker exhibits many disfluencies, such as “ahs”, “uhms”, or “you knows”. The listener is distracted by problems in the delivery of the message and has difficulty understanding the words in the message. Displays minimal eye contact with audience, while reading mostly from notes. Visual aids are not used or they detract from audience understanding. Poor use of spacing, font sizes and headings. Presentation is at least 5 minutes above or below allotted time. 	

Total Score out of 40:

Facilitator/Evaluator’s Comments: