

**Columbia College**  
**Foundations in Critical Thinking and Reading (ENGL114)**

**Lecture 1**

**Course Outline**

Semester Dates: March 14 to April 16, 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: Julie Higgins

Email: [Julieh@columbia.ab.ca](mailto:Julieh@columbia.ab.ca)

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

Room: 4-154

Credit: Non-Credit Course

Prerequisite: None

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

**Course Description:**

This is an advanced language skills course for those who need to develop the foundations of effective critical thinking and reading. A key focus is on reading strategies, note-taking, paraphrasing, summarizing and research skills. 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 a 40 hour course.

**Learning Outcomes:**

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

- Develop and demonstrate foundation critical thinking skills
- Develop and demonstrate effective oral communication 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
- 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

**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. 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. Be a positive and cooperative team member.

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:

Kirby, G. & Goodpaster, J. (2007). **Thinking**, 4<sup>th</sup> Edition. New York: Pearson Education, Inc.

Haig, J. Raikes, G. MacMillan, V. (2014) **Cites and Sources: An APA Documentation Guide**, 4<sup>th</sup> 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 the Preface and Chapter 1 in the text **Thinking**. 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	15%
Assignment 1 – Annotated Bibliography	Class 4	15%
Assignment 2 – Cornell Notes	Class 6	15%
Assignment 3 – Research Retrieval	Class 8	15%
Presentations - 2x5	Class 5, 9,	10%
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 Columbia College students who are provisionally admitted to one of our professional programs are required to achieve a minimum grade of 75% or B.**

**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%.

**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.

**Student Conduct:**

Generally, each student is expected to:

- 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 [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:**

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"><li>Review of Course Outline</li><li>Critical thinking – What is it? Why is it important?</li><li>Chapter 1 Quiz (Thinking)</li><li>Deepening on topic</li><li>SQ3R Strategies for Reading and Cornell notes</li><li>Introduce Paraphrasing, (and summarizing if time )</li><li>Above is important to understand for avoiding plagiarism</li><li>Assignment #1 assigned – due class 4</li></ul>	<ul style="list-style-type: none"><li>Read the Preface and Chapter 1 in <i>Thinking</i></li><li>View the video on Cognition. You will find it in Class 1 on Moodle.</li></ul>
2	<ul style="list-style-type: none"><li>“Personal Barriers” – 3 questions and discussion</li><li>Chapter 2 Quiz (Thinking)</li><li>Paraphrasing Articles vs Summarizing continued (do an example of each on the board with students)</li><li>Doing Research – using ProQuest, Gale</li><li>Assignment #1 Reviewed Due class 4</li><li>Vocabulary</li></ul>	<ul style="list-style-type: none"><li>Read the chapter “Personal Barriers” p. 14 in <i>Thinking</i></li><li>Prepare 3 questions in chapter to submit to facilitator</li><li>View the video “Stress, Portrait of a Killer” and be prepared to discuss in class. Class 2 on Moodle.</li></ul>
3	<ul style="list-style-type: none"><li>Cognition and Cognitive Dissonance</li><li>Doing Cornell Notes</li><li>Presentation 1 assigned</li><li>Vocabulary</li></ul>	<ul style="list-style-type: none"><li>Review pages 41 to 50 in <i>Thinking</i>.</li><li>Bring articles for Assignment 1 to class.</li></ul>
4	<ul style="list-style-type: none"><li><b>Assignment #1 is due</b></li><li>“Sensing” – 3 questions and discussion</li><li>Chapter 3 Quiz (Thinking)</li><li>Go over any questions about paraphrasing and summarizing</li><li>APA citations and references</li><li>Vocabulary</li></ul>	<ul style="list-style-type: none"><li>Read the chapter “Sensing” p. 53 <i>Thinking</i> – for Quiz</li><li>Prepare 3 questions on chapter to submit to facilitator</li></ul>
5	<ul style="list-style-type: none"><li>“Brain and Memory” – 3 questions and discussion</li><li>Chapter 4 Quiz <i>Thinking</i></li><li>Vocabulary</li><li><b>Presentation #1 Due</b></li><li>Presentations</li><li></li></ul>	<ul style="list-style-type: none"><li>Read the chapter “Brain and Memory” p. 66 <i>Thinking</i> and prepare for quiz</li><li>Prepare 3 questions from the chapter that you will submit to your facilitator for class discussion</li><li>Prepare Presentation 1</li></ul>
6	More on the brain. Assignment 2 due	<ul style="list-style-type: none"><li>View Getting to Know Your Brain. You will find it in Class 6 on Moodle.</li></ul>

7	<p>“Language: Our Thinking Medium” – 3 questions and discussion Chapter 5 Quiz Thinking</p> <ul style="list-style-type: none"> <li>• Handback assignment 2 and go over with students</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Read the chapter Language: Our Thinking Medium p. 90 <i>Thinking</i> and prepare for quiz</li> <li>• Prepare 3 questions from the chapter that you will submit to your facilitator for class discussion.</li> </ul>
8	<p><b>Assignment #3 is due.</b></p> <ul style="list-style-type: none"> <li>• Drilling down on topics from Chapters 3, 4, and 5.</li> <li>• <b>Presentation #2 assigned</b> Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Assignment #3</li> </ul>
9	<ul style="list-style-type: none"> <li>• <b>Presentation #2 is due</b></li> <li>• “Feeling” – 3 questions and discussion</li> <li>• Chapter 6 Quiz Thinking</li> <li>• Hand back Assignment 3 and go over with students</li> <li>• Review problem areas for final</li> <li>• Review Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Presentation #2</li> <li>• Read the chapter “Feeling” p. 114 <i>Thinking</i> and prepare for quiz</li> </ul>
10	<p><i>Final Exam</i> (3 hr.) – Location to be announced.</p>	

## Appendix 1 Assignment Outlines

**ASSIGNMENTS – All assignments must be completed and handed in order to meet the requirements of English 114. 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.**

Please note that should there be any evidence of plagiarism, you will be assigned a mark of “0.” As we are here to help you to learn how not to plagiarize, you may be given the opportunity to rewrite the paper until you can see how a paper looks that does not contain plagiarism. Your mark will be an average of the marks attained throughout the efforts to rewrite the paper without calculating in the “0.” The facilitator will determine how many times an individual must write the paper in order to score an acceptable grade above “0.”

### **Student Preparation and Engagement – Value 5%**

An important component of success in a post-secondary environment and in the work world is the ability to demonstrate active participation or engagement in what one is doing. You will be evaluated on how well you participate and are engaged, whether you come to class on time and remain in class for the entire time, have done your reading and homework as assigned etc. Please review the rubric that is attached to this syllabus.

### **Assignment #1 – Annotated Bibliography Due: Class 4 – Value 15 marks.**

You are to do the following:

1. Read the chapter “Personal Barriers” pg. 14 in *Thinking*, and annotate the chapter.
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.

Remember to use *Cites and Sources* as you prepare your bibliography.

### **Assignment #2 – Cornell Notes Due: Class 6 – Value 15 marks.**

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**

**Due: Class 8. Value – 15 marks.**

You are to do the following:

1. Review the three chapters from Thinking: “Sensing”, “Brain and Memory”, and “Language: Our Thinking Medium”.
2. Select one idea or concept that interests you and find 3 articles from ProQuest or Gale on that topic.
3. Write a summary of each article.
4. Write a paraphrase of one section from each article (section must be at least 100 words long) and include a citation at the end of each paraphrase.
5. Prepare a title page and reference page following APA formatting.
6. Append the articles that you used.

### **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**

**Assigned: Class 4**

**Due: Class 6 – Value 5 marks.**

Prepare a 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**

**Assigned: Class 7**

**Due: Class 9 – Value 5 marks.**

Prepare a presentation on one idea that interests you from one of the three chapters from the Thinking text: Sensing, The Brain and Memory or Language Our Thinking Medium. Remember your Introduction, 3 Body Points and Conclusion!

**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"><li>Each summary is an objective, condensed version of the original and contains all of the author's main ideas.</li><li>Is clearly labeled as to article it summarizes.</li></ul>	<ul style="list-style-type: none"><li>Each summary is an objective, condensed version of the original and contains most of the author's main ideas.</li><li>Is clearly labeled as to article it summarizes.</li></ul>	<ul style="list-style-type: none"><li>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.</li></ul>	<ul style="list-style-type: none"><li>One or all of the summaries are not objective. Main ideas are missing.</li><li>OR Summary contains mostly directly quoted material from original. May not be clear as to which article it summarizes.</li></ul>	<ul style="list-style-type: none"><li>No evidence of any summaries.</li></ul>
Paraphrase	<ul style="list-style-type: none"><li>Information is in student's own words and follows the order of the original texts, including important details.</li><li>Each is clearly labeled as to article it paraphrases.</li></ul>	<ul style="list-style-type: none"><li>Information is generally in student's own words and mostly follows the order of the original texts, including important details.</li><li>Each is clearly labeled as to article it paraphrases.</li></ul>	<ul style="list-style-type: none"><li>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.</li></ul>	<ul style="list-style-type: none"><li>Information is mostly copied from original. Does not follow order of original.</li><li>Does not include significant details. May not be clear as to which article it paraphrases.</li></ul>	<ul style="list-style-type: none"><li>No evidence of any paraphrases</li></ul>
APA	<ul style="list-style-type: none"><li>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.</li></ul>	<ul style="list-style-type: none"><li>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.</li></ul>	<ul style="list-style-type: none"><li>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.</li></ul>	<ul style="list-style-type: none"><li>Articles are appended but there is no Resource page, OR Resources are listed but articles not appended.</li><li>Not all articles are from ProQuest or Gale.</li></ul>	<ul style="list-style-type: none"><li>No articles are appended.</li><li>No APA citations are provided</li></ul>

**Total Score out of 15:**

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

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

**Total Score out of 40:**

**Facilitator/Evaluator’s Comments:**

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

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**Student's Name** \_\_\_\_\_ **Course Code** \_\_\_\_\_ **Date** \_\_\_\_\_ **Facilitator/Evaluator's Name** \_\_\_\_\_

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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 20:**

**Facilitator/Evaluator's Comments:**