

## **Columbia College**

### **Policies, Issues, Ethics and Professional Practices (PHIL275)**

#### **Lecture 1**

#### **Course Outline**

Semester Dates: August 01, 2016 – September 03, 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: Susan Mercer-Thornhill, MSW, RSW

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

Class Time: 8:30 am - 5:30 pm(Sat)

Room: 805-113

Credit: 3

Prerequisite: None

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

#### **Course Description:**

This course focuses on becoming a professional. To choose to enter a profession is to take on a distinct and important set of responsibilities. The course is designed to probe into and investigate legal, personal, and societal values, ethics, morals and ideologies that impact on being a professional. The student will learn how their personal ethics come into play in their success as a professional. The course will pose many ethical issues and dilemmas for the student to consider as they evolve into a professional.

#### **Learning Outcomes:**

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

- Critically analyze what it means to be a good human service professional.
- Critically analyze professional ethics issues and resolve issues using ideas and techniques learned from this course.
- Apply, analyze, and evaluate the effectiveness of various theories of moral reasoning and behaviour in ethical situations.
- Develop a personal ethical model of professional-client relationship and evaluate it for suitability and appropriateness.
- Analyze and critique the moral issues surrounding lying and truth telling.
- Explore and determine a position on the ethical obligation of a professional in the protection of private information and the boundaries of confidentiality.
- Critically deliberate on the moral dilemma of whistle-blowing and loyalty.
- Apply and critically analyze the principles of justice as they apply to an individual and to the professional's obligation to society.
- Explore the implications of conflict of interest in professional life.

#### **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:**

Rachels, J., & Rachels, S. (2015). *The Elements of Moral Philosophy*. New York, NY: McGraw Hill Ed.

Haig, J., MacMillan, V., Raikes, G., (2014). *Cites & sources – An apa documentation guide (4<sup>th</sup> ed.)*. Toronto, ON: Nelson Education Ltd.

Instructor handouts and Course Reading Package

### **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:*

To be provided and listed on the Course Moodle website

### **Homework Assignment Due for the First Class:**

- Read Chapter 1 in the textbook for this course, *The Elements of Moral Philosophy*. *Note: The textbook is currently on back order and will arrive during the first week of the semester. The first week's readings have been printed and will be available to pick up at the bookstore to allow students the time to review the material. These readings will also be available electronically on the Course Moodle website. Students will be notified once the textbooks have arrived.*
- Log on to the Learning Portal and answer the Discussion Forum Question posted
- As a result of your reading assignment, write down at least three questions that you would want clarified in class.
- Prepare for a quiz based on the assigned readings.
- Read this syllabus and prepare to discuss in class.

## Evaluation - Assessment of Student Performance:

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

Title of Assignment/Examination	Due Date	Weight
Daily Quizzes; at the start of class	Classes 1 through 8	20%
Daily summary; at the end of class	Classes 1 through 8	10%
Assignments	Classes 4 and 7	30%
Discussion Forum	Class 1 through 9	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% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form* (SSPP-F012) that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

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

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

### **Attendance Requirements:**

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

### **Academic Integrity:**

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

### **Student Conduct:**

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)* and any additional requirements established by your program.

Generally, each student will:

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

## Important Dates:

<b>Description</b>	<b>Date</b>
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as online at <a href="http://www.columbia.ab.ca/exams">www.columbia.ab.ca/exams</a> . <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 [accessibilityservices@columbia.ab.ca](mailto: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:

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>• Course review</li><li>• What is Morality?</li></ul>	<ul style="list-style-type: none"><li>• Chapter 1</li><li>• Discussion Forum</li></ul>
2	<ul style="list-style-type: none"><li>• The Challenge of Cultural Relativism</li></ul>	<ul style="list-style-type: none"><li>• Chapter 2</li><li>• Discussion Forum</li><li>• Further readings as assigned in class and on course website</li></ul>
3	<ul style="list-style-type: none"><li>• Subjectivism in Ethics</li><li>• Does Morality Depend of Religion?</li></ul>	<ul style="list-style-type: none"><li>• Chapter 3, Chapter 4</li><li>• Discussion Forum</li><li>• Further readings as assigned in class and on course website</li></ul>
4	<ul style="list-style-type: none"><li>• Ethical Egoism</li></ul>	<ul style="list-style-type: none"><li>• Chapter 5</li><li>• Discussion Forum</li><li>• <b>Reflective Paper Due</b></li><li>• Further readings as assigned in class and on course website</li></ul>
5	<ul style="list-style-type: none"><li>• Social Contract Theory</li></ul>	<ul style="list-style-type: none"><li>• Chapter 6</li><li>• Discussion Forum</li><li>• Further readings as assigned in class and on course website</li></ul>
6	<ul style="list-style-type: none"><li>• The Utilitarianism Approach</li><li>• The Debate Over Utilitarianism</li></ul>	<ul style="list-style-type: none"><li>• Chapter 7, Chapter 8</li><li>• Discussion Forum</li><li>• Further readings as assigned in class and on course website</li></ul>
7	<ul style="list-style-type: none"><li>• Are there Absolute Moral Rules?</li><li>• Kant and Respect for Persons</li></ul>	<ul style="list-style-type: none"><li>• Chapter 9, Chapter 10</li><li>• Discussion Forum</li><li>• <b>Reflective Paper Due</b></li><li>• Further readings as assigned in class and on course website</li></ul>
8	<ul style="list-style-type: none"><li>• Feminism and the Ethics of Care</li></ul>	<ul style="list-style-type: none"><li>• Chapter 11</li><li>• Discussion Forum</li><li>• Further readings as assigned in class and on course website</li></ul>
9	<ul style="list-style-type: none"><li>• <i>Virtue Ethics</i></li><li>• <i>What Would a Satisfactory Moral Theory Look Like?</i></li><li>• <i>Class Reviews</i></li></ul>	<ul style="list-style-type: none"><li>• Chapter 12, 13</li><li>• Further readings as assigned in class and on course website</li></ul>
10	<i>Final Exam – 3 hrs.</i>	<ul style="list-style-type: none"><li>• <i>Review</i></li></ul>

## **Appendix 1 Assignment Outlines**

### **Assignments – Reflective Term Paper**

**Due Date: Class 4, Class 7**

**Weight: 30% (15% per assignment)**

**Rubric: Reflective Writing – available for review on the Course Moodle website**

Each student will answer questions related to an ethical dilemma case study. Students will use either The Alberta College of Social Workers (ACSW) Code of Ethics or The Child & Youth Care Association Code of Ethics and reflect on personal and professional considerations. Paper length will be 750-1250 words. APA format is required. Students will be evaluated according to the “*Reflective Writing Rubric*”. This paper will follow the following format:

1. Identify at least two (2) ethical issues for the worker in this scenario
2. Identify who is affected in this case. Explain.
3. Identify at least two (2) risks and two (2) benefits for each party involved.
4. Who would you consult with on this case?
5. What action would you take in this case?
6. What informs your resolution (source of your approach)?
7. How would you monitor the result of your decision?

### **Discussion Forum**

**Due Date: Pre-Class from 1-8**

**Weight: 10%**

**Rubric: Discussion Forum – available for review on the Course Moodle website**

Each student will be required to participate in online discussion forum questions throughout the course. These discussion forums questions will be accessed from the Course Moodle website. The facilitator will post questions relating to the next class topic for discussion. Each student will be required to respond to at least one (1) post related to the topic or post a new topic for each discussion forum. Responses must be at least 100 words to receive a grade. Students will be evaluated according to the “*Discussion Forum Rubric*”.

### **Daily Summary Activity**

**Due Date: End of each class from class 1 through 8.**

**Weight: 10% (2.5% per summary assignment)**

**Rubric: Daily Summary – available for review on the Course Moodle website**

Students will conclude each of the classes with a summary of the day’s topic that answers the following: What did I learn? What do I need to know more about? What steps do I need to do to be successful in light of what I learned today? Be sure to specifically refer to what was discussed during the class. Write in a reflective journaling style and turn your answers into the facilitator for grading. The paper will have a minimum length of 250 words and contain insight into each of these three questions. Please note: These three questions are there to guide your answers to this assignment, and your facilitator may give you different questions per class, depending on the lessons of the class. Answers are to be written in the last 30 minutes of the class. No answers will be accepted that were prepared prior. If you are absent from the Summary Test, you will receive a —zero. Students will be evaluated according to the “*Daily Summary Activity Rubric*”.

**Quizzes****Due Date: Each class from classes 1 through 8.****Weight: 20%**

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded quiz based on these reading assignments

**Final Exam****Due Date: Class 10****Weight: 30%****Rubrics: Reflective Writing and Short Answer Writing Response Marking Rubric**

Students will be required to write an in-class final exam on the content of classroom learning and assigned text readings. The word count for each question will be stated on the exam paper.

In preparation of the exam, students will be given five (5) possible questions that may be asked on the final exam in advance. Two (2) of these questions will be on the final exam. Details will be discussed in Class 1.



**Appendix 2  
Assignment Rubrics**

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

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

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

**Total out of 20:**

**Comments:**

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

Student's Name	Course Code	Date	Facilitator/Evaluator's Name	
	<b>A</b> 10-9	<b>B</b> 8-7	<b>C-D</b> 6-5	<b>F</b> 4-0
<b>Quality of Response Content/Ideas</b>	<ul style="list-style-type: none"> <li>• Demonstrates reflection, insight, and accurate interpretation of assignment.</li> <li>• States main idea/opinion clearly.</li> <li>• Provides support for the main idea through numerous, relevant sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates reflection and accurate interpretation of assignment.</li> <li>• States main idea /opinion clearly.</li> <li>• Provides support for the main idea through number of relevant sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited response to assignment.</li> <li>• Partly identifies main idea/opinion.</li> <li>• Attempts some support for the main idea, but it is limited in applicability.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates limited response that is hard to follow.</li> <li>• Main idea/opinion not identified.</li> <li>• Uses little to no references to support opinion.</li> </ul>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>• Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples.</li> <li>• Demonstrates sound logic.</li> <li>• Demonstrates excellent critical thinking and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores issue well, developing an original position with and good examples.</li> <li>• Demonstrates good logic.</li> <li>• Demonstrates very good critical thinking and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines the issue, but explores it inadequately.</li> <li>• Uses examples inconsistently and/or examples are lacking.</li> <li>• Demonstrates weakness in logic.</li> <li>• Demonstrates weak critical thinking and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines issue inadequately, demonstrating a simplistic view.</li> <li>• Lacks logic.</li> <li>• Demonstrates poor critical thinking and problem solving skills.</li> </ul>

	<b>A</b>	<b>B</b>	<b>C-D</b>	<b>F</b>	<b>Score</b>
	10-9	8-7	6-5	4-0	
<b>Style Expression of Ideas</b>	<ul style="list-style-type: none"> <li>• Uses highly effective, clearly focused, varied sentences, addressing audience and purpose.</li> <li>• Incorporates knowledge of stylistic techniques.</li> <li>• Conveys all ideas with originality and clarity.</li> <li>• Uses rich, accurate and effective word choice.</li> <li>• Consistently demonstrates original, sincere and compelling personal voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose.</li> <li>• Demonstrates use of particular stylistic techniques.</li> <li>• Conveys most ideas with originality and clarity.</li> <li>• Uses accurate and effective word choice.</li> <li>• Mostly demonstrates original, sincere personal voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited attempts at creating varied sentences to address audience and purpose.</li> <li>• Often sentences are somewhat awkward.</li> <li>• Little attempt at using stylistic techniques.</li> <li>• Conveys some ideas clearly.</li> <li>• Uses vague, ineffective word choice.</li> <li>• Demonstrates little to no development of a personal voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simplistic sentence structures that are awkward and do not address audience and purpose.</li> <li>• No stylistic devices attempted.</li> <li>• Most ideas are not conveyed clearly.</li> <li>• Inadequate word choice.</li> <li>• No evidence of a personal voice.</li> </ul>	
<b>Organization and Structure</b>	<ul style="list-style-type: none"> <li>• Creates a sophisticated, well developed beginning, middle and conclusion.</li> <li>• Connects all ideas logically.</li> <li>• Uses a variety of carefully crafted sentence structures.</li> <li>• Consistently establishes appropriate paragraphing and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a well-developed beginning, middle, and conclusion.</li> <li>• Connects most ideas logically.</li> <li>• Uses a variety of well-structured sentence</li> <li>• Most of the time establishes appropriate paragraphing and transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Creates an unfocused beginning, middle and a simple conclusion.</li> <li>• Creates answer that is poorly structured.</li> <li>• Uses some sentence variety with errors that begin to interfere with meaning.</li> <li>• Shows faulty paragraphing and lack of transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a limited response with no clear beginning, middle, and conclusion.</li> <li>• Creates confusion in structure.</li> <li>• Uses little to no sentence structure variety.</li> <li>• Many structural errors</li> <li>• Weak to no paragraphing or transition.</li> </ul>	

	<b>A</b>	<b>B</b>	<b>C-D</b>	<b>F</b>	<b>Score</b>
	5	4	3	2-0	
<b>Mechanics, Grammar, Professional Format</b>	<ul style="list-style-type: none"> <li>• Mainly error free.</li> <li>• Uses APA citation correctly.</li> <li>• Meets and exceeds all requirements for an excellent academic response.</li> <li>• Meets and exceeds all requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• A few minor errors in usage, grammar, or mechanics.</li> <li>• Generally uses APA citation correctly.</li> <li>• Meets most requirements for a well written academic response.</li> <li>• Meets most requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper.</li> <li>• Uses APA citation inconsistently and with errors.</li> <li>• Meets a few requirements for an acceptable academic response.</li> <li>• Meets a few requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper.</li> <li>• Many errors in APA citation, demonstrating lack of citation knowledge.</li> <li>• Meets few requirements for an acceptable academic response.</li> <li>• Meets little to no requirements of the assignment.</li> </ul>	

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

**Total Score out of 50:**

**Facilitator/Evaluator’s Comments:**