

Columbia College
Technical Report Writing (CRIM 230)

Lecture 1

Course Outline

Semester Dates: May 25, 2015 – June 27, 2015

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: Peter Copple

Email: pjcopple@telusplanet.net

Class Time: 5:30 pm – 9:30 pm (Tues/Thurs)

Room: 805-113

Credit: 3

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.

Course Description:

This course will enable participants to identify and apply the key features of effective writing and reporting skills unique to the criminal justice system. Emphasis will be placed on accuracy in compiling notes, reports, and statements.

Learning Outcomes:

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

- Understand the importance of communications in policing, corrections and youth justice
- Demonstrate the requirements for writing, reading, and active listening
- Create reports that reflect current best practice in technical report writing
- Be able to differentiate as to the appropriate reporting document for events and incidents
- Compose effective emails, memorandums, professional communication and documents

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:

Roberts, J. & Rosnick, J. (2010). *Communications for Law Enforcement Professionals* (3rd ed.). Toronto, ON: Emond Montgomery Publications.

Pocket Criminal Code; 2015 (2014). Carswell, A Division of Thomson Reuters Canada Ltd; Toronto CA.

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

Instructor handouts.

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:

N/A

Homework Assignment Due for the First Class:

1. Read chapters 1, 2, and 3 in the text, *Communications for Law Enforcement Professionals* (3rd ed.).
2. Based on these chapters, bring three written questions that you would like to have discussed in class.
3. Read this syllabus and prepare to discuss in class.
4. Prepare for a quiz based on the assigned readings.

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	Classes 1 through 8	20%
Daily Summary; at the end	Classes 1 through 8	20%
Assignments 1	Class 3	7.5%
Assignments 2	Class 5	7.5%
Assignments 3	Class 7	7.5%
Assignments 4	Class 9	7.5%
Final exam	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5%. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

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

Attendance Requirements:

Columbia College believes that 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:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam dates, times, and location are posted by the main office Bldg. 802 and by the library in Bldg. 4. <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities:

Students with temporary or permanent disabilities may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Disability Services by making an appointment with a Disability Services Advisor – Main Office – Bldg. 802 or emailing disabilityservices@columbia.ab.ca. 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">▪ Introduction and course overview▪ Importance of communication in Criminal Justice▪ Effective listening• Basic communication skills review	<ul style="list-style-type: none">• Chapters 1, 2, 3
2	<ul style="list-style-type: none">• Basic communication skills review	<ul style="list-style-type: none">• Chapters 4, 5
3	<ul style="list-style-type: none">• Effective verbal and non-verbal communications	<ul style="list-style-type: none">• Chapter 6• Assignment 1 due
4	<ul style="list-style-type: none">• Effective questioning and note-taking	<ul style="list-style-type: none">• Chapter 7
5	<ul style="list-style-type: none">• Reports and report-writing	<ul style="list-style-type: none">• Chapter 8 + handouts• Assignment 2 due
6	<ul style="list-style-type: none">• Reports and report-writing (cont'd)	<ul style="list-style-type: none">• Chapter 8 + handouts
7	<ul style="list-style-type: none">• Written communication test	<ul style="list-style-type: none">• Chapter 9• Assignment 3 due
8	<ul style="list-style-type: none">• Memos, Letters, and E-mails	<ul style="list-style-type: none">• Appendices A,B,C
9	<ul style="list-style-type: none">▪ Memos, Letters, and E-mails (cont'd.)• Review	<ul style="list-style-type: none">• Appendices A,B,C• Assignment 4 due
10	<i>Final Exam – 3 hrs.</i>	<ul style="list-style-type: none">• TBA

Appendix 1 Assignment Outlines

Assignment 1 Due Date: Class 3 Weight: 7.5%

Create a 'summary' and a 'paraphrase' of either passage 1 or 2, below.

1. A prison term, particularly a long one, is usually justified by its proponents on the ground of deterrence. Incarceration is designed to deter the offender and, by example, to deter others who might be contemplating doing what the offender has done. Imprisonment also has another effect—it incapacitates an offender. Obviously, an offender who is locked up is not free to commit more offences.

Imprisonment of young offenders may also include attempts at rehabilitation through prison-based programs. Although the short duration of some sentences under the YOA was criticized as impairing opportunities for custody-based programs, there is some evidence that properly designed rehabilitative efforts in the corrections system are modestly successful in reducing recidivism.

A number of commentators have observed that under the YOA, imprisonment was resorted to increasingly and inappropriately. Some have characterized this as an overreaction by the courts to relatively minor offences, particularly offences against the administration of justice, such as charges for failing to appear in court. At the same time, the maximum YOA sentence for very serious crimes such as aggravated assault and murder was criticized as insufficient, given the gravity of the offence. Other commentators, particularly in the mainstream media, criticized the Yeas too lenient as a result.

Does imprisonment of young offenders prevent crime? In the short term, the answer is yes for that particular person; a jailed offender is an incapacitated offender. But is the offender deterred as a result of being imprisoned or being threatened with imprisonment? Is a "boot camp" more effective than other types of institutions? Would less restrictive and less expensive responses to youth crime work as well, or better?

One way of getting some answers about the usefulness of imprisonment is to examine the results of cohort studies. One such study examined a cohort of 10,000 males in Philadelphia, born in 1945, who lived in the city from ages 10 to 18. Of those studied, some 6 percent committed 52 percent of all of the offences recorded in that period. So, if every first offender was locked up until he reached the age of majority, two-thirds of all of these offences would not have been committed. However, the other 48 percent who did not commit further offences after the first offence would also be locked up when it was not necessary to do this to deter them. They simply committed no further offences, without having been incarcerated.

Or

2. Dirt, dust, and residue, even in the minutest quantities, may prove significant to a case. Minute quantities of materials are referred to as trace elements and should be examined by experts when found at the scene of a crime. The possible point of origin of these elements can be determined, and possibly link an accused to the crime or crime scene. Examination of paint or glass found at the scene of a hit-and-run may be linked to a suspect vehicle. Glass and paint may be traced to a manufacturer, thus leading to the identification of a suspect vehicle and consequently to the suspect. Wood or other materials at an arson scene may produce trace elements of the accelerant used to start or maintain the fire. Further examination by experts may uncover a specific chemical composition of the fluid, thus linking it to a suspect possessing the same material. During an investigation into a series of arson fires in Hamilton, experts linked the flammable fluid used to start the fires to fluid in the garage of one of the suspects. The chemicals the fluid used to commit the crime and in the fluid in the garage was mixed in exactly the same proportions. As well, that particular mix was not sold by any manufacturer.

The transfer of trace elements such as hair and fibers from a perpetrator to a victim or vice versa is common in crimes such as homicide, aggravated assault, and kidnapping. Finding hair as a trace element on either the accused or the victim links the two individuals. Although hair cannot positively identify an accused unless accompanied by DNA testing, expert analysis may reveal much about the originator of the hair if the hair sample is complete—that is, if it contains the root, shaft, and tip. Analysis can reveal racial background, the area of the body from which the hair originated, whether the hair was dyed or bleached, the presence of foreign oils or other hair treatments, and whether the hair was permed. Blood type may be determined by examining the root.

Assignment 2

Due Date: Class 5

Weight: 7.5%

Write a minimum 300 word opinion essay on one of the topics below. Ensure that your essay has:

- an introduction
 - a thesis statement
 - at least three support paragraphs
 - a concluding paragraph.
1. Some believe that investigating minor crimes, such as graffiti and entering the subway without paying, is beneficial, because these crimes are often connected with more serious transgressions such as alcohol and drug abuse, drug trafficking, etc. Should gateway crimes be investigated?
 2. Was security at the G20 summit in Toronto handled well, or could the police have done a better job?
 3. What is the effect of fictional representations of police and criminals—such as television shows, movies, and so on—on policing?
 4. Should youth crime response focus more on rehabilitation or on punishment?

Assignment 3

Due Date: Class 7

Weight: 7.5%

Impromptu Speaking.

The facilitator will provide to you a randomly drawn topic. You will have 1 minute to read the topic, and prepare to speak on the topic. You will then address the class, for a minimum of 2 minutes and a maximum of 3 minutes, on the topic that you have been provided. A marking rubric will be provided to you on Class 6.

Assignment 4

Due Date: Class 9

Weight: 7.5%

Assume that you are a constable employed by the Brantford Police Service, Badge #372. Using the forms provided, write an incident report, a supplementary report, and a witness statement for Jeanie for the situation below. Supply any information that might be needed to complete your report.

At 2240 on 16 September 2010, you were dispatched to attend at a disturbance in Conklin Park near the intersection of Campbell Street and Murray Street. You are 10-7 at 2253. Upon arrival you find a male adolescent seated in a gravel baseball diamond. He is accompanied by a female adolescent. The male is bleeding from a gash in his forehead and a number of lacerations down the left side of his face. There is broken glass on the ground. He is conscious and lucid.

You call for paramedics at 2254.

The female identifies herself as Jeanie Mathys and the young man as her boyfriend, Cody Skowronski. Jeanie states that she and Cody had met Neil Creasman at a party earlier that evening, around 2000, at 98 Alice Street, and that he had offered to purchase alcohol for them. Cody and Jeanie had accompanied Neil to a nearby liquor store, where Neil purchased a 12-pack of beer. The three decided to go to Burnley Park to consume the alcohol, instead of returning to the party right away. They arrived at the park around 2030.

According to Jeanie, at around 2230, after approximately 2 hours had elapsed and 8 beers had been consumed, Neil started making advances toward her. He put his arm around her shoulder and attempted to put his hand inside of her clothing. She pushed him away. He stood up and started screaming at her, accusing her of leading him on. Cody confronted Neil and told him to leave. Neil grabbed one of the beer bottles and smashed it on Cody's head. He took the remainder of the beer and said that he was returning to the party. Jeanie states that Neil was wearing a distinctive red leather jacket. Neil corroborates Jeanie's story.

Paramedics arrive on the scene at 2259 during the interview and attend to Neil. Jeanie and Neil are taken to Brantford General Hospital by the paramedics at 2315.

At 2325 you arrive 98 Alice Street. A young man in a red leather jacket is passed out on the lawn. You wake him and take him into custody.

Witness: Jeanie Mathys
DOB: August 12, 1993
Home Address: 138 Elgin St.,
Brantford, ON
Phone: 905-555-7862
Victim: Cody Skowronski
DOB: December 2, 1992
Home Address: 262 Bruce St.,
Brantford, ON
Phone: 905-555-9321
Suspect: Neil Creasman
DOB: January 12, 1991
Home Address: 226 Park Ave.,
Brantford, ON
Phone: 905-555-2749

Brantford Police Service**Incident Report**

Number of supplementary reports _____

Division	Patrol Area	Date/time of incident		
Location of Incident				
How incident committed				
Victim/complainant				
Surname	Given (1)	Given (2)		
Address				
Sex	DOB (Y/M/D)	Marital Status	Home Phone	
Employer		Business Phone		
Reported by				
Surname	Given (1)	Given (2)		
Address				
Sex	DOB (Y/M/D)	Relationship to victim	Home Phone	
Employer		Business Phone		
Vehicle Used				
Type	Licence no.	License year	Province	
Style	Colour		VN	
Owner surname	Given (1)	Given(2)		
Outstanding features				
Accused/Suspect				
Surname	Given (1)	Given (2)		
Nicknames/Alias				
Address				
Sex	DOB (T/M/D)	Height	Weight	Race
Hair colour	Moustache/beard/wig		Eye colour	Glasses
Build (slender/medium/heavy)			Complexion	
Description of clothing				
Victim/accused relationship				
Physical/mental condition, marks, scars, tattoos, outstanding features				
Employer		Business Phone		
Reporting Officer				
Rank/name/no.		Date/time report taken		
Other officers attending				
Case reassigned to				

[illegible]

Brantford Police Service Statement of a Witness

Page no. _____

Name	Date of birth
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Address	Phone no.
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Business Address

Occupation	Phone no.
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Date	Time started	Time completed
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Officer taking statement

“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 reflect 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.

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”. You may appeal the decision by following the Appeal Policy.

Final Exam

Due Date: Class 10

Weight: 30%

Students will be required to write a final exam covering the content of classroom learning and assigned text and other readings.

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

Student's Name		Course Code	Date	Facilitator/Evaluator's Name	
Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Organization	<ul style="list-style-type: none"> Creates introduction that is unique, clearly focused and engages the audience. Organizes content logically, making entire presentation easy to follow. Builds main points through carefully selected and original examples/ references. Has effective transition between sections. Summarizes all key points and stimulates thought at the end. 	<ul style="list-style-type: none"> Creates introduction that is original, clearly focused and gets the attention of the audience. Organizes content logically, making most of the presentation easy to follow. Builds main points through carefully selected examples/ references. Has a transition between most sections. Summarizes most key points and stimulates some thought at the end. 	<ul style="list-style-type: none"> Creates an introduction that tends to be unfocused. Doesn't engage the audience's interest. Content appears disorganized, without logic and consistency. Builds a few main points with details, but most ideas are unsupported. Few to no transitions are evident. Little to no summarizing evident. Ending does not stimulate much thought. 	<ul style="list-style-type: none"> Presentation shows little to no logical organization. Content is difficult to follow. Not a thoughtful presentation. 	
Content	<ul style="list-style-type: none"> Provides evidence of supporting research to back all main points. Gives a complete explanation of all key points. Uses relevant examples/ references. 	<ul style="list-style-type: none"> Provides evidence of supporting research. To back most points. Gives an explanation of most key points. Uses some relevant examples/ references. 	<ul style="list-style-type: none"> Provides evidence that not enough research has been done to support the content. Gives an incomplete explanation of key points. Uses a few relevant examples/ references. 	<ul style="list-style-type: none"> Indicates little to no research. Gives a limited explanation of a few points. Uses little to no examples/ references. 	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Delivery Style: Nonverbal Effectiveness	<ul style="list-style-type: none"> Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. Uses continual eye contact. 	<ul style="list-style-type: none"> Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. Uses fairly consistent eye contact. 	<ul style="list-style-type: none"> At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. Uses eye contact inconsistently. 	<ul style="list-style-type: none"> Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. Uses poor to no eye contact. 	
Delivery Style: Verbal Effectiveness	<ul style="list-style-type: none"> Conveys passionate interest for the topic. Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. Uses few unnecessary pauses “ums”. Makes no obvious grammatical errors. Uses cue cards or other supports effectively and does not read the presentation. Uses rich, precise, and varied vocabulary. Well-rehearsed and prepared. 	<ul style="list-style-type: none"> Conveys enthusiasm for the topic. Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume. Uses few unnecessary pauses “ums”. Makes few grammatical errors. Most of the time uses cue cards or other supports appropriately, without reading the presentation. Uses well-chosen and varied vocabulary. 	<ul style="list-style-type: none"> Demonstrates minimal enthusiasm for the topic. Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. Uses too many unnecessary pauses (“ums”), distracting from the presentation. Makes some grammatical errors. Tends to not use cue cards effectively and mostly relies on reading the presentation. Uses ineffective vocabulary. 	<ul style="list-style-type: none"> No enthusiasm is conveyed for the topic. Speech is unclear with poor enunciation and incorrect pronunciation. Volume and rate of speech are often inappropriate, making comprehension difficult. Uses too many unnecessary pauses “ums”, making comprehension difficult. Makes frequent grammatical errors. Reads presentation. Uses inappropriate or simplistic vocabulary. 	

Total Score out of 40:

Facilitator/Evaluator's 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
Term Paper Rubric
Last Revised: January 2012

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

	10-9	8-7	6	5	4-0	
Style Expression of Ideas	<ul style="list-style-type: none"> • Uses highly effective, clearly focused, varied sentences. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Uses relevant, timely and varied sources to support ideas. • Shows smooth integration of quoted material into sentences and overall paper. 	<ul style="list-style-type: none"> • Mostly uses effective, well structured, focused, varied sentences. Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Uses relevant, timely and varied sources to support ideas most of the time. • Quotes and evidence integrated well into sentences and overall paper. 	<ul style="list-style-type: none"> • Uses some variety in sentence structure. Conveys some ideas clearly. • Uses some effective word choice. • Uses some varied sources to support ideas. • Quotes and evidence at times integrated into sentences and overall paper. 	<ul style="list-style-type: none"> • Demonstrates limited variety of sentences. Many sentences are awkward. • Conveys few ideas clearly. • Uses vague, ineffective word choice. • Uses limited resources that are not well selected to support ideas. • Quotes and evidence poorly integrated into sentences and overall paper. 	<ul style="list-style-type: none"> • Uses simplistic sentence structures that are awkward. • Most ideas are not conveyed clearly. • Inadequate, simplistic word choice. • Lacks the use of support for ideas. • Quotes and evidence not integrated properly. 	
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. • Introduction and conclusion is very well developed. 	<ul style="list-style-type: none"> • Presents information in a logical structure. • Shows well developed paragraph and sentence structure with effective transitions. • Introduction and conclusion mostly shows good development. 	<ul style="list-style-type: none"> • Presents some of the information in a logical structure. • Shows some paragraph development and at times, awkward sentence structure. • Introduction and conclusion shows little development. 	<ul style="list-style-type: none"> • Presents information in a random manner, lacking in logical structure. • Paragraph and sentence structure is often faulty. • Introduction and conclusion not well developed or missing. 	<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 conclusion. 	

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

Total out of 40:

Comments: