

Columbia College

Developing Advanced Academic Writing Skills Essay Writing (ENGL116)

Lecture 1

Course Outline

Semester Dates: May 25th to June 27th, 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: Geoff Stimpson

Email: geoffs@columbia.ab.ca

Class Time: Saturdays 9:00 AM to 3:30 PM

Room: Building 4, Room 159

Credit: Non-Credit Course

Prerequisite: None

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

Course Description:

This is a writing course for individuals who wish to enter a professional program, but require further upgrading in their writing skills. Students will learn how to plan, draft and revise a variety of academic papers. They will also learn how to plan research, find sources, analyze and paraphrase scholarly texts, incorporate and document sources into a research paper. Emphasis will be placed on helping students develop their writing style and their ability to use language effectively. Students will be expected to complete a significant amount of writing both in the classroom and for homework. There is an online component to this course. This five-week course is 30 hours with one 6 hour class per week.

Learning Outcomes:

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

- Write reflective, informative and persuasive essays
- Plan research and write a research paper
- Outline ideas and arguments
- Develop clear thesis statements
- Write effective introductions and conclusions
- Write unified and coherent paragraphs
- Use supporting detail
- Properly document sources
- Use diction and tone appropriate for academic writing
- Understand how to use varied sentence structures to suit specific purposes
- Edit for spelling, punctuation, word usage, grammar
- Understand how to use a writing handbook effectively
- Apply a rubric to self-asses and peer-assess written texts
- Log-in and use resources in an online classroom

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 Resources and Equipment:

Faigley, L., Graves, R., Graves, H. (2014). *The Brief Penguin HandbookPlus NEW My CompLab with Pearson eText*; Third Canadian edition. Toronto: Pearson Education Canada.

Please Note: Pearson MyLab – Login will be provided by facilitator; password is in your textbook.

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

Homework Assignment Due for the First Class:

- Read “Planning, Drafting & Revising” p. 1 – 38 in *The Brief Penguin Handbook*.
- Read “Write to Reflect” p. 59 – 64 in *The Brief Penguin Handbook*.
- Prepare a list of topics on which you could write a reflective essay.
- Read pages 197 – 233 “Plan Your Research” and “Find Sources” in *The Brief Penguin Handbook*

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
Student participation and Engagement		5
Reflective essay	Class 2	15
Informative essay	Class 3	15
Persuasive/Argumentative essay	Class 4	15
Research paper	Class 5	25
In-class essay test	Class 5	20
Grammar diagnostics, online assessments	Daily	5

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%. 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 in the hallway in Bldg. 805. <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"> Welcome to class/overview of objectives Introduction to MyLab Planning & Drafting – Reflection Small group and independent work Planning Research – online data bases Annotated Bibliography assigned Reflective essay assigned 	<ul style="list-style-type: none"> Read pages 1 to 38 and pages 59 to 64 in <i>The Brief Penguin Handbook</i> Read pages 197 – 233 “Plan Your Research” and “Find Sources” in <i>The Brief Penguin Handbook</i> Read pages 59-64 “Write to Reflect” in <i>The Brief Penguin Handbook</i> Prepare a list of topics on which you could write a reflective essay
2	<ul style="list-style-type: none"> Reflective Essay Due Editing – Write with Power Begin Informative essay Outlining research paper & selecting sources Informative essay assigned 	<ul style="list-style-type: none"> Read pages 65 to 76 “Write to inform” in <i>The Brief Penguin Handbook</i> Read pages 399-405 “Write with Power in <i>The Brief Penguin Handbook</i> Read pages 234-243 “Evaluate Sources” in <i>The Brief Penguin Handbook</i> <i>MyLab</i> grammar & composition work Complete Reflective Essay Complete Annotated Bibliography for research paper.
3	<ul style="list-style-type: none"> Informative Essay Due Editing – Write Concisely Begin Persuasive Essay First draft of research paper Persuasive essay assigned 	<ul style="list-style-type: none"> Read pages 65-75 “Write to Inform” in <i>The Brief Penguin Handbook</i> Read pages 406-411 “Write Concisely” in <i>The Brief Penguin Handbook</i> Read pages 252-276 “Incorporating and Documenting Sources” in <i>The Brief Penguin Handbook</i> <i>MyLab</i> grammar & composition work Complete Informative Essay Complete Annotated Evaluated Bibliography
4	<ul style="list-style-type: none"> Persuasive/Argumentative Essay Due Editing - Write with Emphasis Writing timed in-class essays - practice Revising and developing research paper 	<ul style="list-style-type: none"> Read pages 412-419 “ Write with Emphasis” in The Brief Penguin Handbook Read pages 327-361 “APA Documentation Map” in The Brief Penguin Handbook MyLab grammar & composition work Complete Persuasive Essay Continue to work on research paper following working outline
5	<ul style="list-style-type: none"> Research Paper Due Editing - Find the Right Words Composition Diagnostic Completed In-class essay writing test 	<ul style="list-style-type: none"> <i>MyLab</i>: Complete Grammar & Composition Diagnostic Read pages 420-426 “Find the Right Words” in <i>The Brief Penguin Handbook</i> Complete research paper

Appendix 1 Assignment Outlines

During each class you will be asked to participate in activities that require you to use the written assignments outlined below. Failure to come prepared to participate will result in your being asked to leave the class for that day.

Assignment 1 Reflective Essay:

Using a topic developed in consultation with your facilitator, write a 500 to 800 word reflective essay. Assigned Class 1. Due Class 2. 15 marks.

Assignment 2 Informative Essay:

Using a topic developed in consultation with your facilitator, write a 500 to 800 word informative essay. Assigned Class 2. Due Class 2. 15 marks.

Assignment 3 Persuasive/Argumentative Essay:

Using a topic developed in consultation with your facilitator, write a 500 to 800 word persuasive/argumentative essay. Assigned Class 3. Due Class 4. 15 marks.

Assignment 4 Research Paper

Write a 1200 to 1500 word paper supported by scholarly articles on the following topic:

Most professions are governed or regulated by professional organizations or bodies to which membership is compulsory. That is, if one is a member of a profession, one is required to join the governing association and to pay dues. Using the profession that you are preparing to enter, investigate the nature and scope of its governing body and its impact on the profession and/or the members of that profession.

Assigned Class 1. Due Class 5. 40 marks.

Assignment 5 In-class Essay Test

Using one topic from several choices provided, write a 500 to 800 word reflective, informative or persuasive essay; you may choose the style you prefer. Assigned Class 5. Due Class 5. 10 marks.

Assignment 6 Grammar/Composition Diagnostics

In Class 1 you will complete an online grammar/composition diagnostic. Based on the results you will be provided with online exercises to complete over the course of the next 4 weeks. In Class 5 you will complete a final online grammar/composition diagnostic. Your mark will be based on the degree to which your score improves from Class 1 to Class 5. (See scoring chart in Appendix) 5 marks.

Appendix 2
Assignment Rubrics
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
Reflective Writing Rubric
 Last Revised: March 2014

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

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

Total out of 20:

Comments:

Columbia College
General Essay Rubric
 Last Revised: January 23, 2014

Student's Name	Course Code		Date	Facilitator/Evaluator's Name		
Area	A (85% - 100%) 10.0 – 8.5	B (70% - 84%) 8.4 – 7.0	C (55% - 69%) 6.9 – 5.5	D (50% - 54%) 5.4 – 5.0	F (0% - 49%) 4.9 - 0	Score
Focus of Essay & Thesis	<ul style="list-style-type: none"> • Well written thesis statement that states the main point of the essay. • The thesis statement reflects a clear opinion on the subject. 	<ul style="list-style-type: none"> • Thesis statement states the main point of the essay. • The thesis statement reflects an opinion the subject. 	<ul style="list-style-type: none"> • Thesis statement requires more development. • The thesis statement is not clear in demonstrating the opinion of the writer. 	<ul style="list-style-type: none"> • Thesis statement does not quite meet the requirements to be effective. • The thesis statement is confusing and unclear in terms of the opinion of the writer. 	<ul style="list-style-type: none"> • There is no thesis statement. • There is no opinion stated or the opinion stated is unrelated to the essay assignment. 	
Content Ideas & Analysis - Critical Thinking	<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 statements made with evidence and 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 evidence and 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 evidence and 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. 	<ul style="list-style-type: none"> • Unable to display relevant understanding of the topic. No evidence of new knowledge. • Critical thinking not evident. • No evidence or examples are provided to support statements. 	

Area	A (85% - 100%) 10.0 – 8.5	B (70% - 84%) 8.4 – 7.0	C (55% - 69%) 6.9 – 5.5	D (50% - 54%) 5.4 – 5.0	F (0% - 49%) 4.9 - 0	Score
Style & Expression of Ideas	<ul style="list-style-type: none"> • Conveys all ideas with originality and clarity. • Shows sophisticated development of paragraph and sentence structure, with effective transitions within and between paragraphs. • Uses rich, accurate and effective word choice 	<ul style="list-style-type: none"> • Conveys most ideas with originality and clarity. • In most cases shows well developed paragraph and sentence structure with effective transitions within and between paragraphs. • Uses accurate and effective word choice. 	<ul style="list-style-type: none"> • Conveys some ideas clearly. • Shows some paragraph development and at times, awkward sentence structure. • At times uses vague, ineffective word choice. 	<ul style="list-style-type: none"> • Conveys few ideas clearly. • Paragraph and sentence structure is often faulty. • Uses vague, ineffective word choice throughout the essay. 	<ul style="list-style-type: none"> • Most ideas are not conveyed clearly. • Paragraphs lack focus and appropriate structure; sentence structures are simplistic, lacking development. • Inadequate word choice. 	
Organization & Structure	<ul style="list-style-type: none"> • Presents information in a consistently logical structure. • Skillfully shapes introduction and conclusion. 	<ul style="list-style-type: none"> • Presents information in a logical structure. • Carefully constructed introduction and conclusion. 	<ul style="list-style-type: none"> • Presents some of the information in a logical structure. • Introduction and conclusion require further development. 	<ul style="list-style-type: none"> • Presents information in a random manner, lacking in logical structure. • Introduction and conclusion require redrafting. 	<ul style="list-style-type: none"> • Presents poor overall organization, lacking logical structure. • Essay does not have an introduction and conclusion. 	

Area	A (85% - 100%) 10.0 – 8.5	B (70% - 84%) 8.4 – 7.0	C (55% - 69%) 6.9 – 5.5	D (50% - 54%) 5.4 – 5.0	F (0% - 49%) 4.9 - 0	Score
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 academic response. • Meets some of the requirements of the assignment. 	<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 question. 	<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 any requirements for an academic response. • Does not meet any requirements of the question. 	

Total Score out of 50:

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	10-9 <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. 	8-7 <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. 	6 <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. 	5 <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. 	4-0 <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	<p style="text-align: center;">5</p> <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. 	<p style="text-align: center;">4</p> <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. 	<p style="text-align: center;">3</p> <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. 	<p style="text-align: center;">2.5</p> <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. 	<p style="text-align: center;">2.4-0</p> <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:

Assignment 6 Grammar/Composition Diagnostic

Scoring Chart

Score	Percent of increase from first to final diagnostics	OR*	Score on Final Diagnostics
5	50% or greater improvement	OR	90 to 100% score
4	35 to 49% improvement	OR	75 to 89% score
3	25 to 34% improvement	OR	65 to 74% score
2	10 to 24% improvement	OR	50 to 64% score
1	Less than 10% improvement	OR	Less than 50% score

*Mark will be awarded using whichever condition is most advantageous to the student.