

Columbia College
Fundamentals of English Composition (ENGL110)
Lecture 2
Course Outline

Semester Dates: May 22, 2017 to June 24, 2017

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: Lucy Dooley, *B.A., M. Ed.*

Email: lucyd@columbia.ab.ca

Class Time: 8:30 AM – 5:00 PM (Sat.)

Room: 805-114

Credit: 3.0

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 focuses on essay writing at the post-secondary level. Students will examine examples of good writing, do short summaries, participate in critical exchanges in an individual and group setting, and complete several short writing assignments covering a spectrum of styles and purposes. While this course provides some grammar review, students will be expected to be at least at a senior high school level of competency or equivalent in both grammar and composition.

Learning Outcomes:

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

- Effectively demonstrate an effective understanding and application of the writing process
- Effectively analyze a variety of written text required for college and university courses
- Understand, select, paraphrase and write in response to a variety of audiences and purposes
- Apply the revision process and editing strategies to various forms of writing
- Demonstrate understanding of and the ability to write a summary
- Write an effective response in a critical analysis essay to meet college and university expectations and standards
- Demonstrate the ability to apply the research process and write a well-organized research paper, free of plagiarism
- Demonstrate effective use of argumentation in a piece of writing
- Demonstrate understanding and application of APA documentation
- Be able to demonstrate an effective understanding of English grammar and usage

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

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

Johnson-Sheehan, R., Paine, C., Shaw, C. & Stouck, J. (2014). *Writing Today, Canadian Edition*. Toronto, ON: Pearson Canada Inc.* Note: Students will be using My Writing Lab.

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:

Please note that you can access MyWritingLab at www.mywritinglab.com. There are sections on writing, research, and grammar topics. You can do exercises to practice and improve your skills and included are both self-grading quizzes and writing activities. There are models that you can look at as examples of the different types of writing you are learning. There are also videos illustrating different aspects of the writing process. Your textbook contains explore icons on the left margin to link you to the writing samples, video simulations and animated lessons. You are also entitled to an online tutor for 3 different sessions where you can send in your written work and request that a tutor give you feedback.

Homework Assignment Due for the First Class:

- Read your course outline and be ready to discuss.
- Please read Chapters 1-3
- Review Grammar Handbook in *Writing Today* Text – Part 7 – Sentences p. 524 -531.

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 Summary Activity – 8 tests | Class 1 through 8 | 10% |
| Article Summary – in class | Class 4 | 15% |
| Research Paper | Class 6 | 25% |
| Argumentative Position Paper – in class | Class 8 | 20% |
| 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). Practical Nurse students must achieve a minimum C+ to meet requirements for their program.

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)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P029)*, 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. Students must be on time as they will not be permitted to enter once the exam has started. Exam schedules are available in each building on a bulletin board, as well as, at www.columbia.ab.ca/exams. It is the student's responsibility to check this exam posting.

Appeals:

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

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review the *Student Accommodation Policy (ADM-P188)* and the *Student Guide to Accessibility Handbook (SSCM-001)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility 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"> • Course Introduction and Course Expectations • Importance of Writing for an Audience – Creating a Common Ground with the Audience • Introduction to Genre & Writing Process • Identification of your topic, angle, purpose • Development of reader profiles, context and rhetorical situations • Introduction to Grammar – Grammar Diagnostic Test • Review Sentences pp. 524-531 | <p>Chapters 1-3 Writing & Genre p. 4-15 Topic, Angle, Purpose p.16-25 Readers, Contexts, & Rhetorical Situations p. 26-37 Grammar Part. 7 Sentences p. 524-531</p> |
| 2 | <ul style="list-style-type: none"> • Introduction to writing well-structured paragraphs • APA • Quoting, Paraphrasing, and Citing Sources – Introduction • Introduction to the Microsoft Term Paper Template • Grammar: Writing Strong Sentences continued | <p>Chapters 17,23,25 Developing paragraphs - p. 331-342 Quoting, Paraphrasing, and Citing Sources; (Chpt. 23) p. 415-453 Using APA Style (Chpt. 25) p. 454-477 Review Cites Booklet for APA Grammar Part 7 Cont'd from class 1</p> |
| 3 | <ul style="list-style-type: none"> • Introduction to the Analysis of Articles, Critical Responses, and Critical Analysis Essay. • Writing a Summary of Articles and other information • Use of rhetorical analysis (Modes) • Writing Reviews • Grammar: pp. Writing Strong Sentences Continued | <p>Chapters 4, 5 & 6 Summaries; p. 40-57 Rhetorical Analyses; p. 85-115 Reviews p.58-84 Grammar Part. 7 Parallelism, Subordination, Mixed Sentences, Shifts p. 531-535</p> |
| 4 | <ul style="list-style-type: none"> • ARTICLE SUMMARY – TO BE WRITTEN IN CLASS • Starting Research • Finding sources and collecting information • APA • Grammar: Modifiers | <p>Chapters 10,21,22, 23,25 Starting Research p. 388-397 Finding Sources & Collecting Information p. 398-414 Quoting, Paraphrasing, and Citing Sources; (Review Chpt. 23) p. 415-43 Using APA Style (Review Chpt. 25) p. 454-477 Use Cites Booklet for APA Grammar Part 7 Modifiers p. 536-539</p> |

| | |
|---|---|
| <p>5</p> <ul style="list-style-type: none"> • Developing Ideas & Pre-Writing • Outlines/Drafting/Revising/Editing techniques & the writing process • Application to Term Papers, Research Papers • Grammar: Adjectives, Adverbs, Verbs | <p>Chapters 11,12,13 Developing Ideas & Pre-Writing p. 256-268 Organizing & Drafting p. 269-275 Choosing a Style p. 276-286 Grammar Part 7 Adjectives, Adverbs pp. 539</p> |
| <p>6</p> <ul style="list-style-type: none"> • RESEARCH PAPER DUE • Critical Analysis Techniques • Revising & Editing • Introductions & Conclusions • Position Papers and Arguments • Grammar: Subject-Verb Agreements | <p>Chapters 8,15,16 Revising & Editing Drafting p. 303-319 Introductions and Conclusions p. 322-330 Position Papers & Arguments p.148-168 Grammar Part 7 Subject-Verb Agreements pp. 540-545</p> |
| <p>7</p> <ul style="list-style-type: none"> • Using Basic Rhetorical Patterns • Comparison/Contrast Essay • Using Argumentative Strategies • Grammar: Pronouns | <p>Chapter 18, 19 Using Basic Rhetorical Patterns p. 343-356 Using Argumentative Strategies p. 357-375 Grammar Part 7 Pronouns pp. 545-550</p> |
| <p>8</p> <ul style="list-style-type: none"> • ARGUMENTATIVE POSITION PAPER – TO BE WRITTEN IN CLASS • Writing Proposals • Writing a Reflective Paper – techniques • Grammar: Style, Appropriate Language | <p>Chapter 9 Writing Proposals p.169-209 Grammar Part 7 Style, Appropriate Language pp. 550-554</p> |
| <p>9</p> <ul style="list-style-type: none"> • - Working with Case Studies • - Preparing for an Essay Exam • - Presenting Your Work/Presentations • - Essay writing techniques review • - Grammar: Punctuation & Mechanics; Abbreviations, Apostrophe, Spelling rules | <p>Chapters 28,29 Succeeding on Essay Exams; p. 498-209 Presenting your work p. 509-521 Grammar Ch. 7 Punctuation & Mechanics pp. 554-563 Abbreviation, Apostrophe, Spelling p. 563-570 Review of material for exam</p> |
| <p>10</p> <ul style="list-style-type: none"> • <i>Final Exam – 3 hrs.</i> | <ul style="list-style-type: none"> • <i>Location to be announced</i> |

Appendix 1 Assignment Outlines

Note: You are expected to do all assignments, tests, and activities as outlined in order to meet the requirements of this course. If you do not do this, you will not pass the course.

1. Essay topics and handouts will be supplied by the facilitator where required.
2. ALL assignments handed in must be supported with citations in A.P.A. format using your Cites Handbook as a reference. Other sources are also provided for you through your Moodle portal.
3. You must use ProQuest or Gale as your main source for references. You may enhance your papers by using other scholarly sources. Please do not simply Google for anything on the Internet as this is not acceptable for post-secondary assignments in our programs.
4. This course outline has rubrics attached that will be used to evaluate your work. This will help you to set high goals and clarify the marking process.

Daily Summary Activity

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

Weight: 10% (2.5% per summary assignment)

Students will be expected to do a reflective response that is centred on what was discussed and learned during the class. This will be done during the last 30 minutes of the class. If you are absent, you will receive a "zero". You will be evaluated using the attached Reflective Writing rubric.

Article Summary – To be written in class.

Due Date: Class 4

Weight: 15%

Time: 1.5 hrs.

Your facilitator will be giving you an article from ProQuest or Gale to summarize. Minimum number of words is 500. You will be evaluated by the attached Summary Rubric.

Research Essay

Due Date: Class 6

Weight: 25%

Description: You will write a research paper on a topic related to your chosen profession. The topic must be approved by your facilitator.

Minimum of 1,250 words; maximum of 1,500 words; (not counting the title page and References page)

*Note: If you do not meet the minimum number of words, you will lose marks.

Content

Your research paper should demonstrate that you know how to conduct research and write an effective research paper. It must demonstrate your knowledge of how to correctly follow APA formatting and citation. Use your Cites Handbook to check that you are correctly citing sources. A good paper will have quotations, paraphrases and summaries of materials that were used to write the paper.

Sources

Also, use a minimum of four scholarly sources from ProQuest and/or Gale in your paper. You may also enhance your papers by using other scholarly sources. If you wish to add additional sources, please ensure that they are reputable academic sources (see pp.392-394 in your text), not internet based sources such as Wikipedia. Do not plagiarize. If you plagiarize, you may receive a "0" on your paper.

You're expected to submit a hardcopy of the research paper, include an outline, You will be evaluated according to the Research Rubric appended.

Argumentative Position Paper – To be written in class.

Due Date: Class 8

Weight: 20%

Time: 1.5 hrs.

Minimum of 500 words. *Note: If you do not meet the minimum number of words, you will lose marks.

You will be writing an Argumentative Position Paper that clearly identifies and supports your position on a particular topic or issue of interest to you and relevant to your career choice. You are required to prepare an outline of your paper and will bring it into class, ready to write. Please note that in an Argumentative Position Paper you also have to discuss the points that do not support your position. Your topic must be approved by the facilitator.

Review your English 110 textbook regarding Position Papers and Arguments (Chapter 8) and Using Argumentative Strategies (Chapter 19) as a resource.

You will attach your outline to the paper you will be writing in class.

You will be evaluated according to the Argumentative Essay Rubric (appended).

Final Exam

Due Date: Class 10

Weight: 30%

Description: Students will be required to take part in a Final Exam. Place and time to be provide

**Appendix 2
Assignment Rubrics**

**Columbia College
Research Rubric
Last Revised: Dec. 2016**

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

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

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

Total Score out of 50:

Facilitator/Evaluator’s Comments:

Columbia College
Argumentative Essay Marking Rubric
 Revised September 2016

| 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. |
| 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. 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. A few paragraphs may lack clear topic sentences. Most points are relevant to topic. 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 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. Few clear topic sentences. Conclusion has not been developed. |
| 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. |

| | 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. |
| 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. |
| Outline | <ul style="list-style-type: none"> Outline accurately lists the major sections that are discussed in the essay. The outline may have subsections that are formally included. The writer follows this outline when writing the essay. | <ul style="list-style-type: none"> Outline mostly lists the major sections that are discussed in the essay. The outline may have some subsections that are formally included. The writer mostly follows this outline when writing the essay. | <ul style="list-style-type: none"> Outline has some of the major sections that are discussed in the essay. The writer is not consistent in following the outline when writing the essay. | <ul style="list-style-type: none"> The outline presented is very limited, and the writer is not able to follow it when writing the paper. |

| | 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. Title page meets APA requirements. 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. Title page mostly meets APA requirements. 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. Title page only meets a limited number of APA requirements. 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. Title page is missing or when presented, it does not meet any APA requirements. 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
Article Summary Marking Rubric
 Revised December 2016

Student's Name _____

Course Code _____

Date _____

Facilitator/Evaluator's Name _____

| Required Information | A | B | C-D | F |
|--|--|---|---|---|
| | 5 | 4 | 3-2.5 | 2.4-0 |
| Mechanics, Grammar, Professional Format | <ul style="list-style-type: none"> All essential components are presented which include: title, author, date of publication, (and his/her background information if appropriate). In text is accurately cited in APA format. Reference page is accurately cited in APA format Mainly error free. Meets and exceeds all requirements for an excellent academic response. Meets and exceeds all requirements of the assignment. | <ul style="list-style-type: none"> Most essential components are addressed. In text is accurately cited in APA format with less than 3 errors. Reference page is accurately cited in APA format with less than 3 errors. A few minor errors in usage, grammar, or mechanics. Meets requirements for a well written academic response. Satisfactorily meets requirements of the assignment. | <ul style="list-style-type: none"> Some essential components are included. In text is accurately cited in APA format with more than 3 errors. Reference page is cited in APA format with more than 3 errors. Some errors in usage, grammar, and mechanics, beginning to interfere with the readability of the paper. Meets most basic requirements for an acceptable academic response. Meets most basic requirements of the assignment. | <ul style="list-style-type: none"> Majority of essential components were not addressed. No citations as per directions. Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Does not meet enough requirements for an acceptable academic response. Does not meet requirements of the assignment. |
| | 10-9 | 8-7 | 6-5 | 4-0 |
| Quality of Summary | <ul style="list-style-type: none"> Information clearly relates to the main topic. Clearly written in third person. Includes supporting details and/or examples for the thesis All supportive facts are reported accurately and appropriately cited or paraphrased. Paraphrasing is skillfully presented. | <ul style="list-style-type: none"> Information clearly relates to the main topic. Mainly written in third person with minor inconsistency. Includes satisfactory amount of details and/or example. Almost all supportive facts are reported accurately and appropriately cited or paraphrased. Paraphrasing is well constructed. | <ul style="list-style-type: none"> Majority of Information relates to the main topic. Mostly third person, but at times there is a great deal of inconsistency. Some details and examples provided. Some supportive facts are reported accurately and appropriately cited or paraphrased. Quality of paraphrasing is mostly satisfactory. | <ul style="list-style-type: none"> Information has little or nothing to do with the topic. Not written in third person. No facts are reported or most are inaccurately reported or not appropriately cited or paraphrased. Paraphrasing is generally not attempted or poorly presented. |

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 15: _____

Comments:

Columbia College

Name of Student _____ Course _____ Date _____
 Name of Facilitator _____

Purpose: Reflective Writing Rubric

| Skills | 5 | 4 | 3 | 2 | 1 |
|---------------------------------|--|---|--|---|---|
| Depth of Reflection | Reflection reveals a thorough insight of the subject matter with the student digging deeply to present well thought-out reflections. | Reflection reveals insight into the subject matter. Often there are thoughtful statements. | Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, reflective statements are evident. | .Reflection is limited. The writer produces some basic understanding of the subject matter. | Little to no reflection is present. |
| Use of Examples/Evidence | Uses specific and convincing examples to support reflective statements. | Uses well-chosen examples to support reflective statements. A more convincing presentation would strengthen the response. | Uses some examples to support understanding of the subject matter and reflections. | Uses limited number of examples to support understanding of the subject matter. This seriously affects the integrity of the reflection process. | Uses little to no examples. |
| Cohesiveness of Response | This reflection provides a clear picture of the student's thinking on this subject matter. Thoughts are presented in a good logical, convincing order. | 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. | 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. | 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. | This response is confusing and ideas do not tie together. |
| Conventions | Demonstrates control of the writing conventions with essentially no errors. | Demonstrates control of the writing conventions with occasional errors. | Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. | Demonstrates limited control of the writing conventions with frequent errors that make understanding difficult. | Demonstrates little or no control of the writing conventions with errors that make understanding almost impossible. |

Total: /20

Facilitator's/Evaluator's Comments: