

Columbia College
Fundamentals of English Composition (ENGL110)

Lecture 3

Course Outline

Semester Dates: May 24 – July 30, 2016

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Lucy Dooley, MEd

Email: lucyd@columbia.ab.ca

Class Time: 1:30PM – 5:30PM (Wed)

Room: 4-172

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. 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.

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

- o <http://proquest.umi.com/login>
Username: cc-library
Password: welcome

GALE InfoTrac Custom Journals

- o <http://infotrac.galegroup.com/itweb/calg145?db=SP00>
Password: cclibrary09

Further Recommended Readings and Resources:

Homework Assignment Due for the First Class:

- Read your course outline and be ready to discuss.
- Please read Chapters 1-3
- Review Grammar Handbook – 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 |
|--|-------------------|---------------|
| My Writing Lab Activities | Class 1-8 | 10% |
| Daily Summary Activity | Class 1 through 8 | 10% |
| Critical Analysis or Argumentative Essay(1000 words) | Class 8 | 25% |
| Research Paper (1500 words) | Class 9 | 25% |
| 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 C+ (a minimal pass).

Submission and Completion of Assignments:

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

Requesting an Examination Deferral:

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

Attendance Requirements:

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

Academic Integrity:

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

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

Student Conduct:

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

Generally, each student will:

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

Important Dates:

| 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 schedules are available in each building on a bulletin board, as well as online at www.columbia.ab.ca/exams . <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 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 Accommodation Policy and Handbook (ADM-P188)*.

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; Topic, Angle, Purpose Readers, Contexts, & Rhetorical Situations p. 4-37 Grammar Part. 7 Sentences pp. 524-531</p> |
| 2 | <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) • Grammar: pp. Writing Strong Sentences Continued | <p>Chapters 4 & 6 Summaries; p. 40-57 Rhetorical Analyses; p.85-115 Grammar Part 7 Cont'd from class 1</p> |
| 3 | <ul style="list-style-type: none"> • Writing a Position Paper • Writing effective paragraphs • Paraphrasing. • Continued review of Summary Writing • Grammar: Parallelism, Subordination, Mixed Sentences, Shifts • Continued Critical Analysis Essay | <p>Chapters 8,17 Position Papers & Arguments; Developing paragraphs; pp.148-168; pp. 331-342 Grammar Part. 7 Parallelism, Subordination, Mixed Sentences, Shifts, pp. 531-535</p> |
| 4 | <ul style="list-style-type: none"> • Starting Research • Finding sources and collecting information • Introduction to APA • Grammar: Modifiers | <p>Chapters 21,22, 23,25 Starting Research; Finding Sources & Collecting Information; Quoting, Paraphrasing, and Citing Sources; Using APA Style p. 388 – 428; 454 – 477 Use Cites Booklet for APA Grammar Part 7 Modifiers pp. 536-539</p> |
| 5 | <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 Organizing & Drafting Choosing a Style pp. 256-286 Grammar Part 7 Adjectives, Adverbs, Verbs pp. 539-543</p> |

| Class Session | Topics | Pre-Class Readings |
|---------------|---|--|
| 6 | <ul style="list-style-type: none"> • Critical Analysis Techniques • Revising & Editing • Introductions & Conclusions • Grammar: Subject-Verb Agreement • Critical Analysis Essay Due. | <p>Chapters 15,16,10 Revising & Editing Drafting; Introductions and Conclusions; Research Papers; pp. 303-319; pp.322-330; 210-253</p> <p>Grammar Part. 7 Subject-Verb Agreement pp. 543-545</p> |
| 7 | <ul style="list-style-type: none"> • Writing a Reflective Paper - techniques • Grammar: Pronouns | <p>Grammar Part. 7 Pronouns pp. 545-550</p> |
| 8 | <p>Critical Analysis <u>or</u> Argumentative assignment due</p> <ul style="list-style-type: none"> • Using Basic Rhetorical Patterns • Comparison/Contrast Essay • Using Argumentative Strategies • Designing Presentations • - Grammar: continue with Section 5 on Punctuation, Mechanics and Spelling (cont'd) pp. 554-57 | <p>Chapter 18, 19 Using Basic Rhetorical Patterns; Using Argumentative Strategies; pp. 343-375</p> <p>Grammar Ch. 7 Style, Appropriate Language pp.550-554</p> |
| 9 | <p><i>Research Essay Due</i></p> <ul style="list-style-type: none"> • - Working with Case Studies • - Preparing for an Essay Exam • - Presenting Your Work • - Essay writing techniques review • - Grammar: Punctuation & Mechanics; Abbreviations, Apostrophe, Spelling rules | <p>Chapters 28,29 Succeeding on Essay Exams; Presenting your work; pp.498-508; 509-521</p> <p>Grammar Ch. 7 Punctuation & Mechanics pp.554-563 Abbreviation, Apostrophe, Spelling pp.564-570 Review of material for exam</p> |
| 10 | <ul style="list-style-type: none"> • <i>Final Exam – 3 hrs</i> | <ul style="list-style-type: none"> • |

Appendix 1 Assignment Outlines

Note: You are expected to do all assignments, quizzes, 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.
3. You must use ProQuest or Gale as your source for references. 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 you work. This will help you to set high goals and clarify the marking process.

MyWritingLab Activities Weight: 10%

Description: You will be assigned various MyWritingLab Activities to do for each day as you go along in your studies. Your facilitator will evaluate your participation and quality of work. Please be sure to do these as required.

Daily Summary Activity Due Date: End of each class from class 1 through 8 Weight: 10% (2.5% per summary assignment)

Students will conclude each of the classes with a daily summary exercise.

This summary is to relate to the day's topic/s that answers the following: "What did I learn? What do I need to know more about? What steps do I need to do to be successful in light of what I learned today?"

Be sure to specifically refer to what was discussed during the class. Write in a reflective journaling style and turn your answers into the facilitator for grading. The paper will have a minimum length of 250 words and contain insight into each of these three questions. *N. B. These three questions are there to guide your answers to this assignment, and your facilitator may give you different questions per class, depending on the lessons of the class.*

Answers are to be written in the last 30 minutes of the class. No answers will be accepted that were prepared prior. If you are absent from the Summary Activity, you will receive a "zero."

Critical Analysis Essay or Argumentative Essay Due Date: Class 8 Weight: 25%

Minimum of 1,000 words; Maximum of 1,200 words

Critical Analysis Essay

Description: Students will demonstrate the skills learned and practiced in critical exchanges to write their own critical analysis of another author's work. This assignment is an analysis of and a commentary on another piece of writing. It generally focuses on technique as well as on content. This essay has two major goals: to summarize a source's main idea and to respond to the source's main idea with reactions based on your synthesis. The facilitator will provide materials to use in the critical analysis.

Your essay will be structured according to the following:

- Introduction

- Body
 - Summary of source's main idea/s
 - Transition
 - Analysis: Evaluate the evidence; sufficient (enough evidence, examples), representative (large enough pool/sample), relevancy (accurate correlations), accuracy (claims are fairly qualified)
 - Transition
 - Response: Base comments on your own experience, prior knowledge, and opinions
- Conclusion
- Documentation

Within the body, you may choose from three basic patterns of organization: write all the summary paragraphs first, followed by the analysis portion; alternate between summary and analysis paragraphs so that each paragraph of summary is followed by a critique of the summarized information; or combine a summary and critique of each idea within each paragraph of the body.

OR

Argumentative Essay – Read your English 110 textbook Chapters 8 and 17 regarding Position Papers. Your topic must be approved by the facilitator.

Research Essay **Due Date: Class 9** **Weight: 25%**

Description: You will write a research paper on a topic related to your chosen profession. Your facilitator may provide you with a topic/s.

Minimum of 1,200 words; maximum of 1,500 words

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

For this essay, you're expected to include at least four scholarly sources from ProQuest and/or Gale. 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 will receive a "0" on your paper.

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 provided.

**Appendix 2
Assignment Rubrics**

**Columbia College
Critical Analysis Essay Marking Rubric
Revised Jan. 2012**

| Student's Name | Course Code | Date | Facilitator/Evaluator's Name | |
|--------------------------------------|---|---|---|--|
| | A | B | C-D | F |
| | 5 | 4 | 3-2.5 | 2.4-0 |
| Purpose Essential Information | <ul style="list-style-type: none"> Introduces and presents paper effectively and clearly; purpose is readily apparent to the reader. First paragraph identifies three of the following: title, date, author and essential background information on the author. | <ul style="list-style-type: none"> Introduces and presents paper adequately; purpose is not consistently clear throughout the paper. First paragraph identifies only two of the following: the title, date, author and essential background information on the author. | <ul style="list-style-type: none"> Introduces and presents paper somewhat effectively; writing has a clear purpose but may at times move away from that purpose. First paragraph identifies only one of the following: the title, author and essential background information on the author. | <ul style="list-style-type: none"> Introduces and presents paper poorly; purpose is generally unclear. First paragraph does not identify the title, author and essential background information on the author. |
| | 10-9 | 8-7 | 6-5 | 4-0 |
| Essay Structure | <ul style="list-style-type: none"> Essay has a clear introduction, conclusion and well-developed essay body. Thesis is clearly stated and developed to demonstrate point of view. Paragraphs are logically developed both internally and externally, with transitions within and between paragraphs. | <ul style="list-style-type: none"> Essay has required introduction, conclusion and essay body that adequately presents essay components. Thesis is presented clearly, but may need more development. Paragraphs are mostly logically developed, both internally and externally, with some transitions within and between paragraphs. | <ul style="list-style-type: none"> Essay has required introduction, conclusion and essay body, but requires some further development. Thesis is presented but at times is slightly unclear. Paragraphs are not always logically developed, requiring attention to this area. Transitions are used but rarely. | <ul style="list-style-type: none"> Essay does not have all the components – introduction, conclusion and body paragraphs. Thesis is difficult to identify. May be restatement of an obvious point. Paragraphs are poorly developed and do not show logical progression of ideas. Transitions are not used. |

| | A | B | C-D | F |
|-----------------|--|---|---|--|
| | 5 | 4 | 3-2.5 | 2.4-0 |
| Argument | <ul style="list-style-type: none"> Clearly identifies and summarizes the main issues Effectively addresses all of the author's issue/s. Identifies all embedded issues and how they relate to each other. Formulates a clear and precise personal point of view Critiques with insight. Identifies and rigorously evaluates all important evidence offered. After considering all the relevant information and evidence, identifies and thoroughly discusses the implications, conclusions and consequences of the issue. Provides new data or information to be considered Ideas are supported effectively and sources are clearly attributed. Acknowledges objections and provides convincing replies to these | <ul style="list-style-type: none"> Successfully identifies and summarizes most of the main issues. Explains most of the author's issue/s satisfactorily. Identifies most embedded issues and how they relate to each other. Formulates a clear and precise personal point of view Critique is adequate. Identifies all important evidence offered. After considering most of the relevant information and evidence, identifies and briefly discusses the implications, conclusions and consequences of the issue. Evaluates the information Discusses alternate points of view. Ideas are generally supported and paper includes clear attribution. | <ul style="list-style-type: none"> Identifies main issues, but requires more explanation to be effective. Alludes to embedded issues without development or explanation. Demonstrates a vague or indecisive point of view Some critique provided, but requires more development. Successfully identifies data and data and information that counts as evidence but does not thoroughly evaluate its credibility. Suggests some implications, conclusions and consequences of the issue but without reference to the context and relevant information Considers weak alternative views. Some ideas are substantiated, but more attention is needed to this area. | <ul style="list-style-type: none"> Fails to identify, summarize, or explain the main problem or issue. Represents the issues inaccurately. Does not identify embedded issues. No critique provided. Fails to identify data and information that counts as credible evidence. Fails to identify implications, conclusions and consequences of the issue Fails to identify the key relationships between the context, data or evidence. Difficult to determine point of view. Attribution is missing, or sources given are poorly selected. |

| | A | B | C-D | F |
|--|---|--|--|--|
| | 5 | 4 | 3-2.5 | 2.4-0 |
| 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. • <input type="checkbox"/> Does not meet enough requirements for an acceptable academic response. • Does not meet enough requirements of the 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
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
Research Rubric
Last Revised: February 2014**

| 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: