

Columbia College
Human Rights and Diversity (POLI265)
Lecture 1
Course Outline

Semester Dates: October 09, 2017 to November 12, 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: Iman Bukhari

Email: imanb@columbia.ab.ca

Class Time: 8:30 AM - 5:00 PM (Sat.)

Room: 805-120

Credit: 3

Prerequisite: None

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

Course Description:

Human rights and diversity issues play an important role in our society. This course will provide students with the opportunity to examine current issues and social problems relating to our current cultural society. It will provide an understanding of diversity and the associated problems and issues surrounding it. Students will also investigate the myths and realities surrounding such areas as race, gender, social class, and crime. Aboriginal peoples' issues will form an important part of this course. This area focuses upon such aspects as identity, history, art, culture, economy, languages, literature, music, community and political dynamics.

Learning Outcomes:

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

- Discuss the basic concepts underpinning diversity, multiculturalism, human rights in Canadian context.
- Explain the various rights and freedom enshrined in Canadian human rights legislation and practices.
- Discuss cultural and religious diversity and know the ramifications of topics such as family violence, mental health issues and developmental disabilities.
- Discuss the cross-cultural and racial contact that police officers and civilian employees have with citizens, victims, suspects, and co-workers from diverse backgrounds.
- Demonstrate a working knowledge and understanding of cultural diversity in Canadian society and workplace.
- Critically assess the key trends and issues surrounding cultural diversity in Canada, our communities and workplaces.

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:

Fleras, A. (2016). *Unequal relations: An introduction to race, ethnic, and aboriginal dynamics in Canada* (8th ed.). Toronto, ON: Pearson Education Inc.

Haig, J., MacMillan, V., & Raikes, G. (2018). *Cites & Sources; an APA document guide* (5th ed.). Toronto, ON: Nelson Education Ltd.

Instructor handouts.

Recommended Readings and Resources:

Students may access these sources from the College and from home.

GALE InfoTrac Custom Journals

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

Also, use other academic sources like Google Scholar.

Homework Assignment Due for the First Class:

- Read Chapter 1 & 2 in your text, *Unequal relations: An introduction to race, ethnic, and aboriginal dynamics in Canada*.
- As a result of your reading assignment write down at least three questions that you would want discussed further in class. Bring these questions to class.
- Prepare for a graded quiz based on the assigned readings.
- Read this course outline and be prepared to discuss in class

Evaluation - Assessment of Student Performance:

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

Title of Assignment/Examination	Due Date	Weight
Daily Quizzes: at the start of the class	Classes 1 through 8	20%
Daily Summary Test: at the end of the class	Classes 1 through 8	10%
Assignment – term paper	Class 5	30%
Presentation	Class 8 & 9	10%
Final Project	Class 10	30%

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

Grading:

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

Marking and Grading Conversion:

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

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

Submission and Completion of Assignments:

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

Requesting an Examination Deferral:

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

Attendance Requirements:

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

Academic Integrity:

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

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

Student Conduct:

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

Generally, each student will:

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

Important Dates:

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 or Medical Conditions:

Students with temporary or permanent disabilities or medical conditions 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 Services (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">▪ Introduction and Course Overview▪ Race, Ethnic, and Aboriginal Relations• Politics of Race	<ul style="list-style-type: none">• Syllabus• Chapter 1• Chapter 2
2	<ul style="list-style-type: none">• Racisms and Anti-racism• Ethnicity Matters	<ul style="list-style-type: none">• Chapter 3,• Chapter 4
3	<ul style="list-style-type: none">• Racialized Inequality• Gender Minorities, Gendered Exclusions	<ul style="list-style-type: none">• Chapter 5• Chapter 6
4	<ul style="list-style-type: none">• Aboriginal Peoples in Canada	<ul style="list-style-type: none">• Chapter 7
5	<ul style="list-style-type: none">• The Quebec Question: The Canadian Quandary	<ul style="list-style-type: none">• Chapter 8• Term Paper Due
6	<ul style="list-style-type: none">• Immigrants and Immigration	<ul style="list-style-type: none">• Chapter 9
7	<ul style="list-style-type: none">• Multiculturalism as Canada-Building Governance	<ul style="list-style-type: none">• Chapters 10, 11
8	<ul style="list-style-type: none">▪ The Adventure Called Canada-Building	<ul style="list-style-type: none">• Chapter 12• Presentations Due
9	<ul style="list-style-type: none">• REVIEW	<ul style="list-style-type: none">• Presentations Cont
10	<i>Final Project.</i>	TBA

Appendix 1 Assignment Outlines

Tests

Due Date: Daily (at the beginning of each class; 1 through 8)

Weight: 20%

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

Daily Summary Activity

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

Weight: 10%

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 Short Writing Reflective Rubric.

Assignment – Term Paper

Due Date: Class 5

Weight: 30%

Students will submit a 1,250 to 1400-word term paper critically examining a relevant text topic of choice. Students should apply the theories and concepts learned in this course to their particular career choice. The essay must have a minimum length of 1,250 words (not including the cover page and the reference page), use APA standards, and contain at least two references, in addition to the course text. Students will be evaluated according to the attached rubric.

Please go to your Moodle site for this course and use the Word template prepared for you (E-brary). You do not include the words Running Head or write an Abstract for this paper. Information is provided on how to electronically manage your sources and easily prepare a correct References page. How to format your paper is included in the E-Brary. You may also use your Cites Handbook as the official source for APA at Columbia College.

Presentation

Due date: Class 8 & 9

Weight: 10%

The student will present the highlights of the text topic chosen for their term paper. The presentation should be approximately a total of 10 minutes in length with time allocated for questions and answers. The presentation will be evaluated according to the attached presentation rubric.

Final Project

Due Date: Class 10 by 11:59PM

Weight: 30%

Students will be required to write a final project covering the content of classroom lessons and assigned text and other readings. This project will be a **self-reflective exercise** around issues of diversity and human rights. Please write a minimum of 1000-words reflection paper by answering the following questions.

1. Describe what you feel are your main characteristics in relation to your outer environment - for example, your personal identity (gender, origin, culture, language etc.), and/or your race, and/or culture and/or faith? [You do not need to select all - only the characteristics that you feel describe/define you to the outer environment] How do you see your main characteristics impacting clients you serve in your profession? **(minimum 350 words)**
2. Stereotypes or biases about people can undermine best practices in your work. Name and explain **three ways** to avoid biases/stereotypes about people. **(minimum 350 words)**
3. How can you promote *social justice & inclusion* in your work with one of the minority groups in Canada (as defined by the Alberta Human Rights Commission - see the AHRC website)? **[minimum 350 words]**

**Appendix 2
Assignment Rubrics**

**Columbia College
Term Paper Rubric
Last Revised: January 2012**

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

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

Mechanics, Grammar, Professional Format	5	4	3	2.5	2.4-0	
	<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 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 academic response. Does not meet any 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 out of 40:

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
Short Writing Reflective Rubric
 Last Revised: July 2017

Student's Name _____

Course Code _____

Date _____

Facilitator/Evaluator's Name _____

Area	8	7	6-5	4-3	2-0	Score
Depth of Reflection	<ul style="list-style-type: none"> Reflection reveals a thorough insight of the subject matter. Shows depth of critical thinking. Uses specific and convincing examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals insight into the subject matter. Often there are thoughtful statements. Uses well-chosen examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, some reflective statements are evident. Uses some examples to support ideas on the subject matter and reflections. 	<ul style="list-style-type: none"> Reflection is limited. The writer produces some basic understanding of the subject matter. Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process 	<ul style="list-style-type: none"> Little to no reflection is present. Uses few to no examples. 	
	2		1.5		1-0	
Use of Writing Conventions: spelling, punctuation, capitalization, grammar	<ul style="list-style-type: none"> Demonstrates control of the writing conventions with few 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 to no control of the writing conventions with frequent errors that make understanding difficult. 	

Total Score out of 10:

Facilitator/Evaluator's Comments:

Columbia College
In-Class Learning Activity Rubric
 Last Revised: May 7, 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Area	A 10-9	B 8-7	C-D 6-5	F 4-0	Score
Contribution to Group Goals and Tasks	<ul style="list-style-type: none"> • Regularly provides useful ideas to group. • Contributes consistently and actively to group tasks and makes a strong effort to achieve goals. • Fully accepts and fulfills individual role within group. 	<ul style="list-style-type: none"> • Often provides useful ideas to group. • Contributes actively to group tasks with occasional prompting. • Usually accepts and fulfills individual role within group. 	<ul style="list-style-type: none"> • Sometimes provides useful ideas to group. • Does what is required with occasional prompting. 	<ul style="list-style-type: none"> • Rarely provides useful ideas to group. • Works toward goals only when prompted. 	
Quality of Work Output	<ul style="list-style-type: none"> • Demonstrates superior quality work. • Does not need to be prompted to get work done on time. 	<ul style="list-style-type: none"> • Demonstrates good quality work. • May need occasional prompting to get the work done on time, but does not hold up group's progress. 	<ul style="list-style-type: none"> • Work sometimes needs monitoring or re-doing. • Usually needs prompting to get work done on time and tends to hold up group progress. 	<ul style="list-style-type: none"> • Work usually needs monitoring or re-doing. • Group's progress is held up by poor personal management. • Always needs prompting to get the work done. 	
Working with Group Members	<ul style="list-style-type: none"> • Listens to others and speaks a significant amount as appropriate. • Never argues with group members. • Always helps all group members to arrive at a fair and logical decision. 	<ul style="list-style-type: none"> • Listens but sometimes talks too much or dominates the discussion. • Rarely argues with group members. • Usually considers the views of all group members. 	<ul style="list-style-type: none"> • Usually dominating the discussion, rarely allows others to speak. • Sometimes argues with group members. • Often sides with specific individuals instead of considering views of all group members. 	<ul style="list-style-type: none"> • Is always talking, never allows anyone else to speak. • Usually argues with group members. • Usually wants to have things his/her own way. 	

Area	5	4	3	2-0	Score
Overall Attitude / Disposition	<ul style="list-style-type: none"> Never openly critical of learning activity, group tasks, or group members. Always demonstrates positive attitude towards group goals and tasks. 	<ul style="list-style-type: none"> Rarely openly critical of learning activity, group tasks or group members; Generally demonstrates positive attitude towards group goals and tasks. 	<ul style="list-style-type: none"> Sometimes openly critical of learning activity, group tasks or group members. Demonstrates occasional negative attitude towards group goals and tasks. 	<ul style="list-style-type: none"> Often openly critical of learning activity, group tasks or group members. Usually demonstrates negative attitude towards group goals and tasks. 	
Readiness to Engage in Group Activity	<ul style="list-style-type: none"> Always ready to begin tasks without the need for prompting. Always comes prepared with ideas and materials needed to get the work started on time. 	<ul style="list-style-type: none"> Almost always ready to begin tasks and rarely needs prompting. Almost always comes prepared with ideas and materials to get the work started on time. 	<ul style="list-style-type: none"> Often needs prompting to begin tasks and do the required work. Usually comes prepared with ideas and materials to get the work started on time. 	<ul style="list-style-type: none"> Always needs prompting to begin tasks and do the required work. Always or often relies on others to do the work. Does not usually come prepared with ideas and materials to get the work started on time. 	

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 40:

Facilitator/Evaluator’s Comments: