

Columbia College
Special Topics in Human Services (HSPD285)
Lecture 1
Course Outline

Semester Dates: November 16, 2020 to December 19, 2020

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: Jade Johnson

Email: jade.johnson@columbia.ca

Class Time: 10:00 AM to 12:00 PM (Mon./ Wed.) See
Microsoft Teams invites from facilitator

Room: Microsoft Teams and HSDP285
Moodle Page

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. 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 offers the student an opportunity to explore key topics and issues focusing on their area of specialization. Primary and secondary research will be used to prepare a major project on the topic/topics of choice.

Learning Outcomes:

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

1. Define, explain, and describe key terms, concepts, theories, ideologies and models.
2. Apply and critically analyze ethics related to your profession.
3. Summarize a human services approach to working with individuals experiencing poverty, unemployment, and other associated challenges.
4. Identify and discuss how children and families are affected by parenting style, family type, and family violence.
5. Describe how human services workers work with diverse populations such as seniors, Aboriginal Canadians, immigrants, and individuals with disabilities,
6. Articulate an understanding of Social Agencies for delivering social welfare resources to people in need through strategic and operational frameworks.
7. Understand the social welfare system and critically assess its issues, roles, approaches, initiatives and challenges.
8. Discuss the role of professional and non-professional service providers within the social welfare provision.
9. Demonstrate professional and personal growth in human services through self-assessment activities.
10. Summarize the process of how social welfare policies are formalized, implemented, and evaluated.
11. Understand how Canada's Social Union Framework Agreement forms a foundation for agreed-upon principles and commitments for pan-Canadian social welfare developments. Apply these principles to current programs in Alberta.
12. Be able to articulate how the three main service sectors deliver social welfare programs to Canadians.

Course Format:

This remote 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 online 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 online class discussions and take responsibility for your own learning. Be a positive and co-operative team member. The expectation is that you will come to each online 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 online setting 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 online 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:

Chappell, R. (2014). *Social welfare in Canadian society (5th ed.)*. Toronto, ON: Nelson Education Learning.

Recommended Readings and Resources:

Further Recommended Readings and Resources:

N/A

Homework Assignment Due for the First Class:

1. Read this course outline and be prepared to discuss in class.
2. Read Chapters 1 and 2 of your text, *Social welfare in the Canadian Society*.
3. Prepare for a test on the assigned readings.

Evaluation - Assessment of Student Performance:

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

| Title of Assignment/Examination | Due Date | Weight |
|---------------------------------|--------------|--------|
| Daily Tests | Class 1 - 10 | 25% |
| Writing Assignment A | Class 4 | 20% |
| Writing Assignment B | Class 7 | 30% |
| Final Reflective Paper | Class 10 | 25% |

Please note that all homework and assignments are due at 11:59PM on the day of each due date.

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 "C+" (a minimal pass) for the course.

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 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 and unable to complete online activities and daily assessments. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Completion of online activities and Daily Tests constitute an attended day. 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 College'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; this includes online meetings and discussions
- 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

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 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"> Outline Discussed The nature of Canadian social welfare Social welfare policy | <ul style="list-style-type: none"> Chapter 1 Chapter 2 |
| 2 | <ul style="list-style-type: none"> Historical Foundations | <ul style="list-style-type: none"> Chapter 3 |
| 3 | <ul style="list-style-type: none"> Social Welfare in Globalization Era Service Sectors | <ul style="list-style-type: none"> Chapter 4 Chapter 5 |
| 4 | <ul style="list-style-type: none"> Social agencies Writing Assignment A Due | <ul style="list-style-type: none"> Chapter 6 |
| 5 | <ul style="list-style-type: none"> Service providers | <ul style="list-style-type: none"> Chapter 7 |
| 6 | <ul style="list-style-type: none"> Planned change in micro, mezzo, and macro systems The social welfare of Canadians living in poverty | <ul style="list-style-type: none"> Chapter 8 Chapter 9 |
| 7 | <ul style="list-style-type: none"> The social welfare of children and their families | <ul style="list-style-type: none"> Chapter 10 |
| 8 | <ul style="list-style-type: none"> Social welfare and older Canadians The social welfare with Aboriginal Canadians Writing Assignment B Due | <ul style="list-style-type: none"> Chapter 11 Chapter 12 |
| 9 | <ul style="list-style-type: none"> The social welfare of recent immigrants Social welfare and people with disabilities | <ul style="list-style-type: none"> Chapter 13 Chapter 14 |
| 10 | <ul style="list-style-type: none"> Presentations Final Project Due | <ul style="list-style-type: none"> <i>Course Surveys</i> |

Appendix 1 Assignment Outlines

Please note: Students must complete all assignments, tests, and final projects in order to pass this course

Daily Tests

Due Date: Each class from classes 1 through 10.

Weight: 25%

Students will be expected to have read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments. Tests are open in Moodle from 8:30 AM to 11:59 PM on the day of the scheduled class. There is one attempt and a 30-minute time limit on each test

Mastery Learning: As part of the Mastery Learning model, if you do not meet the minimum 70% on a given daily test, you will be provided with an opportunity to earn marks based on Mastery Learning Forum made available at the end of each week.

Writing Assignment A

Due: Class 4

Weight: 20%

Canadian Social Policy

Social policy is a term which is applied to various areas of **policy**, usually within a governmental or political setting (such as the welfare state and study of **social** services). It can refer to guidelines, principles, legislation and activities that affect the living conditions conducive to human welfare, such as a person's quality of life.

Write a critical thinking response that focuses on a social policy that interests you (i.e. Immigration Policy, Child Welfare Act, and Disability Policy).

- Identify and describe the factors (e.g., political or economic climate) that may have influenced the need for the policy,
- How this policy affects vulnerable individuals.
- Name at least one (1) change would you make to this policy. Why would you make this change?
- Explore the reasons why the policy is relevant in Canada, Alberta and/or Calgary.

Writing Assignments Expectations:

- **Objective:** The objectives of this writing assignments are to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate depth of knowledge related to the course content.
- **Focus:** Each assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** All assignments will be double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one inch margins on each side. 12 point Times New Roman font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to the attached rubric: **Critical Writing Response Marking Rubric.**

How to avoid plagiarism

- The simplest way to avoid plagiarism is to reference any sources properly (using both in-text, parenthetical citations in the body of your assignment and a 'References' page at the end). While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA style

Writing Assignment B

Due: Class 8

Weight: 30%

Investigative Summary: Peer Intervention Program Assignment

- Investigate how peer intervention programs are used in your community.
- Define what they are, and identify where and why they exist.
- What types of issues or social concerns use peer intervention models?
- What types of training, support, and resources are available to these initiatives?
- How are they funded or sustained?
- How are they evaluated?
- Are there risks or liabilities?
- What are the benefits?

What does the literature say about peer support interventions (reviews, best practices, concerns)?

- Consider the role of peer intervention in the overall social welfare picture, and comment on how the model is currently being used in your community.
- Is there over or under use?
- Is there a population, need, or issue in your community where individuals might benefit from this type of support?

Write a summary emphasizing the results and highlights of your investigation.

Writing Assignments Expectations:

- **Objective:** The objectives of the two writing assignments are to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate depth of knowledge related to the course content.
- **Focus:** Each assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** All assignments will be double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one inch margins on each side. 12 point Times New Roman font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to the attached rubric: **Short Answer Writing Response Marking Rubric.**

How to avoid plagiarism

The simplest way to avoid plagiarism is to reference any sources properly (using both in-text, parenthetical citations in the body of your assignment and a 'References' page at the end). While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA style.

Final Project – Oral Presentation

Due Date: Class 10

Weight: 25%

The final group project will enable you to explore the entirety of the covered course content **BUT** you should only choose one chapter/topic to discuss in detail and present it to the class on the final day of the course.

You have explored the various domains of social welfare, including **universal programs, poverty and social issues**. The maximum size of group for this project is three students per group and your presentation is expected to last between 7 to 10 minutes.

Please choose an area (chapter) and explore the topic more thoroughly than is presented in the text. You are encouraged to expand on the material delivered in lectures and the textbook- example: **investigate any local impacts of service providers (Chapter 7)**.

Suggested Chapters:

- Chapter 5: Service Sectors
- Chapter 6: Social Agencies
- Chapter 9: Canadians Living in Poverty
- Chapter 10: Children and their Families
- Chapter 11: Social Welfare and Older Canadians
- Chapter 12: The Social Welfare of Aboriginal Canadians
- Chapter 13: The Social Welfare of Recent Immigrants
- Chapter 14: Social Welfare and People with Disabilities

Presentation Example:

Chapter 7 Service Providers:

Expand on the topics of professional helpers, agency volunteers, peer helpers and unpaid caregivers.

This means, what do they offer to the field of human services and what would be the impact should they not be around or as involved?

Your presentation should be more than a review of material in the text, but rather an expanded, more thorough learning that may be relevant to you now or in the future. You will be marked on the **Oral Presentation Rubric**.

Your presentation must include the following:

1. Present an outline of the key points of the chapter and explain how these key concepts apply to your chosen program.
2. Group members should choose one chapter from the textbook and also formulate a topic they will present on, and they should also relate the topic to a real-life situation, such as workplace or practicum placement.
3. Group members should adopt any communication format they prefer but PowerPoint Presentations or Prezi are the most effective for this. The preferred method of delivery will be Microsoft Teams- groups are expected to create time on their own outside of class time to prepare for this project. Presentation are live in Class 10.

How to avoid plagiarism?

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a “References” page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA referencing formats outlined in your ENGL110-1 texts (chapters vary).

**Appendix
Assignment Rubrics**

**Columbia College
Critical Writing Response Marking Rubric
Revised Jan. 2018**

| Student's Name | Course Code | Date | Facilitator/Evaluator's Name | | |
|--|--|---|---|---|--------------|
| | A | B | C-D | F | Score |
| | 10-9 | 8-7 | 6-5 | 4-0 | |
| Quality of Response Content/Ideas | <ul style="list-style-type: none"> • Demonstrates reflection, insight, and accurate interpretation of assignment. • States main idea/opinion clearly. • Provides support for the main idea through numerous, relevant sources and/or references to the course readings. | <ul style="list-style-type: none"> • Demonstrates reflection and accurate interpretation of assignment. • States main idea /opinion clearly. • Provides support for the main idea through number of relevant sources and/or references to the course readings. | <ul style="list-style-type: none"> • Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability. | <ul style="list-style-type: none"> • Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion. | |
| Analysis | <ul style="list-style-type: none"> • Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem solving skills. | <ul style="list-style-type: none"> • Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem solving skills. | <ul style="list-style-type: none"> • Defines the issue, but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem solving skills. | <ul style="list-style-type: none"> • Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem solving skills. | |

| | A | B | C-D | F | Score |
|-----------------------------------|--|--|--|---|--------------|
| | 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, addressing audience and purpose. • Incorporates knowledge of stylistic techniques. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Consistently demonstrates original, sincere and compelling personal voice. | <ul style="list-style-type: none"> • Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Demonstrates use of particular stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice. | <ul style="list-style-type: none"> • Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice. | <ul style="list-style-type: none"> • Uses simplistic sentence structures that are awkward and do not address audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice. | |
| Organization and Structure | <ul style="list-style-type: none"> • Creates a sophisticated, well developed beginning, middle and conclusion. • Connects all ideas logically. • Uses a variety of carefully crafted sentence structures. • Consistently establishes appropriate paragraphing and transitions. | <ul style="list-style-type: none"> • Creates a well-developed beginning, middle, and conclusion. • Connects most ideas logically. • Uses a variety of well-structured sentence • Most of the time establishes appropriate paragraphing and transitions | <ul style="list-style-type: none"> • Creates an unfocused beginning, middle and a simple conclusion. • Creates answer that is poorly structured. • Uses some sentence variety with errors that begin to interfere with meaning. • Shows faulty paragraphing and lack of transitions. | <ul style="list-style-type: none"> • Creates a limited response with no clear beginning, middle, and conclusion. • Creates confusion in structure. • Uses little to no sentence structure variety. • Many structural errors • Weak to no paragraphing or transition. | |

| | A | B | C-D | F | Score |
|--|--|---|--|--|--------------|
| | 10-9 | 8-7 | 6-5 | 4-0 | |
| Mechanics, Grammar, Professional Format | <ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly where applicable for referencing sources. • 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 where applicable for referencing sources. • Meets most requirements for a well written academic response. • Meets most requirements of the assignment. | <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 with errors when sources are used. • Meets a few requirements for an acceptable academic response. • Meets a 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 when sources are used. • Meets few requirements for an acceptable academic response. • Meets little to no 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 50:

Facilitator/Evaluator’s Comments:

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

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

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

Total Score out of 40: