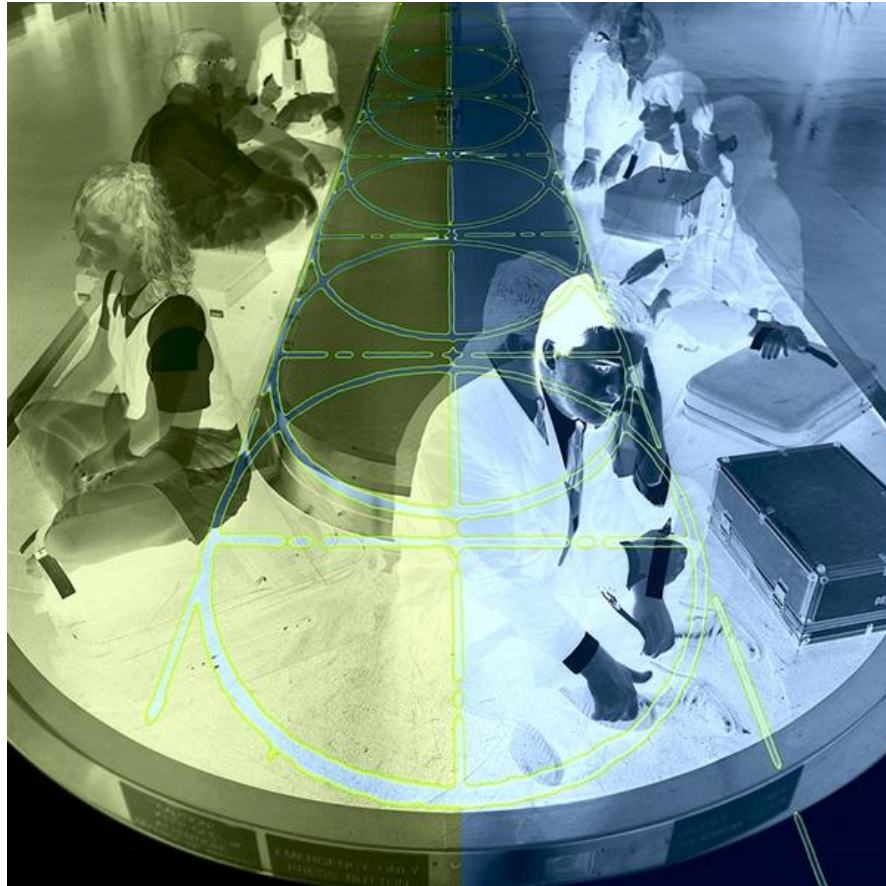


Interpersonal Communication Concepts

Six-week course, 3 semester credits



Course Syllabus

COM 110: Interpersonal Communication Concepts



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Welcome to an engaging online learning experience

We are pleased to welcome and support you in this course, and begin by telling you about our mission, our learning model, and our commitment to academic quality and innovation, all of which contribute to ensuring your success.

Our mission-- Our mission is to provide online learning opportunities that allow individuals to earn academic credits that are transferrable to bachelor's degree programs, and increase knowledge applicable in academic contexts and workplace practice as a way of improving performance, stimulating personal growth, and advancing professional and career goals.

Our learning model-- Our courses are designed for *self-directed learners*. By that we mean that our students (who are working adults or individuals seriously considering the world of work and personal responsibility), have identified immediate and longer-term goals--and are motivated and willing to take initiative in achieving them. In our courses, then, they may choose their own pace in completing assignments within the timeframe allotted. They will have the academic guidance of an instructor and opportunity to interact with fellow learners, but their central driving force lies *within themselves*--to experience the satisfaction of achieving a successful step toward an important life goal.

Our instructors--They are dedicated to online learning, have earned master's degree or doctoral degree credentials in the discipline in which they teach, and are active in diverse workplace and leadership activities. As such, they are *scholar/practitioners*. In guiding your learning journey in this course, they will provide important subject-area insights, respond to your questions, assess your assignments and give you feedback. Email exchanges and Skype interaction are among the means they'll use to encourage and support your progress and achievement.

Our commitment to you--Active learning frames our curriculum design; innovative technology delivers it--and helps ensure its engaging, enriching, academically solid quality. We provide ways for you to approach learning through reading, video, library research, and access to interactive Web tools. Our vision is a purposeful one: we are committed to assisting self-directed, serious individuals achieve success and find purpose--by providing them accessible, affordable, academically respected online learning opportunities.



ALIGN Degree Services, LLC maintains ACE CREDIT recommendations on its courses. The American Council on Education's College Credit Recommendation Service (CREDIT) connects workplace learning with colleges and universities by helping adults gain access to academic credit for formal courses and examinations taken outside the traditional classroom.

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INTERPERSONAL COMMUNICATION CONCEPTS

Course Description

This course examines the nature of interpersonal communication in our contemporary society and organizations, and presents opportunities for developing skills in team performance, in dealing with conflict, in analyzing verbal and nonverbal behavior, in listening and writing, and in preparing and delivering presentations.

Learning Outcomes

At the end of this course you should be able to:

1. Define the concept of communication and its primary functions.
2. Identify and explain the basic elements of communication that contribute to effectiveness in the contemporary society, including an analysis of culture.
3. Recognize theories and models that provide insights on improving interpersonal communication.
4. Demonstrate interpersonal communication skills, including listening and verbal/nonverbal behaviors.
5. Choose techniques that create communication openness in settings where diversity of race, language and culture are represented.
6. Recognize essential team skills required for effective group participation, and for dealing with interpersonal conflict in groups.
7. Deliver a presentation prepared to address a specific communication-related objective.
8. Demonstrate college-level writing skills by integrating material into clear sentences and cohesive paragraphs in written work.

Required Readings

Textbook: Sole, Kathy. (2011) *Making Connections: Understanding Interpersonal Communication*, San Diego: Bridgepoint Education, Inc. ISBN 1935966-12-X.

Supplementary Readings

Selections from the online library are listed in weekly assignments.

Online Library

Through its instructional platform, *ALIGN* Degree Services (*ALIGN*) links to the Gale Cengage *Academic One File*. It includes:

- More than 14,000 titles, including more than 9,000 peer-reviewed journals and more than 6,000 in full text
- Full text of The New York Times from 1985 to present
- Links with JSTOR for archival access to periodicals and Open URL compliances for access to e-journal and subscription materials
- Thousands of podcasts and transcripts from NPR, CNN and CBC
- Variety of video presentations

Course Activities and Assessment Means

These activities allow you to engage in learning in a variety of ways. Some ways may be more appealing to you than others—because we all have preferred learning styles. But each activity will contribute important insights. Evaluation in the course will measure your performance in these activities.

Knowledge-Building (20% of course grade)

Assessed by Objective Testing

Reflection and Application (45% of course grade)

Assessed by Journaling, Discussion Forums, Presentation, and Analytical Writing.

Summative Assessment and Application 35% of course grade)

Assessed by final examination and the summative essay.

Description of Course Activities

Self-Test (0% of course grade)

This is personal assessment activity, requiring you to complete a short objective test on the assigned weekly readings in the textbook. Self-tests are *knowledge-building activities*. They are not timed; you may use open-book resources if you wish. Consequently, they are useful in identifying your comprehension of the reading—and are a means of emphasizing significant aspects in the overall course content. Self-tests are comprised of questions typically or actually included on the Weekly Timed Test. Self-tests are posted automatically to your grade book file, but they are not counted as part of the course grade. You may take a self-test more than once, if you wish.

Weekly Timed Test (20% of course grade)

The Weekly Objective Test is based on the week's reading assignments and consists of questions typically or actually used in the self-tests. It is included as part of the course grade. It consists of 20 random questions typically or actually used in the self-test. It is included as part of the course grade; your grade will be automatically posted to your Grade book. You have 30 minutes to complete the test.

Reflection - Personal Learning Journal (15% of course grade)

This is a reflective activity which requires you to take time to review outcomes of your reading and interactions and identify specific insights; to show how you intend to use them; and link Web resources to them. Use the Microsoft Word Template format to accumulate this record of your thoughts, conclusions, feelings and intentions. Make observations about the topic and how your thinking, priorities, and intentions relate to it. Journal submissions are required three times in the course.

Interpreting/Analyzing – Discussion Forum (20% of course grade)

This is an interactive activity which requires you to participate in Discussion Forums. Specific topics will be posted for discussion each week. You will be asked to post a thoughtful response to the topic and engage in e-conversation about the topic with at three others in the course each week. Your initial post to the discussion question must be made by midnight, Thursday each week, and your required number of e-conversation posts with others must be made by midnight, Monday each week.

Writing and Analysis – Essays (5% of course grade)

This is a responsive activity which requires you to prepare one short essays (2-3 pages long). It asks you to “take a position” or “analyze” a particular issue related to points of view you find others presenting in the course materials or in Web resources.

Presentation (5 % of course grade)

This is a creative activity which illustrates and demonstrates your understanding of a *concept* or *idea* encountered in the course. You must present the idea or concept in a knowledgeable, thorough, and engaging manner—using various media resources, including PowerPoint and video, in the presentation.

Your document should be representative of the kind of presentation that a person would make to others in the workplace, in order to capture their interest and give them up-to-date information and insights on a particular topic. Also, your presentation should include an accompanying well-written (descriptive) overview of several pages. Think of it as a "script," that will allow your instructor to understand how you would actually deliver the presentation, documented with references from sources other than the textbook.

End-of Course Assessment (35 % of course grade)

This activity consists of (1) a 60 minute online examination, requiring response to objective questions on content covered in the course, and (2) preparation of a summative 8-10 page essay in APA format, asking you to reflect upon and describe significant insights gained from the course, explain why they are important concepts in the subject area of the course as well as in today’s world, and then to develop a plan for changes you can make in your life by applying and implementing these insights.

Learning Activities Chart

The chart below identifies the nature and arrangement of assignments (and point structure) in the course.

Overview:

	Knowledge-Building Activities		Reflection, Discussion, Analysis and Writing Activities				End-of-Course Activities
	Reading and Self-Tests 0%	Weekly Timed Tests 20%	Reflective Journal 15%	Discussion Forum 20%	Analytical Writing 5%	Presentation 5%	Objective Exam 20% Summative Essay 15%
WK 1		4 pts	5 pts	4 pts			
WK 2		4 pts		4 pts	5 pts		
WK 3		4 pts	5 pts	4 pts			
WK 4		4 pts		4 pts		5 pts	
WK 5		4 pts	5 pts	4 pts			
WK 6							35 pts

Information about Written Assignments

Writing needs to be done carefully and thoughtfully. It's important to remember that writing is a creative process (you begin with a blank screen or page), and you can't achieve a good result without making revisions. You always need to go back over what you write initially, re-think it, and make changes. And check for accuracy in spelling, grammar and sentence structure! When you revise, also pay attention to word choices: ask yourself, "How can I express this idea more clearly? What wording would be better?"

Writing Center

Guidelines for written work and samples of typical written assignments are posted in the Writing Center, accessible from *ALIGN's* Classroom. Documents include models for a

- One Paragraph Discussion Forum Posting
- A Short Essay
- A Summative Essay
- A ready-to-write template (Microsoft Word) to use in preparing a Summative Essay in APA format

Rubrics

You will find several assignments that are accompanied by rubrics. Be sure to examine each one.

What is a rubric? A rubric is an assessment tool that allows measure to be made of several criteria or aspects in an assignment. The rubric is developed with a numerical value placed on each criterion. The person evaluating the assignment opens the rubric and enters a score for each criterion. So, the overall grade is the sum of the numerical values assigned to each part. Use of rubrics makes the assessment process more authentic; a range of performance levels is shown in the rubric structure, and measurement of performance is made based on carefully defined criteria. It is important to refer to and understand the rubric as you develop your response to an assignment. It is a guide for completing the assignment—and the guide that will be used in evaluating it. A rubric allows you to know in advance how an assignment will be evaluated. Use of rubrics improves the quality of learning.

Assignments for which rubrics are used:

Discussion Forum (both for Initial Posts and Peer Responses)

- Discussion Forum
- Personal Learning Journal
- Short Analytical Essay
- Presentation
- Summative, Reflective Essay

Criteria for Evaluating Written Work

Basic Expectations: The purpose of the essay will be clearly stated in the opening paragraph and the central ideas in the essay will be presented in separate paragraphs. Smooth, logical transitions will be used to connect the paragraphs. There will be a closing paragraph that summarizes or re-emphasizes the main purpose of the essay. All materials used in the essay from other sources will be identified. (See Sample Essays in the Writing Center.)

Essay in the A grade range – It will be focused, with clearly developed ideas supported by details and examples. Its organization, sentence structures and word choice will allow it to have a compelling impact. In the essay the writer explores a subject analytically, incorporates outside sources, and maintains a consistent point of view. As well, it is free of mechanical errors.

Essay in the B grade range – Like the essay in the A grade range, it will be focused, with ideas supported by details and examples. But in one or more of the following areas it needs improvement in order to have a compelling impact: organization, sentence structure, word choice, analytical development, incorporating outside sources, or maintaining a consistent point of view. The essay is relatively free of mechanical errors.

Essay in the C grade range – It has some focus, ideas are presented and somewhat developed. It lacks organization and depth of thought. In one or more of the following areas it needs improvement: paragraph structure, use of transitions to achieve coherence, sentence structure,

word choice, analytical development, incorporating outside sources, or maintaining a consistent point of view. Mechanical errors are evident.

Format for Written Assignments

All written assignments must include identification that includes the following information:

Your Name

Title of the Assignment and Course Title

Your Instructor's Name and Date Submitted

1. Font: Choose Ariel, Tahoma, Calibri, or Times New Roman as your font.
2. Size: 12 point.
2. Spacing: 1 1/2 spaces between lines.

Assessment

Since *ALIGN* courses have received credit recommendation from the American Council on Education (ACE Credit), they are used primarily as transfer credits. In accepting such transfer credits, colleges and universities require a grade in the C category or higher. Our instructors may assign D or F grades for particular work that is inferior. But, your cumulative grade must be in the C category minimally to pass the course.

Grading of assignments and overall performance in the course is done using the following breakdown:

Letter Grade	Percent	Lower Level of Grade
A	0.933 =	93 points
A-	0.9 =	90 points
B+	0.866 =	87 points
B	0.833 =	83 points
B-	0.8 =	80 points
C+	0.766 =	77 points
C	0.733 =	73 points
C-	0.7 =	70 points

Being Successful in Online Courses

ALIGN courses are designed for **self-directed learners**. By that we mean that our students, who are working adults or individuals seriously considering the world of work and personal

responsibility, have identified immediate and longer-term goals--and are motivated and willing to take initiative in achieving them. In this course, then, they may choose their own pace in completing assignments within the timeframe allotted. They will have the guidance of an instructor and opportunity to interact with fellow learners, but their central driving force lies *within themselves*--to experience the satisfaction of achieving a successful step toward an important life goal.

While not an exhaustive list, these guidelines are important to consider in being successful in this online course:

1. Online courses allow you a lot of flexibility in choosing when to complete assignments, which is one reason they are attractive to busy people. But, this feature is an advantage only if you are able to manage your time effectively. Plan out each week and avoid completing course activities at the last minute.
2. Make sure you have a reliable computer available and consistent Internet access.
3. You may find that it's necessary to spend more time completing an online course than a classroom course. Self-discipline and taking responsibility for your own learning are required.
4. Keep in touch with your instructor. Use Skype. This person is there as your guide--an encourager, a scholar/practitioner, a helpful resource.
5. Online learning provides many opportunities for social exchanges and networking. Use as many of these opportunities as possible to enrich and enliven your course experiences.
6. Be courteous in your online interactions.
7. Find enjoyment in exploring the multitude of learning possibilities that online learning offers.

Avoiding Plagiarism in Written Assignments

Plagiarism, as defined in the 1995 *Random House Compact Unabridged Dictionary*, is the "use or close imitation of the language and thoughts of another author and the representation of them as one's own original work". This simply means that you can't use or copy someone else's material from the Internet, a book or other source and present it as yours. It also means you can't submit work in this course that you have already completed in another course without identifying it as work completed previously. If it is discovered that you are using plagiarism in this course, you can expect to receive a failing grade. All written work must be your own.

Instructors will use the Plagiarism Finder (accessible from the *ALIGN* Classroom) as they review your assignments. You need to upload all written work into the Plagiarism Checker prior to submitting it to your instructor.

Acceptable Sources for General Information

Plagiarism, as defined in the 1995 *Random House Compact Unabridged Dictionary*, is the "use or close imitation of the language and thoughts of another author and the representation of them as one's own original work". This simply means that you can't use or copy someone else's material from the Internet, a book or other source and present it as yours. It also means you can't submit work in this course that you have already completed in another course without identifying it as work completed previously. If it is discovered that you are using plagiarism in this course, you can expect to receive a failing grade. All written work must be your own.

Additional information about plagiarism is available in the Writing Center in the online classroom. Also *ALIGN* has permission to link you to the Purdue University Online Writing Laboratory, which has further information about understanding and avoiding plagiarism.

<http://owl.english.purdue.edu/owl/resource/589/01/>

Instructors may use the Plagiarism Finder (accessible from *ALIGN*'s Classroom) as they review your assignments. You should upload all written work into the Plagiarism Checker prior to submitting it to your instructor.

Taking Time for Critical Reflection

Since, as adults, we learn a great deal through reflection, you should find time during the course for "critical reflection". That means you will seek opportunities not just to look back on what you are encountering in the course, but to reflect on it—hold it up to scrutiny, determine where it "fits" into your present circumstances. This highly personal activity becomes a *transformational* process.

A transformational process is sharply different from a review process. You may want to review course content in preparation for the final examination, for instance. That's appropriate, too. But, in addition, you should take time to *interpret* the learning experience this course has provided—identify aspects which can become transformational building blocks in your life development.

The writing activities in the course become useful instruments as you engage in this critical reflection process.

Expectations for Online Interactions in this Course

Instructor Contact:

- Instructors login to the class a minimum login of five days a week.
- Use email to contact your instructor. Some instructors provide phone contact.
- Monitor the Announcements Page and check your email daily.

Staying on Schedule:

- Good organization of time and effort is required to keep pace in this course.

- Assignments must be submitted at times scheduled.
- Credit for late work is reduced. The extent of reduction, not exceeding one full letter grade, is determined by the instructor on a case-by-case basis.
- Exceptions for late work can be made if circumstances for the delay are made known to the instructor in advance of the assignment. (Consideration is given when unusual or critical circumstances occur.)

Discussion Forum and All Course Interactions:

- Be professional, but be forthright about raising questions.
- Respond to more posts than the minimum number required, if you wish.
- Respect others' viewpoints; be thoughtful. Plan your posts carefully.

Course Assignments – All Accessible in our LMS

The course assignments are designed to engage you in the following learning activities: inquiry, assessment, collaboration, interpretation/analysis, writing and application to your life and work. Typically there are two graded assignments each week, plus a test of reading knowledge based on assigned textbook chapters.

The various activities incorporated into each week of the course bring focus to the weekly topic(s). The activities encountered will include some of the following:

Overview of the Week Videos – Short and informative videos that give an overview of the week ahead and a recap of the previous week.

Required Textbook Readings – Readings are presented online.

Supplementary Resources – May includes scholarly articles from Cengage Online Library, links to professional and educational website articles, and videos.

Self-Test – Tests your knowledge of the textbook reading assignment.

Discussion Forum – Students make a post on a given topic and respond to the posts of their peers.

Practice Problem Set and Graded Problem Set – In some quantitative courses problem sets provide a practical application of the topic. Similarly, in writing courses there are Draft Assignments and Graded Assignments.

Personal Learning Journal – An assignment of reflection on insights and ideas that occur as you read and study.

Short Analytical Essay – Incorporates writing into the learning process. You will respond to a given topic by organizing your thoughts, writing, revising, and reviewing your thoughts.

Presentation – Requires creativity in developing a presentation on a given topic.

Summative, Reflective Essay - A comprehensive assignment that requires reflection on the significant insights gained through the course, analysis of those insights and how it relates to personal growth.

Academic and Enrollment Policies

Consult the Student Handbook for policies related to verification of student identity, plagiarism, minimal submission of assignments required weekly (Benchmark Performance), course withdrawal/refunds and all other academic and enrollment policies.

Rubrics

These rubrics are imbedded into the online assignments. The instructor or mentor opens the rubric to document the grade assigned.

Discussion Forum Rubric (Initial Posting)

Ratings					
	<u>EXCELLENT</u>	<u>GOOD</u>	<u>SATISFACTORY</u>	<u>POOR</u>	<u>UNSATISFACTORY</u>
Criteria	Meets required criteria at a highly proficient level (100%)	Meets all requirements at a proficient level (80%)	Meets basic assignment criteria (70%)	Meets some of criteria; level unacceptable (60%)	Fails to meet the assignment criteria (0%)
Knowledge of the Subject Matter (1 points)	Identifies new or expanded ideas that reflect high-level critical thinking on the topic. Demonstrates practical application.	Presents some strong ideas or expanded ideas. Makes practical applications. Some unevenness in writing mechanics.	Illustrates basic knowledge of topic without applying or expanding idea. Limited application. Some errors in writing mechanics.	Displays only a minimal grasp of the concepts covered. Does not expand upon the central concepts. Problems with writing mechanics.	Displays no understanding of central concepts.
Evidence of Research (1 points)	Research expertly applied to support and extend ideas. Proper citations used.	Research clearly connected to ideas. Proper citations used.	Uses some research to support ideas. Cites research with minor errors.	Some research used but fails to support ideas. Uses citations with significant errors.	Lack of appropriate research. No citations listed.

Discussion Forum Rubric (Posting Responses to Peers)

Ratings					
	<u>EXCELLENT</u>	<u>GOOD</u>	<u>SATISFACTORY</u>	<u>POOR</u>	<u>UNSATISFACTORY</u>
Criteria	Meets required criteria at a highly proficient level (100%)	Meets all requirements at a proficient level (80%)	Meets basic assignment criteria (70%)	Meets some of criteria; level unacceptable (60%)	Fails to meet the assignment criteria (0%)
Thoughtful Reflection (1 points)	Reply makes multiple references to and integrates information from initiating post. Reply to initiating post is explicitly thoughtful.	Reply makes some references to and integrates information from initiating post. Reply conveys substantial thought.	Reply incorporates bits of information from initiating post. Some thought appears to have been given to the topic.	Reply conveys minimal thought about initiating post or about the topic in general. Appears to be done hastily.	Reply conveys no thought about initiating post or about the topic in general.
Contribution to Discussion (1 points)	Makes a substantial contribution and attempts to stimulate additional discussion. Provides additional meaningful Web site. or articles/data.	Makes a substantial contribution to initial posting. New ideas are supported by valid information.	Makes a limited contribution to initial posting. Provides ideas, but with limited supporting reasons.	Offers minimal ideas, information, or perspectives.	No new ideas, information, or perspectives provided. Basically reiterates initiating post.

Personal Journal Rubric

Ratings					
	<u>EXCELLENT</u>	<u>GOOD</u>	<u>SATISFACTORY</u>	<u>POOR</u>	<u>UNSATISFACTORY</u>
Criteria	Meets required criteria at a highly proficient level (100%)	Meets all requirements at a proficient level (80%)	Meets basic assignment criteria (70%)	Meets some of criteria; level unacceptable (60%)	Fails to meet the assignment criteria (0%)
Two Insights Gained (3 points)	Shows concentrated insight, depth and understanding. Evidence of ability to think critically. Two insights expertly stated.	Shows above average insight and depth. Thoughtful, concise analysis and evaluation. Two insights stated clearly.	Shows uneven ability to think critically. Relationships of ideas are evaluated but not fully synthesized. Insights are not fully thought through.	Shows low ability to think critically. Few relationships of ideas are shown. Instead of clear insight statements, tends to depend on re-statement of surface-level information.	Shows little or no evidence of critical thought or effort to summarize, evaluate or synthesize.
Response to the topic (1 points)	One insight is directly related to source materials in Supplementary Reading area; one to another area. Both are credible and effective.	One insight is directly related to source materials in Supplementary Reading area; one to another area. One is more credible and effective than the other.	One insight is directly related to source materials in Supplementary Reading area; one to another area. Neither is fully connected.	References to made to the Supplementary or other source are weakly described.	Insights are not connected to the Supplementary Reading source or another source.
Application and Uses of Insights (1 points)	Connects key ideas to future application and use in a logical and coherent way. Student offers excellent, detailed explanation.	Connects key ideas to future application and use with some coherence. Student offers detailed explanation.	Connects key ideas to future application and use with limited coherence. Student offers brief explanation. .	Does not connect key ideas to future application, or does so minimally. No explanation is provided. .	Vague discussion without connection to future application. Student makes no attempt to explain application.

Short Analytical Essay Rubric

Ratings					
	<u>EXCELLENT</u>	<u>GOOD</u>	<u>SATISFACTORY</u>	<u>POOR</u>	<u>UNSATISFACTORY</u>
Criteria	Meets required criteria at a highly proficient level(100%)	Meets all requirements at a proficient level (80%)	Meets basic assignment criteria (70%)	Meets some of criteria, at unacceptable level (60%)	Fails to meet the assignment criteria (0%)
Introduction/ Conclusion (0.5 points)	Introduction thoroughly developed. Introduces general subject. Strong thesis statement. Conclusion is concise and summarizes supporting points in a clear excellent manner.	Introduction is adequately developed. Introduces general subject. Adequate thesis statement. Conclusion adequately summarizes supporting points.	Introduction is minimally developed. Includes an imprecise thesis statement. Conclusion attempts a summary of supporting points: it adds little clarity to the thesis statement.	Introduction is superficially developed. No narrowing into a thesis statement. Conclusion may be attempted, but does not summarize or restate thesis.	Introduction is not developed. No conclusion is apparent in the essay.
Clarity of Position and Support/Opposition (2 points)	Provides a clear, well-developed, and definitive statement of position. Clearly and fully explains credible support and/or opposition for position. Cited sources add excellent strength.	Provides a clear, somewhat definitive statement of position. Explains credible opposition and/or support for position. Cited sources are adequate.	Provides an acceptable statement of position. Minimal - level explanation of opposition and/or support for position. Cited sources make acceptable contribution.	Provides a weak statement of position. Superficially includes opposing and/or supporting stance, but with little explanation. Cited sources are inadequate.	Does not provide identifiable statement of position. Does not include opposing and or supporting stance. Cited sources are missing.
Idea Development and Integration of Sources (2 points)	Essay demonstrates a logical and thorough development of points that support the thesis. APA style accurate.	Essay demonstrates a logical development of points that support the thesis. APA style quite accurate.	Essay demonstrates acceptable development of points that support the thesis. APA style has errors	Essay presents a superficial development of points, many of which do not support the thesis. APA style is weak; often faulty.	Essay does not present any evidence of development of points that support the thesis. APA style poor or missing.
Grammar, Spelling and Sentence Structure (0.5 points)	Shows no grammar, spelling and/or punctuation errors. Uses mature and varied sentence structures.	Shows few grammar, spelling and/or punctuation errors. Uses mature and varied sentence structures.	Shows various mistakes in grammar, spelling and/or punctuation. Uses varied sentence structures.	Mistakes begin to prevent reader from following the essay. Uses immature, unvarying sentence structures.	Mistakes prevent reader from following essay. Uses all simple sentence structures.

Presentation Rubric

Ratings					
	<u>EXCELLENT</u>	<u>GOOD</u>	<u>SATISFACTORY</u>	<u>POOR</u>	<u>UNSATISFACTORY</u>
Criteria	Meets required criteria at a highly proficient level(100%)	Meets all requirements at a proficient level (80%)	Meets basic assignment criteria (70%)	Meets some of criteria, at unacceptable level (60%)	Fails to meet the assignment criteria (0%)
Depth of Reflection/ Creativity (2 points)	<ul style="list-style-type: none"> • Presentation demonstrates in-depth reflection/ creativity on topic, including supporting details, examples, and applications. 	<ul style="list-style-type: none"> • Presentation demonstrates a general reflection on topic, with some creativity, including supporting details, examples, and applications. 	<ul style="list-style-type: none"> • Presentation demonstrates ordinary-level reflection on topic, with limited creativity• Adequate use of supporting details and/or examples. 	<ul style="list-style-type: none"> • Presentation demonstrates little reflection on topic, • Limited creativity, with little use of supporting details and/or examples. 	<ul style="list-style-type: none"> • Presentation demonstrates poor level of reflection on topic. • Little evidence of depth or thought or examples of application
Use of Media Materials (1 points)	<ul style="list-style-type: none"> • Media materials are effective and fully illustrate the point of the project 	<ul style="list-style-type: none"> • Media materials are uneven in quality but still support the point of the project 	<ul style="list-style-type: none"> • Media materials are barely adequate in quality 	<ul style="list-style-type: none"> • Media materials have serious limitations 	<ul style="list-style-type: none"> • Media materials are not carefully developed, or do not support the point of the project
Use of References (1 points)	<ul style="list-style-type: none"> • Compelling evidence from professionally legitimate sources is given to support claims• APA style accurate 	<ul style="list-style-type: none"> • Adequate evidence from professionally legitimate sources that support claims• APA style fairly accurate 	<ul style="list-style-type: none"> • Minimal-level evidence from professionally legitimate sources that support claims • APA style good 	<ul style="list-style-type: none"> • References are seldom cited to support statements• APA style weak 	<ul style="list-style-type: none"> • There are no references presented in this essay• APA style poor or missing.
Descriptive Overview “Script” (1 points)	<ul style="list-style-type: none"> • Topic is clearly identified and fully defined• Conclusion is concise and clearly summarizes the project’s intent • No grammar, spelling and/or punctuation errors 	<ul style="list-style-type: none"> • Topic is adequately identified and defined• Conclusion is fairly concise and summarizes the project’s intent • Some mistakes in grammar, spelling and/or punctuation 	<ul style="list-style-type: none"> • Topic is minimally identified and defined• Conclusion is minimally effective in summarizing project’s intent • Weakness in grammar, spelling and/or punctuation 	<ul style="list-style-type: none"> • Topic is not clearly identified or defined• Conclusion is not concise and lacks clarity • Mistakes begin to prevent reader from following the overview 	<ul style="list-style-type: none"> • Topic lacks direction and clear purpose• Conclusion is rambling or missing• Mistakes prevent reader from following the overview

Summative Essay Rubric (Continues on the next page)

Ratings					
	<u>EXCELLENT</u>	<u>GOOD</u>	<u>SATISFACTORY</u>	<u>POOR</u>	<u>UNSATISFACTORY</u>
Criteria	Meets required criteria at a highly proficient level (100%)	Meets all requirements at a proficient level (80%)	Meets basic assignment criteria (70%)	Meets some of criteria; level unacceptable (60%)	Fails to meet the assignment criteria (0%)
Introduction/ Conclusion (2 points)	Introduction is thoroughly developed, introducing the general subject of the essay and narrowing down to a strong thesis statement. Conclusion is concise and summarizes supporting points: restates the thesis in a new way. It makes a final point without introducing new information.	Introduction is adequately developed, introducing the general subject of the essay and narrowing down to the thesis statement. Conclusion summarizes supporting points: restates the thesis in a new way.	Introduction is superficially developed but does include a thesis statement. Conclusion provides a summary of supporting points: it is wordy and does not restate the thesis.	Introduction is superficially developed, not narrowing from the general subject of the essay to the thesis statement. Conclusion may be attempted, but does not summarize or restate thesis. It introduces new information to the reader.	Introduction is not developed. No conclusion is apparent in the essay.
Depth of Reflection (3 points)	Writing demonstrates an in-depth reflection on selected topic, including supporting details, examples, and real world applications.	Writing demonstrates a general reflection on selected topics, including some supporting details, examples, and real world applications.	Writing demonstrates a general reflection on the selected topics, but includes limited supporting details and/or examples.	Writing demonstrates limited reflection on the selected topic, with no details.	Writing demonstrates no reflection on the selected topic.
Length (1 points)	8-10 pages	7 pages	5-6 pages	3-4 pages	Fewer than 3 pages
Application Ideas and Concepts (4 points)	Uses 3 or more relevant personal and professional examples that demonstrate application of ideas and concepts. Examples are detailed and refer to specific reading assignments and class activities.	Uses 3 relevant personal and/or professional examples that demonstrate application of ideas and concepts. Examples are detailed and refer to specific reading assignments and class activities.	Uses 3 relevant personal and/or professional examples that demonstrate application of ideas and concepts.	Contains superficial reference to personal and/or professional examples.	Contains no reference to personal and/or professional examples.

Summative Essay Rubric (Continued from previous page)

Ratings					
	<u>EXCELLENT</u>	<u>GOOD</u>	<u>SATISFACTORY</u>	<u>POOR</u>	<u>UNSATISFACTORY</u>
Criteria	Meets required criteria at a highly proficient level (100%)	Meets all requirements at a proficient level (80%)	Meets basic assignment criteria (70%)	Meets some of criteria; level unacceptable (60%)	Fails to meet the assignment criteria (0%)
Use of References (3 points)	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented.	Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented.	Although attributions are occasionally given, many statements seem unsubstantiated. There may be some confusion about the source of information and ideas.	References are seldom cited to support statements.	There are no references presented in this essay.
APA Format (1 points)	Uses APA format expertly.	Uses APA format adequately.	Uses APA format acceptable, but with some errors.	Minimal correct use of APA format.	APA format extensively incorrect or missing.
Structure/Writing Mechanics (0.5 points)	Essay demonstrates a logical and thorough development of points that fully support the thesis. Reader gains important insights. Uses mature and varied sentence structures.	Essay demonstrates a clear development of points that adequately support the thesis. Reader gains insights. Uses mature and varied sentence structures for the most part.	Essay demonstrates minimal-level development of points that generally support the thesis. Reader gains few insights. Uses varied sentence structures.	Essay presents a superficial development of points, many of which do not support the thesis. Reader is confused or may be misinformed. Uses immature, unvarying sentence structures.	Essay does not present any evidence of development of points that support the thesis. Uses all simple sentence structure or incomplete ones.
Grammar, Spelling, Punctuation (0.5 points)	No grammar, spelling and/or punctuation errors.	A few grammar, spelling and/or punctuation errors.	A variety of mistakes in grammar, spelling and/or punctuation.	Mistakes begin to prevent reader from following the essay.	Mistakes prevent reader from following essay.