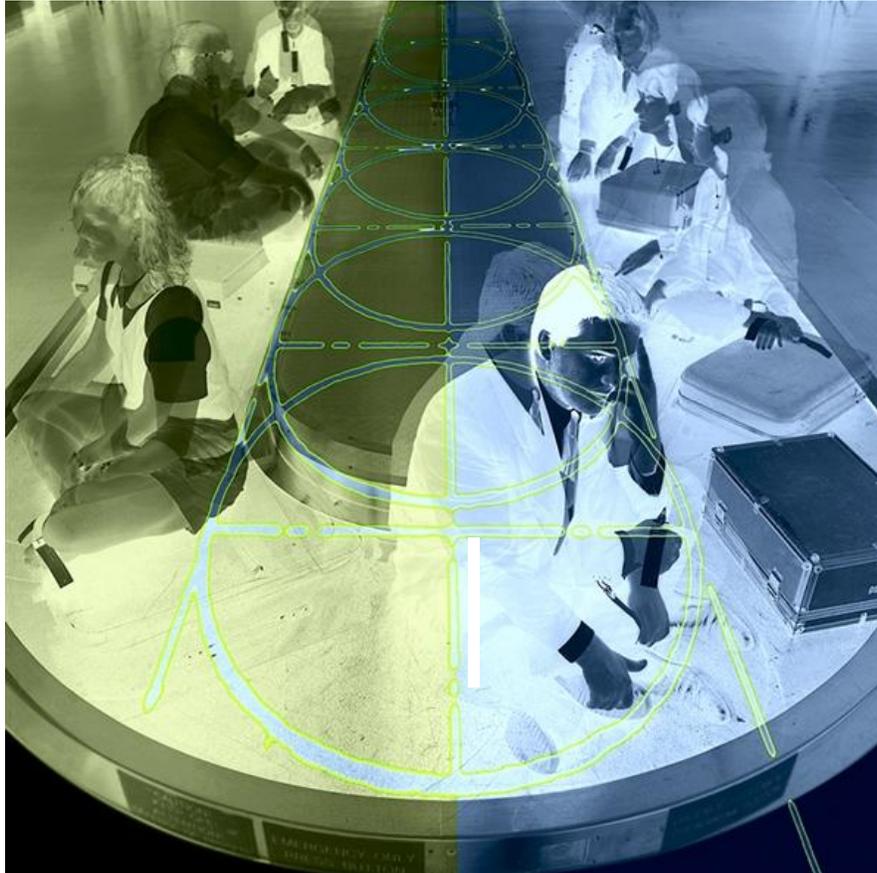


Interpersonal Communication Concepts

Instructor-led, self-paced course (5-8 weeks)



Course Syllabus

COM 110: Interpersonal Communication Concepts



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, and 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. ISBN 1-935966-86-3

Supplementary Resources

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 Reflection.

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.

Objective Test (20% of course grade)

The 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 (10% 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 (25% 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 – Essay (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 reflection 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.

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.

Learning Activities Chart

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

Overview:

	Knowledge- Building Activity		Discussion, Applied and Exploration Activity		End-of-Course Activity	
	Objective Tests on Reading Content	Reflective Journal	Discussion Forum	Analytical Writing	Media Presentation	Objective Exam and Summative Reflection
	20%	10%	25%	5%	5%	35%
WK 1	4 pts	5pts	5pts			
WK 2	4 pts		5pts	5pts		
WK 3	4 pts	5pts	5pts			
WK 4	4 pts		5pts		5pts	
WK 5	4 pts		5pts			35pts

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 the *ALIGN* Classroom. Documents include models for a

- One Paragraph Discussion Forum Posting
- A Short Essay
- A Summative Reflection

Rubric Information

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 Reflection

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 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

Self-Directed Learning and 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 in the *Writing Center*) 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

The following resources are acceptable for use in locating descriptive or general information about a topic. They are useful in providing you with overview knowledge of a topic—**but, should not be considered primary research sources:**

- Encyclopedias
- Dictionaries
- Wikipedia, other wikis, or blogs

Websites and other sources that do not provide quality researched materials (i.e. a site that does not use credible sources to support the information displayed) are not acceptable.

To support your written assignments, you should consult recognized sources— the materials written by a person who has knowledge in a particular field and who makes observations about others' work and issues in that field. These sources include journals, newspapers, corporate publications, and Websites where research is conducted or information is carefully managed. Such documents are available in the Cengage Gale Library resources accessible from the *ALIGN* Classroom.

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.
- **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 Reflection** - 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.

Assignment Details**Week 1**

- **Discussion** – Communication Defined and Practiced: Review the communication concepts presented in this week's reading. Your post needs to show that you understand these concepts. State your definition of "human communication" in 50 words. Explain how human communication is influenced by culture and by context.
- **Personal Learning Journal** – Theories and Skills of Interpersonal Communication.

Week 2

- **Discussion** – Understanding Communication Elements: Self-image, Personality, Perception: Carefully explore the concepts of self-image, personality, and perception presented in Chapter 3 of the text. What specific advice would you give to a person who is part of team and is concerned about not being able to be an active communicator in activities discussed by the team?
- **Short Analytical Essay** – Effects of Language in Interpersonal Communication.

Week 3

- **Discussion** – Function of Culture in Interpersonal Communication: Develop a solid understanding of the nature and function of culture in interpersonal communication, giving particular attention to how cultural characteristics influence communication. Focus of your Post: Case Study: Joe Berron was sent from Minneapolis to Mexico to investigate why a local plant was not as productive as its U.S. counterpart. Indicating the importance of overview knowledge, he immediately asked for a full review of goals, financial data, and performance outcomes. The plant manager encouraged him, instead, to begin with a visit to the plant. Which of these two approaches would you recommend, given your understanding of cultural contexts?
- **Personal Learning Journal** – Analyzing your Non-Verbal Communication Behaviors.

Week 4

- **Discussion** – Using the Johari Window: Develop a firm understanding from the textbook about the functions of the Johari Window. Use the Web to explore ways the Johari Window is used. Describe a situation in which you would use the Johari Window instrument in a group you are part of, or which you lead. What would be your purpose? What results would you expect to achieve related to communication relationships? Briefly explain a situation in which you would not use this instrument.
- **Presentation** – Knowing How to Make the Right Response

Week 5

- **Discussion** – Face-to-Face and Mediated Communication: Face-to-Face and Mediated Communication Read Chapter 10 thoroughly. Think about your own experiences in face-to-face communication and in online communication. State what you believe is the greatest single factor that contributes most to effective face-to-face communication, and what single factor contributes most to effective online communication. Explain a specific skill in each case that is essential in maintaining professionalism.
- **Summative Reflection** – See details and template on next page.

Summative Reflection Template

(Applying Learning to Personal Growth)

No single university-level course is likely to be a singularly life-changing experience. But learning always contributes to self-awareness in some way—small or large. Learning shapes our thoughts, our priorities, our aspirations, and ultimately leads to self-formation (i.e. to recognizing our strength, and weaknesses, allowing us to come to understand "who we are.")

Create your response in the frames below. Plan your reflective statements carefully:

- The space in each frame is *limited to 300 words*
- Note the instructions given in each frame

Use the rubric to guide you

Frame #1 – Theories or Concepts I Have Learned

(Plan and prepare a thoughtful, concise statement; include a reference that supports each stated insight; use APA format for your source)

Two Significant Theories or Concepts I Have Learned (300 words maximum)	<i>Enter Text Here</i>
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Frame #2 – Connections to My Prior Knowledge

(Plan and prepare a thoughtful, concise statement; show how your new knowledge expands or connects to things you already knew)

Two Significant Connections to my Prior Knowledge (300 words maximum)	<i>Enter Text Here</i>
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Frame #3 – Values Awareness

(Plan and prepare a thoughtful, concise statement; identify and explain particular values [personal, cultural, social] that this course required you to think about or explore)

Two Significant Values I Have Encountered (300 words maximum)	<i>Enter Text Here</i>
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Frame #4 – My Action Plan to Address a Particular Challenge or Opportunity

(Plan and prepare a thoughtful, concise statement; describe a challenge or opportunity that requires personal growth on your part; explain how you will use an insight from this course to pursue personal growth)

Challenge or Opportunity Action Plan (300 words maximum)	<i>Enter Text Here</i>
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Discussion Forum Rubric - (5 points)

Criteria	Outstanding (100%)	Very Good Meets requirements at a highly proficient level (95%)	Good Meets requirements at a proficient level (85%)	Satisfactory Meets basic assignment criteria (75%)	Poor Meets some of the criteria at an unacceptable level (65%)	Unacceptable Fails to meet the assigned criteria (55%)	Incomplete (0%)
Initial Posting: Knowledge of the Subject Matter (1 point)	Outstanding	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.	Incomplete
Initial Posting: Evidence of Research (1 point)	Outstanding	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.	Incomplete
Response to Peers: Thoughtful Reflection (1.5 points)	Outstanding	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.	Incomplete
Response to Peers: Contribution to Discussion (1.5 points)	Outstanding	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.	Incomplete

Personal Journal Rubric - (5 points)

Criteria	Outstanding (100%)	Very Good Meets requirements at a highly proficient level (95%)	Good Meets requirements at a proficient level (85%)	Satisfactory Meets basic assignment criteria (75%)	Poor Meets some of the criteria at an unacceptable level (65%)	Unacceptable Fails to meet the assigned criteria (55%)	Incomplete (0%)
Two Insights Gained <i>(3 points)</i>	Outstanding	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.	Incomplete
Response to the topic <i>(1 point)</i>	Outstanding	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.	Incomplete
Application and Uses of Insights <i>(1 point)</i>	Outstanding	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.	Incomplete

Short Analytical Essay Rubric - (5 points)

Criteria	Outstanding (100%)	Very Good Meets requirements at a highly proficient level (95%)	Good Meets requirements at a proficient level (85%)	Satisfactory Meets basic assignment criteria (75%)	Poor Meets some of the criteria at an unacceptable level (65%)	Unacceptable Fails to meet the assigned criteria (55%)	Incomplete (0%)
Introduction - Conclusion (0.5 point)	Outstanding	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.	Incomplete
Clarity of Position and Support/Opposition (2 points)	Outstanding	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.	Incomplete
Idea Development and Integration of Sources (2 points)	Outstanding	Essay demonstrates a logical and thorough development of points that support the thesis.	Essay demonstrates a logical development of points that support the thesis.	Essay demonstrates acceptable development of points that support the thesis.	Essay presents a superficial development of points, many of which do not support the thesis.	Essay does not present any evidence of development of points that support the thesis.	Incomplete
Grammar, Spelling and Sentence Structure (0.5 point)	Outstanding	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.	Incomplete

Presentation Rubric - (5 points)

Criteria	Outstanding (100%)	Very Good Meets requirements at a highly proficient level (95%)	Good Meets requirements at a proficient level (85%)	Satisfactory Meets basic assignment criteria (75%)	Poor Meets some of the criteria at an unacceptable level (65%)	Unacceptable Fails to meet the assigned criteria (55%)	Incomplete (0%)
Depth of Reflection/ Creativity (2 points)	Outstanding	Statement is clear, thorough and concise	Statement is above average but lacks thoroughness or conciseness.	Statement is superficial.	Statement is vague or inaccurate.	Statement lacks relevance to the assignment.	Incomplete
Use of Media Materials (1 point)	Outstanding	Excellent, legitimate sources are given to support statements.	Legitimate sources are generally given to support statements.	Weak sources are used to support statements.	Irrelevant sources are used to support statements.	No sources are used to support statements.	Incomplete
APA Format (1 point)	Outstanding	Uses APA format expertly.	Uses APA format adequately.	Uses APA format with minor errors.	Barely acceptable use of APA format.	APA format extensively incorrect or missing.	Incomplete
Descriptive Overview "Script" (1 point)	Outstanding	Thoughtful, in-depth level of reflection on Connections.	Generally in-depth level of reflection on Connections.	Acceptable but superficial level of reflection on Connections.	Weak level of reflection on Connections.	Unacceptable level of reflection on Connections.	Incomplete

Summative Reflection Rubric - (15 points)

Criteria	Outstanding (100%)	Very Good Meets requirements at a highly proficient level (95%)	Good Meets requirements at a proficient level (85%)	Satisfactory Meets basic assignment criteria (75%)	Poor Meets some of the criteria at an unacceptable level (65%)	Unacceptable Fails to meet the assigned criteria (55%)	Incomplete (0%)
Statement of Theories/Concepts (3 points)	Outstanding	Statement is clear, thorough and concise	Statement is above average but lacks thoroughness or conciseness.	Statement is superficial.	Statement is vague or inaccurate.	Statement lacks relevance to the assignment.	Incomplete
References to Support Theories/Concepts (2 points)	Outstanding	Excellent, legitimate sources are given to support statements.	Legitimate sources are generally given to support statements.	Weak sources are used to support statements.	Irrelevant sources are used to support statements.	No sources are used to support statements.	Incomplete
APA Format (0.5 point)	Outstanding	Uses APA format expertly.	Uses APA format adequately.	Uses APA format with minor errors.	Barely acceptable use of APA format.	APA format extensively incorrect or missing.	Incomplete
Depth of Reflection on Connections to Prior Knowledge (2 points)	Outstanding	Thoughtful, in-depth level of reflection on Connections.	Generally in-depth level of reflection on Connections.	Acceptable but superficial level of reflection on Connections.	Weak level of reflection on Connections.	Unacceptable level of reflection on Connections.	Incomplete
Depth of Reflection on Values Awareness (2 points)	Outstanding	Thoughtful, in-depth level of reflection on Values.	Generally in-depth level of reflection on Values.	Acceptable but superficial level of reflection on Values.	Weak level of reflection on Values.	Unacceptable level of reflection on Values.	Incomplete
Action Plan Development (3 points)	Outstanding	Through, applicable development of Action Plan.	Applicable development of Action Plan.	Superficial development of Action Plan.	Sketchy, incomplete development of Action Plan.	Irrelevant or missing development of Action Plan.	Incomplete
Structure/Writing Mechanics (2.5 points)	Outstanding	Mature and varied sentence structures; no grammar, spelling, punctuation errors.	Good sentence structures; no grammar, spelling, punctuation errors.	Acceptable sentence structures; some grammar, spelling, punctuation errors.	Weak sentence structures; various grammar, spelling, punctuation errors.	Faulty sentence structures; numerous grammar, spelling, punctuation errors.	Incomplete