Renison University College Land Acknowledgement
With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Term: Winter, 2019
Course Code: SDS312R/SWREN312R
Course Title: Homelessness & Public Policy
Class Times: Tuesday & Thursday, 2:30 p.m. – 3:50 p.m.

Note: I have an on campus meeting immediately before this class on Tuesdays, therefore am unavailable for questions. Please see me during my office hours.

Class Location: REN Classroom Bldg. 2102
Instructor: Dr. Tracy Peressini
TA: t.b.a.
Office: Rm. 1622 Founders Building
Office Phone: 519-888-4567, ext. 28602
Office Hours: Thursdays, 1:15 – 2:15 p.m.
Email: Dr. Peressini – tperessini@uwaterloo.ca

Course Description
This introductory course provides students with a basic overview of homelessness in Canadian society. The goal of this course is to familiarize students with the human, social, political and economic aspects of homelessness. Throughout the course, the emphasis will be on understanding homelessness from a social & cultural perspective. This is an introductory course, not an applied course. Topics covered may include, but are not limited to, the incidence and prevalence of homelessness, its etiology, the causes & consequences of homelessness, housing & shelter, and, finally policy solutions and strategies for addressing/preventing homelessness.

Course Objectives & Learning Outcomes
Upon completion of this course, students should be able to ...
1. Define homelessness and understand the policy issues associated with definitions and counts of the homeless;
2. Describe the characteristics of homeless persons;
3. Describe the health and social consequences of homelessness;
4. Critically discuss the individual and structural underpinnings of homelessness as both a personal trouble and a public problem;
5. Analyze the effectiveness and adequacy of programs and policies serving homeless people.
Required Readings
4. The Homeless Hub Online Library – homelesshub.ca


Course Requirements and Assessment

<table>
<thead>
<tr>
<th>Assessment #</th>
<th>Description</th>
<th>Assignment Due Date</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attendance</td>
<td>Lectures: January 22nd – March 14th (0.5% x 18) Presentations: March 19th – April 4th (1.0 x 6)</td>
<td>9% 6%</td>
</tr>
<tr>
<td>2</td>
<td>Choice of (1) Infographic OR (2) Book Review</td>
<td>February 14th</td>
<td>20%</td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>Tests x 2</td>
<td>Test 1: February 5th (20%) Test 2: March 14th (20%)</td>
<td>40%</td>
</tr>
<tr>
<td>5</td>
<td>Group Presentations</td>
<td>March 19th – April 4th</td>
<td>25%</td>
</tr>
</tbody>
</table>

Online Information
The class website on LEARN will be used for a variety of purposes including access to class resources (e.g., syllabus, lecture slides), drop boxes for submitting assignments, course grades, and class announcements. It will be your responsibility to check this website regularly: LEARN.

Lecture slides will be posted after class, on the day it is presented. I strongly recommend that you take your own notes as much as possible, as research shows that people have greater memory for the material when they take their own notes. I will present a great deal of material not covered in your textbook and expand on important points in the text in the lectures. Therefore, it is in your interest to attend class.

Attendance (15%): There is a grade for attendance of .5% per lecture from January 22nd to March 14th (total 9%) and 1% per presentation days (total 6%), making up 15% of your final grade.
Assignment (20%): A Choice of Infographic or Book Review

(1) Infographic Due Date: February 14th Weight: 20%

For this choice of assignment you will research, create, and design a one-two page infographic on any topic related to homelessness. This infographic will be an original piece of work that will include data from a variety of different sources and perspectives. Infographics briefly summarize salient data, research, facts and information on a specific topic or issue. Infographics come in a variety of formats. Formats include, but are not limited to, graphs and images (these need to have text explanations), issue maps, brochures, one-page newspaper style columns, etc. You are not expected to be graphic artists, but you are expected to submit an infographic that is appealing, neat, tidy, and easy to read/follow, with graphics that are relevant to the information presented. On a separate sheet provide a bibliography/references in alphabetical order for your infographic. Please see the attached Infographic Grading Rubric. You may submit your infographic in-class or online until 11:59 PM on February 14th, 2019.

(2) Book Review Due Date: February 14th Weight: 20%

Book: Matthew Desmond (2016). Evicted: Poverty & Profit in the American City. New York: Crown Publishers. The book review is an essay-type assignment that critically summarizes the salient facts, concepts, ideas and theories written about in the book. While this is not a research assignment per se, you may find it helpful to look a current Canadian research on the topic in order to critically evaluate the subject of the book. If you do look at outside sources, make sure you cite them and correctly reference them in your bibliography. Your essay should be 3-5 pages (not including the references/bibliography) in length (.5% reduction for every ½ page over 5 pages), 11 or 12 pitch font, preferably Arial or times new roman. Your margins should be 1” on both sides and at the top and bottom of your essay. Your submission should take the standard form of an essay with an introduction, body and conclusion. Your review should focus on how evictions are related to poverty and/or homelessness. What does it tell us about homelessness? Does it help us to understand homelessness in a general way, or is it more specifically focussed on a particular aspect of homelessness. What are the conclusions re: homelessness? How can we take what we learn in the book and apply it to the Canadian context? Does the book offer solutions to housing issues related to poverty & homelessness? What are they and their relevance? Your review will also be evaluated in terms of grammar, sentence structure and writing quality. Last, make sure you cite your source(s) and properly reference them in your submission AND make sure your name is on your assignment. Please use APA citation & referencing styles. Please see the attached Book Review Grading Rubric. You may submit your infographic in-class or online until 11:59 PM on February 14th, 2019.

Please DO NOT email me your assignments, I won’t accept them and will delete the email. There is a late penalty of 5% per day up to 10 days after the due date, after which your paper will no longer be accepted.

Please do not ask about when the assignments will be graded, I do not respond to these types of grading inquiries.

Tests (2x20% = 40%) February 5th & March 14th: There will be two equally weighted (20% each) tests in this course. Both tests will be a combination of short answer and essay questions based on the materials covered in the course (readings, videos, hand outs). Test 1 on February 5th will cover course lectures, readings and any additional materials handed out in class up to and including January 31st. Test 2 on March 14th will cover all course lectures, readings and materials for the whole course.
Group Presentations  March 19th – April 4th  Weight: 25%

The intent of this assignment is to provide students the opportunity to work collaboratively to investigate and analyse an issue related to homelessness in order to demonstrate your understanding of the topic and the complex and interconnected causes of homelessness and its consequences. You will be matched up with other group mates (the number of which is dependent on the final size of the class) Presentations should be no more than 30 minutes. You should summarize the current knowledge on your topic and present it in an appealing, easy to follow way. Each group member must contribute to the presentation. Given the limited amount of time to do your presentation, you must make sure your presentation is focussed and honed on a specific topic. Please see the guidelines lists below. The type of knowledge and information should consist of the following topics: topic, relevant definitions, current findings/information on the topic (you must do library research for this part), briefly present theories and/or explanations related to your topic and your conclusions with regard to your topic. Your presentation will be evaluated based on the quality of your presentation and the type(s) of knowledge you summarize in your presentation (please see the attached rubric). Finally, each member of the group must hand in their Group Experience Report (please see the attached form) before they receive a grade for the presentation. Failure to submit a report will result in a grade of 0 on the presentation. Based on your report, I may request a meeting with each member of the group to get further details.

Each Group must upload a copy of their presentation to the drop box before the class they are presenting in and must hand in a copy of the presentation references on a separate page (this can be included in the drop-box, or handed to the instructor on the day of the presentation).

Your presentation should consist of the following information:
1. Thesis Statement/Question
2. Creative/Interesting Presentation of the relative information and facts on your topic
3. Identify & apply relevant concepts, theories, ideas and explanations from the course readings & lectures
4. Identify and describe key research findings
5. Identify and describe ways in which the issue/topic has been addressed in public policy, programs, services and/or social action
6. Present conclusions
7. Your presentation should be longer than 30-35 minutes
8. Groups Size: 3 students maximum

Your presentation should include the following components:
1. It MUST FOCUS ON HOMELESSNESS and your substantive topic; e.g. Homelessness & Racialization. Do not conduct a presentation on Race alone. The information presented must focus on and describe the homelessness of Black Canadians (for example), not racial prejudice and discrimination.
2. Presentation of Current Facts/Information on topic
3. Some type of non-lecture-type component (e.g. multimedia presentation; role play; etc.).
4. A Class Exercise
5. Research Requirement: no less than 5 academic journal articles and 5 other sources (government reports, books, etc.). This is not a google presentation; it is expected that students will conduct an academic/scholarly presentation; which is properly sourced, cited and referenced. Internet sources and the course lecture notes may not be used as sources of information.
Grading procedure: The class will complete a presentation evaluation form. The average of the classes' evaluation will then be average with the instructor's evaluation and given a percentage equivalent on the % scale depicted on the first grading rubric, with the final 15% allocated by the instructor based on quality of research and critical thought that presentation is based on. Please see the group presentation timetable on LEARN (t.b.a.) to confirm the date & time of your presentation.

Course Outline & Required Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Wk#</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 8th</td>
<td>1</td>
<td>Introduction &amp; Overview of the Course</td>
<td>Layton, Ch 1; Finding Home: Introduction – Homelessness: What's in a Word?</td>
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<tr>
<td>Jan 10th</td>
<td>1</td>
<td>Old vs New Homelessness</td>
<td>Article: The New Homelessness Revisited</td>
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<tr>
<td>Jan 15th – 17th</td>
<td>2</td>
<td>Defining Homelessness</td>
<td>Layton, Ch 2; Article: The New Homelessness Revisited</td>
</tr>
<tr>
<td>Jan 22nd – 24th</td>
<td>3</td>
<td>Measuring Homelessness Group Organization (Jan 22nd); Video: The Great Toronto Homeless Count (Jan 24th)</td>
<td>Layton, Ch 3; Finding Home: 8.3 Towards A Strategy for Counting the Homeless</td>
</tr>
<tr>
<td>Jan 29th – 31st</td>
<td>4</td>
<td>Explanations of Homelessness</td>
<td>Layton, Ch 6; Article: The New Homelessness Revisited</td>
</tr>
<tr>
<td>Feb 5th</td>
<td>5</td>
<td>Test 1</td>
<td>---</td>
</tr>
<tr>
<td>Feb 7th</td>
<td>5</td>
<td>Who is Homeless?</td>
<td>Layton, Ch 4-5; Finding Home: 8.2 Pathways into Homelessness: Testing the Heterogeneity Hypothesis</td>
</tr>
<tr>
<td>Feb 12th</td>
<td>6</td>
<td>Gender &amp; Homelessness; Family Homelessness (Children &amp; Youth with Parents)</td>
<td>Layton, Ch 4-5; Finding Home: 4.3 Making the Invisible Visible: Canadian Women Homelessness &amp; Health Outside the &quot;Big City&quot;; 5.2 Taking Care of Their Own? Or Falling Between the Cracks?</td>
</tr>
<tr>
<td>Feb 14th</td>
<td>6</td>
<td>Homeless Youth</td>
<td>Layton, Ch 4-5; Karabanow et. al., all, Finding Home: 3.1 Homeless Youth: The Need to Link Research &amp; Policy</td>
</tr>
<tr>
<td>Feb 14th</td>
<td>6</td>
<td>Assignment 1 Due</td>
<td>Layton, Ch 4-5; Finding Home: 6.3 Hidden Homelessness Among Aboriginal People in Prairie Cities</td>
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<tr>
<td>Feb 26th</td>
<td>7</td>
<td>Indigenous Homelessness</td>
<td>Layton, Ch 4-5; Finding Home: 7.1 A Revolving Door? Homeless People and The Justice System in Toronto</td>
</tr>
<tr>
<td>Feb 28th</td>
<td>7</td>
<td>Homeless Immigrants &amp; Refugees</td>
<td>Layton, Ch 4-5</td>
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<tr>
<td>Mar 5th</td>
<td>8</td>
<td>Health &amp; Homelessness</td>
<td>Layton, Ch 4-5; Finding Home: 2.1 The Relationship Between Homelessness &amp; Health; and 2.3 Mental Health, Mental Illness &amp; Homelessness in Canada</td>
</tr>
<tr>
<td>Mar 7th</td>
<td>8</td>
<td>Criminal Justice &amp; Homelessness</td>
<td>Layton, Ch 4-5; Finding Home: 7.1 A Revolving Door? Homeless People and The Justice System in Toronto</td>
</tr>
<tr>
<td>Mar 12th</td>
<td>9</td>
<td>Housing, Shelter &amp; Homelessness</td>
<td>Layton, Ch 7-8; Finding Home: 1.2 Shelters for The Homeless: Learning from Research</td>
</tr>
<tr>
<td>Mar 14th</td>
<td>9</td>
<td>Test 2</td>
<td>---</td>
</tr>
<tr>
<td>Mar 19th – Apr 4th</td>
<td>10-12</td>
<td>Group Presentations</td>
<td>---</td>
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</tbody>
</table>
Late Work

Due dates are firm. You are responsible for informing the instructor in advance if you are unable to complete an assignment by the scheduled date. Missed due dates are only acceptable in the case of medical problems (with a UW Verification of Illness Form completed by your doctor), for serious compassionate reasons, or as a pre-arranged accommodation for students with disabilities. Late submissions, without advance permission, will be given a 5% reduction in the total possible grade for each 24 hours after the due date. No assignments will be accepted if submitted more than one week after the deadline.

How to Do Your Best (Source: Prof. C. Burris, St. Jerome’s University):

1. Make the decision to do your best and commit to it! There is no substitute.
2. Come to class! Be alert, ask questions – either in class or later. Do more than mindlessly write down whatever appears on an overhead: Think about the material – try to come up with your own examples and illustrations by applying the material to people you know, media happenings, etc.
3. Do the readings! Ideally, read them at least once before the relevant week’s lecture, and at least once after that lecture. Don’t mindlessly run a highlighter over the words: Think about the material – write down questions, observations, possible examples, etc. as you read.
4. Look for connections! We will deal with a lot of specific phenomena, but there some big themes will keep recurring throughout the term. Look for them. Look also for connections between lecture and assigned readings. Think about what this theorist might say about that topic, etc. – even if we’ve never addressed this in class.
5. Test yourself! Don’t assume that certain concepts are “easy” or “common sense” – often, they are not. Can you explain an idea to someone, without reciting your notes, in a way that that person will understand? If given a blank page, could you reproduce the structure of ideas I use to organize my lectures? Can you create a structure of ideas that accurately summarizes a reading’s main points? Can you recognize sets of information in lectures or readings that might make good multiple choice options, and can you explain how members of a set are similar or different?

These may sound difficult, especially if you have gotten by with plain old memorization in the past. Remember: I am happy to see you succeed, but YOU have to do the work!

Final Words: Good luck! I hope you enjoy this course & it is a worthwhile experience.

Electronic Device Policy

Electronic devices are allowed in class, provided they do not disturb teaching or learning.

Attendance Policy

As a grade is being assigned for attendance, students are expected to attend class.

Grading: The course assessments will be reviewed and relevant documentation (e.g. rubrics) will be handed out and discussed in class. A grading rubric will be used to evaluate each assignment.
**Unclaimed Student Submissions:** In accordance with UW policy, student assignments, papers, quizzes & exams will be stored for 1 year from the start of the course, after which the material(s) in question will be securely destroyed.

**Posting of Final Grades at Renison College**
It is Renison College policy NOT to post grades at any time or report grades via phone or email.

**Final Examination Policy**
For **Winter 2019**, the established examination period is **April 10-27, 2019**. The schedule will be available at the end of January. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: [https://uwaterloo.ca/registrar/final-examinations](https://uwaterloo.ca/registrar/final-examinations)

**Accommodation for Illness or Unforeseen Circumstances:**
The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [http://www.registrar.uwaterloo.ca/students/accom_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

**Academic Integrity:**
In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties). For typical penalties check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: [https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory](https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory) Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), Section 4. When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.
**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**Academic Integrity Office (uWaterloo):** http://uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities:**

**Note for Students with Disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

**Intellectual Property.** Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

**Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

**Off campus, 24/7**

- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website
Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information
A respectful living and learning environment for all

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.

2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.

3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.

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**Infographic Grading Rubric**

For this assignment you will research, create, and design a one-page infographic on any topic related to this course. This infographic will be an original piece of work that will include data from a variety of different sources and perspectives. Infographics briefly summarize salient data, research, facts and information on a specific topic or issue. Infographics come in a variety of formats. Formats include, but are not limited to, graphs and images, issue maps, brochures, one-page newspaper style columns, etc. You are not expected to be graphic artists, but you are expected to submit an infographic that is appealing, neat, tidy, and easy to read/follow, with graphics that are relevant to the information presented. On a separate sheet, provide a bibliography and/or references in alphabetical order for your infographic.

**Grading criteria include:** currency of information/facts; adequacy and thoroughness of the information presented (e.g., beyond presenting relevant facts, also address key issues, theories, debates where relevant); and style, organization and presentation of your infographic.

### Infographic Grading Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. # of supporting sources</td>
<td>No Sources</td>
<td>1 Source</td>
<td>2 Sources</td>
<td>3 Sources</td>
<td>4 Sources</td>
<td>5 or more</td>
</tr>
<tr>
<td>3. Clarity of the Infographic</td>
<td>Unclear/Confusing</td>
<td>Poor/Lacking Clarity</td>
<td>Some Clarity</td>
<td>Satisfactory Clarity</td>
<td>Very Clear</td>
<td>Excellent Work</td>
</tr>
<tr>
<td>4. Thoroughness of the Infographic</td>
<td>Not at all Adequate</td>
<td>A few Random Facts</td>
<td>Somewhat Thorough</td>
<td>Average Thoroughness</td>
<td>Above Average</td>
<td>Meticulous Work</td>
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<tr>
<td>6. Grammar/Sentence Structure:</td>
<td>5+ errors</td>
<td>4 errors</td>
<td>3 errors</td>
<td>2 errors</td>
<td>1 error</td>
<td>0</td>
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<tr>
<td>7. Spelling:</td>
<td>5+ errors</td>
<td>4 errors</td>
<td>3 errors</td>
<td>2 errors</td>
<td>1 error</td>
<td>0</td>
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<tr>
<td>8. Reference/Citation Format:</td>
<td>5+ errors</td>
<td>4 errors</td>
<td>3 errors</td>
<td>2 errors</td>
<td>1 error</td>
<td>0</td>
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**Total Points = ________ out of 40 = ________ %**

**Comments/Feedback:**
**GROUP PRESENTATION EVALUATION FORM (CIRCLE THE NUMBER IN COLUMN 1)**

**GROUP NUMBER: #  |  GROUP MEMBERS LAST NAMES:**

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td>4</td>
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</tr>
<tr>
<td>Presentation content is well organized and easy to follow.</td>
<td>The overall organization of the presentation appears flawed and somewhat difficult to follow.</td>
<td>Presentation is somewhat organized 30% of the time.</td>
<td>There was no clear or logical organizational structure, just lots of facts.</td>
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<tr>
<td><strong>PREPAREDNESS</strong></td>
<td>1</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Student is completely prepared.</td>
<td>Student seems pretty prepared but could have prepared more.</td>
<td>The student is somewhat prepared, but it is clear that preparation was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
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<tr>
<td><strong>PRESENTATION</strong></td>
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<tr>
<td>Smooth delivery that holds audience attention. Stays on topic all (100%) of the time.</td>
<td>Fairly smooth delivery that holds audience attention most of the time. Stays on topic most (99-90%) of the time.</td>
<td>Delivery not smooth, but able to maintain interest of the audience most of the time. Stays on topic some (89-75%) of the time.</td>
<td>Delivery not smooth and audience attention often lost. It was hard to tell what the topic was.</td>
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<tr>
<td><strong>CONTENT</strong></td>
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<tr>
<td>Covers topic in-depth with details and examples. Subject knowledge is excellent. Shows a full understanding of the topic.</td>
<td>Includes essential knowledge about the subject. Subject knowledge appears to be good. Shows a good understanding of the topic.</td>
<td>Includes essential information about the topic but there are 1-2 factual errors. Shows a good understanding of parts of the topic.</td>
<td>Content is minimal OR there are several factual errors. Does not seem to understand the topic very well.</td>
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<tr>
<td><strong>KNOWLEDGE GAINED</strong></td>
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<tr>
<td>Student can accurately answer all questions related to facts in the presentation.</td>
<td>Student can accurately answer most questions related to facts in the presentation.</td>
<td>Student can accurately answer about 75% of questions related to facts in the presentation.</td>
<td>Student appears to have insufficient knowledge about the facts.</td>
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<tr>
<td><strong>VOCABULARY</strong></td>
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<tr>
<td>Uses vocabulary appropriate for an academic audience. Extends audience vocabulary by defining words that might be new to most members.</td>
<td>Uses vocabulary appropriate for an academic audience. Includes 1-2 words that might be new to most of the audience, but does not define them.</td>
<td>Uses vocabulary appropriate for an academic audience. Does not include any vocabulary that might be new to the audience.</td>
<td>Uses several (5 or more) words or phrases that are not understood by the audience.</td>
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<td><strong>WORKLOAD</strong></td>
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<tr>
<td>The workload is divided and shared equally by all team members.</td>
<td>The workload is divided and shared fairly by all team members, though workloads may vary from person to person.</td>
<td>The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.</td>
<td>The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.</td>
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<tr>
<td><strong>SUMMARY OF BOOK</strong></td>
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<tr>
<td>Comprehensive summary, highlights key points and explains them thoroughly.</td>
<td>Competent summary, with some emphasis of key points that are explained satisfactorily.</td>
<td>Basic summary, not much detail, main points outlined but not explained.</td>
<td>Less than satisfactory summary, key points briefly discussed. Lacks detailed and is sketchy.</td>
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<tr>
<td><strong>RELEVANT CANADIAN INFORMATION</strong></td>
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<td>2</td>
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<tr>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples from academic sources.</td>
<td>Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples from academic sources.</td>
<td>Information clearly relates to the main topic. No details and/or examples are given from academic sources.</td>
<td>Information has little or nothing to do with the main topic.</td>
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<tr>
<td><strong>SOURCES</strong></td>
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<td>2</td>
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<td>4</td>
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<tr>
<td>All sources (information and graphics) are accurately documented in the desired format.</td>
<td>All sources (information and graphics) are accurately documented, but a few are not in the desired format.</td>
<td>All sources (information and graphics) are accurately documented, but many are not in the desired format.</td>
<td>Some sources are not accurately documented.</td>
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The total score of 40 pts will be standardized to the 20 point scale used for the report/essay rubric (see previous page) for a maximum percentage score of 85% (see numbered scale below for conversions), leaving 15% for the course instructor to award marks for exceptional work, research, creativity and presentation.

\[
\text{TOTAL: } \frac{\text{Score} \times 2}{10} = \text{Percentage Grade} \times 2 = \text{Percentage Grade} 
\]

**SCALE CONVERSION TABLE:** Total Score/2 (to obtain score out of 20), match score to corresponding percentage grade. ______%  

<table>
<thead>
<tr>
<th>Scale Grade</th>
<th>20</th>
<th>19</th>
<th>18</th>
<th>17</th>
<th>16</th>
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<tbody>
<tr>
<td>Percentage Grade</td>
<td>85</td>
<td>82</td>
<td>78</td>
<td>75</td>
<td>72</td>
<td>68</td>
<td>66</td>
<td>64</td>
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<td>44</td>
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<td>34</td>
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</table>

Constructive Feedback
Team Contract
For the group presentations, you will be randomly assigned to teams of 3 in order to prepare a presentation that presents Canadian info on a topic you have selected from the book you read. The topic will be defined collaboratively with your team. To find out what team you are in, from the Course Home page click Connect and then Groups on the course navigation bar.

Description
For this activity, you will introduce yourself to your team members, and construct a team contract together. A "Team Contract Forum" will be made available to each team as a working space to complete this part of the assignment. To access the discussion, from the Course Home page click Connect and then Discussions on the course navigation bar. The experience of working in a team to complete a major project can be both rewarding and challenging. Studies have shown that collaborative learning can result in deeper learning, longer retention of knowledge, improved communication skills, and higher grades for students who participate (Oakley et al, 2004). However, teamwork can also be challenging when team members do not communicate effectively or participate constructively in the team. An important first step to working constructively in a team is to establish norms for team functioning. Norms provide guidelines that indicate how members should behave, but they also help to keep the team unified by articulating expectations. Writing down and agreeing upon norms in the form of a contract provides a way to clarify and enforce these norms when necessary. Your first task as a group, therefore, is to compose a team contract. Your contract should contain the following:

1. **Names of all team members.**

2. **Roles of each member in the team.** Three roles are recommended for this project: co-ordinator, recorder and submitter. A description of these roles is provided below:
   - **Co-ordinators** initiate project discussions, keeps everyone on task and makes sure that everyone is involved in the project.
   - **Recorders** prepare the final draft for submission.
   - **Submitters** check the final draft prior to submission and upload it to the appropriate dropbox.

   Note: it is expected that all team members participate fully in each part of assignment. The "divide and conquer" approach (where each team member completes one part of the assignment) is not considered acceptable for this assignment.

3. **Expectations for team behaviour.** These include guidelines for participation, decision-making as a group, and behaviours considered not acceptable in the team. Your contract should address each area below:
   - **Participation:** What procedures will be taken if someone is consistently not performing his/her role? What procedures will be taken if a team member does not co-operate at all in an assignment? For example, will a warning "memo" to the non-participating member be issued via the discussion forum? Will the instructor be contacted?
   - **Decision-making:** Will decisions be made by consensus? How will decisions be made if consensus cannot be reached?
   - **Conflict:** How will conflict be handled in the team?
   - **Unacceptable behaviours:** For example, sexist and racist remarks, aggressive or dominating behaviours. What other behaviours will not be tolerated in the team?

4. **Procedures for resolving impasses** in the team. There should be an exact mechanism: Will the co-ordinator decide? Will it go to a vote? How will ties be decided? Will the dispute be arbitrated by a designated person? And so on.

**Team Member Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>e-mail</th>
<th>Phone #</th>
<th>Role</th>
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<tbody>
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**Expectations for Team Behavior**

**Participation**


**Decision Making**


**Conflict**


**Unacceptable Behavior**


**Procedures for Conflict Resolution**


# Group Experience Report

Your Name: ____________________________________________________________

Rate each group member’s performance based on the following scale:

3 = All/most of the time  
2 = Sometimes/Occasionally  
1 = Rarely/Never

<table>
<thead>
<tr>
<th>Names</th>
<th>Yourself</th>
<th>Name:</th>
<th>Name:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Participated in Discussion</td>
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<td>B. Maintained a Positive Attitude</td>
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<tr>
<td>C. Contributed to the Work</td>
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<tr>
<td>D. Stayed on Task</td>
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<tr>
<td>E. Show up for Meetings (on time)</td>
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</table>

Additional Comments:

I affirm that the above scores accurately and fairly reflect each person’s performance in each of the domains listed above.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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</thead>
</table>
# Book Review Rubric

**Student Name & #:** ____________________________

<table>
<thead>
<tr>
<th>Performance Areas</th>
<th>Unsatisfactory (0-1)</th>
<th>Needs Improvement (2-3)</th>
<th>Good/Very Good (4-6)</th>
<th>Excellent/Outstanding (7-10)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Development</strong></td>
<td>Essay had no central idea or supporting details.</td>
<td>Unable to find specific supporting details; more than 3 errors in information.</td>
<td>Central idea is vague; somewhat sketchy and non-supportive to the topic lacks focus.</td>
<td>Essay has specific central idea that is clearly stated in the opening paragraph. Appropriate, concise details support the central idea and show originality and focus.</td>
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<tr>
<td><strong>Summary of Book</strong></td>
<td>Summary is mostly an outline of the book and does not discuss opinion or new ideas. Summary reveals too much, in general or entirely lacks an overview.</td>
<td>Summary consists of a discussion of major themes, ideas, poverty-related ideas. There is little opinion or mention of new ideas. Summary lacks details.</td>
<td>Summary consists of a discussion of major themes, ideas, and poverty-related ideas in the book. Summary is somewhat lacks in detail.</td>
<td>Summary consists of a discussion of major themes, ideas, and poverty-related ideas; providing exemplary ideas from the book. It includes very strong opinions and new ideas using your own words. Summary provides good detail and examples.</td>
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</tr>
<tr>
<td><strong>Poverty Questions</strong></td>
<td>Discusses 1 poverty-related question</td>
<td>Discusses 2 poverty-related questions</td>
<td>Discusses 3-4 poverty-related questions</td>
<td>Discusses 5 or more poverty related questions</td>
<td></td>
</tr>
<tr>
<td><strong>Critique</strong></td>
<td>Critique consists of a basic opinion based on personal feeling of &quot;I liked it&quot; or &quot;I hated it&quot; and is not considered a critique because it does not focus on themes, author's intent or poverty-related issues in the book.</td>
<td>Critique consists of thoughts, responses and reaction to the book. The student may discuss only one aspect of the book, such as themes. This review just states, &quot;I liked it&quot; or &quot;I hated it.&quot; It lacks a critical eye.</td>
<td>Critique consists of thoughts, responses and reaction to the book. The reviewer reacts to the themes, the author's aims or intent, the subject of the book, poverty-related issues/facts, how well it is written and overall success or failure of the book.</td>
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<tr>
<td><strong>Organization</strong></td>
<td>Structure of the paper does NOT follow a logical order. Ideas were unoriginal and vague, no particular flow was followed. There are no transitional phrases that make it easy to read the paper. Or, review is just a copying of the text.</td>
<td>Structure of the paper does NOT follow a logical order. Central point and flow of the paper is lost; lacks organization and continuity. The writing or ideas may &quot;jump&quot; around; it is not cohesive, there is not a clear introduction and conclusion.</td>
<td>Structure of the paper flows and is easily read, but 1 or 2 transitions may be faulty or missing. Paper somewhat digresses from the central idea. Structure of the paper flows and is easily read because of smooth transitions from paragraph to paragraph. The sequence of topics is logical order. There is a clear-cut introduction, body and conclusion. Critical thinking skills are evident.</td>
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</tr>
<tr>
<td><strong>Recommendation</strong></td>
<td>No due what the reviewer suggests regarding the book. May want to read this book or not. Recommendation is undeveloped.</td>
<td>SHOULD read or not read this book.</td>
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<tr>
<td><strong>Research</strong></td>
<td>No research on the topic was done; no reference to facts/research included in the book.</td>
<td>Did little or no gather of information on the topic. Did not cite or reference information in the book.</td>
<td>Some research on the topic was done but did not conclusively support the books assertions. Cited information was vague.</td>
<td>Cited researched information, introduced personal ideas to enhance essay observation. Supported the reviewers ideas/opinions with in formation/facts from the book, or external research sources.</td>
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</tr>
<tr>
<td><strong>Style</strong></td>
<td>Writing is confusing, hard to follow. Contains fragments and/or run-on sentences. Inappropriate diction.</td>
<td>Lacks creativity and focus. Unrelated word choice to the central idea. Diction is inconsistent.</td>
<td>Sentences are varied and inconsistent with central idea. Vocabulary and word choices.</td>
<td>Writing is smooth, coherent, and consistent with central ideas. Sentences are strong and expressive with varied structure. Diction is consistent and word choices well chosen.</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics &amp; Language</strong></td>
<td>Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation and capitalization. Dull or boring word choices. There are 3 or more serious errors.</td>
<td>Written work has several errors in word selection and use, sentence structure, spelling, punctuation and capitalization. Basic or rudimentary word choice. There are 3-4 serious errors.</td>
<td>Written work is relatively free of errors in word selection and use sentence structure, spelling, punctuation and capitalization. Uses complete sentences and a variety of sentence types. Uses effective vocabulary. There are 1-2 serious errors.</td>
<td>Written work has no errors in word selection and use sentence structure, spelling, punctuation and capitalization. Uses complete sentences and a variety of sentence types. Uses excellent vocabulary. There are no serious errors.</td>
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</tr>
<tr>
<td><strong>Overall Quality Bonus</strong></td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td><strong>Page Averages</strong></td>
<td>½ page = .5%</td>
<td>1 page = 1%</td>
<td>1.5 pages = 1.5%</td>
<td>2 pages = 2%</td>
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<td><strong>Sub total</strong></td>
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