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), Anishinaabeg, 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 2022
Course Code: SDS312R/SWREN312R
Course Title: Homelessness & Public Policy
Class Times: Remote: New lectures posted weekly on Tuesday afternoons.
On Campus: Tuesdays & Thursdays, 1-2:20 pm.
Class Location: Remote: LEARN
On Campus: REN 2102
Instructor: Dr. Tracy Peressini
TA: Finesa Dragusha fdragusha@uwaterloo.ca & Michaela Anne Panchaud michaela.panchaud@uwaterloo.ca
Office: Remote: MS Teams
On Campus: REN 2611 (Founders Building)
Office Phone: 519-888-4567, ext. 28602
Office Hours: After class or Daily, late morning or afternoons before 4:30 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 with 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**

5. The Homeless Hub Online Library – [homelesshub.ca](http://homelesshub.ca)


**Note:** You will find that I have added readings and extra materials in some of the lectures. These should be read but are not required reading, meaning you will not be tested on them. The additional readings are for your information and typically contain the latest information available. So, to reiterate, you are not required to do any other reading that what is noted above, but you will find that extra readings have been added to some lectures – these will typically contain the most up to date information on homelessness.

**Course Requirements and Assessment**

<table>
<thead>
<tr>
<th>Assessment #</th>
<th>Description</th>
<th>Assignment Due Date</th>
<th>WGT</th>
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<tbody>
<tr>
<td>1</td>
<td>Written Assignments</td>
<td>Feb 1st, 2022</td>
<td>30%</td>
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<tr>
<td>2</td>
<td>Infographic (1)</td>
<td>Mar 1st, 2022</td>
<td>30%</td>
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<td></td>
<td>Podcast (2)</td>
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<tr>
<td>3</td>
<td>Reading Week</td>
<td>February 19th – 27th</td>
<td></td>
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<tr>
<td>4</td>
<td>Group Presentations &amp; Program Analysis</td>
<td>Presentation: Day of Presentation March 22nd – April 5th, 2022 Program Analysis: April 5th, 2022</td>
<td>30% 10%</td>
</tr>
</tbody>
</table>

**Set-Up and Design of this Course, Winter 2022**

As this is typically an on-campus course, due to COVID19 it is currently being taught as a “remote course”. Right now, we are remote until January 27th, 2022, at which point the University will make another determination. Until the university indicates otherwise, there will be no in-person lectures, everything will be online. What this means is that this course is NOT organized like a typical online course. It has fewer frills, and bells and whistles, such as exercises or activities. I am intentionally trying to keep the course simple and straight forward and to minimize the amount of time you have to spend online. All other course components will be set-up like a typical online course with drop-boxes for assignments and group work. There will be one discussion board, “Ask the Instructor and/or TAs.” If needed, other discussion boards can be setup for students to contact one another, but this will only be if students indicate a need for it to me or the TAs. It will be your responsibility to check LEARN on a regular basis. I would suggest Thursdays to ensure that you have time to ask questions before assignments are due. I strongly recommend that you review all course materials where required and available, 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.
Infographic (30%), Podcast (30%), Group Presentation (30%) and Program Analysis (Total 10%): 

Late Work Policy: All assignments must be submitted to the drop box by 11:59 on the day that they are due. Please DO NOT email assignments to the Professor or TA’s. If you are late contact your assigned TA and make arrangements to submit your paper late (they will have to reopen the drop box for you). Late papers will be docked 5%/day for 10 days, after which they will not be accepted, without exception.

1. Infographic Due Date: Feb 1st Weight: 30%
   For this choice of assignment, you will research, create, and design a 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 academic and social 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. If you are not sure what an infographic is, then simply google “infographic” and it will give you thousands of examples. 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, with appropriate in-text citations and references. On a separate sheet provide a bibliography or references in alphabetical order for your infographic. Please upload your infographic to it’s drop box by 11:59 p.m. on Feb 1st, 2022. If you miss the deadline, you must contact either myself or one of the TAs to re-open the drop box. A penalty of 5%/day for 10 days will be assigned to your grade, after which you will receive a 0 on the assignment. This assignment is worth 30% of your final grade.

2. Podcast Assignment Due Date: March 1st Weight: 30%
   For this assignment you will record a podcast about Homelessness in Canada. Base your podcast on your research and information you collected for your infographic. Focusing on the aspect of homelessness you chose to do your infographic on, prepare a 10-minute podcast to discuss the issue of Homelessness. You should briefly discuss the relevant definitions of homelessness, measurements and explanations, as well as what the current homeless situation is based on your infographic. Your podcast then must address 1 current homeless-related issue, for example how COVID19 disproportionately affects the homeless, particularly those of color, men, youth, seniors and immigrants and explain how it is related to homelessness and what we can do about. Pick one dimension and discuss its importance and how we can begin to address the problem. For this assignment you can do a monologue or dialog focused on homelessness and how it affects Canadians, and what steps we can take in the future to address it. Your target file size should use CD quality Fidelity: 16-bit, 44.1 kHz (mono for the spoken word). The rule of thumb for podcast time vs. file size, you should find that it is almost 1 to 1. For one minute of spoken words, the resultant file will be approx. 1 mb. So, a 10 minute podcast should be between 9-10 mb. Please keep your podcast to 10 minutes as there is an upload limit restriction on LEARN. Please upload your recording to the podcast Dropbox by 11:59 pm on March 1st, 2022. Late assignments will be penalized 5% per day for 10 days, after which the late assignment will not be accepted or graded. Please refer to attached pdf file which provides a detailed example of podcasts, a description of the assignment, and the grading rubric that the assignment will be graded with.

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1 Due to limited space on the infographic you may want to use end notes instead of in-text citations to save space. In MSWord, look under references and the 2nd column from the left contains the different notes that are available to you (I'm sure it works in a similar fashion on the mac). Footnotes puts them at the bottom of the page, whereas endnotes a place on a separate page at the end of your infographic. Please note that citations ≠ references. You must include a separate page of the complete references included or referred to in your infographic.

2 This can be done in Apple iTunes and a multitude of other software, many of which are free.
3. Group Presentation (Weight 30%) and Program Analysis Paper (10%)  Due Date: Presentations are the day of the presentation (March 22nd to April 5th, 2022), and the Program Analysis is Due April 5th, 2022

For this assignment you will pick and analyze the efficacy of an approach to ending homelessness. In the case of this assignment, an approach to ending homelessness is defined robustly, meaning you can choose any approach, program, service, strategy and/or policy associated with homelessness to analyze. This assignment should focus on “solutions” to homelessness. Please refer to the course text, Beyond Shelters: Solutions to Homelessness in Canada from the Front Lines and choose one solution to analyze. While the text focuses on other solutions, you may also choose a type of housing program or response to homelessness, e.g. supportive housing. The purpose of this assignment is for you to choose one strategy, policy, program, etc. currently being used in Canada, research it, present your findings to the class and then each group must submit a brief program analysis. Based on the research you conduct, you are to answer the five questions provided. Questions 1-4 are solely scholarly research-based, whereas, for question 5, this is a reflective piece that needs to be answered utilizing course content.

1. **Overview of the strategy:** How does it define homelessness? How was it developed? When did it start in Canada? Where is it implemented? i.e., specific cities, provinces?

2. **Goals and Principles:** Do they have any? What are they looking to achieve? How are they implementing their set principles into their work? This information can be obtained in a variety of ways, e.g. research article, policy document or program report from the program, policy or service you have chosen.

3. **Population:** Does the program, policy or service target a particular population? i.e., does it focus on Homeless Youth, Veterans, Families, Men or Women? Identify their rationale for choosing a specific population, or not? The population is critical to understanding approaches that are designed to meet the homeless’ needs beyond housing.

4. **Strengths and limitations:** What are the strengths and limitations of the strategy? What is works, what doesn’t? Make sure your responses are evidence based (e.g. provide data and research sources to support your conclusions). How would you “fix” the program, policy, service in order to make it better meet the needs of the homeless?

5. **Reflection:** Based on what you have learned in this course, what do you think of your chosen strategy? Is it effective? What else needs to be done? e.g. do we need additional programs/services or policies to address the unmet needs of the population. What would you change about it? Make sure that you back up your observations/opinion with knowledge from course content (i.e., lectures, readings, articles).

Your paper should be 5-7 pages, double spaced (not including the title and reference pages) in length (1% reduction in your grade for every page over 7 pages), 11- or 12-point font, Arial or Times New Roman. Your margins should be 1” on both sides and at the top and bottom of your essay. Your assignment should take the standard form of an essay with an introduction, body and conclusion. Most of your research should derive from scholarly-based research, and you must use APA for the format, citations and references. Please see the attached rubric for this assignment. Please remember that myself and the TAs are available for questions and clarification. There is a discussion board you can post to on LEARN and I am on MS Teams (1-4:30 pm most days).
<table>
<thead>
<tr>
<th>Date</th>
<th>Wk#</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>January 11th</td>
<td>1</td>
<td>Introduction &amp; Overview of the Course</td>
<td>Layton, Ch 1; <em>Finding Home</em>: Introduction – <em>Homelessness: What’s in a Word?</em></td>
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<tr>
<td>January 13th</td>
<td>2</td>
<td>A Brief History of Homelessness</td>
<td>Article: The New Homelessness Revisited</td>
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<tr>
<td>January 18th – 20th</td>
<td>3</td>
<td>Studying the Homeless: Definitions</td>
<td>Layton, Ch 2; Article: The New Homelessness Revisited</td>
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<td>Note: late papers will count 1% per day including weekends.</td>
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<tr>
<td>January 25th – February 1st</td>
<td>4</td>
<td><em>Video</em>: The Great Toronto Homeless Count</td>
<td>Layton, Ch 3; <em>Finding Home</em>: 8.3 Towards A Strategy for Counting theHomeless</td>
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<td>Studying the Homeless: <em>Counting &amp; Sampling Strategies</em></td>
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<td>February 3rd</td>
<td>6</td>
<td>Explanations of Homelessness</td>
<td>Layton, Ch 6; Article: The New Homelessness Revisited</td>
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<td>Infographic Due – Weight 20%</td>
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<td>February 8th – February 10th</td>
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<td>Pathways into Homelessness: Visible vs. Invisible Homeless</td>
<td>Layton, Ch 4-5; <em>Finding Home</em>: 8.2 Pathways into Homelessness: Testing the Heterogeneity Hypothesis</td>
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<td>February 15th – 17th</td>
<td>9</td>
<td>Sociodemographic Traits – Part 1: Gender, Age, Ethnicity</td>
<td>Layton, Ch 4-5; <em>Finding Home</em>: 4.3 Making the Invisible Visible: Canadian Women Homelessness &amp; Health Outside the “Big City”; 5.2 Taking Care of Their Own? Or Falling Between the Cracks?; 3.1 Homeless Youth: The Need to Link Research &amp; Policy</td>
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<td>February 19th – February 27th</td>
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<td>Reading Week</td>
<td>No readings</td>
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<td>March 1st – March 3rd</td>
<td>10</td>
<td>Sociodemographic Traits – Part 2: Indigenous people, Immigrants &amp; Refugees</td>
<td>Layton, Ch 4-5; Part 1; <em>Finding Home</em>: 6.3 Hidden Homelessness Among Aboriginal People in Prairie Cities</td>
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<tr>
<td>March 8th – March 10th</td>
<td>11</td>
<td>Causes &amp; Consequences of Homelessness</td>
<td>Layton, Ch 4-5; <em>Finding Home</em>: 2.1 The Relationship Between Homelessness &amp; Health; and 2.3 Mental Health, Mental Illness &amp; Homelessness in Canada; 7.1 A Revolving Door? Homeless People and The Justice System in Toronto</td>
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<td>Program Analysis Due – Weight 20%</td>
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<td>March 15th – March 17th</td>
<td>12</td>
<td>Programs &amp; Policies</td>
<td>Layton, Ch 7-8; Hughes, pgs 7-238; <em>Finding Home</em>: 1.2 Shelters for The Homeless: Learning from Research</td>
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<tr>
<td>March 22nd – April 5th</td>
<td></td>
<td>Group Presentations Policy Analysis Due: April 5th, 2022</td>
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**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 2022, the established examination period is April 8th – 26, 2022. The schedule will be available early in the winter. 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)

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

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. [Check the Office of Academic Integrity (https://uwaterloo.ca/academic-integrity) for more information.] 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. 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 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, Section 4 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). 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:
Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require
accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with the Acting Academic Dean, Jason C. Blokhuis.

**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 form 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 21

Full details can be found online at the Faculty of ARTS [website](http://uwaterloo.ca) Download [UWaterloo and regional mental health resources PDF](http://uwaterloo.ca). Download the [WatSafe app](http://uwaterloo.ca) to your phone to quickly access mental health support information

**A respectful living and learning environment for all**
Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison’s external anti-harassment & anti-discrimination officers, by email (info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.
According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

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

### Infographic Grading Rubric

For this assignment you will research, create, and design a two-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

| 1. Currency of Information/Facts | 0 | 1 | 2 | 3 | 4 | 5 | = | 
|---------------------------------|---|---|---|---|---|---|---|---|
| 2. # of supporting sources      | 0 | 1 | 2 | 3 | 4 | 5 | = | 
| No Sources                       | 1 Source | 2 Sources | 3 Sources | 4 Sources | 5 or more | 
| 3. Clarity of the Infographic    | 0 | 1 | 2 | 3 | 4 | 5 | = | 
| Unclear/Confusing                | Poor/Lacking Clarity | Some Clarity | Satisfactory Clarity | Very Clear | Excellent Work | 
| 4. Organization of the Infographic | 0 | 1 | 2 | 3 | 4 | 5 | = | 
| Unclear/Confusing                | Poor/Somewhat Organized | Good/Average | Above Average | Above Average | Excellent Work | 
| 5. Thoroughness of the Infographic | 0 | 1 | 2 | 3 | 4 | 5 | = | 
| Not at all Adequate Random Facts | A few Somewhat Thorough | Average Thoroughness | Above Average | Meticulous | Work | 
| 6. Grammar/Sentence Structure:  | 0 | 1 | 2 | 3 | 4 | 5 | = | 
| 5+ errors                        | 4 errors | 3 errors | 2 errors | 1 error | 0 | 
| 7. Spelling:                     | 0 | 1 | 2 | 3 | 4 | 5 | = | 
| 5+ errors                        | 4 errors | 3 errors | 2 errors | 1 error | 0 | 
| 8. Reference/Citation Format:    | 0 | 1 | 2 | 3 | 4 | 5 | = | 
| 5+ errors                        | 4 errors | 3 errors | 2 errors | 1 error | 0 | 

Total Points = ______ out of 40 = ______ %

**Comments/Feedback:**
A podcast description is like a book jacket. It’s what people read after the name of your show has drawn them in but before they decide to start listening. Much like an author would labor over their book jacket, podcasters also need to labor over their podcast description.

A podcast description has three objectives:
1. be explanatory
2. be search-friendly
3. be succinct.

Here's a three sentence template for writing your podcast show description that will achieve each of these objectives.

**Sentence One: Start with a statement that your listeners already believe is true.**
This should be something they already know and care about.

Today In: Leadership

- “It’s hard to balance a full-time job with passion projects.”
- “Adopting an animal can be one of the most rewarding experiences of your life.”

**Sentence Two: Tell listeners what they can expect to hear each time they hit play on your episode.**
Share the frequency of the show, introduce the host(s), explain their credibility, and share the format of the show.

- “Each Tuesday, join Molly Beck, a long-time member of the side hustle generation, as she interviews guests who are managing their own entrepreneurial venture on top of their day jobs.”
- “Bob Smith, everyone’s favorite celebrity animal rights activist, shares his daily 5-minute insights on what a pet owners can do to help their furry best friend thrive in their new home.”

**Sentence Three: Who is this show for?**
If a potential listener has read this far into your description, they are probably very interested, but you’ll want to drive the point home that the show is for them by literally telling them that “this show is for you!” This is also a chance to use different keywords to describe the show, so that if some listeners looking for your podcasts about Texas politics type in “Austin Statehouse” and some type in “southern elected leaders” in their podcast directory’s search bar, your show appears for both.

- “If you have a side hustle, want to start a passion project, or just want to hear some great career advice, this is the podcast for you.”
- “Whether you want to learn more about #adoptdontshop, are navigating the paperwork process of adopting an animal, or already have an adopted pet to dote on, this is the podcast for you.”

**Let’s put it all together:**
For the side hustle podcast example:

“It’s hard to balance a full-time job with passion projects. Each Tuesday, join Molly Beck, a long-time member of the side hustle generation, as she interviews guests who are managing their own entrepreneurial venture on top of their day jobs. If you have a side hustle, want to start a passion project, or just want to hear some great career advice, this is the podcast for you.”

For the animal adoption podcast example:

“Adopting an animal can be one of the most rewarding experiences of your life. Bob Smith, everyone’s favorite celebrity animal rights activist, shares his daily 5-minute insights on what a pet owners can do to help their furry best friend thrive in their new home. Whether you want to learn more about #adoptdontshop, are navigating the paperwork process of adopting an animal, or already have an adopted pet to dote on, this is the podcast for you.” Now that you have your podcast description, you are off and running with your new podcast!
Podcast Rubric: Solving the Problem of Homelessness.

Note to TAs: The 5 point Likert Scale can be used to assign ½ points as well (e.g. Topic = 4.5 pts)

1) **Topic** – summary of what the podcast is about.

   5 Outstanding 4 Very Good 3 Good 2 Fair 1 Poor

2) **Description of Podcast** (see page 1)

   5 Outstanding 4 Very Good 3 Good 2 Fair 1 Poor

3) **Format and Approach** (overall assessment based on a-e below)

   a. informational/instructional
     - Instructional  Informational
   b. formal/informal
     - Formal  Informal
   c. entertaining/serious
     - Serious  Entertaining
   d. monologue/magazine
     - Monologue  Magazine
   e. single/multiple presenters
     - Single  Multiple

4) **Engagement** (overall assessment based on a-e below)

   a. Did you want to keep listening?
     - Yes  No
   b. Why or why not; explain in feedback section below
     - Yes  No
   c. How long for? What proportion of the podcast did you listen to?
     - 100%  75%  50%  25%  0%
   d. Would you subscribe to this podcast?
     - Yes  No
   e. Would you recommend to others?
     - Yes  No

5) **Structure and delivery** (overall assessment based on a-c below)

   a. Was the structure clear?
     - Yes  No
   b. Was the topic well introduced & covered in appropriate detail?
     - Yes  No
   c. Was the pace appropriate?
     - Yes  No

6) **Summary & Conclusions**

   5 Outstanding 4 Very Good 3 Good 2 Fair 1 Poor

7) **Audio** (overall assessment based on a-c below)

   a. Was it well produced?
     - Yes  No
   b. Easy to hear and listen to?
     - Yes  No
   c. Did it enhance or detract from the content?
     - Yes  No

8) **Sources** - Use of outside sources to support your podcast

   5 Outstanding 4 Very Good 3 Good 2 Fair 1 Poor

9) **Bonus for exceptional work**

   10 Outstanding 8 Very Good 6 Good 4 Fair 2 Poor

**Total Score:**_____/50 = ____%
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Introduction &amp; Conclusion</td>
<td>• The introduction and conclusion are missing from the paper.</td>
<td>• The introduction does not provide an overview of what the paper is about or is missing a thesis statement.</td>
<td>• The introduction is adequate. It explains what the paper is about with clarity and has a thesis statement.</td>
<td>• The introduction is <strong>creative</strong> and <strong>precise</strong>. It includes an overview of what the paper is about and has a thesis statement.</td>
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<tr>
<td></td>
<td></td>
<td>• The conclusion may be weak or repetitive.</td>
<td>• The conclusion is satisfactory. It summarizes most of the information presented in the paper.</td>
<td>• The conclusion summarizes all of the information presented concisely. It leaves the reader with something to think about.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• The writer has an introduction or conclusion but not both.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Required Components</td>
<td>• The essay excludes the necessary components and/or does not answer the questions indicated in the instructions.</td>
<td>• The essay is missing some components and/or does not fully answer the questions posed in the instructions.</td>
<td>• The essay includes all components and answers all the questions indicated in the instructions.</td>
<td>• The essay includes all components and meets or exceeds all questions asked in the instructions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No citations included.</td>
<td>• Some appropriate citations are included.</td>
<td>• Most appropriate citations are included.</td>
<td>• All appropriate citations are correctly included.</td>
<td></td>
</tr>
<tr>
<td>Depth of Reflection</td>
<td>• Response demonstrates a lack of reflection on the theories, concepts, and/or strategies presented in the course materials.</td>
<td>• Response demonstrates a minimal reflection on, the theories, concepts, and/or strategies presented in the course materials.</td>
<td>• Response demonstrates a general reflection on, of the theories, concepts, and/or strategies presented in the course materials.</td>
<td>• Response demonstrates an in-depth reflection of the strategy utilizing theories, concepts, and/or strategies presented in the course materials.</td>
<td></td>
</tr>
<tr>
<td>Paper Layout</td>
<td>• The paper does <em>not</em> have an introduction or a conclusion. Body paragraphs are not logically separated.</td>
<td>• The paper has either an introduction <em>or</em> a conclusion but not both. The body paragraphs are not logically separated. The paper is less than 5 pages.</td>
<td>• The paper has an introduction but is somewhat unclear. Body paragraphs are present but are not logically separated. Conclusion is present but does not provide a clear summary of the information given in the paper.</td>
<td>• The paper has a clear introduction. Body paragraphs are logically separated. Conclusion is clear <em>and</em> summarizes all of the information given in the paper.</td>
<td>_____/4</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Mechanics</td>
<td>• 6+ grammatical, spelling or punctuation errors.</td>
<td>• 4-5 grammatical, spelling or punctuation errors.</td>
<td>• 1-3 grammatical, spelling or punctuation errors.</td>
<td>• No grammatical, spelling or punctuation errors.</td>
<td>_____/4</td>
</tr>
<tr>
<td>APA Referencing &amp; Formatting</td>
<td>• 6+ mistakes</td>
<td>• 4-5 mistakes</td>
<td>• 1-3 mistakes</td>
<td>• No mistakes</td>
<td>_____/4</td>
</tr>
<tr>
<td>Bonus – Overall Quality</td>
<td>• Poor (0)</td>
<td>• Good (2 pt)</td>
<td>• Very Good (4 pts)</td>
<td>• Excellent (6 pts)</td>
<td>_____/6</td>
</tr>
</tbody>
</table>

TOTAL GRADE Points Percentage

| Total Points Out of 30: __________ | Total Percentage: (Score/30) * 100 = __________ |

Feedback