

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, 2020
Course Code: SDS312R/SWREN312R
Course Title: Homelessness & Public Policy
Class Times: **Thursdays** – New lectures posted weekly on Thursdays.
Class Location: Online
Instructor: Dr. Tracy Peressini
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Office: MS Teams
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Office Hours: **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 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

1. Hughes, James (ed.) (2018). Beyond Shelters: Solutions to Homelessness in Canada from the Front Lines. Toronto: James Lorimer & Company.
2. Hulchanski, J.D., Campsie, P., Chau, S., Hwang, S.W. and E. Paradis (2009). Finding Home: Policy Options for Addressing Homelessness in Canada. E-Book
3. Layton, Jack (2008). Homelessness: How to End the National Crisis. Toronto: Penguin Canada Books.
4. Lee, Barrett A.; Tyler, Kimberly A. and James D. Wright (2010). The New Homelessness Revisited. *Annual Review of Sociology*, Vol 36, pp. 501-521. DOI: <http://www.jstor.org.proxy.lib.uwaterloo.ca/stable/25735089>
5. The Homeless Hub Online Library – homelesshub.ca

Course Requirements and Assessment

Assessment #	Description	Assignment Due Date	WEIGHT
	Written Assignments		
1	(1) Policy Analysis Précis	January 25 th	10%
2	(2) Infographic	February 22 nd	25%
3	(3) Policy Analysis	March 22 nd	25%
	Reading Week	February 13 th – 21 st	
	March Break	March 13 th – 16 th	
	Tests		
3	(1) Test 1	February 25 th – 26 th	20%
4	(2) Test 2	April 8 th – 9 th	20%
Optional	Makeup Assignment – See description below.	April 1st (no extensions allowed)	Replaces the lowest grade in course.

Set-Up and Design of this Course, Winter 2021

As this is typically an on-campus course, due to COVID19 it is being taught as a “remote course” this term. 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 quizzes for tests. 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 as this is when lecture slides, notes and where possible recordings will be posted by noon. 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.

Assignments (Total 60%):

Please note: I do not accept assignments emailed to me at any time (nor do the TAs). If you try to submit late, you must contact me, and I will re-open the drop-box for you to upload your assignment. This is how we track late assignments. You must upload your assignment to the drop-box. Please email us if you are submitting late so that we can open the drop-box for you.

(1) Program & Policy Analysis Précis Due Date: January 25th Weight 10%

This assignment requires you to briefly summarize the solution (program, strategy or policy) to homelessness that you have chosen to investigate. For example, NIMBY (**Not In My Backyard**) is a phenomenon associated with homelessness that reflects negative attitudes towards the homeless. If you chose this topic then you'd have to briefly explain what it is, why it is an important issue to address and the existing and/or potential strategies used to address it. Your summary should be **one page**. It should identify the official label associated with your topic, briefly define and/or describe it, and a preliminary outline for your paper. You should attach a second page consisting of an **annotated bibliography** of at least 5 different potential sources that you will use in your analysis (each with a one or two sentence description of it's relevance or how it will be used in your analysis). Please make sure you put your name and id number on your assignment. This will be graded as follows – **Grading Rubric:** (a) you must have a **title of your program** (2 pts), (b) a **brief description** of your topic (10 pts), (c) a **preliminary outline of your paper** (3 pts), and (d) a second page of **annotated references** (correctly cited) (10 pts). Be sure to cite the sources of your facts in your description. Please upload your assignment to it's drop box **by 11:55 p.m. on January 25th, 2021**. Please review the grading rubric for the Policy Analysis Assignment to guide you in preparing your précis.

(2) Infographic Due Date: February 22nd Weight: 25%

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 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, with **appropriate citations and references**. **On a separate sheet provide a bibliography/references in alphabetical order for your infographic**. Please **submit** your infographic to it's drop box by 11:55 p.m. on February 22nd. Please see the attached rubric for this assignment. Please do not email me your assignment, simply email me and I will open the drop-box for you.

(3) Program and Policy Analysis Paper Due Date: March 22nd Weight: 25%

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** and then research it. 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 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 (.5% reduction for every ½ 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.**

Tests (2x20% = 40%) February 25th-26th & April 8th-9th: 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 25th-26th** will cover course lectures, readings and any additional materials handed out in class up to and including February 11th. **Test 2** on **April 8th-9th** will cover **all** course lectures, readings and materials **after** February 11th.

Makeup Assignment - Book Review Due Date: April 1st

Book: Teresa Gowan (2010). **Hobos, Hustlers and Backsliders: Homeless in San Francisco**. Minneapolis: University of Minnesota Press. You can purchase the book via Amazon or Chapters. Alternatively, you should be able to find used copies of the book as it has been used previously in the course. If you can't find a used copy or a library copy, you will have to purchase the book. 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 at 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 title page, 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 summarize the salient facts of homelessness for men. 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? Be sure to discuss how men's experiences of homelessness are different from other demographic groups of homeless people. 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 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 that your references are in alphabetic order, and LAST make sure your name is on your assignment. Please use **APA** citation & referencing styles. Please **submit** your book review to the drop-box by **11:55 PM on April 1st**. No late assignments will be accepted for the make-up assignment.

Lecture Topics & Required Readings

Date	Wk#	Topic	Readings
Jan 14th	1	Introduction & Overview of the Course	Layton , Ch 1; Finding Home: Introduction – Homelessness: What's in a Word?
Jan 21 st	2	A Brief History of Homelessness	Article: The New Homelessness Revisited
Jan 25th		Policy Analysis Précis Due – Weight 10%	
Jan 28 th	3	Studying the Homeless: Definitions Video: The Great Toronto Homeless Count	Layton , Ch 2; Article: The New Homelessness Revisited
Feb 4 th	4	Studying the Homeless: Counting & Sampling Strategies	Layton , Ch 3; Finding Home: 8.3 Towards A Strategy for Counting the Homeless
Feb 11 th	5	Explanations of Homelessness	Layton , Ch 6; Article: The New Homelessness Revisited
Feb 13 th – 21 st		Reading Week – No lectures	
Feb 22nd		Infographic Due – Weight 25%	
Feb 25th – 26th	6	Test 1 – Weight 20%	---
Mar 4 th	7	Pathways into Homelessness: Visible vs. Invisible Homeless	Layton , Ch 4-5; Finding Home: 8.2 Pathways into Homelessness: Testing the Heterogeneity Hypothesis
Mar 11 th	8	Sociodemographic Traits – Part 1: Gender, Age, Ethnicity	Layton , Ch 4-5; Finding Home: 4.3 Making the Invisible Visible: Canadian Women Homelessness & 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 & Policy
Mar 15 th – 16 th		March Break – No Lectures	
Mar 18 th	9	Sociodemographic Traits – Part 2: Indigenous people, Immigrants & Refugees	Layton , Ch 4-5; Part 1; Finding Home: 6.3 Hidden Homelessness Among Aboriginal People in Prairie Cities
Mar 22nd		Program & Policy Analysis Due – Weight 25%	
Mar 25 th	10	Causes & Consequences of Homelessness	Layton , Ch 4-5; Finding Home: 2.1 The Relationship Between Homelessness & Health ; and 2.3 Mental Health, Mental Illness & Homelessness in Canada ; 7.1 A Revolving Door? Homeless People and The Justice System in Toronto
Apr 1 st	11	Programs & Policies Makeup Assignment Due (no late assignments accepted)	Layton , Ch 7-8; Hughes, pgs 7-238; Finding Home: 1.2 Shelters for The Homeless: Learning from Research
Apr 8 th	12	Test 2 – Weight 20%	---

Remember Do Not Email Late Assignments to me, I won't accept them. If you are submitting let, regardless of the reason, please email me and let me know and I will reopen the drop box for you.

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!

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 2021**, the established examination period is **April 17th – 26th, 2021**. 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 \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](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 \(https://uwaterloo.ca/academic-integrity\)](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:

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 21

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

- 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 – Weight 25%

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

1. Currency of Information/Facts	0 2004 or earlier	1 2005-2006	2 2007-2008	3 2009-2010	4 2011-2012	5 2013+	= _____
2. # of supporting sources	0 No Sources	1 1 Source	2 2 Sources	3 3 Sources	4 4 Sources	5 5 or more	= _____
3. Clarity of the Infographic	0 Unclear/ Confusing	1 Poor/ Lacking Clarity	2 Some Clarity	3 Satisfactory Clarity	4 Very Clear	5 Excellent Work	= _____
5. Organization of the Infographic	0 Unclear/ Confusing	1 Poor	2 Somewhat Organized	3 Good/ Average	4 Above Average	5 Excellent Work	= _____
4. Thoroughness of the Infographic	0 Not at all Adequate	1 A few Random Facts	2 Somewhat Thorough	3 Average Thoroughness	4 Above Average	5 Meticulous Work	= _____
6. Grammar/Sentence Structure:	0 5+ errors	1 4 errors	2 3 errors	3 2 errors	4 1 error	5 0	= _____
7. Spelling:	0 5+ errors	1 4 errors	2 3 errors	3 2 errors	4 1 error	5 0	= _____
8. Reference/Citation Format:	0 5+ errors	1 4 errors	2 3 errors	3 2 errors	4 1 error	5 0	= _____

Total Points = _____ out of 40 = _____%

Comments/Feedback:

Program & Policy Analysis Rubric – Weight 25%

Student Name & ID #:

Criteria	Level 1	Level 2	Level 3	Level 4	Score
Quality of Introduction & Conclusion	<ul style="list-style-type: none"> The introduction and conclusion are missing from the paper. 	<ul style="list-style-type: none"> The introduction does not provide an overview of what the paper is about or is missing a thesis statement. The conclusion may be weak or repetitive. The writer has an introduction or conclusion but not both. 	<ul style="list-style-type: none"> The introduction is adequate. It explains what the paper is about with clarity and has a thesis statement. The conclusion is satisfactory. It summarizes most of the information presented in the paper. 	<ul style="list-style-type: none"> The introduction is creative and precise. It includes an overview of what the paper is about and has a thesis statement. The conclusion summarizes all of the information presented concisely. It leaves the reader with something to think about. 	_____/4
Required Components	<ul style="list-style-type: none"> The essay excludes the necessary components and/or does not answer the questions indicated in the instructions. No citations included. 	<ul style="list-style-type: none"> The essay is missing some components and/or does not fully answer the questions posed in the instructions. Some appropriate citations are included. 	<ul style="list-style-type: none"> The essay includes all components and answers all the questions indicated in the instructions. Most appropriate citations are included. 	<ul style="list-style-type: none"> The essay includes all components and meets or exceeds all questions asked in the instructions. All appropriate citations are correctly included. 	_____/4
Depth of Reflection	<ul style="list-style-type: none"> Response demonstrates a lack of reflection on the theories, concepts, and/or strategies presented in the course materials. 	<ul style="list-style-type: none"> Response demonstrates a minimal reflection on, the theories, concepts, and/or strategies presented in the course materials. 	<ul style="list-style-type: none"> Response demonstrates a general reflection on, of the theories, concepts, and/or strategies presented in the course materials. 	<ul style="list-style-type: none"> Response demonstrates an in-depth reflection of the strategy utilizing theories, concepts, and/or strategies presented in the course materials. 	_____/4

Paper Layout Introduction Body Conclusion	<ul style="list-style-type: none"> The paper does not have an introduction or a conclusion. Body paragraphs are not logically separated. 	<ul style="list-style-type: none"> The paper has either an introduction <u>or</u> a conclusion but not both. The body paragraphs are not logically separated. The paper is less than 5 pages. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The paper has a clear introduction. Body paragraphs are logically separated. Conclusion is clear and summarizes all of the information given in the paper. The paper is 5-7 pages in length. 	_____/4
Mechanics	<ul style="list-style-type: none"> 6+ grammatical, spelling or punctuation errors. 	<ul style="list-style-type: none"> 4-5 grammatical, spelling or punctuation errors. 	<ul style="list-style-type: none"> 1-3 grammatical, spelling or punctuation errors. 	<ul style="list-style-type: none"> No grammatical, spelling or punctuation errors. 	_____/4
APA Referencing & Formatting	<ul style="list-style-type: none"> 6+ mistakes 	<ul style="list-style-type: none"> 4-5 mistakes 	<ul style="list-style-type: none"> 1-3 mistakes 	<ul style="list-style-type: none"> No mistakes 	_____/4
Bonus – Overall Quality	<ul style="list-style-type: none"> Poor (0) 	<ul style="list-style-type: none"> Good (2 pt) 	<ul style="list-style-type: none"> Very Good (4 pts) 	<ul style="list-style-type: none"> Excellent (6 pts) 	_____/6
TOTAL GRADE Points Percentage	<p style="text-align: right;">Total Points Out of 30: _____</p> <p style="text-align: right;">Total Percentage: (Score/30) * 100 = _____</p>				
Feedback					

Make-Up Assignment Rubric (Replaces Lowest Grade)

Student Name & #:

<i>Performance Areas</i>	<i>Unsatisfactory (0-1)</i>	<i>Needs Improvement (2-3)</i>	<i>Good/Very Good (4-6)</i>	<i>Excellent/Outstanding (7-10)</i>	<i>Score</i>
Content Development	Essay had no central idea or supporting details	Unable to find specific supporting details; more than 4 errors in information	Central idea is vague; somewhat sketchy and non-supportive to the topic; lacks focus	Essay has specific central idea that is clearly stated in the opening paragraph; appropriate, concrete details support the central idea and show originality and focus.	
Summary of Book	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.	Summary consists of a discussion of major themes, ideas, poverty-related ideas. There is little opinion or mention of new ideas. Summary lacks details.	Summary consists of a discussion of major themes, ideas, and/or poverty-related ideas in the book. Summary somewhat lacks in detail.	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.	
Poverty Questions	Discusses 1 poverty related question	Discusses 2 poverty related questions	Discusses 3-4 poverty related questions	Discusses 5 or more poverty related questions	
Critique	Critique consists of a basic opinion based on personal feeling of "I liked it" or "I hated it" and is not considered a critique because it does not focus on themes, author's intent or poverty-related issues/facts in the book.	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, "Well, I liked it" or "Well, I hated it." It lacks a critical eye.	Critique consists of thoughts, responses and reaction to the book. The student may discuss only 2 aspects, for example, themes and poverty-related issues/facts. There is not a thorough review of various aspects.	Critiques 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.	
Organization	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.	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 "jump" around; it is not cohesive, there is not a clear introduction and conclusion.	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; ideas do not logically follow each other. There is a clear-cut introduction, body and conclusions.	Structure of the paper flows and is easily read because of smooth transitions from paragraph to paragraph. The sequence of topics is in logical order. There is a clear-cut introduction, body and conclusion. Critical thinking skills are evident.	
Recommendation	No clue what the reviewer suggests regarding the book.	May want to read this book, or not. Recommendation is unclear.	SHOULD read or not read this book.	DEFINITELY should or should not read this book.	
Research	No research on the topic was done; no reference to facts/research included in the book	Did little or no gather of information on the topic; did not cite or reference information in the book.	Some research on the topic was done but did not conclusively support the book's assertions; cited information was vague.	Cited researched information; introduced personal ideas to enhance essay cohesiveness. Supported the reviewers' ideas/opinions with information/facts from the book, or external research sources.	
Style	Writing is confusing, hard to follow. Contains fragments and/or run-on sentences. Inappropriate diction.	Lacks creativity and focus. Unrelated word choice to the central idea. Diction is inconsistent.	Sentences are varied and inconsistent with central idea, vocabulary and word choices.	Writing is smooth, coherent, and consistent with central ideas. Sentences are strong and expressive with varied structure. Diction is consistent and words well chosen.	
Mechanics & Language	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 5 or more serious errors.	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.	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.	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.	
Overall Quality Bonus	1	3	6	10	
Sub-total					
Page averages	½ page = .5%	1 page = 1%	1.5 pages = 1.5%	2 pages = 2%	
Total					