



CLC- CAPSTONE

COURSE OUTLINE

Overview

Content will continue to emphasize the three main themes of Personal Career-Life Development, Connections with Community, and Career Life Planning, with the curricular competencies supporting these in a variety of ways.

Prerequisites: none

Course Content and Timelines

The timelines suggested are based on a 10 month Fall course (September to June). If you are taking a Spring/Summer course (5 months) or joining a course with less time left you will want to adjust your timing accordingly

Unit 1: Connections to Community (8 weeks)

Unit 2: Capstone (8 weeks)

Course Materials

No textbook is required. Course content is delivered on our Moodle platform by videos, online links and associated worksheets.

Additional Websites

The online Career Tool MyBlueprint is used for certain portions of the course. All students in the Delta School District have access to this online tool. Parent permissions forms must be fill out for both this and Google Apps for Education (GAFE) before

accounts are created for students. If you do not attend one of our schools, we will provide you with paper consent forms and set up an account once you register and are enrolled with one of our teachers. Full instructions can be found here.

Assessment Information

Assignments	100 %
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Assignments

All units contain one or multiple assignments within each lesson. All instructions for each assignment are contained within the lessons along with information on how they will be assessed above the assignment submission links. Once the assignments are complete they should be scanned (if needed) and uploaded to the assignment submission box for marking. PDF's are the most effect method of submission when handing in a file. So even if using online or other applications to create your work, print or download as a PDF for submission. All assignments should be uploaded to MyBlueprint regardless of instructions as well as Moodle.

Tests

None.

Quizzes

None.

Reflections

All reflections are marked with the same expectations. Students wishing to receive top marks should try to go beyond the obvious and superficial when discussing thoughts and opinions. Again, instructions for each are found the corresponding lesson prior to the submission links.

Capstone:

All students must present their final Capstone to a teacher either in their own building or make arrangements with CLC online teacher.

Presentation will be assessed on the following rubric:

	4	3	2	1	0
Visual Appeal	There are no errors in spelling, grammar and punctuation. Information is clear and concise. Visually	There are some errors in spelling, grammar and punctuation.	There are many errors in spelling, grammar and punctuation. Minimal effort made to make	There are many errors in spelling, grammar and punctuation. No visual appeal.	No effort

	appealing/engaging.	Significant visual appeal.	presentation appealing or too much going on.		
Comprehension	Extensive knowledge of topic. Student showed complete understanding of Capstone Project. Accurately answered all questions posed.	Most showed a good understanding of topic. Able to answer most of audience questions.	Student showed good understanding of some parts of topic but lacked some understanding.	Student didn't understand topic. Majority of questions answered information was incorrect.	No comprehension of expectation.
Presentation Skills	Regular/constant eye contact. The audience was engaged, and student held the audience's attention. Appropriate speaking volume & body language.	Student spoke to majority of audience; steady eye contact. The audience was engaged by the presentation. Student spoke at a suitable volume. Some fidgeting.	Student focused on only part of audience. The audience was distracted. Speaker could be heard by only half of the audience. Body language was distracting.	Minimal eye contact focusing on small part of audience. The audience was not engaged. Speaker spoke too quickly or quietly making it difficult to understand. Inappropriate/disinterested body language.	No presentation skills.
Content	The presentation was a concise summary of the topic with all questions answered. Comprehensive and complete coverage of information.	The presentation was a good summary of the topic. Most important information covered.	The presentation was informative, but several elements went unanswered. Much of the information irrelevant; coverage of some of major points.	The presentation was a brief look at the topic, but many questions were left unanswered. Majority of information irrelevant and significant points left out.	No content

Reporting

Bi - Weekly Progress Reports

These be sent to both students and parents through the Moodle website. These reports are sent via email addresses provided on course introduction forms filled out. Please make sure your Moodle profile is up to date with this information to ensure these are received. If you need assistance with this, please contact your teacher to make sure you are getting these reports.

Report Cards

These will be issued for the Fall term in November, March and June. For Spring/Summer only a final report card will be issued in August. These reports are available for Delta School District students on student and parent connect. For those not attending one of our high schools please call our Continuing Education office 604-940-5550 to have a copy sent.

Only students who have done enough work to meet the activity requirement for the course will get report cards by the term deadlines outlined by their teachers. Even if you are getting progress reports you are not considered an active (official student) until this is met.

Course reports are based on only what has been submitted for the Fall term until April 1st and July 15th for the Spring/Summer term. At this time all missing assignments will count in grade calculations giving students a realistic picture of current course standings. It is important when viewing report cards and progress reports up until this point that the amount of the course completed is taking into consideration. (i.e. 90% standing in a course that is only 10% complete is very different than 90% in a course that is 80% complete)

Plagiarism

Plagiarism and Academic Dishonesty

Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work, as by not crediting the author (Dictionary.com) <http://dictionary.reference.com/browse/plagiarism>

Plagiarism can be done either intentionally or accidentally. Regardless, it is an academic offence that carries with it varying levels of consequences – from a mark of zero for work submitted to expulsion from the course and/or on-line program. Plagiarism takes various forms: copying another's work, not citing another's original work, cutting and pasting from the internet and claiming the work as your own, allowing other students to copy and submit your work as their own, and so on. It is YOUR RESPONSIBILITY to be aware of the rules around using and citing other people's work.

An excellent website that answers questions about plagiarism can be found at:

<http://www.plagiarism.org/>

<http://www.grammarly.com/>

<http://www.englishclub.com/writing/plagiarism.htm>

<http://australianhelp.com/plagiarism>

If you are uncertain as to whether you may be plagiarizing someone's work, check with your teacher or consult the many websites that outline the rules.

If a student is found to have submitted plagiarized work, the Delta Access teacher will notify both the student and Delta Access administration to document the violation and to determine further consequences. Repeated occurrences of plagiarism will likely result in a final mark of "Failure" in the specific on-line course.

Contacting your Teacher

Teachers will inform you of the best way to contact them once you begin your course.

The current instructor is Todd Clarke – tclarke@deltasd.bc.ca

If you have any concerns that can not be addressed by your teacher please contact Delta Access – deltaaccess@deltasd.bc.ca or call 604-599-6398