Meeting time: T-Th 9:30 to 10:50
Room: 
Instructor: Dr. Cristina Salinas
Office: UH 326
Office Hours: 
Telephone: 
E-mail: csalinas@uta.edu

COURSE DESCRIPTION
This course satisfies the University of Texas at Arlington Core Curriculum requirement in Language, Philosophy, and Culture. The purpose of this course is to introduce the experience of the Mexican American/Latino populations in the United States fostering understanding and appreciation of their challenges and accomplishments through history. This course does not have any pre-requisites.

GENERAL LEARNING OBJECTIVES
• Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
• Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication
• Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
• Personal Responsibility: to include the ability to connect choices, actions, and consequences within a larger ethical framework.

LEARNING OUTCOMES IN RELATION TO LEARNING OBJECTIVES

Objective: Critical Thinking Skills
Outcome

• Students will demonstrate strong analytical skills and an understanding of key concepts in Mexican American history and cultural analysis.
• Students will be able to identify and explain key events in the history and struggle for equality of Mexican Americans.
• Students will demonstrate critical reading skills.
• Students will be able to write analytical essays, developing effective thesis statements and using appropriate evidence to support arguments.

Learning Venue
• Lectures
• Class discussions and activities

Assessment Method
• Tests
• Analytical paper
### Objective: Communication Skills

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Learning Venue</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| • Students will develop strong oral communication skills and learn how to present analytical arguments in a professional manner.  
• Students will be able to write analytical essays and present arguments in a professional manner. | • Class discussions and activities  
• Analytical paper | • Oral presentations  
• Analytical paper |

### Objective: Social Responsibility

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Learning Venue</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| • Students will study the challenges Mexican Americans confronted through history, especially in the Southwest.  
• Students will learn the collective efforts Mexican Americans developed to increase social justice and equality.  
• Students will study the consequences of civic action and participation of Mexican Americans in the United States at large. | • Lectures  
• Class discussions  
• Analytical paper | • Test  
• Analytical paper |

### Objective: Personal Responsibility

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Learning Venue</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| • Students will develop the ability to understand the connections between choices for civic action and their ethical consequences. | • Lectures  
• Class discussions | • Test  
• Analytical paper |
COURSE DESCRIPTION: This course provides an introduction to the interdisciplinary field of Mexican American Studies. The course is organized chronologically and thematically, blending the study of history with the study of music, art, and literature. In addition to exploring various types of cultural expression and historical analysis, it also cover key concepts in Mexican American Studies, such as identity formation, race, cultural change, resistance, and politics. By the end of the course, students will gain an understanding of important moments in Mexican American history, key concepts in Mexican American studies, and the issues confronting Latino/as in the present day.

REQUIRED BOOKS AND OTHER COURSE MATERIALS


• Additional material on UTA Blackboard.

BLACKBOARD
This is a web-based information, assignment and assessment platform. This platform will be used during the semester for providing information, class materials, announcements, assignments and quizzes. It is the responsibility of the student to become familiar with this system.

ASSIGNMENTS AND EXAMINATIONS

• Exam One (20%)
• Exam Two (30%)
• Signature Analytical Paper (25%)
• Oral Presentation (15%)
• Attendance and Participation (10%).

ATTENDANCE
At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. I will be taking attendance, and more than three unexcused absences will negatively affects a student’s attendance and grade participation.

Make up Policy:
Make-ups will not be available for reading quizzes or other in-class writing. I will accept late papers, but a penalty will be assessed for every day it is late.

**Technology:**
I discourage the use of laptops, cell phones, and tablets in the classroom, except in strategic circumstances. Research has suggested that students who take notes by hand retain information better than those who use laptops or other devices.

http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aoa/fao/).

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.** Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671** is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).**

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX),
which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

**Academic Integrity:** Students enrolled in all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results
are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): [Optional.] The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. http://library.uta.edu/academic-plaza
GRADE GRIEVANCES: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog: http://catalog.uta.edu/academicregulations/grades/#undergraduatetext; For student complaints: http://www.uta.edu/deanofstudents/student-complaints/index.php

SIGNATURE ANALYTICAL PAPER
Students need to complete an analytical paper. It consists in analyzing and discussing the social and cultural challenges and accomplishments of Mexican Americans at particular points in time through history. The task will focus on analysis of concrete examples of civic action, social and political engagement, and/or cultural production through which Mexican Americans have contributed to American history and developed a sense of collective identity. More detailed information about this paper is found in the appendix to the syllabus.

CLASS TOPICS AND SCHEDULE
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

Unit One: History


Fri. Feb 3: Mexican Immigration to the U.S.

Mon. Feb. 6: Segregation and Americanization.

Wed. Feb. 8: Mexicans in WWII. Reading posted on Blackboard.

Fri. Feb 10: Zoot Suit Riots.

Feb. 15: Post War Mexican American Civil Rights. Carlos Kevin Blanton reading posted on Blackboard.


Feb. 24: Exam One.

Unit Two: Cultural Theory

Feb. 27: Defining the Borderlands. Reading: Anzaldua, Chapters One and Two.

Mar. 1: Strains of Indigeneity. Reading: Anzaldua, Chapter Three.

Mar. 3: The Language of the Borderlands. Reading: Anzaldua, Chapter Five.

Mar. 6: Towards a New Consciousness. Reading: Anzaldua, Chapter Seven.

Mar. 8: The Poetry of Gloria Anzaldua.


Unit Three: Cultural Production


Mar. 29: La Onda Chicana and Tejano. Reading: Peña Chapter Five and Six.

Mar. 31: The Selena Phenomenon.

Apr. 3: Latino/a Representations in Film. Reading on Blackboard.

Apr. 5: Film Screening.

Apr. 7: Film Screening.
Unit Four: Society

Mon. Apr. 10: The Question of Race. Reading: Dowling, Chapter One.


Fri. Apr. 14. Different Frames of Race in Mexico and the U.S. Reading: Dowling Chapter Four

Mon. Apr. 17: Alternate Racial Identities. Reading: Dowling Chapters Five and Six.


Fri. Apr. 21: State Based Immigration Legislation. Reading posted on Blackboard.

Mon. Apr. 24: Current Immigration Debates.

Wed. Apr. 26: **Group Presentations**.

Fri. Apr. 28: **Group Presentations**.

Mon. May 1: **Group Presentations**.

Wed. May 3: War on Drugs and the Border.

Fri. May 5: Last Class Day.

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**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381.
APPENDIX

Introduction to Mexican American Studies MAS 2300-001
Signature Paper

Project Description
This project takes the form of a paper produced by students who take this class. It is based on the books and reading materials used in the course. Students will analyze and discuss the social and cultural challenges and accomplishments of Mexican Americans at particular points in time through history. The paper will focus on concrete historical examples of civic action, social and political engagement, and/or cultural production of Mexican Americans. The paper will contain an effective thesis statement with a clear argument, and use materials from the book and lectures as supportive evidence. The paper will also allow students to develop effective reasoning and communication skills.

Sections of the Paper

Title
This must include the title of the project and name of the student.

Abstract / Introduction
In this section students should briefly describe their main thesis and argument. This section should not be longer than 200 words.

Body
It will consist on three sections:

- **Context and Background**
  Students will place the individual case or theme they are exploring in a larger historical and/or geographical context. Students can also use other class materials to provide additional evidence for this section.

- **Discussion**
  Students will discuss the specific themes, events, and/or narratives of their research and analyze them to support their arguments in their own voice.

- **Conclusions**
  Final thoughts where students will consider the larger implications of the analysis developed in the paper.

Bibliography
Students need to indicate any additional sources used for this assignment.

Mechanics of the Project and Deadlines

1. Submission
   - Projects will be submitted in Blackboard.
   - Late submissions will only be accepted in exceptional circumstances.
   - Students are strongly encouraged to finish their papers well in advance of the deadline to avoid last minute technical issues.

Format
- The length of the paper will have a maximum of 3000 words.
• Please use academic relevant sources. Online sources are allowed but students should prioritize scholarly sources.
• The paper must follow any recognized writing style such as *The Chicago Manual of Style* (relevant in the case of quotations, footnotes, endnotes, abbreviations, etc.). In case of doubt, contact the UTA Writing Center (http://www.uta.edu/owl/).
• The paper must adhere to the guidelines of the UTA Academic Integrity (http://www.uta.edu/conduct/academic-integrity/index.php).
• The paper will be submitted with the help of Blackboard's SafeAssign (http://www.uta.edu/blackboard/students/course-faq.php).
• Font Size: no smaller than 11 point font
• Line Spacing: use 1.5 line spacing

**Assessment: Grading**
The paper will assess 4 areas (each area 0-5 points) as follows:

<table>
<thead>
<tr>
<th></th>
<th>Communication Skills</th>
<th>Critical Thinking Skills</th>
<th>Social Responsibility</th>
<th>Personal Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Competent</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Marginal</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Very poor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Assessment: Rubrics**

**COMMUNICATION SKILLS COMPETENCY**
Competency Statement: Students will demonstrate effective written, oral, and visual communication.
Description of Assignments: Assignments to be assessed for the communication competency would require students to present a grammatically correct essay or speech effectively organized with an introduction, conclusion, thesis statement, supportive reasoning, and appropriately documented evidence.
Definitions of Concepts

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1 These rubrics are partially based on the following documents: General Education Competency Information published by Amarillo College (http://www.uta.edu/provost/core-curriculum/assets/AC%202012-2013%20General%20Education%20Competency%20Information.pdf), and Core Course Assessment Plan, Creative Arts Component, University of Texas San Antonio.

General Education Competency Information published by Amarillo College (http://www.uta.edu/provost/core-curriculum/assets/AC%202012-2013%20General%20Education%20Competency%20Information.pdf), and Core Course Assessment Plan, Creative Arts Component, University of Texas San Antonio.
1. Focus – is the extent to which the content of the essay/presentation corresponds to the thesis statement. In other words, good focus means that the thesis statement drives the whole document. Each section, then, focuses on presenting and arguing the thesis statement with logical reasoning, supportive evidence, and correct documentation.

2. Organization – relates to the order in which ideas are presented in support of the thesis statement. The introduction, body, and conclusion are developed in a logical, sequential order with clear transitions, and evidence is organized within each section. An artifact with good development includes supportive reasoning and evidence that build on each other as the document unfolds.

3. Assignment’s Requirements – relate to what the instructor has set forth in the assignment. A communications artifact can be delivered well in all aspects and not respond to the assignment.

4. Style – is the way in which words and sentences are put together. It involves word choice, sentence structure, and tone appropriate for the rhetorical situation. Different styles can be effective in different genres; however, any style in academic communication should demonstrate control of sentence-level errors such as grammar problems, misspellings, improper use of punctuation, etc.

**Communication Skills Rubric**

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Detailed Description of Point Assessment</th>
<th>Simple Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A paper scoring a 5 demonstrates the following:</td>
<td>excellent</td>
</tr>
<tr>
<td></td>
<td>• Focus: Includes all elements that build upon the thesis</td>
<td></td>
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<tr>
<td></td>
<td>• Organization: Has an effectively creative pattern of development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assignment’s Requirements: Enhances the assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Style: Has a flair for style with sustained grammatical accuracy</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A paper scoring a 4 demonstrates the following:</td>
<td>good</td>
</tr>
<tr>
<td></td>
<td>• Focus: Includes all elements that effectively support the thesis</td>
<td></td>
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<tr>
<td></td>
<td>• Organization: Has a clear and consistent pattern of development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assignment’s Requirements: Responds clearly to the assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Style: Has an effective style for the rhetorical situation with few interfering sentence-level errors</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>A paper scoring a 3 demonstrates the following:</td>
<td>competent</td>
</tr>
<tr>
<td></td>
<td>• Focus: Has a clear thesis but one or two digressive or unsupportive elements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Organization: Has a few minor problems (missing transition, short introduction and/or conclusion, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assignment’s Requirements: Meets the assignment’s requirements</td>
<td></td>
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<tr>
<td></td>
<td>• Style: Has an inconsistent style and/or sentence-level errors, but meaning is not compromised</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A paper scoring a 2 demonstrates the following:</td>
<td>marginal</td>
</tr>
<tr>
<td></td>
<td>• Focus: Involves a missing thesis and/or insufficient support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Organization: Involves missing transitions, introduction, and/or conclusion</td>
<td></td>
</tr>
</tbody>
</table>
CRITICAL THINKING SKILLS COMPETENCY

Competency Statement: Students will engage in creative and/or innovative thinking, inquiring analysis, evaluation, synthesis of information, organizing concepts, and constructing solutions.

Description of Assignments: Paper should include description, analysis, and discussion of historical events and/or cultural production in Mexican American history.

Definitions of Concepts
1. Inquiry – A close examination or interpretation of a matter. Critical inquiry may involve the analytical interpretation of evidence and arguments. Interpretive inquiry may include an investigation into alternative points of view. Brainstorming methods or novel and untested solutions to a problem can be a part of the inquiry process.
2. Analysis – A critical examination of explanations and problem-solving methods. Analysis involves the ability to dissect, fully understand, and explain individual ideas. Analysis can also be used innovatively by pinpointing problem-solving methods found through the examination of a problem, task, etc.
3. Synthesis – Interlacing individual argument components so that a meaningful, coherent whole can be formed. Synthesis can also be used to effectively present a new or existing concept.
4. Product – The result produced by using evidence to form a coherent conclusion or the result produced by taking an innovative approach to a given task. The product is the end result and as such should either supply a coherent conclusion, solution, and/or product based on evidence or should use innovation to form a new and well-structured conclusion, solution, and/or product.

Critical Thinking Rubric

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Detailed Description of Point Assessment</th>
<th>Simple Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A paper scoring a 5 consistently demonstrates the following:</td>
<td>excellent</td>
</tr>
<tr>
<td></td>
<td>• Inquiry: An exceptional examination of a matter through the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assignment’s Requirements: Ignores several requirements</td>
<td></td>
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<tr>
<td></td>
<td>• Style: Has an obstructive style and/or contains sentence-</td>
<td></td>
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<tr>
<td></td>
<td>level errors that begin to hoard the reader’s attention</td>
<td></td>
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<tr>
<td></td>
<td>A paper scoring a 1 demonstrates the following:</td>
<td>poor</td>
</tr>
<tr>
<td></td>
<td>• Focus: Involves a missing thesis, no support, and/or plagiarized evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Organization: Rambles from one thing to another with no attempt at a consistent development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assignment’s Requirements: Does not meet the majority of requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Style: Has an offensive style and/or includes sentence-level errors that are glaring throughout the paper and meaning is lost</td>
<td></td>
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<tr>
<td></td>
<td>• Vocal Delivery if oral presentation): Is obviously unrehearsed in its delivery</td>
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<tr>
<td></td>
<td>• Nonverbal (if oral presentation): Is read and mannerisms distract</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>A paper scoring a 0 does not reach the characteristics expected above</td>
<td>extremely poor</td>
</tr>
</tbody>
</table>
interpretation of evidence, instructions, problems, tasks, etc.

- Analysis: Identifies and presents exceptional explanations of complex analyses OR identifies and promotes novel or alternative problem-solving methods.
- Synthesis: Identifies, organizes, and evaluates exceptional arguments OR presents well connected and holistically transformed ideas into original concepts.
- Product: Follows the evidence to present unambiguous conclusions, solutions, and/or products OR transforms the evidence/takes an innovative approach to a task to present innovative and novel conclusions, solutions, and/or products.

4 A paper scoring a 4 demonstrates the following: good
- Inquiry: A thorough examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.
- Analysis: Identifies and presents thorough explanations of complex analyses OR identifies novel or alternative problem-solving methods.
- Synthesis: Identifies, organizes, and evaluates thorough arguments OR presents obviously connected ideas.
- Product: Follows the evidence to present unambiguous conclusions, solutions, and/or products OR transforms the evidence/takes an innovative approach to a task to present innovative and novel conclusions, solutions, and/or products.

3 A paper scoring a 3 demonstrates the following: competent
- Inquiry: An accurate examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.
- Analysis: Identifies and presents accurate explanations of complex analyses OR identifies appropriate problem-solving methods.
- Synthesis: Identifies, organizes, and evaluates accurate arguments OR presents connected ideas.
- Product: Follows the evidence to present mostly unambiguous conclusions, solutions, and/or products OR effectively uses the evidence/effectively approaches a task to present conclusions, solutions, and/or products.

2 A paper scoring a 2 demonstrates the following: marginal
- Inquiry: An incomplete examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.
- Analysis: Identifies and presents incomplete explanations of complex analyses OR identifies inadequate problem-solving methods.
- Synthesis: Identifies, organizes, and evaluates incomplete arguments OR presents weakly connected ideas.
- Product: Somewhat follows the evidence to present unambiguous conclusions, solutions, and/or products OR somewhat uses the evidence/takes a somewhat effective approach to a task to present conclusions, solutions, and/or products.

1 A paper scoring a 1 demonstrates the following: poor
- Inquiry: No examination of a matter through the
interpretation of evidence, instructions, problems, tasks, etc.

• Analysis: Does not identify or present explanations of complex analyses OR does not identify appropriate problem-solving methods.

• Synthesis: Offers no examination of arguments OR fails to connect ideas.

• Product: Does not follow the evidence to present unambiguous conclusions, solutions, and/or products OR does not use the evidence/take an effective approach to a task to present novel conclusions, solutions, and/or products.

0 A paper scoring a 0 does not reach the characteristics described above.

SOCIAL RESPONSIBILITY COMPETENCY

Competency Statement: Students will demonstrate the ability to understand the social, cultural, and political challenges Mexican Americans encountered through history and the individual and collective responses to face them. Students will also learn how the responses and actions of Mexican American have contributed to the U.S. society at large.

Description of Assignments: Assignments to be assessed may include papers and oral presentations that demonstrate appropriate understanding of social consequences of civic individual and/or collective actions in Mexican American history at different points in time.

Definitions of Concepts:

1. Impact of civic engagement in society – A review of how civic action impacts society.

Social Responsibility Rubric

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Detailed Description of Point Assessment</th>
<th>Simple Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A paper scoring a 5 consistently demonstrates the following:</td>
<td>excellent</td>
</tr>
<tr>
<td></td>
<td>• Impact of civic engagement in society: sophisticated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>understanding of the role of civic engagement in society.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A paper scoring a 4 consistently demonstrates the following:</td>
<td>good</td>
</tr>
<tr>
<td></td>
<td>• Impact of civic engagement in society: understanding of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>role of civic engagement in society.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>A paper scoring a 3 consistently demonstrates the following:</td>
<td>competent</td>
</tr>
<tr>
<td></td>
<td>• Impact of civic engagement in society: awareness of the role</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of civic engagement in society.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A paper scoring a 2 consistently demonstrates the following:</td>
<td>marginal</td>
</tr>
<tr>
<td></td>
<td>• Impact of civic engagement in society: limited awareness of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the role of civic engagement in society.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>A paper scoring a 1 consistently demonstrates the following:</td>
<td>poor</td>
</tr>
<tr>
<td></td>
<td>• Impact of civic engagement in society: lack of awareness of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the role of civic engagement in society.</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>A paper scoring a 0 does not refer to the aspects of civic</td>
<td>extremely</td>
</tr>
<tr>
<td></td>
<td>engagement and society.</td>
<td>poor</td>
</tr>
</tbody>
</table>
PERSONAL RESPONSIBILITY COMPETENCY

Competency Statement: Students will demonstrate the ability to understand and evaluate the connections between choices for civic action and their ethical consequences.

Description of Assignments: Assignments to be assessed may include papers and oral presentations that demonstrate appropriate understanding of ethical consequences of civic and social actions, and cultural art in Mexican American history.

Definitions of Concepts:

1. Ethical consequences – A review of how ethical implications of personal choices and actions.

Personal Responsibility Rubric

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Detailed Description of Point Assessment</th>
<th>Simple Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A paper scoring a 5 consistently demonstrates the following: • Ethical impact of personal choices and actions in society: sophisticated understanding of the ethical consequences of personal choices in the larger society and culture.</td>
<td>excellent</td>
</tr>
<tr>
<td>4</td>
<td>A paper scoring a 4 consistently demonstrates the following: • Ethical impact of personal choices and actions in society: understanding of the ethical consequences of personal choices in the larger society and culture.</td>
<td>good</td>
</tr>
<tr>
<td>3</td>
<td>A paper scoring a 3 consistently demonstrates the following: • Ethical impact of personal choices and actions in society: awareness of the ethical consequences of personal choices in the larger society and culture.</td>
<td>competent</td>
</tr>
<tr>
<td>2</td>
<td>A paper scoring a 2 consistently demonstrates the following: • Ethical impact of personal choices and actions in society: limited awareness of the ethical consequences of personal choices in the larger society and culture.</td>
<td>marginal</td>
</tr>
<tr>
<td>1</td>
<td>A paper scoring a 1 consistently demonstrates the following: • Ethical impact of personal choices and actions in society: lack of awareness of the ethical consequences of personal choices in the larger society and culture.</td>
<td>poor</td>
</tr>
<tr>
<td>0</td>
<td>A paper scoring a 0 does not refer to the aspects of personal actions, ethical consequences and impact on society.</td>
<td>extremely poor</td>
</tr>
</tbody>
</table>