Instructor:

Office Number: UH

Office Telephone Number: 817-272-2661

Email Address: @uta.edu

Faculty Profile: http://www.uta.edu/profiles/

Office Hours:

Section Information: SOCI 2312.00X

Time and Place of Class Meetings:

Description of Course Content:
A survey of contemporary social problems in the United States. Emphasis is on applying different theoretical perspectives and systematic procedures to understand social problems as public issues rather than personal problems.

This course satisfies the University of Texas at Arlington Core Curriculum requirement in Social and Behavioral Sciences. Courses in this category focus on the application of scientific methods in the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

General Learning Objectives:
As a core course in Social and Behavioral Sciences, this course addresses the following four 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.
- Empirical and Quantitative Skills: To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Social Responsibility: To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.
Learning Outcomes in Relation to Learning Objectives:

**Objective: Critical Thinking Skills**

*Outcomes:*
1. Students will be able to compare and contrast foundational theoretical perspectives of sociology.
2. Students will be able to identify and discuss evidence of a social problem related to one of the following: deviance, inequalities, social institutions, well-being, modernization, or globalization.
3. Students will be able to compare and contrast structural functionalist, conflict, and symbolic interactionist explanations of the causes of a social problem.
4. Students will be able to propose patterns in the multiple causes of a social problem.
5. Students will be able to propose a possible solution to a social problem that accounts for the complex linkages between individual experiences and broader institutional forces.

*Learning Venue:*
- Lectures
- Class discussions
- Readings

*Assessment Method:*
- Exams
- Presentation of a chapter
- Signature assignment 1 (see Appendix A)

**Objective: Communication Skills**

*Outcomes:*
6. Students will develop written and oral communication skills in relation to social problems.

*Learning Venue:*
- Class discussions
- Readings

*Assessment Method:*
- Presentation of a chapter
- Signature assignment 1 (see Appendix A, assesses written communication only)

**Objective: Empirical and Quantitative Skills**

*Outcomes:*
7. Students will be able to state a hypothesis about a social problem.
8. Students will be able to perform a bivariate analysis and describe the empirical findings related to a social problem.

*Learning Venue:*
- Lectures
- Class discussions
- Readings

*Assessment Method:*
- Exams
- Signature assignment 2 (see Appendix A)
**Objective: Social Responsibility**

**Outcomes:**
9. Students will be able to identify specific actions private citizens, businesses, community organizations, and government can take in resolving the social problem.
10. Students will be able to identify what issues of fairness are raised by a selected social problem.
11. Students will be able to discuss how the implementation of a new policy might shape the balance of power and the quality of life among different groups in society.

**Learning Venue:**
- Lectures
- Class discussions
- Readings

**Assessment Method:**
- Exams
- Signature assignment 3 (see Appendix A)

**Course Schedule:**
Week#
1 Chapter #1 – Thinking about Social Problems
2 Chapter #2 – Problems of Well-Being
3 Chapter #3 – Alcohol and Other Drugs
4 Chapter #4 – Crime and Social Control
5 **EXAM #1 Chapters 1-4**
5 Chapter #5 – Family Problems
6 Chapter #6 – Poverty and Inequality
6 **MANDATORY CORE CURRICULUM SIGNATURE ASSIGNMENT 1 DUE (CRITICAL THINKING AND COMMUNICATION)**
7 Chapter #7 – Work and Unemployment
8 Chapter #8 – Problems in Education
9 Chapter #9 – Race, Ethnicity and Immigration
10 **EXAM #2 – Chapters 5-9**
10 Chapter #10 – Gender Inequality
11 Chapter #11 – Sexual Orientation and Struggle for Equality
11 **MANDATORY CORE CURRICULUM SIGNATURE ASSIGNMENT 2 DUE (EMPIRICAL AND QUANTITATIVE SKILLS)**
12 Continued Chapter #11 Sexual Orientation and Struggle for Equality
13 Chapter #12 – Population Growth and Aging
14 Chapter #13 – Environmental Problems
15 Chapter #14 – Science and Technology
15 **MANDATORY CORE CURRICULUM SIGNATURE ASSIGNMENT 3 DUE (SOCIAL RESPONSIBILITY)**
**EXAM #3 Chapters 10-14**

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.
Required Textbooks and Other Course Materials:

Descriptive of Major Assignments, Examinations, and Grading:
1. presentation of a chapter in class = 20 points (Sign-up sheet provided 1st day of class)
2. 3 Exams @ 100 points each = 300 points (Scantrons and pencils are students’ responsibility)
3. 4 sign-in points during times of low attendance, each sign-in will be worth 5 points
4. 3 mandatory core curriculum signature assignments covering critical thinking, communication, social responsibility, and empirical and quantitative skills @ 20 points each = 60 points. Each involves writing an essay or research brief on a topic related to social problems. See Appendix A for detailed descriptions and grading rubrics.

Grading Policy: There are a total of 400 points to be earned over the semester. You are expected to be present in class for the day/chapter you have chosen for yourself. At the end of the semester your grade will be calculated by simply dividing your total points by 400.

Final grading scale:
- A=90-100%
- 8=80-89%
- C=70-79%
- D=60-69%
- F=0-59%

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. In this course, I will take attendance during periods of low attendance (four times in all). Students will receive 5 points for attendance (for a maximum of 20 points). However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

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/aao/fao/](http://wweb.uta.edu/aao/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 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.

Counseling and Psychological Services (CAPS) 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.

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 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](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/](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](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. Stairs are located just outside of the room to the left. 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](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): 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](http://uta.mywconline.com). Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://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](http://library.uta.edu/academic-plaza)

**Librarian to Contact:** Brooke Troutman, brooke.troutman@uta.edu, 817-272-5352

**Library Home Page** [library.uta.edu](http://library.uta.edu)

**Resources for Students**

**Academic Help**
- Academic Plaza Consultation Services [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)
- Ask Us [ask.uta.edu](http://ask.uta.edu/)
- Library Tutorials [library.uta.edu/how-to](http://library.uta.edu/how-to)
- Subject and Course Research Guides [libguides.uta.edu](http://libguides.uta.edu)
- Subject Librarians [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

**Resources**
- A to Z List of Library Databases [libguides.uta.edu/az.php](http://libguides.uta.edu/az.php)
- Course Reserves [pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
- FabLab [fablab.uta.edu](http://fablab.uta.edu/)
- Special Collections [library.uta.edu/special-collections](http://library.uta.edu/special-collections)
- Study Room Reservations [openroom.uta.edu](http://openroom.uta.edu/)

**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
Signature Assignment 1 – Critical Thinking and Communication Essay

Students will write an essay that is approximately three pages in length. They will upload this essay into Blackboard. In this essay, students will identify and discuss a social problem of their choice. The social problem should be related to one of the following: deviance, inequalities, social institutions, well-being, modernization, or globalization.

In their essay, students must do each of the following (related to critical thinking):

- Identify and discuss evidence of the social problem (concept from rubric: inquiry)
- Compare and contrast structural functionalist, conflict, and symbolic interactionist explanations of the causes of the selected social problem (concept from rubric: analysis)
- Propose a pattern or patterns in the multiple causes of the selected social problem (concept from rubric: synthesis)
- Propose a possible solution to the social problem (concept from rubric: product).

Students must also do each of the following (related to communication):

- The essay must be grammatically correct with appropriate word choice, tone, and sentence structure.
- The student should use appropriate sources and documentation.
- The essay should be effectively organized with a logical order overall as well as being well-ordered within each section and having good transitions between sections.
- The essay should begin with an introduction that identifies the social problem and provides a brief outline for the essay.
- The body of the essay should focus on evidence of the social problem, causes, patterns among causes, and solutions.
- The essay should end with a conclusion statement.
## Critical Thinking Rubric for Signature Assignment 1

<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>An essay 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 interpretation of evidence, instructions, problems, tasks, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Analysis: Identifies and presents exceptional explanations of complex analyses OR identifies and promotes novel or alternative problem-solving methods.</td>
<td></td>
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<tr>
<td></td>
<td>• Synthesis: Identifies, organizes, and evaluates exceptional arguments OR presents well connected and holistically transformed ideas into original concepts.</td>
<td></td>
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<tr>
<td></td>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>An essay scoring a 4 demonstrates the following:</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>• Inquiry: A thorough examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Analysis: Identifies and presents thorough explanations of complex analyses OR identifies novel or alternative problem-solving methods.</td>
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<tr>
<td></td>
<td>• Synthesis: Identifies, organizes, and evaluates thorough arguments OR presents obviously connected ideas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>An essay scoring a 3 demonstrates the following:</td>
<td>Competent</td>
</tr>
<tr>
<td></td>
<td>• Inquiry: An accurate examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.</td>
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<tr>
<td></td>
<td>• Analysis: Identifies and presents accurate explanations of complex analyses OR identifies appropriate problem-solving methods.</td>
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</tr>
<tr>
<td></td>
<td>• Synthesis: Identifies, organizes, and evaluates accurate arguments OR presents connected ideas.</td>
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<tr>
<td></td>
<td>• 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.</td>
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</tr>
<tr>
<td>2</td>
<td>An essay scoring a 2 demonstrates the following:</td>
<td>Marginal</td>
</tr>
<tr>
<td></td>
<td>• Inquiry: An incomplete examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Analysis: Identifies and presents incomplete explanations of complex analyses OR identifies inadequate problem-solving methods.</td>
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<tr>
<td></td>
<td>• Synthesis: Identifies, organizes, and evaluates incomplete arguments OR presents weakly connected ideas.</td>
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<tr>
<td></td>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>An essay scoring a 1 demonstrates the following:</td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td>• Inquiry: No examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Analysis: Does not identify or present explanations of complex analyses OR does not identify appropriate problem-solving methods.</td>
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</tbody>
</table>

This rubric is from “General Education Competency Information including Rubrics 2012-2013” (Amarillo College).
<table>
<thead>
<tr>
<th>Point Value</th>
<th>Detailed Description of Point Assessment</th>
<th>Simple Explanation</th>
</tr>
</thead>
</table>
| 5           | An essay scoring a 5 demonstrates the following:  
  • Focus: Includes all elements that build upon the thesis  
  • Organization: Has an effectively creative pattern of development  
  • Assignment’s Requirements: Enhances the assignment  
  • Style: Has a flair for style with sustained grammatical accuracy | Excellent |
| 4           | An essay scoring a 4 demonstrates the following:  
  • Focus: Includes all elements that effectively support the thesis  
  • Organization: Has a clear and consistent pattern of development  
  • Assignment’s Requirements: Responds clearly to the assignment  
  • Style: Has an effective style for the rhetorical situation with few interfering sentence-level errors | Good |
| 3           | An essay scoring a 3 demonstrates the following:  
  • Focus: Has a clear thesis but one or two digressive or unsupportive elements  
  • Organization: Has a few minor problems (missing transition, short introduction and/or conclusion, etc.)  
  • Assignment’s Requirements: Meets the assignment’s requirements  
  • Style: Has an inconsistent style and/or sentence-level errors, but meaning is not compromised | Competent |
| 2           | An essay scoring a 2 demonstrates the following:  
  • Focus: Involves a missing thesis and/or insufficient support  
  • Organization: Involves missing transitions, introduction, and/or conclusion  
  • Assignment’s Requirements: Ignores several requirements  
  • Style: Has an obstructive style and/or contains sentence-level errors that begin to hoard the reader’s attention | Marginal |
| 1           | An essay scoring a 1 demonstrates the following:  
  • Focus: Involves a missing thesis, no support, and/or plagiarized evidence  
  • Organization: Rambles from one thing to another with no attempt at a consistent development  
  • Assignment’s Requirements: Does not meet the majority of requirements  
  • Style: Has an offensive style and/or includes sentence-level errors that are glaring throughout the paper and meaning is lost | Poor |

This rubric is from “General Education Competency Information including Rubrics 2012-2013” (Amarillo College).
Signature Assignment 2 – Empirical and Quantitative Skills Assignment

Students will prepare a brief research report related to a social problem of their choosing using data from the General Social Survey and the GSS’s Data Explorer tool (http://gss.norc.org/). They will upload this essay into Blackboard. The report should be approximately two to three pages in length.

In this report, students are required to do each of the following:

- Students will clearly identify the social problem addressed in their report, which should be related to one of the following: deviance, inequalities, social institutions, well-being, modernization, or globalization (concept from rubric: identification).

- Students will clearly identify two variables from the GSS that they will include in their analysis. One of these variables must be related to their selected social problem. Students will explain how this variable is related to their selected social problem. Students will also propose a hypothesis about the relationship between the two variables (concept from rubric: assimilation).

- Students will use the GSS Data Explorer to perform a bivariate analysis (concept from rubric: analysis).

- Students will present a table or graph from their analysis using the GSS Data Explorer and briefly describe the relationship, if any, between the two variables (concept from rubric: presentation).

- Students will draw a conclusion about the relationship between the two variables and provide a short summary of their findings (concept from rubric: application).
### Empirical and Quantitative Skills Rubric for Signature Assignment 2

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Detailed Description of Point Assessment</th>
<th>Simple Explanation</th>
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</thead>
</table>
| 5           | A report scoring a 5 demonstrates the following:  
- Identification: The purpose, components, and variables of the investigation/project are clearly identified.  
- Assimilation: The information that is required for an analysis of all investigative components is clearly evident. If applicable, values are correctly translated into variables and all necessary formulas are present.  
- Analysis: All investigative or quantitative components are methodically scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/technology were used and well integrated into the final product. Any notation is consistent and well defined.  
- Presentation: A concise summary of the analysis is presented. The presented information is correct, of high quality, and the terminology/figures are accurate and easy to understand. All visual representations of evidence are well-scaled and well represent the analysis findings.  
- Application: The coherent integration of all steps of the investigation lead to an accurate, complete, relevant conclusion that is relative to the initial investigative statement. | Excellent |
| 4           | A report scoring a 4 demonstrates the following:  
- **Identification**: The purpose, components, and variables of the investigation/project are clearly identified.  
- **Assimilation**: The information that is required for an analysis of all investigative components is evident. If applicable, most values are correctly translated into variables and all necessary formulas are present.  
- **Analysis**: All investigative or quantitative components are scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/technology were used and mostly integrated into the final product. Any notation is consistent and well defined.  
- **Presentation**: A good summary of the analysis is presented. The presented information is correct, of good quality, and the terminology/figures are accurate and easy to understand. Most visual representations of evidence are well-scaled and/or well represent the analysis findings.  
- **Application**: The coherent integration of all steps of the investigation lead to an accurate, mostly complete, relevant conclusion that is relative to the initial investigative statement. | Good |
| 3           | A report scoring a 3 demonstrates the following:  
- **Identification**: The purpose, components, and variables of the investigation/project are mostly identified.  
- **Assimilation**: The information that is required for an analysis of all investigative components is mostly evident. If applicable, some values are correctly translated into variables and most necessary formulas are present.  
- **Analysis**: All investigative or quantitative components are somewhat scrutinized. The steps followed are mostly logical and relevant to the desired result. The proper tools/technology were mostly used and somewhat integrated into the final product. Any notation is mostly consistent and defined.  
- **Presentation**: A summary of the analysis is presented. The presented information is mostly correct, of good quality, and the terminology/figures are mostly accurate and easy to understand. Most visual representations of evidence are acceptably scaled and represent the analysis findings.  
- **Application**: The coherent integration of most steps of the investigation lead to an accurate, mostly complete, acceptable conclusion that is relative to the initial investigative statement. | Competent |
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | **Identification:** The purpose, components, and variables of the investigation/project are somewhat identified.  
**Assimilation:** The information that is required for an analysis of all investigative components is somewhat evident. If applicable, values are incorrectly translated into variables and some necessary formulas are present.  
**Analysis:** Some investigative or quantitative components are scrutinized. Some steps followed are somewhat logical and relevant to the desired result. The proper tools/ technology were somewhat used and not integrated into the final product. Any notation is somewhat consistent but not defined.  
**Presentation:** A partial summary of the analysis is presented. The presented information is somewhat correct, of adequate quality, and the terminology/figures are somewhat accurate and relatively easy to understand. Some visual representations of evidence are acceptably scaled and represent the analysis findings.  
**Application:** The integration of most steps of the investigation lead to a somewhat accurate, partially complete conclusion that is relative to the initial investigative statement. |
| Marginal |
| 1     | **Identification:** The purpose, components, and variables of the investigation/project are not identified.  
**Assimilation:** The information that is required for an analysis of all investigative components is not evident. If applicable, values are incorrectly translated into variables and no necessary formulas are present.  
**Analysis:** Most investigative or quantitative components are not scrutinized. The steps followed are illogical and/or irrelevant to the desired result. The proper tools/ technology were not used and/or integrated into the final product. Any notation is not consistent and not defined.  
**Presentation:** A summary of the analysis is either inadequately presented or not presented at all. The presented information is mostly incorrect, and/or of poor quality, and/or the terminology/figures are inaccurate and/or hard to understand. Few or no visual representations of evidence are acceptably scaled/ represent the analysis findings.  
**Application:** The integration does not include all steps of the investigation and does not lead to an accurate, nor complete conclusion that relates to the initial investigative argument. |
| Poor |

This rubric is from “General Education Competency Information including Rubrics 2012-2013” (Amarillo College).
Signature Assignment 3 – Social Responsibility Essay

Students will write an essay that is approximately three pages in length. They will upload this essay into Blackboard. In this essay, students will identify and discuss a social problem of their choice.

In their essay, students must address a set of questions related to citizenship, social justice, and ecology (related to social responsibility). These include:

- What specific actions should private citizens, businesses, community organizations, and government take in resolving the selected social problem (concept from rubric: citizenship)?

- What issues of fairness are raised by the selected social problem (concept from rubric: social justice)?

- How might the implementation of a new policy shape the balance of power and the quality of life among different groups in society (concept from rubric: ecology)?
<table>
<thead>
<tr>
<th>Point Value</th>
<th>Detailed Description of Point Assessment</th>
<th>Simple Explanation</th>
</tr>
</thead>
</table>
| 5           | An essay scoring a 5 consistently demonstrates one or more of the following:  
• Citizenship: Demonstrates orally, in writing, and/or through projects and an understanding of the citizen’s proactive role in society, such as participating in the democratic process and contributing to one’s community AND/OR demonstrates orally, in writing, and/or through activities a clear inclination to participate in the democratic process and contribute to the community.  
• Social Justice: Demonstrates orally, in writing and/or projects the ability to evaluate the issues of fairness, prejudice, discrimination, and ethical behaviors on the basis of critical thinking and the use of data and scientific information AND/OR demonstrates through projects and interactions in class and in the field the treatment of others in a fair, non-discriminatory manner while demonstrating respect and value for cultural diversity and differences.  
• Ecology: Demonstrates orally and/or in writing clear understanding of the larger ecological issues related to the interaction of people, environment, science and technology. Understands how actions of individuals, businesses, governments, etc, impact that balance AND/OR participates in projects or activities that demonstrate appreciation and caring for the environment. | Excellent |
| 4           | An essay scoring a 4 demonstrates one or more of the following:  
• Citizenship: Demonstrates some awareness of the citizen’s role in society. However, is struggling with how important that role might be and the importance of one person within the system. Is open to further learning and improvement AND/OR demonstrates some inclination to participate in the democratic process. Contributes to the community and is open to further learning and improvement.  
• Social Justice: Demonstrates some ability to access and evaluate issues and evaluate issues of fairness, prejudice, discrimination and ethical behavior based upon critical thinking and the use of data and scientific information AND/OR mostly treats others in a fair, non-discriminatory manner. Mostly demonstrates respect and values cultural diversity and differences. However, is still uncertain about many circumstances and is developing further about these issues.  
• Ecology: Demonstrates some understanding of ecological issues related to the interaction of people, environment, science and technology. Struggles to understand how individuals and institutional actions impact ecological balance. Is interested and open to learn more AND/OR demonstrates some appreciation and caring for the environment through projects or activities. | Good |
| 3           | An essay scoring a 3 demonstrates one or more of the following:  
• Citizenship: Demonstrates elementary level of awareness of the citizen’s role in society. Gives little consideration to the importance or impact of the individual in society AND/OR demonstrates some reluctance to participate in the democratic process but displays some openness to further learning and improvement.  
• Social Justice: Demonstrates elementary abilities in assessing issues of fairness, prejudice, discrimination and ethical behaviors based upon critical thinking and the use of data and scientific information AND/OR Shows signs of being unaware, disrespectful, and / or biased toward people of different backgrounds and life styles. However, is in elementary stage of awareness of this and is willing to learn more about these issues.  
• Ecology: Demonstrates limited understanding of ecological issues related to the interaction of people, environment, science and technology. However, is interested in learning more about such interactions AND/OR demonstrates limited appreciation and caring for the environment. | Competent |
<table>
<thead>
<tr>
<th>Score</th>
<th>Essay Scoring</th>
<th>Marginal</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>An essay scoring a 2 demonstrates one or more of the following:</td>
<td>Poor</td>
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<tr>
<td></td>
<td>• Citizenship: Demonstrates very poor understanding and / or clear misunderstanding of the citizen’s role in society AND/OR ignores any responsibility to participate in the democratic process. Reluctant to learn and improve in this area.</td>
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<td></td>
<td>• Social Justice: Clearly cannot assess and evaluate issues of fairness, prejudice, discrimination, and ethical behaviors based upon critical thinking and the use of data and scientific information AND/OR does not respect nor value cultural diversity and differences. Shows signs of treating others in a discriminatory and prejudicial manner. Is not aware of these behaviors, or is not interested in learning more about these issues.</td>
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<tr>
<td></td>
<td>• Ecology: Demonstrates a very narrow view of the world based upon egocentrism. Extremely limited understanding of the interaction of people, environment, science and technology and has little interest to learn more AND/OR absence of any demonstration of appreciation or caring for the environment.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>An essay scoring a 1 demonstrates one or more of the following:</td>
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<tr>
<td></td>
<td>• Citizenship: Refuses to understand or rejects citizen’s role in society AND/OR exhibits blatant rejection of the democratic process. Not open to further learning and improvement in this area.</td>
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<tr>
<td></td>
<td>• Social Justice: Refuses to address issues of fairness, prejudice, discrimination and ethical and unethical behaviors AND/OR treats people with disrespect AND/OR is unfair and discriminatory to others who are different from self. Closed to new learning concerning the topic.</td>
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<tr>
<td></td>
<td>• Ecology: Refuses to address ecological issues related to the interaction of people, environment, science</td>
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