Please document how the proposed course meets each of the following requirements. (You may provide a written explanation or copy and paste the appropriate information from the syllabus.)

**CONTENT:** Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

Students in this course start with an overview of the communication process, including the differences between interpersonal communication and mass communication. They then examine each medium individually, including print media (newspapers, magazines, books), aural media (radio, recording), visual media (film, television), and digital media (the Internet, which brings all media together in many ways). Students examine each medium through the classic sender-encoding-message-medium-receiver-decoding-action model but also consider everything else that affects the communication process, including culture, society, economics, and so many other factors.
**SKILLS:** Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The range of assignments forces students to not only acquire the skills listed but also understand the processes and analyze how well or poorly others communicate.

As far as students acquiring these skills personally:
Written analyses of various aspects of mass media are required in brief assignments (e.g., pick any magazine and write a brief analysis of its intended demographic), in a personal journal and in the final exam, which is a take-home essay. Visual literacy skills are developed through the journal assignment (presentation counts in the grade), and oral/aural skills are developed through short projects that are presented to the class.

In addition, the assignments listed above force students to analyze how well or poorly others communicate. As a result, they are “doing” the skills as well as examining them.

**ASSESSMENT OF CORE OBJECTIVES:** Assessments should be authentic, intentional and direct. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement:

**Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Brief writing assignments, the journal project or a similar assignment/project will be used to assess the students’ critical thinking skills, and the AAC&U’s value rubric covering critical thinking (attached) will be used as the assessment tool.

**Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral, and visual communication

Brief writing assignments, the journal project or a similar assignment/project will be used to assess the students’ written communication skills, and the AAC&U’s value rubric covering written communication (attached) will be used as the assessment tool. Short presentations to the class will be used to assess the students’ oral/aural communication skills, and the AAC&U’s value rubric covering oral communication (attached) will be used as the assessment tool. The journal assignment will be used to assess the students’ visual communication skills, and the AAC&U’s value rubric covering written communication (attached) will be used as the assessment tool. Although that sounds strange, the categories under written communication lend themselves to the evaluation of visual communication as well, and the AAC&U does not provide anything specific to visual communication.
**Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Students are put into small groups at least twice during a typical semester. In the first project, students are given a random demographic (e.g., women over 50, “tweens” between the ages of 9 and 12, highly educated men and women between 40 and 50) with the assignment of creating some form of media (e.g., magazine, web site, movie) to attract that group. The second assignment requires students to examine the idea of censorship and to come up with a working definition and craft rules for the Internet accordingly. One of these projects, or a similar group project, will be used to assess the students’ teamwork skills, and the AAC&U’s value rubric covering teamwork (attached) will be used as the assessment tool.

**Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making

Ethics permeate the discussions throughout the semester: what to leave in, what to leave out, how graphic should the language and visuals be, how far is too far, etc. These and other related ethical questions apply to all mass media. These are the kinds of questions addressed in the brief writing assignments as well as the journal and final exam. One of these assignments will be used to assess the students’ personal responsibility skills, and the AAC&U’s value rubric covering ethical reasoning (attached) will be used as the assessment tool.

**ADDITIONAL INFORMATION**: Provide any additional information supporting course inclusion in the core (optional).

As I have referenced the journal project so many times, I am attaching the instructions, which also include the evaluation form I fill out to return to the students.

**PLEASE ATTACH THE FOLLOWING**

1. Syllabus
2. Assessment for Critical Thinking Skills
3. Assessment for Communication Skills
4. Assessment for Teamwork
5. Assessment for Personal Responsibility
MCOM 1233 – Introduction to Mass Communication

Fall 2011 – 3 credits
Monday, Wednesday, Friday – 9 a.m.
Dr. Jim Sernoe
Office Telephone: 940-397-4391

Room B 105 Fain Fine Arts Center
Office: B 110 Fain Fine Arts Center
E-Mail: jim.sernoe@mwsu.edu

Course Objectives/Description
- This course is designed to give students an overview of how the mass media operate and their place in American society.
- Students will briefly examine career opportunities in mass communication.
- Students will examine and analyze contemporary issues facing the mass media.

As this is a survey course, emphasis will be placed on gaining a broad, general understanding of the mass media, and it will be difficult to study specific topics in depth. However, I encourage students to approach me about suggestions for more in-depth readings and/or projects on various topics.

Reading
I have decided not to require a textbook this semester; however, a limited number of copies of The Media of Mass Communication (10th ed.), by John Vivian, is available and is recommended.

This book will be supplemented by numerous handouts and exercises over the course of the semester.

Grading
Final grades will be based on a personal journal, a final exam and many smaller assignments and quizzes. You should take note that you will be required to do a lot of writing over the course of the semester, and the quality of your writing will be a factor in your final grade. You will also be required to think critically about the topics being discussed and form coherent, defensible positions; I’m not interested in having you quote back the literature to me – I’ve read it. Details on all assignments will be given as the semester progresses.

Assignments and Quizzes - 45%: You will be asked to complete numerous assignments and worksheets. There will be few, if any, announced
quizzes, but unannounced quizzes will be given regularly, and they **WILL** count toward your final grade. Quizzes will be given at the beginning of class, and late students will receive scores of zero unless the late arrival is excused.

Journal - 30%: You will be required to keep a journal consisting of articles relating to the mass media, your responses to the articles and responses to in-class activities. You are required to work on this assignment throughout the semester. The deadline for the journals is **Friday, October 28, 2011, at 9 a.m.** Plan ahead. **There will be no extensions!**

Final Exam - 25%: The final exam will be a take-home essay that asks you to tie together aspects of the course and evaluate the ideas. You will have several days to work on your answers, which will be due on the last day of class, **Friday, December 2, 2011, at 9 a.m.** Plan ahead. **There will be no extensions!** We will spend the time scheduled for the final exam discussing your responses.

Please note that the number of quizzes and assignments is not set in stone. This means that it is impossible at the outset of the semester to determine how much each individual quiz or assignment will be worth.

Attendance: Attendance does not constitute a specific part of your grade, but **perfect** attendance is required. In the absence of a required textbook, attendance is critical, and I will go to great lengths to attain full attendance (see note above re. quizzes, for example). In addition, there will be in-class work that may be collected. If you have to miss a class or a deadline for any reason, please contact me IN ADVANCE to let me know. **CONTACTING ME IN ADVANCE DOES NOT AUTOMATICALLY EXCUSE AN ABSENCE**, but it is a lot better than calling after the fact. If you fail to contact me before the next class period to explain an absence, it will be very difficult for me to excuse the absence. Please note that work, non-emergency medical and dental appointments, hangovers, intramural games, visitors from out of town, fixing your roommate’s computer, fraternity/sorority events, arguments with boyfriends/girlfriends and studying for other classes do **NOT** constitute excused absences. See also the Missed Assignments Policy.

If you need to miss class due to a religious holiday, please see me as far in advance as possible.

If you need to miss class due to university-sponsored events such as field trips and sports, please see me as far in advance as possible. You will be required to complete the assigned work **on or before the due date**, and you will be required to submit an official form from the university before your absence.

As one of my former colleagues says, in the “real world,” you can not do your job if you are not present to do it. Employers do not generally tolerate such behavior, and employees who offer weak, irritating excuses frequently find themselves unemployed and unemployable. The same rules apply in this course. I don’t judge anyone who chooses to make attending classes a secondary (or lower) priority. However, this choice is not without consequences.

If you cannot make it a priority to attend every class session, please drop now so another student, who is more serious, can have your spot.

**IT IS YOUR RESPONSIBILITY TO SEE ME IF YOU MISS CLASS.** I will not chase students around the city.
A related note: You are required to be on time and I have little tolerance for those who are continually late. Constant tardiness will be noted and could lower your final grade. I am not above embarrassing students who walk in late.

Missed Assignments Policy: **If you miss three or more assignments and/or quizzes without being excused, you will automatically fail the course.** I reserve the right to determine whether an absence will be excused. In-class assignments and quizzes may be excused at my discretion; however, all outside assignments must be completed within a reasonable time frame after your absence – no exceptions. In addition, I reserve the right to determine what, exactly, is a “reasonable time frame.” **In sum: This is a “three strikes and you’re out” policy. I have no time or patience for those who are not going to take this class seriously.** Some past students have flunked the course for this reason. In any case, I tend to be cynical about making up missed assignments, but if you have a legitimate problem, alternate arrangements can be made at my discretion.

If you cannot make it a priority to complete every assignment, on time, please drop now so another student, who is more serious, can have your spot.

**By accepting this syllabus and remaining enrolled in this course, you are indicating that you understand the Missed Assignments Policy.**

Class Participation: This component is included not because I am a fanatic about class participation, but because being quiet when one has the chance to talk or ask questions is not an asset in any area of mass communication. And once again, there is no set percentage for this component, but it will play a big role if you are on the “borderline” at the end of the semester.

Attitude: As noted above, this isn't the type of survey course in which you memorize names and facts, spit them back to me on an exam, and forget what you've learned as you walk out of the exam room. I find that students get a lot more out of a course when they are forced to think critically and to present their conclusions. If you're planning a semester filled with multiple choice and true-false exams, please drop now. Although there is no set percentage for this component, it will play a big role if you are on the “borderline” at the end of the semester.

If you cannot make it a priority to have a good attitude, please drop now so another student, who is more serious, can have your spot. See also the Missed Assignments Policy.

A related note: Cellular phones, pagers and other similar devices will not be tolerated. In my mind, they are a sign of a bad attitude. I will not tolerate annoying jingles and beeps. If you own such a device, turn it off (not on vibrate) or somehow make sure it doesn't make any noise while I am trying to conduct class – better yet, leave it at home or in your car. If your other commitments are so pressing that they can not wait until the end of the class session, it may be in your best interests to reconsider the priority you place on being here. In any case, I reserve the right to ask you to leave immediately or to embarrass you mercilessly if your beepers/phones/pagers/etc. make noise during class. If cell phones become more than a one-time problem, I reserve the right to lower your final semester grade and/or take further disciplinary actions.
Unfortunately, laptop computers, iPhones and other similar equipment will not be allowed in class for note-taking. Although I realize this is a convenient way to take notes, past students have abused the privilege by using the equipment to surf the Internet, send e-mail, and troll Facebook. I will not tolerate this kind of distraction.

Sending and receiving text messages during class will not be tolerated.

Appropriate conduct – in the classroom, with the instructor and in any other class-related situations – is required at all times. The instructor has the right to remove disruptive students from the classroom and take other disciplinary actions as necessary.

I reserve the right to drop any student with an F if he/she has excessive absences or missed assignments, engages in disruptive behavior, has a poor attitude, or in any other way is clearly not taking the class seriously.

By accepting this syllabus and remaining enrolled in this course, you are indicating that you understand my expectations for students concerning attendance, attitude and work ethic.

Two final notes on grading: Critics from both within and outside of higher education have accused faculty of engaging in “grade inflation,” the idea that grades don’t truly reflect quality and instead have been devalued to the point that an A means very good, a B means average, and anything less than a B is failing. I’m not sure whether those people would include me in their criticisms, but I do know I try my best to adhere to the system as I understand it: an A means outstanding, a B means above average, and a C means average. Please remember these interpretations as the semester progresses.

Please remember also that attending every class and completing every assignment do not constitute outstanding quality or guarantee an A for the course. Attending every class and completing every assignment are only prerequisites for achieving a desired grade in the class. Too many students have argued that these are the reasons they deserved an A in the class, and I do not buy into this way of thinking.

By accepting this syllabus and remaining enrolled in this course, you are indicating that you understand the grading policies for the course. If you have questions, you should see me as soon as possible.

Ethics

The MSU Student Honor Creed, written and adopted by the 2002-2003 MSU Student Senate, covers expectations related to cheating and other forms of academic dishonesty. The main statement from this document is:

“As an MSU student, I pledge not to lie, cheat, steal, or help anyone else to do so.”
All students in my courses are expected to abide by this student-produced document, as well as all other related university policies. I will provide copies of the MSU Student Honor Creed to any student who requests one. It is also on page 4 of the 2011-2012 MSU Student Handbook (the handbook is also available online at https://secure.mwsu.edu/profiles/menu_files/Student-Handbook-20110815-150251.pdf?LL=147).

In addition, the university requires faculty to provide this statement to all students:

By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and educational purposes.

By accepting this syllabus and remaining enrolled in this course, you are indicating that you understand the statement provided above and agree to comply with it.

I require COMPLETE honesty in producing your work. Working professionals are often encouraged to confer with their colleagues on strategies and wordings, but there is a difference between advice and blatant plagiarism.

I also realize it will be very easy to confer with colleagues on take-home assignments, but you should realize that instructors can usually identify when students have worked together. I also realize the Internet provides a convenient source of information, but students need to be aware that proper citation will be required.

Past students will tell you I take this issue very seriously and have not hesitated to confront them. A slightly higher grade on an assignment is not worth the extremely unpleasant experience of taking an accusation of academic dishonesty through the university hierarchy. Please don't force me to do it.

I reserve the right to drop any student with an F if he/she engages in any form of academic dishonesty. I further reserve the right to recommend other sanctions as may be appropriate. Students are also encouraged to consult the following sources for additional discussion of students’ rights and responsibilities regarding cheating, attendance and general conduct:

- The MSU Student Honor Creed
- Pages 16, 19-22, 55-57, 71, 75-83 of the 2012-2014 MSU Undergraduate Catalog

By accepting this syllabus and remaining enrolled in this course, you are indicating that you understand the seriousness of academic dishonesty and realize I will impose the harshest sanctions possible if I can prove you have engaged in academic dishonesty. You are also indicating that you understand what constitutes academic dishonesty; I will not tolerate the excuse that the student did not know he/she was engaging in academic dishonesty.
Privacy
Federal privacy law prohibits me from releasing information about students to certain parties outside of the university without the signed consent of the student. Thus, in almost all cases I will not discuss your academic progress or other matters with your parents. Please do not have them call me. Regardless of these important legal considerations, it is my general policy to communicate with the students, not their parents, even when a student has signed a consent form. College students are adults and are expected to behave accordingly.

Special Accommodations/Emergencies
Students with disabilities or who are in need of special arrangements should see me as early as possible in the semester. I will do what I can within reason to accommodate your needs. Please note that in order to qualify for consideration of special accommodations, you must be registered with the MSU Office of Disability Support Services, and I must have a memo on file from that office, along with the Special Accommodations Request form.

If you have specific medical information that needs sharing or you need specific accommodations in case of emergencies or emergency evacuations, please see me as soon as possible.

Some Advice
1. Attend regularly. This point cannot be stressed enough.
2. Thoroughly understand all grading policies.
3. Note the Missed Assignments Policy and know that it is enforced.
4. Note the Academic Dishonesty Policy and know that it is enforced.
5. Note the Privacy Policy and know that it is followed.
6. If anything in this syllabus is unclear or if you have questions as the course progresses, ask!

A Reminder Regarding The Portfolio Requirement
Please note that all mass communication majors are required to submit a portfolio during their Internship course (students who took Internship before Spring 2012 must submit their portfolio to Dr. Sernoe the semester before they take Senior Production on October 1 or March 1) (please note that Internship is a prerequisite to Senior Production). This requirement is a part of MSU’s reaccreditation with the Southern Association of Colleges and Schools and is non-negotiable. Students are required to demonstrate communication competence through the written word and visual communication; two examples of each competency are required for the portfolio.

As you go through this and other classes, you are responsible for saving course work that could be included in your senior portfolio.

Please see me, your adviser or any mass communication faculty member for handouts with more information ("Mass Communication Portfolio Competencies" and "Mass Communication Portfolio FAQ"). These handouts are also available on our department web page:
http://finearts.mwsu.edu/masscomm/.
Course Organization and Schedule
Because abundant lecturing tends to be counterproductive for both the students and the instructor, I try to include activities that are more interesting than straight lecture, such as discussions, group projects, viewing sessions, presentations, etc. The success of this format depends on your willingness to actively participate in class discussions and other activities. If this approach doesn’t work, I will be forced to lecture for the entire time.

This is the TENTATIVE course schedule. Due to storms, last-minute changes, extended class discussions and my frequent inability to stick to the agenda I set at the beginning of the course, this schedule is likely to change. I reserve the right to change the class schedule if circumstances make it necessary. Chances are good that you will receive at least one revised schedule before the semester is over. If reading assignments or deadlines change, I will tell you well in advance. Please note that the reading and general workloads vary considerably from week to week.

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<tr>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Reading</th>
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<tr>
<td>8/22 – 9/2</td>
<td>Section I – Introduction</td>
<td>Ch. 1-3, 12-14; Handouts</td>
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<td>Pervasiveness of the Mass Media; Definitions of Communication; Mass Communication Theory; Effects of Mass Communication; Industry Concerns; Formation of Mass Media Products</td>
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<td>9/5</td>
<td>Labor Day – Classes Canceled</td>
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<td>9/7</td>
<td>Journal Instructions</td>
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<td>9/7 – 9/12</td>
<td>Finish Section I</td>
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<td>9/14 – 9/23</td>
<td>Section II – Convergence</td>
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<td>Brief History</td>
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<td>Role of The Internet</td>
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<td>Current Problems</td>
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<td>Date Range</td>
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<td>9/26 – 10/7</td>
<td>III – Print</td>
<td>Ch. 3, 8; Newspapers, Magazines, Books</td>
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<td>10/10 – 10/28</td>
<td>IV – The Internet/Handouts</td>
<td>Ch. 7, Electronic-Digital Communication</td>
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<td>10/28</td>
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<td>Journal Due at 9 a.m.</td>
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<td>10/31 – 11/11</td>
<td>V – Aural</td>
<td>Ch. 5, 9; Radio, Recording</td>
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<td>11/14 – 11/21</td>
<td>VI – Visual</td>
<td>Ch. 6, Television (Over-The-Air and Cable); Film</td>
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<td>11/21</td>
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<td>Final Exam Questions</td>
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<td>11/23-25</td>
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<td>Thanksgiving Break – Classes Canceled</td>
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<td>11/28 – 12/2</td>
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<td>Finish Section VI</td>
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<tr>
<td>12/1</td>
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<td>Final Exam Due at 9 a.m.</td>
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<td>12/5, 8 a.m.</td>
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<td>Final Exam Session</td>
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Personal Journals

This project involves keeping a journal consisting of recent articles relating to the mass media, your responses to the articles and responses to various in-class activities. You are expected to work on this assignment throughout the semester. The deadline is Friday, Oct. 28, 2011, at 9 a.m. Unless arrangements have been made with me in advance, no late assignments will be accepted!

REQUIREMENTS

Section I – Articles
1. Find articles in newspapers and/or magazines that somehow relate to the mass media. You may include articles about trends in any of the mass media, the role of the mass media in various political events, and general analyses of mass media-related events (see attached examples). You may NOT use:
   - reviews of mass media products, such as movies, television programs, books and recordings
   - TV listings/highlights
   - feature articles on stars
   - articles passed out as part of other assignments for class
   - articles attached to this handout as examples.

   However, reviews or analyses of news shows or news coverage of various events are acceptable. Articles from the Internet are also acceptable, as long as they are from reputable outlets (i.e., the “analysis” of press coverage of illegal drugs taken from the www.gethighman.com website is not from a reputable source). Individuals who host sites or weblogs but do not have legitimate credibility on the subject are not acceptable. Articles obtained electronically must be printed as well (do not write me a note saying “I downloaded it to my disk if you want to see it”). See me if you have doubts about what to include.

2. Note the date and publication or web site in which the article appeared.

3. Write your response(s) to the article. I’m looking for you to think about the issue(s) and evaluate the information you’ve read. You may be able to relate some of your articles to discussions we’ve had in class or to the readings, but it isn’t necessary for every article.

4. Each entry should be at least two or three paragraphs; if you feel strongly about a particular issue, feel free to write as much as you need in order to make your response complete.

5. This section should contain at least eight articles/responses.

Section II – Responses to in-class Work
Every few weeks, I will present a question or concept for you to discuss in your journal. These questions will be completely evaluative on your part. In addition, I may ask you to make an entry in your journal in which you comment on a reading. These questions/concepts will be exclusively from the handouts, not from the text. Again, I am looking for thought and analysis on your part.
Section III – Your Interactions with or Observations of the Mass Media
This section should contain five entries in which you comment on a personal interaction with the mass media or make a general observation. This could include anything from how you or people you know use the mass media to the latest ethical problems in journalism. You do not need to be overly personal here, but I would like you to look around and notice how the mass media affect your everyday life.

OTHER THINGS TO THINK ABOUT
1. This project will count for 30 percent of your semester grade.

2. You must use recent articles, preferably from this semester, last semester at the earliest. Do not go to a computerized search engine and find old articles. One goal of this assignment is to get you to keep up with current ideas, trends and controversies.

3. If you do not have eight articles/responses for Section I, your grade will drop by five points for each entry you are missing.

4. For every in-class question that is not addressed in Section II, your grade will drop by five points.

5. If you do not have five observations for Section III, your grade will drop by five points for each entry you are missing.

6. Please abide by the section numbers listed above and label them accordingly.

7. You may compile your journals with loose sheets in a three-ring binder, with loose sheets in a folder, or with pages stapled neatly together. Please fold the articles so they do not hang over the edges of the papers. Remember, presentation quality counts (see also No. 8).

8. Your responses must be typed. Handwritten journals will not be accepted. Similarly, neatness counts. I can tell who took the assignment seriously by looking at how the journal is put together. Those who neatly compile the articles and clearly mark them make a better impression than those who arbitrarily staple things together and present a sloppy final product.

9. The object of this assignment is to get you to think about the role of the mass media, as well as the goals and the effects. There are no “right” and “wrong” responses; there are, however, “thoughtful” and “not thoughtful” responses. I can tell when a student has thrown this assignment together at the last minute and has not adequately thought about the issues.

10. Because my evaluation involves the number of entries you choose to include and the amount of thought and effort you choose to put into it, you will in effect determine your grade. If you include the correct number of entries and write evaluative, thoughtful responses, you will earn a good grade. However, if you just summarize the articles or include less than the required number of entries, you will end up with a poor grade. Nonetheless, most students are able to earn an A or a B on this assignment by putting in the proper amount of time and effort.
11. I highly, highly, highly suggest that you work on this assignment throughout the semester and that you do not try to put it together the night before it is due. If you include eight articles, the workload averages out to one article every week or so. Students who in one night try to complete all three sections (almost two dozen entries) tend to do a poor job.

12. Feel free to see me at any time during the semester about this assignment. If you would like me to read your first few responses to make sure you're on the right track, I will be glad to do so, provided I don't get dozens of students making this request two weeks before the journals are due.

14. Have fun. Although it may seem like a drag to put the personal journal together, most students find that they enjoy thinking about the issues and expressing their opinions. Several past students have told me they thought this was the best assignment of the semester.
Journal Evaluation Form – Intro. To Mass Communication

Name: __________________________________________________

Articles/Responses: _________
Responses To In-Class Questions: _________
Observations: ____________

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<tr>
<th>Responses</th>
<th>Excellent</th>
<th>Good</th>
<th>Adequate</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<td>Presentatio</td>
<td>Excellent</td>
<td>Good</td>
<td>Adequate</td>
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<td>Unacceptable</td>
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<tr>
<td>Overall</td>
<td>Excellent</td>
<td>Good</td>
<td>Adequate</td>
<td>Acceptable</td>
<td>Unacceptable</td>
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Comments

Grade: ________________________
**CRITICAL THINKING VALUE RUBRIC**

*for more information, please contact value@aacu.org*

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

**Definition**

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

**Framing Language**

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

**Glossary**

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Ambiguity**: Information that may be interpreted in more than one way.
- **Assumptions**: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- **Context**: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning**: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- **Metaphor**: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.
**Critical Thinking VALUE Rubric**

*for more information, please contact value@aacu.org*

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Explanation of issues</th>
<th>Evidence</th>
<th>Influence of context and assumptions</th>
<th>Student's position (perspective, thesis/hypothesis)</th>
<th>Conclusions and related outcomes (implications and consequences)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</td>
<td>Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
<td>Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).</td>
<td></td>
</tr>
<tr>
<td>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</td>
<td>Identifies own and others' assumptions and several relevant contexts when presenting a position.</td>
<td>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).</td>
<td></td>
</tr>
<tr>
<td>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td>Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.</td>
<td>Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).</td>
<td>Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.</td>
<td></td>
</tr>
<tr>
<td>Issue/problem to be considered critically is stated without clarification or description.</td>
<td>Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.</td>
<td>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</td>
<td>Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</td>
<td></td>
</tr>
</tbody>
</table>

**Definition**

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

**Capstone** | **Milestones** | **Benchmark**
---|---|---
4 | 3 | 2 | 1

**Explanation of issues**

1. Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
2. Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.
3. Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.
4. Issue/problem to be considered critically is stated without clarification or description.

**Evidence**

1. Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
2. Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.
3. Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.
4. Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.

**Influence of context and assumptions**

1. Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
2. Identifies own and others' assumptions and several relevant contexts when presenting a position.
3. Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).
4. Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

**Student's position (perspective, thesis/hypothesis)**

1. Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).
2. Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).
3. Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.
4. Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

**Conclusions and related outcomes (implications and consequences)**

1. Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.
2. Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.
3. Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.
4. Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

**Definition**

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

**Framing Language**

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing – in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.html)

**Glossary**

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Content Development**: The ways in which the text explores and represents its topic in relation to its audience and purpose.
- **Context of and purpose for writing**: The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- **Disciplinary conventions**: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- **Evidence**: Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- **Genre conventions**: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- **Sources**: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes – to extend, argue with, develop, define, or shape their ideas, for example.
**Definition**

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

* Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Context of and Purpose for Writing</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</td>
<td>Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</td>
<td>Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).</td>
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</table>

<table>
<thead>
<tr>
<th>Content Development</th>
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</thead>
<tbody>
<tr>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.</td>
<td>Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
<td>Uses appropriate and relevant content to develop simple ideas in some parts of the work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Genre and Disciplinary Conventions</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</td>
<td>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices</td>
<td>Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices</td>
<td>Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation</td>
<td>Attempts to use a consistent system for basic organization and presentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sources and Evidence</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing</td>
<td>Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to use sources to support ideas in the writing.</td>
<td></td>
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</tbody>
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<thead>
<tr>
<th>Control of Syntax and Mechanics</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</td>
<td>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</td>
<td>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</td>
<td>Uses language that sometimes impedes meaning because of errors in usage.</td>
<td></td>
</tr>
</tbody>
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The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Framing Language

Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sample or collection of work that demonstrates a student's teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.

Two characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this rubric is designed to measure the quality of a process, rather than the quality of an end product. As a result, work samples or collections of work will need to include some evidence of the individual's interactions within the team. The final product of the team's work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team.

It is recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) students' own reflections about their contribution to a team's functioning; (2) evaluation or feedback from fellow team members about students' contribution to the team's functioning; or (3) the evaluation of an outside observer regarding students' contributions to a team's functioning. These three sources differ considerably in the resource demands they place on an institution. It is recommended that institutions using this rubric consider carefully the resources they are able to allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suits their priorities, needs, and abilities.
**Definition**

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
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</thead>
<tbody>
<tr>
<td><strong>Contributes to Team Meetings</strong></td>
<td>Helps the team move forward by articulating the merits of alternative ideas or proposals.</td>
<td>Offers alternative solutions or courses of action that build on the ideas of others.</td>
</tr>
<tr>
<td><strong>Facilitates the Contributions of Team Members</strong></td>
<td>Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.</td>
<td>Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.</td>
</tr>
<tr>
<td><strong>Individual Contributions Outside of Team Meetings</strong></td>
<td>Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.</td>
<td>Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.</td>
</tr>
<tr>
<td><strong>Fosters Constructive Team Climate</strong></td>
<td>Supports a constructive team climate by doing any of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.</td>
<td>Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.</td>
</tr>
<tr>
<td><strong>Responds to Conflict</strong></td>
<td>Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.</td>
<td>Identifies and acknowledges conflict and stays engaged with it.</td>
</tr>
</tbody>
</table>

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

**Definition**

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

**Framing Language**

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should be to help students turn what they've learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/Concepts. Students' Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

**Glossary**

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Core Beliefs: Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.
- Ethical Perspectives/concepts: The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).
- Complex, multi-layered (gray) context: The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/problem/context for student's identification.
- Cross-relationships among the issues: Obvious or subtle connections between/among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of production of corn as part of climate change issue).
**ETHICAL REASONING VALUE RUBRIC**

for more information, please contact value@aauu.org

**Definition**

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students’ ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work, sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
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**Ethical Self-Awareness**

<table>
<thead>
<tr>
<th>Ethical Self-Awareness</th>
<th>Capstone</th>
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<th>Benchmark</th>
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</thead>
<tbody>
<tr>
<td>Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.</td>
<td>Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.</td>
<td>Student states both core beliefs and the origins of the core beliefs.</td>
<td>Student states either their core beliefs or articulates the origins of the core beliefs but not both.</td>
</tr>
</tbody>
</table>

**Understanding Different Ethical Perspectives/Concepts**

<table>
<thead>
<tr>
<th>Understanding Different Ethical Perspectives/Concepts</th>
<th>Capstone</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.</td>
<td>Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.</td>
<td>Student can name the major theory she/he uses, and is only able to present the gist of the named theory.</td>
<td>Student only names the major theory she/he uses.</td>
</tr>
</tbody>
</table>

**Ethical Issue Recognition**

<table>
<thead>
<tr>
<th>Ethical Issue Recognition</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.</td>
<td>Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.</td>
<td>Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.</td>
<td>Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.</td>
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</table>

**Application of Ethical Perspectives/Concepts**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.</td>
<td>Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.</td>
<td>Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.</td>
<td>Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example).</td>
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**Evaluation of Different Ethical Perspectives/Concepts**

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<tbody>
<tr>
<td>Student states a position and can state the objections to, assumptions and implications of, and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.</td>
<td>Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.</td>
<td>Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)</td>
<td>Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.</td>
</tr>
</tbody>
</table>