**FALL 2018: UNIVERSITY OF TEXAS at ARLINGTON**

AAST 2300, Section 001: Introduction to African American Studies

Professor: Dr. Safisha Hill

Time and Place of Class Meetings: T & Th -9:30am – 10:50 am – PKH 102

**Course Description:** This course introduces students to the African American experience in the United States, including an interdisciplinary analysis of the African American experience in politics, the arts, folklore, religion, economics, sociology, psychology, and community development; and an examination of local history, contemporary issues, and recent events in the African American community.

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

*There are no prerequisites for this course, and it is open to all undergraduate students.\**

**General Learning Objectives:** As a Core Curriculum course in the Social and Behavioral Sciences, this class addresses the following four Core Objectives:

* *Critical Thinking Skills*—which includes creative thinking, innovation, inquiry and analysis, as well as evaluation and synthesis of information.
* *Communication Skills*—which includes effective development, interpretation and expression of ideas through written, oral and visual communication.
* *Empirical and Quantitative Skills*—which includes the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
* *Social Responsibility*—which includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**Measureable Learning Outcomes in Relation to General Learning Objectives:**

*Objective: Critical Thinking Skills*

Outcome:

* Students will be able to demonstrate strong analytical skills by comparing and contrasting major events in the history and struggle for equality among African Americans.
* Students will be able to explain leading theoretical perspectives in the field of African American Studies.
* Students will be able to discuss the origins and scholarly goals of African American Studies.
* Students will be able to write analytical essays, developing effective thesis statements and using appropriate evidence to support arguments.

Learning Venue:

* Lectures
* Class discussions
* Readings

Assessment Method:

* Exams
* Signature Assignments 1 and 2

*Objective: Communication Skills*

Outcome:

* Students will be able to write analytical essays and present arguments in a professional manner.
* Students will be able to develop strong communication skills by delivering an oral presentation in a professional manner.

Learning Venue:

* Class discussions

Assessment Method:

* Signature Assignments 1 and 2
* Oral presentation

*Objective: Empirical and Quantitative Skills*

Outcome:

* Students will be able to describe the role of evidence in the social sciences and explain the importance of systematic empirical inquiry.
* Students will be able to identify various research designs and their appropriate application in the field of African American Studies.
* Students will submit a trend analysis from the General Social Survey and describe its empirical findings.

Learning Venue:

* Lectures
* Class discussions
* Readings

Assessment Method:

* Exams
* Signature Assignment 1

*Objective: Social Responsibility*

Outcome:

* Students will be able to identify issues of fairness related to social inequality.
* Students will be able to explain how social inequality affects opportunity and the quality of life among African Americans.
* Students will be able to describe civic actions and social movements among African Americans that aim to enhance social justice and equality.

Learning Venue:

* Lectures
* Class discussions
* Readings

Assessment Method:

* Exams
* Signature Assignment 2

**Required Texts:**

 **Books:**

1. Karenga, Maulana. 2010. *Introduction to Black Studies.* Los Angeles: University of Sankore Press.
2. McDougal, Serie. 2014. *Research Methods in Africana Studies* *(Series in Black Studies and Critical Thinking)*. New York: International Academic Publishers (Peter Lang, Inc.)
3. Rojas, Fabio. 2007. *From Black Power to Black Studies: How a Radical Social Movement Became an Academic Discipline*. Baltimore: The Johns Hopkins University Press.

Additional Readings will be provided by professor

**Course Requirements and Grading:** This course will consist of two exams, and two Signature Assignments. The exams and Signature Assignments are worth 100 points each. Near the end of the semester, each student is required to give an oral presentation for bonus points. Students will present one of their Signature Assignments, and discuss it for 7 to 10 minutes. The oral presentation is worth 20 extra points, and must include props (e.g., handouts, PowerPoint slides) that demonstrate visual communication.

Students can calculate their final grades in two simple steps: (1) tally your point total

(i.e., Exam1+Exam2+Signature Assignment1+Signature Assignment2+Oral Presentation=Total Points), and then (2) divide your point total by 400.

Students are expected to keep track of their performance via Blackboard throughout the semester and seek guidance from available sources if their performance drops below satisfactory levels. The final grading scale is as follows:

A= 90 to 100%

B= 80 to 89%

C= 70 to 79%

D= 60 to 69%

F= 0 to 59%

**Descriptions of Major Assignments and Examinations:** Exams in this course follow a scantron, multiple-choice format (e.g., T/F and ABCD) with 50 questions that are two points each.

Signature Assignment 1 is a brief research report using data from the General Social Survey’s Data Explorer (<https://gssdataexplorer.norc.org>), while Signature Assignment 2 is a short research paper that compares and contrasts two events. Please see Appendix 1 and Appendix 2 for details regarding these mandatory assignments. Appendix 3 includes detailed rubrics for determining grades for the Signature Assignments.

**Expectations for Out-of-Class Study**: Students are expected to have read the course materials **before** coming to class. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least 3 additional hours per week of their own time in engaging in course-related activities such as reading required materials, completing assignments, preparing for exams, etc.

**Attendance Policy:** At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of 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. As the instructor of this section, I **will not** take attendance. However, be here on the exam days because I **do not** give make-ups (unless you have an incredibly valid reason that can be substantiated with evidence).

**Academic Integrity:** All students enrolled in 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 as they see fit in their courses, including (but not limited to) 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.

In this course, scholastic dishonesty automatically results in an **F** for the assignment in question, and possibly even an **F** in the course overall. (I highly recommend that you take this policy very seriously; I have no sympathy for students who attempt to cheat on tests or plagiarize papers.)

**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/>). The final drop date for the **Fall 2018** semester is **November 2**

**Disability Accommodations:** UTArlington 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](http://www.uta.edu/disability%20or%20calling%20817-272-3364).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

**Non-Discrimination Policy and Title IX:** UT 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 [www.uta.edu/eos](http://www.uta.edu/eos). For more information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**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 (go to [www.uta.edu/startstrong](http://www.uta.edu/startstrong) for more information), 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 [www.uta.edu/resources](http://www.uta.edu/resources).

Some important campus phone numbers include:

* Counseling Services: 817-272-3671
* Relationship Violence & Sexual Assault Prevention: 817-272-9250
* UTA Police Department: 817-272-3003 (Emergencies) and 817-272-3381 (Non-Emergencies)

**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>.

**Recording Lectures:** Some classrooms are equipped with technology to record our course lectures. Under such circumstances, it is my discretion (a) whether to make such videos available to students, and (b) when to make them available. **In short, I reserve the right to not release them at all.** Otherwise, please see me if you feel that you need to record class lectures. Also, taking notes for distribution outside the classroom (e.g., for companies that sell lecture notes to students) is strictly prohibited and will be met with very stiff penalties. Finally, out of respect for our scholarly goals, I ask that you place your electronic devices (e.g., cell phone) on silent or vibrate.

**Student Feedback Survey:** At the end of each term, students enrolled in 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. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** 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.

**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/>

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit/emergency exit, which varies depending on where you choose to sit within the classroom. 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.

**Important Dates for the Spring 2018 Term**

Tuesday January 16th Class Begins

Thursday February 22nd EXAM #1

 Mon-Fri March 12th – 16th NO CLASS (Spring Break)

 Thursday March 29th EXAM #2

 Tuesday March 20th Signature Assignment#1 Due

 Friday March 30th Last Day to Drop Classes

 Thursday May 3rd Last Day of Class/

 Signature Assignment #2 Due

**Tentative Course Schedule**

**Section 1: The African Background**

Week 1 (Aug 23rd): = Welcome: Aims & Expectations

 = Karenga (Chpt 1—Origins and Scope of Black Studies)

Week 2 – Aug 28/30 T = Karenga (Chpt 3—African Civilizations)

 H = †Sowande (Traditional African Culture)

Week 3 Sept 4/6 : T = †Rodney (Transatlantic Slave Trade)

 H = Karenga (Chpt 4—Africans in America)

Week 4 -Sept 11/13 : T = (continued)

 H = †Herskovits (Culture and Religion among Slaves)

Week 5- Sept 18/20 : T = Karenga (Chpt 5—Black Religion in America)

H = (continued)

Week 6 – Sept 25/27 : T = TBA

H = **EXAM #1**

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**Section 2: Social Science Research & Empirical Methods**

Week 7 –Oct 2/4 : T = McDougal (Chpts 1 and 2—Research Methodologies)

 H = McDougal (Chpts 3 and 4—Ethics and Research Designs)

Week 8 – Oct 9/10 : T = McDougal (Chpts 5 and 6—Measuring Reality and Reviewing

H = (continued) the Literature)

Week 9 – Oct 16/18: T = Karenga (Chpt 6—Black Sociology: Neighborhoods, Family,

 and the Debate over Oppositional Culture)

 \***Signature Assignment 1 Due**

H = Karenga (Chpt 7—Black Politics: Contemporary Issues and

 Elected Officials

Week 10 – Oct 23/25 : T = Black Psychology

H =Black Creative Productions

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Week 11 Oct 30/Nov 1: T = Karenga (Chpt 8—Black Economics: the Poor and

 Middle Classes)

 H = **EXAM#2**

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**Section 3: Comparing Past and Present Issues and Social Movements**

Week 12 Nov 6/8 : T = TBA

 H = Rojas (Chpts 1 thru 3—History of Black Student Movements)

Week 13 Nov 13/15: T = Rojas (Chpts 4 & 5—The Life and Death of Black Studies)

 H = Rojas (Chpts 6 & 7—Black Studies as Loyal Opposition)

Week 14 Nov 20: T = Oral Presentations

 H = Oral Presentations

Week 15 Nov 27/29): T = Oral Presentations

 H= Karenga (Chpt 11—Recent Immigration and

 Hurricane Katrina)

Week 16 Dec 4 T = TBA

 H = \***Signature Assignment 2 Due**

†=Article on Reserve

**APPENDIX 1: Signature Assignment 1**

Students must submit a brief research report on a social issue of their choosing that involves African Americans. This assignment focuses on the Core Objective of *Empirical and Quantitative Skills*. However, *Critical Thinking Skills* and *Communication Skills* will also be assessed. Data in the report must come from the General Social Survey (or GSS—<https://gssdataexplorer.norc.org>). More specifically, students will present and discuss results from a trend analysis that tracks changes over the past 50 years as pertaining to a relevant topic such as beliefs about racial discrimination, religion, voting, political issues, marriage, or family, for example.

The report must be double-spaced, in 12-point font, and range between 800 and 1200 words (or 3-4 pages). It will be considered “late”—and points will be deducted—if it is not submitted online via Blackboard by the beginning of class on the day it is due.

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

* Clearly identify the social issue addressed in the report.

(Concept from the rubric: identification)

* Explain how and why the social issue addressed in the report is relevant to understanding the African American experience.

(Concept from the rubric: assimilation)

* Analyze trend data from the GSS.

(Concept from the rubric: analysis)

* Present a graph of the analysis from the General Social Survey and describe its results. (Concept from the rubric: presentation)
* Draw conclusions about the degree to which the social issue has changed over time with respect to African Americans.

 (Concept from the rubric: application)

**How to Conduct a Trend Analysis with Data from the GSS:**

Step 1: Go to <https://gssdataexplorer.norc.org>

Step 2: Click on “Key Trends” in the top right hand corner.

Step 3: The GSS includes thousands of variables. Let’s say that you decide to write your report on support for affirmative action among African Americans. To do this, click on “Differences & Discrimination” under “Civil Liberties.”

A trend analysis of “Opinion of Affirmative Action” appears. It shows that in 1994, 9% of GSS respondents said that they “strongly support” affirmative action. By 2016, 15% of study participants said that they “strongly support” affirmative action.

Step 4: However, the information in this graph does NOT include data specifically on African Americans. To access this data, click on the box near the top-middle of the screen that says “Total.” A new window will pop up. Scroll down the list and select on “Race.”

 A new trend analysis will appear. It shows trend lines for “whites,” “blacks,” and “others” (which includes data for Asians, Latinos, etc.). The data now indicates that 44% of African Americans “strongly supported” affirmative action in 1994, but only 28% did by 2016.

Step 5: Let’s say that you decide to not write your research report on affirmative action. To explore other topics, click on the green words “Opinion of Affirmative Action” near the top of the page. A long list of possible topics related to “Civil Liberties” will appear. You can select on any of these topics. You can also search other categories of variables such as “Gender and Marriage,” “Current Affairs,” “Politics,” “Quality of Working Life,” and “Religion and Spirituality.” These categories appear near the top of the page under the word “Trends.”

Step 6: In choosing your final topic, be sure to look at the two boxes underneath the variable you’ve selected: (1) “Question Response,” and (2) “Breakdown.”

“Question Response” are the possible answers to the survey question that respondents were asked. These often include “yes,” “no,” “strongly agree,” “strongly disagree,” for example.

“Total” is your independent variable (or the way you’re choosing to breakdown the data). For this assignment, you must select “Race.” However, the GSS allows you to analyze the data by clicking on other independent variables such as “age,” “highest degree” (or education), and “marital status,” for example.

Finally, the actual question that respondents were asked appears below the trend analysis under the term “Question text.” Be sure to mention this in your research report.

**APPENDIX 2: Signature Assignment 2**

Students must submit a short research paper that compares and contrasts two events: one from the past, and one from the present. (Note: the term “events” broadly refers to notable developments or issues, recognized political and social leaders, organizations, and/or social movements.) This assignment focuses on the Core Objective of *Social Responsibility*. However *Critical Thinking Skills* and *Communication Skills* will also be assessed.

Students are free select which events that they would like to examine—although all topics **MUST** be approved by the professor. As with Signature Assignment 1, this paper must be double-spaced, in 12-point font, range between 800 and 1200 words, and will be considered “late” under previously mentioned circumstances.

In this research paper, students are required to address each of the following:

* How did individuals and groups involved with the events under analysis take a proactive role in changing society and/or participating in the democratic process?

(Concept from the rubric: citizenship)

* What issues of fairness and/or inequality were addressed by individuals and groups involved with the events? Be sure to include a discussion of racial prejudice, discrimination, and ethical behaviors.

(Concept from the rubric: social justice)

* How can our nation overcome problems of race relations in establishing a fair and equal society? How have conditions for African Americans changed? How have they remained the same?

(Concept from the rubric: ecology)

**APPENDIX 3: Grading Rubrics for Signature Assignments**

**Grading Rubric for the Signature Assignment**

***Critical Thinking Skills***

**Point Value** **Detailed Description of Point Value** **Simple**

 **Explanation**

25 Points A presentation scoring a 25 demonstrates the following: Excellent

* Inquiry: An exceptional examination of a matter through the

interpretation of evidence, instructions, problems, tasks, etc.

* Analysis: Identifies and presents exceptional explanations of

complex analyses OR identifies and promotes novel or

alternative problem-solving methods.

* Synthesis: Identifies, organizes, and evaluates exceptional

arguments OR presents well connected and holistically

transformed ideas into original concepts.

* Product: Follows the evidence to present unambiguous

conclusions, solutions, and/or products OR transforms the

evidence/takes an innovative approach to a task to present

innovative and novel conclusions, solutions, and/or products.

20 Points A presentation scoring a 20 demonstrates the following: Good

* Inquiry: A thorough examination of a matter through the

interpretation of evidence, instructions, problems, tasks, etc.

* Analysis: Identifies and presents thorough explanations of

complex analyses OR identifies novel or alternative

problem-solving methods.

* Synthesis: Identifies, organizes, and evaluates thorough

arguments OR presents obviously connected ideas.

* Product: Follows the evidence to present unambiguous

conclusions, solutions, and/or products OR transforms the

evidence/takes an innovative approach to a task to present

innovative and novel conclusions, solutions, and/or products.

15 Points A presentation scoring a 15 demonstrates the following: Competent

* Inquiry: An accurate examination of a matter through the

interpretation of evidence, instructions, problems, tasks, etc.

* Analysis: Identifies and presents accurate explanations of

complex analyses OR identifies appropriate problem-solving

methods.

* Synthesis: Identifies, organizes, and evaluates accurate

arguments OR presents connected ideas.

* Product: Follows the evidence to present mostly unambiguous

conclusions, solutions, and/or products OR effectively uses

the evidence/effectively approaches a task to present

conclusions, solutions, and/or products.

10 Points A presentation scoring a 10 demonstrates the following: Marginal

* Inquiry: An incomplete examination of a matter through the

interpretation of evidence, instructions, problems, tasks, etc.

* Analysis: Identifies and presents incomplete explanations of

complex analyses OR identifies inadequate problem-solving

methods.

* Synthesis: Identifies, organizes, and evaluates incomplete

arguments OR presents weakly connected ideas.

* Product: Somewhat follows the evidence to present

unambiguous conclusions, solutions, and/or products OR

somewhat uses the evidence/takes a somewhat effective

approach to a task to present conclusions, solutions, and/or

products.

5 Points A presentation scoring a 5 demonstrates the following: Poor

* Inquiry: No examination of a matter through the interpretation

of evidence, instructions, problems, tasks, etc.

* Analysis: Does not identify or present explanations of complex

analyses OR does not identify appropriate problem-solving

methods.

* Synthesis: Offers no examination of arguments OR fails to

connect ideas.

* Product: Does not follow the evidence to present unambiguous

conclusions, solutions, and/or products OR does not use the

evidence/take an effective approach to a task to present novel

conclusions, solutions, and/or products.

0 Points A presentation scoring a 0 does not reach the characteristics described Extremely

 above. Poor

This rubric is adapted from “General Education Competency Information including Rubrics 2012-2013” (Amarillo College).

***Communication Skills***

**Point Value** **Detailed Description of Point Value** **Simple**

 **Explanation**

25 Points A presentation scoring a 25 demonstrates the following: Excellent

* 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.

20 Points A presentation scoring a 20 demonstrates the following: Good

* 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 communication errors.

15 Points A presentation scoring a 15 demonstrates the following: Competent

* 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 interfering communication

errors, but meaning is not compromised.

10 Points A presentation scoring a 10 demonstrates the following: Marginal

* 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 interfering.

communication errors that begin to hoard the reader’s attention.

5 Points A presentation scoring a 5 demonstrates the following: Poor

* 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 interfering

communication errors that are glaring throughout the presentation

and meaning is lost.

* Vocal delivery is obviously unrehearsed.
* Presentation is read (rather than largely memorized) and

mannerisms distract.

0 Points A presentation scoring a 0 does not reach the characteristics Extremely

described above. Poor

This rubric is adapted from “General Education Competency Information including Rubrics 2012-2013” (Amarillo College).

***Empirical and Quantitative Skills***

**Point Value** **Detailed Description of Point Value** **Simple**

 **Explanation**

25 Points A presentation scoring a 25 demonstrates the following: Excellent

* 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.

20 Points A presentation scoring a 20 demonstrates the following: Good

* 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.

15 Points A presentation scoring a 15 demonstrates the following: Competent

* 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.

10 Points A presentation scoring a 10 demonstrates the following: Marginal

* 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.

5 Points A presentation scoring a 5 demonstrates the following: Poor

* 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.

0 Points A presentation scoring a 0 does not reach the characteristics Extremely

described above. Poor

This rubric is adapted from “General Education Competency Information including Rubrics 2012-2013” (Amarillo College).

***Social Responsibility***

**Point Value** **Detailed Description of Point Value** **Simple**

 **Explanation**

25 Points A presentation scoring a 25 demonstrates the following: Excellent

* 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 or 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.

20 Points A presentation scoring a 20 demonstrates the following: Good

* 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 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.

15 Points A presentation scoring a 15 demonstrates the following: Competent

* 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.

10 Points A presentation scoring a 10 demonstrates the following: Marginal

* 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.

* 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.

* 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.

5 Points A presentation scoring a 5 demonstrates the following: Poor

* 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.

* 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.

* Ecology: Refuses to address ecological issues related to the

interaction of people, environment, science

0 Points A presentation scoring a 0 does not reach the characteristics Extremely

described above. Poor

This rubric is adapted from “General Education Competency Information including Rubrics 2012-2013” (Amarillo College).