

Critical Thinking Sample Prompts

[Click here for the Critical Thinking rubric](#)

Critical Thinking Dimensions:

| | | | |
|-----------------|----------------------|---------------------|----------------------|
| Problem Setting | Evidence Acquisition | Evidence Evaluation | Reasoning/Conclusion |
|-----------------|----------------------|---------------------|----------------------|

General observations about Critical Thinking dimensions: Because Critical Thinking was the only Essential Skill rated during this assessment cycle, there's a wide variety of courses and general education areas of study represented in this sample collection due to the simple fact that there were more artifacts and assignment prompts to evaluate and select from when assembling this collection.

Example 1: The student artifacts submitted according to this assignment description were consistently highly rated in both dimensions by raters.

| Gen Ed Area of Study | Course Name | Dimensions Selected | |
|----------------------------|--------------------------|----------------------|---------------------|
| Mathematics and Statistics | Mathematics in the World | Evidence Acquisition | Evidence Evaluation |

Assignment Description: Students have several check ins as they work on this project, this is the initial assignment.

Data Collection

There is a page on our website with info on how to collect data via the internet.
<https://sites.google.com/view/uhtonstatistics/collecting-data-via-the-internet>

You can either do a survey or compare some other sort of data that you observe.

These surveys need not be long, you can have just one independent variable and one dependent, or you can have more if you like. Some examples of previous student work are:

- Is there a relationship between gender and number of shoes owned (uh, yes....)?
- Is there a relationship between GPA and number of friends on social media?
- Is there a relationship between being in Honors or not in Honors and hours of sleep per night.
- Does touching/not touching a customer impact the amount of tip received?
- Does birth order impact which Hogwarts house you are sorted into in an online sorting hat app?
- Does the proportion of green M&Ms vary by the size of the package of M&Ms purchased?
- Does the number of people late to class depend on the outside temperature?

These do not need to be world changing questions, we are just practicing data collection and interpretation. Ideally you want at least 30 data points.

Example 2: The student artifacts for this assignment prompt were all rated “proficient” for both selected dimensions.

| Gen Ed Area of Study | Course Name | Dimensions Selected | |
|----------------------|---|---------------------|----------------------|
| Communication | Logic, Reasoning, and Critical Thinking | Evidence Evaluation | Reasoning/Conclusion |

Assignment Description: For the final, please submit a 4-5 page philosophical paper. For this assignment you may submit a paper on a new topic on any of the readings we have had during the course, or you may revise, expand, and develop a previous paper. If you choose to revise a previous paper, it should involve a significant expansion and development over what you submitted previously, not merely proofreading and editing. If you have having difficulty picking a topic or formulating a thesis, please let me know and we can work on it. I cannot accept papers after the due date, so make sure that you get them in before 11:59pm on Tuesday, December 8. Midnight is a firm cut-off. You may, however, submit them as early as you would like. For the final paper, I will provide comments only if you would like them. Please send me an email and I will respond with comments on the final paper after grades are submitted.

Please (1) upload a word document on the assignment page AND (2) copy and paste the text of your paper into the text box on the assignment page. The paper should be typed, double-spaced, 12 point Times or Times New Roman font, with 1-1.25" left and right margins. Remember to give your paper a title. For references, put the author's last name and the page number in parentheses after the sentence in which the reference is made. Do not use a cover page. Include a works cited page only if you are using sources other than those assigned in the course (outside sources are not necessary for this paper)

Your paper must advance its own thesis. It is insufficient to merely summarize another philosopher's arguments or state an agreement with it. If you don't have anything to add to the debate, then your reader may as well just read the original article and skip yours. Therefore, a good paper is one in which critically evaluates the ideas presented and attempts to persuade the reader of a more coherent position. (This includes papers in which you discuss more than one author's views. It's not enough to cast your vote in favor of one author or the other - you'll still need to add something of your own to the debate.) Keep in mind, too, that in philosophy it is never enough to simply state a position or opinion. Making a claim in philosophy requires good arguments; that is, a philosopher is always required to give reasons why anyone should accept the claims she makes. Moreover, making a good argument always means accurately representing the views of one's opponents. If you merely argue against a distortion or misinterpretation of your opponent's argument, then you haven't really refuted your opponent at all (The Principle of Charity, remember?).

Finally, making a persuasive argument necessarily involves clearly communicating your position to the reader. After all, if your reader can't understand your argument, he's not likely to be persuaded by it. Therefore, a good paper is one that is also organized, focused and clearly written. I highly recommend emailing me if you have questions about what is required of you, how best to organize your paper, or whether your chosen line of argument is reasonable. I also recommend making an appointment to meet with a CAPS tutor to review an outline or draft of your paper. Another helpful resource for writing philosophy papers is the following:
<http://www.jimpryor.net/teaching/guidelines/writing.html>

Example 3: This was a group assignment. The student artifacts for this assignment prompt were all rated “proficient” for both selected dimensions.

| Gen Ed Area of Study | Course Name | Dimensions Selected | |
|-------------------------------|-----------------------------|----------------------|----------------------|
| Physical and Natural Sciences | Biology for Health Sciences | Evidence Acquisition | Reasoning/Conclusion |

Assignment Description: The purpose of my activity (found below) is to reinforce actively engaging with videos and animations. Students often passively watch instructional videos and are not able to explain or critically assess the events in the videos. I have created this assignment to model active engagement, critical thinking, and self-testing strategies. Students choose a video from my list of videos used in our course. They watch the video and then describe their understanding of the material. Next, they create a multiple-choice question with answers using the content of the video (which helps them to begin envisioning exam questions). Lastly, they describe their "muddy point" (unclear point) or something they would like to learn more about. I have attached the model and guidelines that I provide to help them with the activity.

Video self-testing activity: TEMPLATE

LEAVE THIS INFORMATION HERE AND ADD TO IT

Name:

Date:

1. Copy and paste green text from 'Model and Guidelines for video self-testing activity' here and then delete this underlined statement: Include 7 sentences or more (a really nice sized paragraph) that describe in your own words several concepts you learned/had reinforced from the video. Refer to the model and guidelines I provided. (4 pts)
2. From the video, write a multiple-choice question you designed with 4 possible answers. You should create this question. Do not copy it from our lecture notes. Circle the correct answer. Refer to the model and guidelines I provided. (3 pts)
3. Describe your 'muddy point' (something you still don't understand). If you are clear on all video content, describe something in the video that you would like to learn more about. Refer to the model and guidelines I provided. (3 pts)

Example 4: The student artifacts for this assignment prompt were all rated “proficient” for both selected dimensions.

| Gen Ed Area of Study | Course Name | Dimensions Selected | |
|----------------------|---------------|---------------------|----------------------|
| Humanities | Greek Thought | Problem Setting | Reasoning/Conclusion |

Assignment Description: Reflection Paper Assignment
Plato's Protagoras

Write a short essay of about one page, single spaced, on ONE of the following questions. 5 points possible.

Can virtue be taught? If not, why not? If it can, then how?

ALTERNATIVE QUESTION:

What is courage? Do you agree with Socrates that courage is a kind of wisdom? Explain.

Example 5: This was a group assignment. The student artifacts submitted according to this assignment description were consistently highly rated in both dimensions by both raters, although the raters did note that they were only able to assess the presentation materials provided rather than the presentation itself (completed in class).

| Gen Ed Area of Study | Course Name | Dimensions Selected | |
|--------------------------------|---------------------------|---------------------|----------------------|
| Social and Behavioral Sciences | The Dynamics of Prejudice | Problem Setting | Reasoning/Conclusion |

Assignment Description: **GROUP Facilitation Feedback Form & Rubric (30 total points possible)**

Students will choose the group of readings that they would be interested in facilitating. All of the students that signed up for a particular day will constitute the group, and this group will work together to create a facilitation of ALL of the readings assigned for that particular day. Each group should be prepared to integrate the main points, share their critiques/agreements with the article and come with critical questions to generate discussion on the reading in a manner that engages the class. How each group decides to facilitate the readings is up to each individual group (whether it be group work, projects, interactive games/conversation, seminar style discussion/dialogue, or other class exercises that the group would like to use), but these activities should be aligned to the module objectives for the week and each student in the group must contribute to the presentation in a substantial manner. Lectures and reading PowerPoints are not acceptable (you may HAVE a PowerPoint to guide you, but you should not just create a PowerPoint as your facilitation). Each group member must turn in a 2 page write up of their experience (double spaced, normal margins, 12-point font). This write-up should

include a summary of the distribution of labor among group mates (how each person contributed), the strategy or the approach to facilitation, the critical main points that the group was intending to teach the class as well as a short reflection of how the facilitation went. **This write up will be due by Friday at 11:59pm on the week of the facilitation module.** Group facilitations **should NOT be separate summaries of each reading divided amongst the group members.**

- 1) Did all the members of the group contribute equally to the end presentation/facilitation? How did each group member contribute? (0/5)
- 2) Main points/arguments understood and presented to the class in a way that demonstrates an understanding of these key terms/ideas. Your critiques/agreements as a group can fit in here as well: (0/5)
- 3) Ensured that the activities and questions were aligned to the module objectives (these were emailed to your group prior to the facilitation): (0/5)
- 4) Presented class with two to three questions that generated discussion: (0/5)

Were the questions:

- Relevant to the main points brought up in the argument (Y/N)
 - Successful in creating discussion that moved the class along a path of unpacking the topic/concepts (Y/N)
- 5) Did the group facilitate to the class in an innovative and engaging manner (whether through class discussion, small group work, or other interactive facilitation methods): (0/5)
 - 6) Did you turn in your individual detailed write up? Did the write up include a division of labor, the ideas and main topics that the group planned on covering, and group weaknesses/successes? What was the overall strategy/gameplan of the group? Was there a reflection on what could have been improved and what was done well? (0/5)

Example 6: The student artifacts submitted according to this assignment description were consistently highly rated in both dimensions by both raters.

| Gen Ed Area of Study | Course Name | Dimensions Selected | |
|----------------------|----------------|----------------------|----------------------|
| Arts and Design | History of Art | Evidence Acquisition | Reasoning/Conclusion |

Assignment Description: Virtual Exhibit Guide

The Assignment:

During the Covid-19 pandemic museums, galleries, and cultural sites all over the world have had to shut their doors for the health and safety of their visitors and staff. In the aftermath, museums across the globe have turned to the internet sharing their collections through social media, and online resources. While nothing compares to seeing a work of art in person, virtual exhibitions have become a vital tool for museums and galleries by allowing them to craft a virtual museum experience in this age of social distancing.

This semester you will create a virtual exhibit using the online exhibition builder Artsteps. Your exhibition should center around a thesis or big idea. Each exhibition will consist

of 7-10 artworks that support or illustrate your thesis in a concise and effective way. You will design the exhibition space and write the texts that are normally seen on gallery walls. This assignment has 4 parts with different due dates.

Your exhibit will include:

Gallery Space designed through Artsteps

Using Artsteps (<https://www.artsteps.com/>), a free online exhibition builder, you will design your gallery space. This includes the location and placement of walls and doorways as well as the location of works of art and exhibition texts. You will need to think about the best way to organize your gallery space. Your organization is very important as it will determine how a visitor moves through your space, the order in which they see the artworks, and thus how they experience your argument. What is the first work they will see? What is the last? How does the placement of works of art serve your argument? Think about this like the organization of a research paper. What is your thesis, and how is it best supported and argued with your objects, exhibition design, and text?

Object Checklist of 7-10 artworks.

You will need to research, and choose 7-10 images to include in your exhibition. Your images should be chosen with care as they will need to successfully illustrate or support your thesis.

Exhibition Texts

Read Chapters 1 and 3 *Exhibit Labels: An Interpretive Approach* by Beverly Serrel)

Exhibition texts help to guide museum visitors through the exhibition. Texts will communicate your thesis, and provide contextual and interpretive information that supports and illustrates your argument. This information must come from scholarly sources (see Researching Your Work below), must be cited in your Exhibition text document (footnotes), and be included in your bibliography.

- **Title Wall**
 - Located at the entrance of your exhibit.
 - Identifies the name of the exhibition.
 - Your title should arouse interest in the viewer and hint at your thesis.
- **Introductory Text**
 - Located near your title label.
 - 2 or 3 sentences long
 - Articulate the big idea of the exhibition and why it is important.
- **Group Labels (optional)**
 - Use when you have a group of artworks that are closely related or are grouped together in a way that supports your thesis.
 - Includes a title or header for the section.
 - Up to 65 words.
 - Text should help the reader understand the connection between the objects.
- **Object Labels (also known as Tombstone labels)**

- Located next to an artwork to provide general known information about the object
- Artist(s) (if known)
- Title (in italics)
- Date
- Medium
- Credit Line (owner)
- **Extended Object Labels**
 - Located below the tombstone label and helps interpret the work of art.
 - 100-150 words
 - Texts should include any inscriptions that are included on the work of art.
 - Texts should refer to what the viewer is looking at.
 - Texts should connect the object to the thesis or theme of the exhibition, and illustrate how it supports your thesis. (Without saying so directly.)

Assignment Parts

Part 1 Exhibition Theme and Thesis:

You will turn in a one page explanation of your exhibition theme. For this assignment you should determine an initial theme that can be developed into a strong thesis. Your writing should address the concept or idea you are going to present in your exhibition, also what types of images will you include, and what research questions you have. I don't expect you to have your thesis yet, that will develop as you do research. (See Barnett, "Getting Ideas for Essays: Asking Questions to Get Answers" on pg 77 in *A Short Guide to Writing About Art*.)

- Choose a theme.
 - You might start with a big idea, or you might start with a type of objects you are interested in such as West Mexican Ceramics, or Gothic Manuscripts from France.
 - You will need to do a little bit of research before you choose your theme or topic. Look at virtual exhibits online, museum web sites, and books to help get ideas on themes you might address.
 - Do research using the UNM libraries to ensure you can find scholarly sources about the works of art you choose and/or your topic.
 - As you research your topic or theme your exhibition will develop a thesis. This thesis should be the focus your entire exhibition.

Part 2 Object Checklist and Bibliography:

You will turn in a list of 7-10 images that will be included in your exhibition with a working bibliography (Follow the Art History Style Guide in Learn). You must include a minimum of 5 sources at this point. At the end of the project you should have at 8 sources minimum.

Remember, your sources must be scholarly. **Websites are NOT scholarly sources.** (See Researching Your Work below.)

Part 3 Draft of Exhibition Texts:

You will turn in a late draft of your Exhibition Texts with citations.

- Write your Exhibition Texts

- You do not need to provide footnotes on your Artsteps exhibit, but you must cite in the exhibition texts document.
- You must use footnotes and provide a bibliography.
- Cite using Art History Style Guide located in Learn.

Part 4 Exhibition:

You will turn in your final exhibition texts (cited with footnotes and a bibliography) and your link to your Artsteps gallery.

- Design strategy and gallery space using Artsteps. (See guide in Learn. YouTube also has several tutorials.) All aspects of the exhibition planning process are interpretive and work to support big idea. Not simply just painting walls and displaying objects. How does color enhance objects, does it contextualize objects aesthetically, historically, anthropologically (think of how different museums display work), how do different colors on wall subconsciously guide visitors (these are called anchor walls)
- Write Introductory Text and Extended Object Labels

See the Art History Style Guide for citation information.

Academic Integrity:

Students should be familiar with the student code of conduct which can be found at <http://pathfinder.unm.edu> as well as <http://handbook.unm.edu/section-d/d100.html>. By enrolling at UNM, you have agreed to follow and uphold these standards of academic integrity and honesty. University policy makes clear that cheating and plagiarism will not be tolerated, and specific penalties are set forth, including an F for an assignment, an F for the course, all the way to expulsion from the university.

Be above suspicion. Come to me with questions and guidance.

Art History Research Guide

Adapted from "[Art History](#)," UNC–Chapel Hill:

Formal Analysis (the *how* of the work):

This is a detailed analysis of the formal qualities of the work or monument (qualities related to the form). This is more than a description. You will analyze the individual design elements, such as composition, color, line, texture, scale, proportion, balance, contrast, or rhythm, for example, as required by the work you are analyzing. Your primary concern is to explain how these various elements contribute to the work as a whole. How do they define the work, or reflect the artist's intent? An explanation of the materials and techniques used to create the work is necessary for good formal analyses.

Most art historians include formal analyses in their essays, so there are many examples to look at in the textbooks (brief ones) and scholarly readings. I expect a detailed, thoughtful, and original analysis of the work or monument.

In writing a formal analysis, focus on creating a logical order so that your reader doesn't get lost. For example, you may want to summarize the overall appearance, then analyze [not just describe] the details of the object which most assist in understanding its meaning or function.

Art history students: get to know Heinrich Wölfflin's *Principles of Art History*.

Iconographic Analysis (the *what* of the work):

Iconographic analysis is the study of subject matter (iconology is the meaning of that subject matter). For example, consider the *Mérode Altarpiece* (c. 1425-1428) by the "Master of Flémalle" (most likely Robert Campin). Each object can be read as a metaphor of Christian spirituality. The woodworking tools by Joseph's feet not only represent his trade (carpentry) but also refer specifically to a poem in Isaiah (10:15). The mousetrap sitting on his workbench is not just a mousetrap, but might be a symbol for catching the Devil.

Since some of the iconography may not be familiar to you, you should consult the published literature on the work and/or its creator. A formal title, if given, is frequently the best place to start. Be sure to make clear what passages or opinions are derived from the literature and what are your own (*always avoid plagiarism*).

You will find that the iconology (meaning of the subject matter) is not always apparent to the viewer without an understanding of the context. Your scholarly sources will help you to see beyond the pure subject matter, to the underlying meaning (or possible meanings, in some cases). When expressing your own opinion, make sure you base it on an informed understanding of the imagery in its original context.

In writing your analysis of the iconography and iconology, describe the subject matter accurately and in detail, following some logical order (perhaps like you organized your formal analysis).

Try to arrange your discussion of the meaning in a manner that clearly elucidates the main thrust of the work first.

Art history students: get to know Erwin Panofsky's *Meaning in the Visual Arts*.

Contextual Analysis (the *world* of the work):

Art is made by people. People live in particular places at particular times. These particulars influence not only the people, but the art they make. This analysis should explain the world of the work or monument—how that world influenced the creation of the work; how the work reflects the world in which it was created. Be careful that you don't simply provide a biography of the artist—that is not the assignment. Certain aspects of the artist's life, however, may provide insight for your analysis.

Think in terms of the larger historical and societal framework of the artist's culture: gender relations, class distinctions, religious influences, political conditions, and so forth. Even if the artist is not known, these issues are important for understanding the context of the work's production and reception.

Thinking of things like: Why was the work made, and how did it originally function? Who was the work's intended audience (including the patron, if known)? Was the intended audience a wide, public one, or a restricted, private one? How is the iconography given meaning by the period and place of the work's production? What, if any, are the textual sources necessary to understand the meaning of the work/imagery? How does the work reflect earlier artistic developments, and how does it influence subsequent work?

Art history students: get to know Michael Baxandall's *Painting and Experience in Fifteenth-Century Italy*.

Researching Your Work

All sources should be the most authoritative sources available. Broad surveys of a period or culture can provide valuable information for more detailed searches, like the names of key researchers, important terms, significant ideas about the politics, religion, or arts of a particular time and place. Good sources will always lead you to better sources; use the best you can find.

Start by browsing your textbooks and their bibliographies. Get and *read* the sources they recommend. You may also want to consult other general surveys of art history (such as Gardner's, Adam's, or Janson); however, these books are not acceptable as references for your papers. Websites are also not acceptable sources for this class.

UNM's libraries have excellent collections, but you might need to order books and articles from other libraries by using Interlibrary Loan. You shouldn't have to pay to borrow books and articles.

Some useful bibliographic tools for finding books, scholarly journal articles, and exhibition catalogues are: Art Index, BHA (Bibliography of the History of Art), RILA (International Repertory of the Literature of Art), and ARTbibliographies (Modern works). When consulting these indexes, always begin with the most recent volume and work your way back.

Plagiarism and Academic Integrity:

<http://pathfinder.unm.edu/index.html>

<https://grad.unm.edu/aire/academic-integrity.html>

UNM Plagiarism guidelines:

[https://grad.unm.edu/aire/aire-](https://grad.unm.edu/aire/aire-docs/plagiarism-guidelines.pdf)

[docs/plagiarism-guidelines.pdf](https://grad.unm.edu/aire/aire-docs/plagiarism-guidelines.pdf)

Recognizing Scholarly Sources

You should be able to demonstrate that all of your sources are credible, scholarly publications.

Articles published in academic journals are among the most reliable scholarly sources you will find. Academic journals are published by respected professional organizations or universities (*The Art Bulletin* is published by the College Art Association, and *The Journal of Roman Studies* is published by Cambridge University, for example).

Books, including edited volumes with chapters by individual authors, should meet four important criteria. None of these are absolutely necessary except criteria **4**, so consider these carefully when deciding if a book is a credible source for college-level research.

- 1) Is the book specifically focused on some aspect of your research topic, or just a general survey? Is it written for a specialized audience or for the general public?
- 2) Has the author published books or articles on the topic (consult bibliographies and research databases)?
- 3) Is the publisher an academic (university) press?
- 4) Is the information supported by copious footnotes, endnotes, or in-text citations?

Scholarly sources provide extensive citations on every page and almost every paragraph (more great sources).

Museum catalogues are sometimes great places to start research, but not all catalogues include scholarly essays (look for well-developed analyses with copious citations). Magazines and other periodicals with advertisements throughout are rarely scholarly. Do not mistake book reviews for research articles.

Dissertations and Master's Theses are also very reliable, but might be too dense for most undergraduate research.

See also: Prof Claude Bélanger's [How to Recognize Scholarly Sources](#)

Good sources for writing about art include: Barnet, *A Short Guide to Writing About Art*; Taylor, *Learning to Look*.

Reading good art history is the best way to learn to write about art! Great journals include: *Art Bulletin*, *Art Journal*, *Burlington Magazine*, *Journal of Roman Studies*, *Art History*, *Oxford Art*

Journal, Winterthur Portfolio, Muqarnas, Gesta, Artibus Asiae, Artibus et Historiae, Studies in Iconography — you have many great sources available through The Fine Arts Library.

Grade Expectations

Adapted from Skidmore College's "[Standards and Expectations for an Art History Paper](#)"

90-100: Distinguished

A thorough and thoughtful treatment of the assigned topic is presented in a logical and convincing manner. The distinguished essay will have a clearly articulated thesis that leaves no doubt as to what the writer thinks and why. The ideas are original and complex. The writing is not hampered by grammatical or stylistic problems, but is notable for its clarity and verbal fluency.

80-89: Proficient

A pretty good paper in most ways, but this work is generally less thoughtful than distinguished work. Often proficient papers are those which mostly parrot back what the professor and readings have taught, but do so in a way that makes it apparent that the student understands the concepts. The student doesn't add much original thought. The writing style may be less fluid or sophisticated than the distinguished paper's, but it is still quite competent and easily readable.

70-79: Average

The average essay shows an understanding of most of the concepts involved in the assignment, but doesn't thoroughly treat them or doesn't synthesize them in an entirely satisfactory manner. Its thesis is usually vague; if the thesis is clear, perhaps it is contradicted by arguments or evidence in the essay itself. It may show a tendency to "over-quote" others and generally lacks originality. The writing is comprehensible but often awkward due to grammatical errors that make understanding it an effort.

60-69: Below Average

Below average work is seriously flawed. The student neither demonstrates understanding of the material nor articulates any coherent argument about it. The paper might wander among several ideas without developing any single one. There will not be a thesis in this kind of work. A student might rely on quotations and others' work, rather than developing original ideas.

0-59: Unsatisfactory.

Little redemptive appears in unsatisfactory work. The paper fails to address the assignment in fundamental ways. There is no real answer to any of the problems posed by the assignment, and there will be no real engagement of the topic in any way. The writing often consists of "stream-of-consciousness" prose that fails to cohere at all.

Critical Thinking Sample Prompts

[Click here for the Critical Thinking rubric!](#)

| Critical Thinking Dimensions | | | |
|------------------------------|----------------------|---------------------|----------------------|
| Problem Setting | Evidence Acquisition | Evidence Evaluation | Reasoning/Conclusion |

Example 1

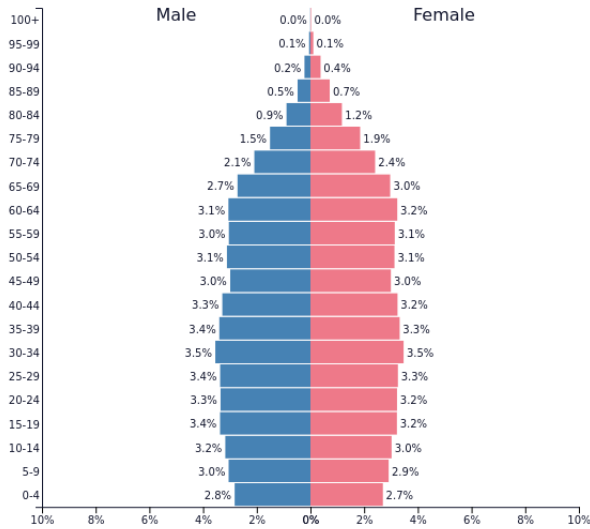
This was a group essay assignment.

| Gen Ed Area of Study | Dimension(s) Selected | |
|----------------------|-----------------------|----------------------|
| JAPN 1135 | Evidence Acquisition | Reasoning/Conclusion |

Assignment Description:

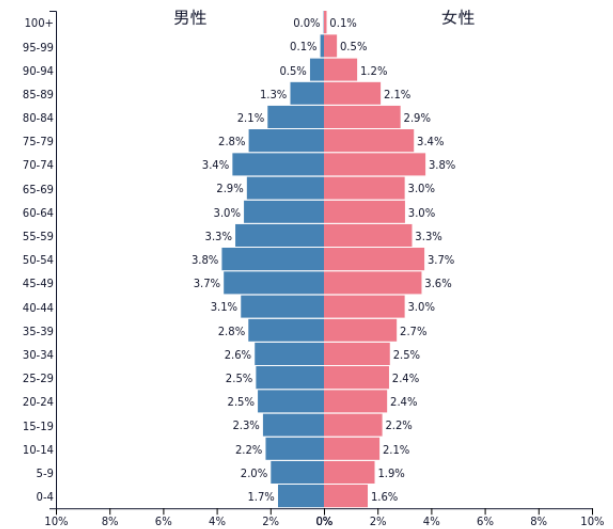
JAPN 1135-001 (Spring 2024)

Culture Journal#2: Aging Society, Culture, and Society



PopulationPyramid.net

United States of America - 2023
Population: 339,996,563



PopulationPyramid.net

日本 - 2023
人口: 123,294,513

These are population pyramid charts of the US and Japan, both in 2023. Japan is experiencing a rapid decline of child birth rate and becoming one the fastest aging society. For this assignment, you will conduct research about the aging population in Japan in the last 30 years, and discuss how such demographic condition might have affected Japan's society and culture.

First, you will 1) identify what you believe 2 primary reasons behind such demographic shift. Some reasons may be historically, culturally, and locally specific, but other reasons may be globally common phenomena. You may address issues related to: gender inequality, working environment, heavy concentration of population in Tokyo, xenophobia and immigrant populations, cost of higher education, Japan's economic policy, etc.

Then, you will 2) discuss potential impacts of aging society on Japanese culture by addressing 1-2 specific examples. How can this demographic change affect marketing strategy, sustainability of creative industry, or characteristics of narratives found in films, comics, TV programs, advertisements, etc. For example, you may address how recent marketing trend of motorcycle companies such as Kawasaki reflect shifting demographic: they produce "reboot" of famous models from the 20th century as high-end luxury models primarily for wealthier and older domestic customers. Or, you may address how TV advertisements reflect the latest version of imaginary picture of "average family."

For this assignment, you will work as a pair with your classmate. You will write at least 1000 words for each section. Your essay should be supported by at least three sources. I expect two sections are thematically correlated in a logical and reasonable manner. Your essay must be posted on the Discussion Board on the Canvas page by Friday, April 26.

Essential Skill: Critical Thinking

Critical thinking is the intellectual process of evaluating information, explanations, and arguments before accepting or formulating an opinion or conclusion. Proficient critical thinkers are able to apply informed and reasoned thinking to problems in their respective fields. As such, 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.

| Dimensions | 0 = No Evidence | 1 = Emerging | 2 = Developing | 3 = Proficient |
|--|---|---|--|---|
| Problem Setting: Delineate a problem or question to be considered critically. | No problem or question is stated. | An open-ended problem or question, appropriate to the context, is stated without clarification or description. | An open-ended problem or question, appropriate to the context, is stated, but the description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. | An open-ended problem or question, appropriate to the context, is stated clearly and described comprehensively, delivering all the relevant information necessary for a full understanding. |
| Evidence Acquisition: Identify and gather the information/data necessary to coherently address the problem or question. | No evidence addressing the problem or question is submitted or referred to. | Some, but not sufficient, evidence is acquired from source(s) with minimal or no consideration of its appropriateness to the problem or question. | Evidence is taken from source(s) to minimally address the problem or question at hand, with some consideration of its appropriateness. | Evidence is taken from source(s) to sufficiently address the question or problem, with a thorough consideration of its appropriateness. |
| Evidence Evaluation: Evaluate the information given by sources for credibility (e.g. bias, reliability, validity), probable truth. | No evaluation of information taken from evidence is provided. | Information taken from source(s) is minimally evaluated, but not enough to develop a well-rounded assertion of its credibility. | Information taken from source(s) is evaluated, providing some justified assertions of its credibility, but without sufficient awareness of the evaluation process itself (such as personal assumptions). | Information taken from source(s) is evaluated, providing some justified assertions of its credibility, and giving sufficient consideration of the evaluation process itself (such as personal assumptions). |
| Reasoning/Conclusion: Develop conclusions and outcomes that reflect an informed, well-reasoned argument. | No conclusions, solutions, or outcomes are developed in an argument. | Conclusion(s) is/are given, but are inconsistently tied to some of the information discussed; related outcomes and solutions are oversimplified. | Conclusion(s) is/are logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. | Conclusion(s) is/are logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. |

Student Artifact Guidelines: 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.

Example 2

This assignment was an individual essay.

| Gen Ed Area of Study | Dimension(s) Selected | |
|--|-----------------------|---------------------|
| HNRS 2112 Seminar in Rhetoric and Discourse | Evidence Acquisition | Evidence Evaluation |

Assignment Description:

TERM PAPER INSTRUCTIONS

Essay prompt: Write an extended essay on the relationship between media and democracy in American politics by looking at one issue in depth (racism, inequality, liberty, etc.), drawing briefly on at least one significant work written before 1900 (i.e., one of our earlier readings in *A Documentary History of the United States*); a case study of a speech from the 20th century (i.e., a revision of your third analytical paper); a brief discussion of the role of the media (i.e., of one of the media readings in Heffner); and a discussion of where we seem to be headed, citing statistics and other rigorous forms of evidence, perhaps even offering a recommendation based on your research. Your paper must have a clear, reasonably sophisticated thesis at the end of the introduction. You will need to develop a new thesis to forecast your new argument. Your essay must demonstrate this thesis through rigorous textual evidence, persuasive argumentation, and clear writing. As you revise and expand your third major essay into an original argument about modern American society, your guiding question will most likely be **“how much has the situation really changed since the time of the speech I have analyzed?”**

Due: In class on Wednesday, May 1st, 2024, and electronically by midnight that night for anonymous UNM Gen Ed assessment. I can offer extensions but we must agree ahead of time on when you will submit your project.

Length: AT LEAST 8-12 full pages of text, double spaced, following MLA format precisely, plus an **accurate** Works Cited page. A template is still available at <http://citizen.obenauf.net>. I will not grade any paper that fails to meet these basic expectations, nor will you be permitted to rewrite or resubmit your essay because this core writing class emphasizes form as much as content. See the syllabus for more information.

Notes: Revision means more than simply correcting typos; it means taking a new look at your work and making sure everything fits together tightly. You should consult my **Guide to Writing and Reasoning Like a Scholar**, my comments on your first three papers, and your **MLA Handbook** for advice on how to approach high-level writing; you should also allot time to use my **Revision Triage Checklist** to make sure every element of your paper is impeccable. Aim to produce a masterpiece of publishable quality as the culmination of your semester’s learning in this course.

You are no longer required to use the ten constructions from the Third Analytical Paper (additionally, furthermore, moreover, etc.) but you are encouraged to deploy such formulas to help guide your reader.

The use of AI algorithms including ChatGPT at any stage of the brainstorming, research, writing, and revision process constitutes a violation of the student code of conduct that can lead to a disciplinary procedure.

As always, you must cite your sources rigorously, following the guidelines in the MLA Handbook.

Sample Outline

1a. General Introduction. You should frame your essay by looking back at an earlier text, predating your speech, such as by Washington or Lincoln, to establish the longer historical, political, and philosophical context for your new argument. You should pick a text that helps frame the main themes of the speech you will be discussing in the main part of your paper, even if there is not a direct allusion to it in that speech. You will need to build an argument very efficiently about this text, laying out the relevant quotes and analyzing them in such a way that establishes the line of reasoning you will then illustrate in the main part of your paper. (No more than 1 paragraph; possibly combine this with 1b)

1b. Targeted introduction. Either separately or as part of the same paragraph as 1a, you will need to offer your reader an introduction to your topic. What theme, value, or issue are you discussing in your paper? Which speech will you analyze? You may be able to repurpose some of your first paragraph from the Third Analytical Paper, but make sure that you also forecast the conclusion of your essay, in which you will assess the situation today. Your introduction should conclude with your thesis statement. (1 paragraph, ending with your thesis statement)

2. An in-depth analysis of a speech from the twentieth century and its contemporary media coverage. This is essentially a revision of your Third Analytical Paper (minus the conclusion), and it will be the meat of your new essay. (5-7 pages)

3. Transition. Before discussing the speech's subsequent legacy (and recycling and expanding upon the scholarly material you explored in your Third Analytical Paper), you need to comment briefly on the relationship between public figures and the press by drawing a connection to one or more of the media readings in Heffner (i.e., LBJ, Lippmann, Murrow, Agnew, or Stewart; or TR from the coursepack). You should efficiently introduce the text and its background, incorporate quotations from it, and show how it helps illuminate the argument you are developing throughout your paper. (1-2 paragraphs)

4. Scholarly and other subsequent evaluation of the speech. This is an expansion of the conclusion to your Third Analytical Paper. You may need to find additional scholarly sources to show how the speech and its speaker have been assessed more recently. (2-3 paragraphs or so)

5. Your own assessment. This is the point of it all: the “so what” of all your research. Bring us to the present and make some observations of your own. You are expected to respond to recent voices on the topic by citing at least one op-ed on your topic (if not the speech itself, if you can find one) from the editorial page of a major newspaper (e.g., The New York Times, The Wall Street Journal, or The Washington Post) from sometime in 2024. Using statistics and other rigorous forms of evidence, make a case for where you agree and disagree with recent thinkers on your topic. In this section, you may wish to critique or comment on recent journalism on the topic, and explain what bias you see and what it suggests about the current state of affairs. A strong conclusion will allude to the earliest text that you considered in your introduction and bring your essay full circle. (2-4 pages)

Example 3

This assignment was an individual portfolio assignment.

| Gen Ed Area of Study | Dimension(s) Selected | |
|-----------------------------|-----------------------|---------------------|
| ENGL 1120 Composition II | Evidence Acquisition | Evidence Evaluation |

Assignment Description:

1120 Portfolio Assignment

The **portfolio** is an electronic document created in Google Sites or Adobe Portfolio that gives you an opportunity to demonstrate what you learn this semester about writing, rhetoric, and multimodal communication, as well as some broader core skills and knowledge. The portfolio encourages you to write about a wide range of skills and knowledge that you develop in the course. ***A completed portfolio is required to pass this class.***

For tips on your portfolio, please check out this resources website:

<https://sites.google.com/view/1110-1120-resources/portfolio-101>

Portfolio Components

- Multimodal home page
 - Personal introduction
 - A reflection on your overall experience this semester and how you see yourself as a writer
 - At least one image/video representing you and/or your studies at UNM
- Individual project pages for all three major assignments
 - Project 1: Annotated Bibliography
 - Project Reflection
 - Project 2: Research Paper

- Project Reflection
 - Project 3: Critical Review
 - Project Reflection
 - Any Extra Optional Assignments you created
 - Media Lab(s)
- SLO Reflection Page
 - Reflections for all SLOs, A-J

Process for finishing your portfolio

→ Update your home page

- ◆ Add an image or video if you haven't already
- ◆ Expand on your personal introduction
 - Who are you? Where are you from?
 - What are you studying? Why?
- ◆ Reflection:
 - Highlight some of the things you learned over the semester
 - Walk them through your writing and learning process. What steps did you take when putting projects together? What did you learn that worked for you? What did you learn that didn't work for you and how did you adjust for this?
 - How did you think of yourself as a writer at the beginning of the semester? Has your view of yourself as a writer changed?
 - Explain how the lessons learned in the class can be useful to your future classes and your personal and professional life (talking to diverse audiences; incorporating textual communication with visual communication; understanding how rhetorical appeals work in an argument or persuading an audience; using sources to support your discussion)
 - Describe how peer review and revision improve projects as well as help better your understanding of what is needed to build a project or how you can go about putting a project together
 - Summarize how you feel the lessons you learned in this class will be beneficial to your future endeavors.

This section should be no less than 350 words.

→ Update your project pages

- ◆ Make sure you have pages for each MWA and that they are visible to people with your portfolio link (Google sharing permissions).
- ◆ Consider taking the opportunity to further revise your projects. Remember that these will be reviewed by the department to monitor student progress toward learning outcomes.
- ◆ Check that your projects are available on each page (linked, embedded, pasted in). Maybe ask a friend or family member to check using a different device or check using your browser in private or incognito mode.

◆ Reflection:

- What is the purpose of the project you created and how do you think the piece achieves its purpose? (What did you want your audience to know and how did you go about communicating this?)
- Who is your audience? How did this impact your choice of medium, word choice, visuals, and/or sources? In other words, why were these the best choices for your audience AND purpose of your project?
- What rhetorical decisions impacted your decision to choose this technology, visuals, and other forms of communication for your project? What rhetorical decisions impacted your decisions on the information you chose to share and the way you shared it?
- What were your impressions of the technology you chose to compose with for this project? Did including images and other multimodal approaches make communicating your thoughts easier? Did these add to your project or distract from it? Please explain.
- What were the challenges you faced in this project? How did you overcome these challenges? What did you learn from this and where do you think you may use this in the future?
- What else would you want your audience to know about the project and your choices?

EACH project reflection paragraph no less than 150 words.

→ Combine your SLO reflections

- ◆ Make a page for the SLO reflections or create individual pages for A-J
- ◆ Go back to your SLO reflection posts from earlier in the semester
 - Collect the reflections for each lettered SLO together
 - Revise so they are readable and it's clear which project(s) you are talking about
 - Add any new thoughts or expand on anything that makes sense
 - Paste these finished reflections under each letter
 - Make it clear which SLO you are referring to in each section

UNM Student Learning Outcomes (SLOs)

Rhetorical Situation and Genre

A. analyze, compose, and reflect on arguments in a variety of genres, considering the strategies, claims, evidence, and various mediums and technologies that are appropriate to the rhetorical situation

Writing as a Social Act

B. describe the social nature of composing, particularly the role of discourse communities at the local, national, and international level

Writing as a Process

C. use multiple approaches for planning, researching, prewriting, composing, assessing, revising, editing, proofreading, collaborating, and incorporating feedback in order to make your compositions stronger in various mediums and using multiple technologies

Grammar and Usage

D. improve your fluency in the dialect of Standardized Written American English at the level of the sentence, paragraph, and document

E. analyze and describe the value of incorporating various languages, dialects and registers in your own and others' texts

Reflection

F. evaluate your development as a writer over the course of the semester and describe how composing in multiple genres and mediums using various technologies can be applied in other contexts to advance your goals.

Research

G. use writing and research as a means of discovery, to examine your personal beliefs in the context of multiple perspectives and to explore focused research questions through various mediums and technologies

H. integrate others' positions and perspectives into your writing ethically, appropriately, and effectively in various mediums and technologies

I. compose a research-based academic argument in one of various mediums and technologies by identifying, analyzing, evaluating, and synthesizing sources, which must include secondary sources

J. analyze and describe the writing and research conventions of an academic field in order to understand the different ways of creating and communicating knowledge

Rubric (150 points)

This class uses contract grading, but you may find this rubric helpful:

| Criteria | Percentage | Complete/Incomplete |
|---|--|---------------------|
| Portfolio contains all required elements: Multimodal homepage with course reflection, 3 MWAs with project reflections, SLO reflections A-J (note, if any of these elements are missing, the Portfolio project is an automatic fail, which means you will also fail the course). | 50 (required) (complete/incomplete) | |
| Purpose: To demonstrate student progress toward achieving (or not) SLOs. Reflections make clear | 35 (complete/incomplete) | |

| | | |
|--|-----------------------------|--|
| connections to MWAs and other course activities. Students state intention behind their choices. | | |
| Revision: Course, MWA and SLO Reflections have been edited to meet minimum expected requirements for each assignment. | 35 (complete/incomplete) | |
| Multimodality: MWAs and homepage contain multimodal elements (photos, videos, audio, charts, etc) as rhetorically appropriate. | 30 (complete/incomplete) | |

Extra Credit: Media Lab (10 per complete media lab and SOGC assignment, up to 20 total)

Example 4

This was an individual essay assignment.

| Gen Ed Area of Study | Dimension(s) Selected | |
|-----------------------------|-----------------------|----------------------|
| ENGL 1120 Composition II | Evidence Evaluation | Reasoning/Conclusion |

Assignment Description:

Essay 2: Logical Analysis of An Argument

Requirements

1.5-3 pages

MLA Formatting and Citations

1 Subjective source that makes a (faulty) argument

Directions

Choose one subjective source that is making an argument which you find to be, in some way, faulty. For links to editorials that would work for this project, you can visit the Week 8 Learn folder, but you are welcome to choose your own source as long as it meets these specifications.

As was the case with your rhetorical analysis, that source must be speaking for themselves, NOT presenting the views of another. This means that an objective BBC article about a letter Pope Francis wrote will not work, but the letter Pope Francis wrote itself would work, if indeed you find something to criticize in that letter.

You are to identify any flaws in that argument. Those flaws could be in any component of the argument—the claim, the support (logic or evidence), the qualifiers,

the consideration of opposing views, the bias or enabling assumptions. Those flaws could have to do with any of the three issues in argument: substantiation, evaluation, or policy.

To successfully complete this assignment, you will have to be familiar with the issues in and components of argument (Week 6), potential problems with argument (Week 7), and the fallacies (Week 8).

As with your rhetorical analysis, you are not to share your own views on the controversy itself, but rather to share only your views about whether the argument itself is strong or weak. Your conclusion should address the implications of the faulty argument and/or how the argument could be strengthened. More about conclusions below.

Template

On Week 9, we will go into more depth about the structure of this essay. But, in brief, your essay should follow this pattern:

INTRO

1. In your introduction, thoroughly introduce the editorial you are analyzing, telling us all relevant rhetorical elements. (Who wrote the article? What is its title? Where did it appear and when?)
2. Tell us what your source is arguing for or against. Be specific.
3. Share your thesis about the source text.

Some sample theses:

X's argument is riddled with logical fallacies, but two stand out: the bandwagon appeal and ad hominem attacks.

X misunderstands, and misuses, terms throughout his argument.

X fails to support his argument adequately: he does not cite many of his sources, and those he does mention are of questionable reliability.

The facts X uses to substantiate his argument are easily disprovable.

X's policy suggestion is only one of many that could address the problems he chronicles.

BODY

1. Create paragraphs with clear topic sentences that relate to your thesis, following the order established by your thesis.
2. Offer support in the form of quotations from and careful paraphrase of the source text. All quotations need to be integrated ("sandwiched").

CONCLUSION

1. Address the implications of a faulty argument. What are the consequences of arguing poorly? Why does it matter/to whom if this argument is faulty? What could

happen/who could be confused? What problems or misunderstandings could it lead to?

AND/OR...

2. How could the argument be strengthened?

Example 5

This was an individual essay assignment.

| Gen Ed Area of Study | Dimension(s) Selected | |
|---------------------------|-----------------------|---------------------|
| CLST 1110 Greek Mythology | Evidence Acquisition | Evidence Evaluation |

Assignment Description:

Greek Mythology: Hero Paper!

The assignment: To write a short analytical paper comparing the ancient and modern versions of the same story about a hero (whichever hero you choose from either Perseus or Hercules)

Preparation steps for the assignment:

- 1) Read the assigned portions of Apollodorus and the Homeric Hymns. (PDF available on Canvas for Apollodorus) (take notes/highlight!)
- 2) Watch the assigned movies “Clash of the Titans,” (the 1980’s version) and Disney’s “Hercules.” In class. (take notes on big differences/similarities!)
- 3) Choose either the hero Perseus or Hercules as your subject matter.
- 4) Look over your notes and consider the questions below, brainstorm points to use as evidence for your answers.
- 5) Write! 😊

QUESTIONS TO ANSWER (One paragraph for each question)

First: Identify the hero you have chosen, follow the Identification format (rubric on Canvas Homepage for this course) as your introduction. Then finish the paragraph with a thesis statement to make this an introduction to your short paper!

Second: Discuss the parts of the modern film that were “correct” as representations of the Greek’s mythology, or of the ancient sources’ version of the heroic story.

Third: Discuss the parts of the modern film that were “wrong” or changed from the ancient sources, and say why this is important, or what difference it makes to have these changes.

Fourth: Discuss what you imagine an ancient Greek person might think about the modern versions: remember to include examples whenever possible from the ancient sources we use in our course.

Write your paper in 12-point font, with standard margins, and use some citation device (either parenthesis or footnotes, which we will cover in class) for your evidence. You must use only the evidence we have used in class, and **NO OUTSIDE SOURCES OR INTERNET SOURCES**. Just use the Apollodorus, the movie, and the hymns! Of course, our lectures and class discussions are always a source as well, but please do not try to rely on anything else! Just read the sources and write what you think they show you-I want to hear what you think!

This assignment is meant to help you practice using evidence to make observations, practice using citation methods, and use the paragraph format to help you develop your answers in an analytical way, rather than relying on summary!

Remember how the ID format is an amazing way to ensure a fully developed paragraph! Use it to help you always make your paragraphs well-rounded and filled with evidence. (rubric below, and on our home page!)

Identification Rubric and Example

We will be using the "perfect paragraph" as a study tool and assignment style in this course. In any History or Classics course, this sort of paragraph is called an "Identification" and we WILL learn how to do this! It makes a great paragraph whenever you are writing, and shows you how to focus your writing on a topic! You can use this format to make your notes/collate information very easily as well, and I recommend this as a study tool for any class!

This is the rubric I use when grading your identifications, and it is the map you should follow when creating your own IDs!

A great ID looks like this (rubric below):

Zeus was the ruler-god of the Greek gods and the father of many gods within Greek mythological tradition. Zeus is best known for wielding the thunderbolt, according to Hesiod's Theogony, and was the founder of the Olympian rule of the gods. We see Zeus acting like a Ruler when, in Hesiod, he orders the universe, and creates the jurisdictions of the other gods; he also has other stories in which he abuses his power, and constantly violates his marriage vows. The text shows us that even though Zeus was the archetype of a ruler, he wasn't all-powerful in the Greek cosmology. These stories about this god show us that, for the Greeks, stories about Zeus showed what a ruler should be, and even how ruling could go badly when power is abused.

Notice what I did there:

First Sentence: Introduced what I was talking about, said where they are from, and what they are. (XYZ is/was.....)

Second Sentence: Describe with more detail.

Third Sentence: Give direct example from a text or primary source, or artifact, etc. (FOR EXAMPLE....)

Fourth Sentence: Analyze your evidence! (THIS SHOWS.....)

Fifth Sentence: Conclude by saying why anyone cares/ point to larger significance or larger observation.

| | | | |
|-----------------------|--------|-----------|--------|
| IDENTIFICATION RUBRIC | 0 | 1 point | 2 |
| | points | Partially | points |
| | Not at | | Yes it |
| | all | | does |

Does Sentence 1 Say who or what will be ID'd, and where or when it is from?

Does Sentence 2 Describe the topic of the identification using a little more detail, without too much summary?

Does Sentence 3 Give a DIRECT example, from a primary source, which shows their detail and summary is correct?

Does Sentence 4 Say what this example shows us about the topic of the identification?

Does Sentence 5 Say something about the relationship between the topic of the identification and ancient culture and/or belief?

Example 6

This was an individual essay assignment.

| Gen Ed Area of Study | Dimension(s) Selected | |
|--------------------------------------|-----------------------|----------------------|
| HIST 1110 United States History I | Evidence Evaluation | Reasoning/Conclusion |

Assignment Description:

Primary Source Analysis Assignment

Due: Tuesday, December 12 by 5pm on CANVAS

You must turn in a Digital Copy on Canvas in a .doc or .docx format. No other formats accepted.

Follow Instructions Closely. Proofread.

No late assignments will be accepted.

Instructions: Throughout the semester, we have read and discussed primary sources that provide contrasting perspectives on citizenship, rights, & freedom in the United States (1776-1877). You are to choose and closely analyze **three (3)** primary sources listed below. First, you will complete one worksheet for each source. Then, you use your analysis from the worksheet to answer a short essay prompt in cohesive and coherent paragraphs (maximum 3 paragraphs). You can use the textbook, class notes, or the other primary sources assigned this semester for further information and to aid in your analysis. **No additional research outside of the course readings provided on the syllabus is allowed.** Make sure to write in complete and grammatically correct sentences. Provide correct references if quoting or paraphrasing. Do not rely on quotes for your answers. Provide answers that are thorough and specific. You must provide your own interpretation instead of simple description. **You must type your answers in the Word Doc Form supplied on CANVAS.** Your analysis must be entirely in your own words.

Office Hours: Our Graduate Assistants will provide office hours during the last week of class to answer any questions and assist students in completing this essay assignment. Their office hours times and locations on our Canvas. You can also come to my regularly scheduled office hours to ask questions.

Primary sources to choose from:

Abigail and John Adams on Women and the American Revolution (1776)
Slave Petition for Freedom to the Massachusetts Legislature (1777)
A July Fourth Oration (1800)
Cherokee Women, Petition (1818)
President Jackson, Message to the Cherokee Tribe of Indians (1835)
Sarah Grimke, Letter to Her Sister (1837)
Complaint of a Lowell Factory Worker (1845)
President James Polk, First Annual Address (1845)
Elizabeth Cady Stanton, Declaration of Sentiments (1848)
Frederick Douglass on the Fourth of July (1852)
Harriet Beecher Stowe, excerpt from Uncle Tom's Cabin (1852)
Jackson Whitney, Letter to His Former Master (1859)
Harriet Jacobs, excerpt from Incidents in the Life of a Slave Girl (1861)
Horace Greeley, Open Letter to President Abraham Lincoln (1862)
Abraham Lincoln, Second Inaugural Address (1865)

Citation Format: You can use the abbreviated citation format listed above as an in-text citation. Make sure you know how to use in-text citations.

To upload your assignment: Go to the “Primary Source Analysis Assignment” Module on CANVAS. On the Upload Assignment page click on Browse My Computer to find and attach your assignment file. After uploading the assignment, click the Submit button. You should also keep a digital file on your computer for your records. This must be uploaded by 5pm on Tuesday, December 12. **Absolutely no late assignments will be accepted.**

By submitting your assignment on CANVAS, you agree to this plagiarism agreement: Plagiarism is representing someone else’s words as one’s own. It constitutes theft of intellectual property and is not tolerated. “Academic dishonesty” includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; using AI, hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records. *Submitting material as your own work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty.* Any student found to have plagiarized on any assignment will receive a failing grade for the semester. In addition, a letter describing the student’s infraction and the penalty imposed and added to the student’s permanent record. Penalties are subject to department and university policy, including a zero on the assignment up to expulsion from the university.

PART I: You must complete one (1) worksheet for each primary source which means a total of three (3) worksheets. This section will guide you in making connections to the larger questions of the course. You should use this section to come to a deeper understanding of your chosen primary sources. Each question builds upon the previous question and helps you develop your analysis.

WORKSHEET # 1 FOR PRIMARY SOURCE #1

Identify your source:

Click here to enter text.

Pre-Read: Data from the document (use the document and your textbook).

1. What kind of document is it?

Click here to enter text.

2. Who created the document?

Click here to enter text.

3. When was it written or made?

Click here to enter text.

4. Where was it written or made?

Click here to enter text.

Comprehend: Understand the document's content.

5. Why was the document written or made?

Click here to enter text.

6. Who was the intended audience?

Click here to enter text.

7. What evidence in each document helps you know why it was written or made? Quote from the document as well as provide your own interpretation.

Click here to enter text.

8. List three things from the document that you think are important.

Click here to enter text.

Contextualize: Use the document along with the other course content to come to a deeper understanding of the document.

9. List two things from that document that tell you about ideas of citizenship, rights, and freedom regarding one's gender, class, race, and regional status.

Click here to enter text.

10. What is the perspective in this document? How is it significant for understanding the debates about citizenship, rights, and freedom during the era it was produced?

Click here to enter text.

11. Use your textbook to expand on your analysis. Provide 3 bullet points in which you use the textbook to aid in your interpretation of the primary sources. Quotations do not count. You must provide a page number from the textbook.

Click here to enter text.

WORKSHEET # 3 FOR PRIMARY SOURCE #3

Identify your source:

Click here to enter text.

Pre-Read: Data from the document (use the document and your textbook).

1. What kind of document is it?

Click here to enter text.

2. Who created the document?

Click here to enter text.

3. When was it written or made?

Click here to enter text.

4. Where was it written or made?

Click here to enter text.

Comprehend: Understand the document's content.

5. Why was the document written or made?

Click here to enter text.

6. Who was the intended audience?

Click here to enter text.

7. What evidence in each document helps you know why it was written or made? Quote from the document as well as provide your own interpretation.

Click here to enter text.

8. List three things from the document that you think are important.

Click here to enter text.

Contextualize: Use the document along with the other course content to come to a deeper understanding of the document.

9. List two things from that document that tell you about ideas of citizenship, rights, and freedom regarding one's gender, class, race, and regional status.

Click here to enter text.

10. What is the perspective in this document? How is it significant for understanding the debates about citizenship, rights, and freedom during the era it was produced?

Click here to enter text.

11. Use your textbook to expand on your analysis. Provide 3 bullet points in which you use the textbook to aid in your interpretation of the primary sources. Quotations do not count. You must provide a page number from the textbook.

Click here to enter text.

PART II: Using your knowledge from the course and your answers from the worksheets, create a critical historical analysis of the shifting ideas of citizenship, rights, and freedom. It is not simply important because they existed. Think about what these sources tell us about debates surrounding citizenship, rights, and freedom

across different perspectives and across time and place. Write your response in coherent and cohesive paragraphs (maximum 3 paragraphs). You should include a strong thesis statement (your argument), supporting evidence from the documents, crisp sentences, a lucid conclusion sentence, and proper in-text citations from the textbook and the primary sources.

From the Revolutionary Era through the Civil War, people throughout the United States have debated and rethought the ideas of freedom, rights, and citizenship across the intersections of race, class, gender, sex, region, and ethnicity.

Using your three primary sources, consider how people's diverse perspectives shaped their claims to citizenship and freedom. How did people define these ideas differently? Why? How did their historical contexts (time and place) shape their interpretation of these ideals? How did these definitions and perspectives change over time?

What is the historical significance of understanding that, between 1776 and 1877, people were still trying to grasp who was a citizen, who had freedom, and what was equality?

This document shows me that black men interpreted slavery as a challenge to American Christianity, "" (A July Fourth Oration (1800)). (American Horizons, pg)

Example 7

This was an individual essay assignment.

| Gen Ed Area of Study | Dimension(s) Selected | |
|-------------------------------|-----------------------|---------------------|
| GEOL 1110 Physical Geology | Evidence Acquisition | Evidence Evaluation |

Assignment Description:

Physical Geology GEOL 1110 D. Ragland, Ph.D. 1 GEOL 1110: Physical Geology: Term Project: READ THE INSTRUCTIONS!!!!

You will be working out in the field for your term project. Find **4** examples of weathering (specific examples in Taos County or adjacent counties, not textbook definitions or illustrations). For each example:

1. **Draw** each of the examples – yes, hand draw the examples. You do not have to be an artist to do this, you simply need to take your time and observe. Make sure your drawings are neat and legible. Annotate the drawings (i.e., add explanatory labels to the drawings).

Each drawing must be reasonably large, mostly filling an 8½" by 11" sheet of paper and each example will be done on a separate page. If you use large drawing paper, watercolor paper, etc., cut the paper down to 8½" by 11" before you start your drawing. Oversized pages get torn, mangled, etc. Absolutely, positively NO poster boards, story boards, cardboard; nothing oversized!

Attach at least one photo (your own, of course) of the outcrop so that I can understand what you are drawing. Photos are fine as reminders, but you learn much more by drawing what you see.

2. Give a thorough description of where each example is **located**. (E.g., an outcrop five miles south of Talpa on New Mexico Highway 518. E.g., a talus slope approximately two-thirds of the way up the Williams Lake trail. Etc.) You may give GIS coordinates, UTM's, or latitude/longitude, but I also want a verbal description so that anyone could find your example.

3. In most cases, your examples will involve rocks and minerals. **Identify** the **rocks** and **minerals** to the best of your ability. Feel free to bring in small samples to see if we can determine the compositions of rocks/minerals.

4. Thoroughly describe/discuss the **weathering** in each of your examples. Is the weathering chemical, mechanical (physical), biological, or a combination? Discuss your observations for each example in detail. Have humans done anything to increase the weathering process?

5. Do your examples also show signs of **erosion**? Explain your conclusions for each example. What is/was the "agent" of erosion? I.e., how did the residue get to its final resting place? Did only one agent of erosion cause this? Have humans done anything to increase the erosion process? Did the example impact any human endeavors? Discuss.

6. What is the **future** of each example? Will weathering continue? Which type(s) of weathering? Will the example erode or further erode? What agents of erosion will be involved? Could the example impact any human endeavors in the future? Could landslides occur? What impacts would an earthquake have on each site?

Your four examples **must be natural** objects/areas, not a rusted car. The weathering and/or erosion may have been caused by or influenced by humans and may affect human-made objects which you will discuss, but the original condition should have been a natural area. Human-made objects may be included in the remnants of the weathering; you may also discuss these as part of the process.

Your examples **MUST** be from the **Taos County area or adjacent counties**. Camel Rock is NOT an option as we discuss it in class. *(See me if you have an example outside of this area that you would like to use; we will talk about it. However, these must be your observations, descriptions.)*

Answer the questions thoroughly. Number your answers to correspond to the questions above. Each example should have at least one page (300 to 500 words) of

description/discussion (up to 2 pages) and at least one drawing. Defining terminology with which you are not familiar will add to the word count. Make sure you PARAPHRASE any material (definitions, etc.) from other sources and properly cite and reference all books, websites, etc.

It will be in your best interest to start this project NOW. This is not a difficult project if you break it down into pieces and do a bit at a time. This project comprises a large enough part of your grade such that you could drop a full grade or improve a full grade. **THIS IS NOT A GROUP PROJECT. YOUR TERM PROJECT MUST BE YOUR OWN WORK. ALL DRAWINGS, PHOTOS, DESCRIPTIONS MUST BE YOURS.**

REQUIRED: ORGANIZE your report!! Rambling, run-on discourses are difficult to read and understand. Organization will account for at least 10% of the grade; if the paper is a hodgepodge of information, if I cannot determine which drawing goes with which write-up, and I cannot sort out what you are trying to say due to lack of organization, you could receive a 0% for the paper. Each example will be like a chapter: Site #1: Analysis, Drawing, Photo; Site #2: Analysis, Drawing, Photo; etc. Do not hand in a disjointed pile of typed explanations and a pile of drawings. And please – **do NOT** use those plastic covers that make it impossible to read each page of the report; do not use three-ring binders. A staple in the upper left corner works just fine.

REQUIRED: In Times New Roman 12-point font, single spaced with double spaces between headings, one page is approximately 500 to 550 words. Do a word count to make sure you are at or near the required number of words/pages. I will deduct 3% to 20% for moderately short papers; excessively short papers will automatically receive 0%.

REQUIRED: Please, conserve paper. Type single-spaced paragraphs with double spaces between paragraphs (just like this page). If you persist in using huge fonts or double spacing throughout, I will deduct up to 15%. 12-point is about the correct font size; do not use tiny fonts that I cannot read. This paper must be typewritten; I will not accept handwritten reports (hand-drawn sketches with annotations, yes; hand-written text, no). Do not hand in piles of computer printouts.

REQUIRED: I know that you will be using the internet, books, journals, atlases, etc., to define words and phrases and to discuss the area geology, BUT → **Do not simply cut-and-paste or copy. Paraphrase**, use your own words (if you simply cut-and-paste from the internet or any other source, you will receive 0% for your paper).

REQUIRED: Include any references you use in a "References" or "Bibliography" list at the end of the paper (not included in page/word count) in addition to citing the sources in the body of the paper (10%). Internet sites can be listed by their addresses.

REQUIRED: You will hand this in as "hard" copy; no electronic submissions.

I am a firm believer in "bonus points." If you do an outstanding job on this project, you may receive more than 100%. You may do more than four locations for extra credit, but make sure the first four are done well. It is all up to you.

Due Date: _____. No projects will be accepted late without one incredibly unbelievable excuse!!! And at that, I will deduct points! (mandatory 2%/day late fee).

A notebook will be on reserve in the library with reminders and illustrations.

A book in our UNMT library that discusses the geology of our area and may give you some guidance:

Brister, B., P. Bauer, A. Read, V. Lueth, eds., 2004, Geology of the Taos Region Guidebook, NM Geological Society 55th Annual Field Seminar, 440 p.

Earth Science World Image Bank has some excellent photos of various types of chemical weathering. Each has a short description that could help you describe some of your examples from New Mexico:

<http://www.earthscienceworld.org/images/search/results.html?Keyword=Chemical%20Weathering>

Some examples of weathering and erosion:

http://www.doe.virginia.gov/instruction/gifted_ed/project_promise/science_curriculum/grade_two/handouts/earth_science/weathering_erosion_pictures.pdf

Example 8

This was an individual essay assignment.

| Gen Ed Area of Study | Dimension(s) Selected | |
|--------------------------------|-----------------------|---------------------|
| PHYS 1115 Survey of Physics | Evidence Acquisition | Evidence Evaluation |

Assignment Description:

The purpose of these assignments is for you to critically analyze how physics applies in the world around you. The goal of this class is to get you to recognize physical concepts in their various forms and provide an interpretation.

For this research report, choose a recent (past ~ 5 years) popular science news article that is based in part on a scientific journal article and learn more about the physics behind it.

Instructions:

First, read the popular science news article, and summarize it. In this summary, describe what parts of it you can explain with what you know about physics, and what parts you don't understand or can't explain yet. In this section, clearly identify both the popular science news article, and at least one scientific journal article that is referenced within it.

I don't expect you to read a scientific journal article, but I expect you to be able to identify one (like we discussed in class).

Next, find at least three other references that help you **better** understand the article, its background, or related topics. Clearly describe how these are related to the main article, and write a description of what you learned. These will probably not be scientific journal articles, since those are likely more difficult to understand.

Finally, describe what remaining questions you have, and anything you are skeptical of or excited about.

You will need to use at least three different resources to research your topic. Wikipedia, and other websites ARE acceptable resources. The purpose is not to belabor you with locating resources, but rather to get you familiar with being able to read about a topic and interpreting the physics behind it.

Length: For full credit, this report should be at least 500 words typed (one page single spaced).

References: List the resources you used, citations do not need to be properly formatted but need to be complete.

Grammar/spelling: Your reports will be graded on completion and whether or not they address the questions, not on spelling or grammar.

Format: You must write the report using Microsoft Word and submit it to Canvas in .docx format. This software is provided to you for free by UNM and available on all your devices. If you have questions about file format and this software, please ask the instructor. Any assignments submitted in a non-standard file format will receive zero credit.

See the rubric for the exact grading criteria.

Use of pictures/graphics is highly encouraged!

See Lecture 14 slides for suggested news sources, information on what is a good or bad source, what is a news article vs journal article, and article ideas.

IMPORTANT:

Please note that it is a violation of UNM's academic integrity policies to plagiarize any portion of your research reports. Plagiarism includes, but is not limited to, submitting the same paper twice for credit, copying the report of a current or former student and submitting it as your own work, generating responses from an artificial intelligence algorithm (AI) and submitting it as your own, directly copying a resource, or copying a resource and changing around a few words.

The wording of the paper needs to come directly from yourself after reading and considering the source, not simply from rephrasing the source. If you have questions about what does or does not constitute plagiarism, please ask the instructor instead of assuming.

| Report on physics in the news | | | | Pts |
|--|---|---|---|-------------------|
| You've already rated students with this rubric. Any major changes could affect their assessment results. | | | | |
| Criteria | Ratings | | | Pts |
| Length | 25 pts Proficient > 500 words | 12.5 pts Competent 300 - 500 words | 0 pts Novice < 300 words | 25 pts |
| Resources Listed | 25 pts Proficient at least 3 sources listed | 12.5 pts Competent fewer than 3 sources listed | 0 pts Novice no sources listed | 25 pts |
| Critical Thinking | 25 pts Proficient thoroughly describes a physical system in the student's own words, shows evidence that the student was able to successfully incorporate multiple different resources into one cohesive report | 12.5 pts Competent shows evidence that the student thought about the topic, but may not have been able to successfully tie together information from multiple sources | 0 pts Novice shows no original thought, regurgitated resources | 25 pts |
| Addresses Prompt | 25 pts Proficient contains all three required pieces: 1. summary of article including explanations of what you know and don't know 2. what you learned about the topic and how it's related to the main article 3. summarized remaining questions and anything you are skeptical about or excited about | 12.5 pts Competent contains only two of the three required pieces | 0 pts Novice contains only one or less of the three required pieces | 25 pts |
| | | | | Total Points: 100 |

Example 9

This was an individual essay assignment.

| Gen Ed Area of Study | Dimension(s) Selected | |
|---|-----------------------|----------------------|
| HNRS 2113 Seminar in Fine Arts as Global Perspective | Problem Solving | Reasoning/Conclusion |

Assignment Description:

Musical Theatre in America: HNRS 2113.006 and 001: Spring 2024
 Research Paper Guidelines

Due Dates: Optional Rough Draft: Tues. April 16; Final Draft: Thurs. April 25

Suggested Length: 6-8 pages; please double space

The Research Paper is the major writing assignment of the semester. Please include at least two print sources (articles, reviews and books found online count!). Please read an article or two, a chapter from a book or two, an entire book or two books (or more!) for this assignment, to benefit from scholars' views on the musicals you write about. Books and articles are available in hard copy in Zimmerman Library and the Fine Arts Library (located in the Architecture building). Please do not hesitate to ask me for assistance if you are unsure about how to research. The UNM librarians are also great resources.

I encourage you to research what interests you, which includes journals and books, as well as musical theatre reviews, film reviews, and articles that contain interviews with

lyricists, composers, musicians, writers, producers, choreographers, directors, actors, singers, designers, technicians, etc. Please include a bibliography in any style that you wish (MLA, APA, or Chicago).

Please choose ONE of the following questions or develop your own question (please check with your instructor about your own topic):

1. Several of the musicals we have discussed this semester contain a pronounced depiction of and reaction to America. For example, George M. Cohan's patriotic work such as *Little Johnny Jones* and *George Washington Jr.*; Rodgers and Hammerstein's celebratory version of America in *Oklahoma!*, and Lin-Manuel Miranda's story of how America began in *Hamilton*; the strong criticism of racism in America in *Show Boat*, *Finian's Rainbow*, and *West Side Story*; the concept of the American Dream in *West Side Story*, *A Chorus Line*, and *Hamilton*; life in the most American of cities, New York City, in *Hamilton*; America's involvement in Vietnam in *Hair*. Choose two of the musicals we discussed this semester (or one we discussed, and another of your own choosing), and write about how the musicals consider this prominent theme of America.

2. Have many of the musicals that we have studied contain a definite villain-a character and/or a theme? For instance, consider gambling in *Show Boat*; Jud Fry in *Oklahoma!*; Javert in *Les Misérables*; racism in *South Pacific*, *Finian's Rainbow*, and *West Side Story*; "the establishment" or the government in *Hair*; the Witch in *Into the Woods*; the Vietnam War in *Hair*; Henry VIII in *Six*. Discuss how the creative teams in one or two of the above musicals use the idea of a villainous character and/or theme.

3. Two of the most famous concept musicals ever written, *Company* and *A Chorus Line*, do not have clear villains, either in characters or themes. What does this accomplish? Is this technique effective? If so, how? If not, how? Discuss *Company* and *A Chorus Line*'s lack of villainous characters and themes.

4. Compare the many similarities and differences between *Hair* and *RENT*. You might wish to identify which show you believe is the better musical as you compare them.

5. Consider how two of the musicals we have read this semester (or two musicals of your own choosing) treat minority groups or Native Peoples. What do these musicals say about minority groups or Native Americans, and what have you learned from reading/watching/listening to their viewpoints? What has changed in America in terms of our treatment of minority groups/Native Peoples since these musicals opened, and where do we still need progress?

6. Nearly every musical we have considered has emphasized the need for a sense of community and continuity. For instance, this idea appears in *Show Boat*, *Oklahoma!*, *South Pacific*, *Finian's Rainbow*, *West Side Story*, *Hair*, *Company*, *Into the Woods*, *Les*

Misérables, RENT, Dear Evan Hansen, Hamilton and Six. Choose two of the musicals we have read this semester (or one we read and one of your own choice) and explore the importance of community and continuity.

7. In *West Side Story* and *Hair*, we meet frustrated young people rebelling against numerous social structures and authority figures within American society, such as: religious leaders, teachers, parents, law enforcement, the government, the Draft, etc. In *West Side Story*, the young people resort to violence to break free from poverty and lack of opportunities; in *Hair*, the hippies take a much more peaceful approach. Discuss the youthful rebellion in these musicals. Consider how the time period and the setting within American history impacts these characters' rebellion, and also ponder if these characters' rebellions are, in your mind, justified. How so? Or why not? Feel free to include comments on the movie versions of both of these musicals, if you wish, as well as any commentary on recent or current protests, e.g. marches to raise awareness about climate change, March for Our Lives, Black Lives Matter, #SayHerName, #metoo, etc.

8. Explore *Six* as a Feminist musical. How does *Six* approach the wives of Henry VIII? Consider the range of female characters, their contemporary characterizations (such as the pop stars who provided the inspiration for each of the women), and how their relationship with one another changes as the musical progresses.

9. In the recent Musical Theatre Southwest production of Stephen Sondheim and Hugh Wheeler's 1987 musical *Into the Woods*, director Robb Anthony Sisneros emphasizes how Sondheim saw moments in this show that take the characters "Into the Woods." Sondheim said the dual meaning is in the lyrics, "Is it always 'or'? Is it never 'and'? That's what the woods (woulds) are for; for those moments in the woods. Sondheim continued, 'woods' is what the Baker's Wife is saying, but it was written so the audience could hear either 'woods' or 'woulds.' That is nothing less than brilliant! And so I [director Sisneros] want to leave the audience with some 'woulds' as they see our production."

What "woulds" or "woods" did you come away seeing/thinking about after watching *Into the Woods*? What possibilities/limitations/challenges did the production inspire you to consider? Did you walk away musing about the setting of the show in a library, with the narrator as a Drag Queen, and the birds who help Cinderella as library books? Or have you been pondering the musical's myriad of themes (infidelity; difficult relationships between married couples and parents/children; temptation; community; revenge; sorcery; wishes; fairy tales; the dubious nature of "happily ever after"; a cow named Milky White, etc.)? Or have you been thinking about "woulds" or "woods" of a different sort? Please write a research paper that explores any sort of "woulds" or "woods" that *Into the Woods* brought to your mind!

Example 10

Students were permitted to select options for Individual or Team presentations and were challenged to prepare a news report (written format or PowerPoint) plus an oral report (either pre-recorded or by ZOOM).

| Gen Ed Area of Study | Dimension(s) Selected | |
|--|-----------------------|---------------------|
| HNRS 2112 Seminar in Rhetoric and Discourse | Evidence Acquisition | Evidence Evaluation |

Assignment Description:

Final Project: ORAL REPORT and NEWS ARTICLE (written, as for a newspaper or magazine)

---Extra Credit for ZOOM Presentations

Carefully read/prepare BOTH parts of this Final Project, including

- 1) an ORAL PRESENTATION of the assignment topic, **and**
- 2) create an Original NEWS article written by you. (THE ORAL PRESENTATION SHALL BE a REPORT of the personage or event, BUT, SHALL NOT BE A MERE READING OF THE ARTICLE.

Both the ORAL REPORT and the NEWS article should reflect a well developed and thoughtful historic reflection and critical analysis of the assignment topic/content.)

ADDRESS: Black Athletes and/or Their Organizations-Grappling with Issues of Civil Rights

(This Assignment may be a Collaborative assignment among 2-4 students.)

Written NEWS ARTICLE should be 700-900 words for individual -or- 1,000 - 1400 words for Teams.) ORAL PRESENTATION, for individuals, may be 7-10 minutes in length, -or- up to 20 minutes permitted for Team presentations in which you:

- a. Develop a thoughtful, critical analysis regarding the historic contributions and impact of Black athletes and/or their organizations which supported Black athletes in American society, historically, in forming social thought, the political landscape or legal standing in the United States, comparing and contrasting the modern day fights for civil rights.
- b. Identify and discuss transformational themes or issues presented which have, in past or present, impacted the fight for and pursuit of civil rights in the historic areas of race, color or religion, comparing and contrasting the roles of Black athletes during years of segregation and the contemporary era with regard to the influence on social and political thought in American mainstream communities and abroad.
- c. Research and identify a key issue or stream of social thought which Black athletes or their respective organizations advocated and/or impacted, providing sound, critical/objective analysis of information presented.

YOU MAY INCORPORATE information researched for the Mid-Term Assignment, noted above, comparing and contrasting issues and contributions, challenges and historic significance of Black athletes who played key roles in the history of the Civil

Rights Movement and the development of the rights and roles of Black people in the United States or abroad. Incorporate discussion and analysis relating to the contextual prejudices, rights, issues and legal standing of Black people in the United States. Correlate this analysis with the roles or contributions of the Black athletes you identify for your research, including a comparison and contrast of contemporary issues addressed as modern day athletes impact the fight for civil rights. Your analysis should include discussion, regarding Black people and/or other people of color in America, with regard to the politics, legal standing and social thought of the period.

Additional media may be incorporated in this Assignment.

(Due between end of Week 15 and May 13th)

----TIPS for WRITING the NEWS ARTICLE-----

1) Address a key, but unreported or under-reported issue regarding battles or advocacy for civil rights on the basis of the historic civil rights issues of race, color or religion, in the vein of historic advocacy for people of color in the fight for Civil Rights.

2) Develop a thoughtful, analytical and objective NEWS report regarding the historic significance and impact of the athletic event or the athlete's issue(s). Develop analysis of, social thought, the political landscape, legal issues and cultural significance of this event or the issues impacted. OR

3) Analytically address the role played by the athlete involved in the development of the issue and/or resolution. Note the perspective and focus of this key athlete(s) and discuss transformational themes/ issues presented which impact(ed) the Civil Rights Movement, comparing and contrasting the roles of Black athletes as they influence(d) social and political thought in American mainstream communities and abroad.

4) Reflect upon a key issue of substantive weight and content, reflective of the period stream of social thought which adversely impacted Black athletes or which their organizations advocated and/or impacted, comparing and contrasting with modern day/contemporary issues and strategies in the continuing fight for civil rights.

Remember to write in third person, objective voice for the NEWS ARTICLE. But, your ORAL presentations need not be in third person voice. DO submit writings in third person, objective voice for papers, power point presentations or news article.

Use the Internet or other library resources to conduct collegiate level research to locate, analyze, and evaluate appropriate scholarly sources of information to support the ideas presented in the paper. (Note: all papers should limit electronic references to those resources/websites ending in .org, .edu, .gov, or .mil)

For the oral media presentation, i.e., an Oral/Audio/Visual/Video-taped presentation to present, you may use audio recording, .wav file, MP3, or embedded voice within a PowerPoint to present your speech. (Be sure the oral portion is not a mere reading of the NEWS ARTICLE. Be sure your oral presentation reflects the power of a real life

delivery and is not a mere reading of the article.)

Any assignment may be submitted early to the Instructor. (Due end of Week 15)

Example 11

This was an individual essay assignment.

| Gen Ed Area of Study | Dimension(s) Selected | |
|--|-----------------------|--|
| SOC1 1110 Introduction to Sociology | Evidence Acquisition | |

Assignment Description:

SOCI 1110: Reflection Learning Journal--An individual learning activity

In this course, we have learned the basic sociological concepts and theories as well as the approaches used in social research. In addition to exploring how sociological concepts and theories can be utilized to analyze and interpret our social world, we have also examined how profoundly groups, social structures and social institutions influence us. Lastly, we have discussed the intimate connections between personal lives and the larger structural features of social life, including the implications of social inequalities, such as race/ethnicity, gender, social class, and intersectionality on our lives and the communities we live in.

Journal Objective: this reflection learning journal is to assess your knowledge of the concepts presented in this course with respect to the learning outcomes on both contents and essential skills of communication, critical thinking, and social & civil responsibility listed in the syllabus.

One of the essential skills assessed in this journal is critical thinking skill. If you recall, you were asked to practice critical thinking while working on the Team LAS of every module. Cultivating a habit of critical thinking¹ requires you to (1) constantly engage in your own learning that involves reading, writing, thinking, recalling, analyzing, and discussing, (2) habitually reflect on your learning and learning experience. This includes your constant questioning about your knowledge as well as making the connection between all the subjects you are learning while in college, (3) regularly question your understanding of the environment around you and analyze situations objectively, and (4) be open-minded about information/idea that you are not familiar with and be receptive to people who look and speak differently from you. At the end of the semester, it is not about earning an A or a C but is about cultivating an essential life-learning skill that you will benefit from after the semester ends.

¹ <http://www.criticalthinking.org/pages/defining-critical-thinking/766>

Borrowing the concept of the 3-2-1 approach to learning², you are to write an essay (with an introduction, body paragraphs, and a conclusion) of no less than 1,500 words (approximately five pages with double spacing and 12-point font size) while addressing the following:

1. Review the 4 TLASs and think of four concepts that you have learned in this course—one from each module. If you write about a concept that is not covered in any of the 4 TLASs, you will receive a zero for this part. If you copy from any of the TLASs, you will receive a zero. For each concept, be sure you address the following aspects:

| | points |
|--|------------|
| For each module, describe in detail everything you have learned about a concept, including the definition and citation. (6 points for one concept from each unit) | 24 |
| Give an example for each concept. If you copy the example from the internet, you must cite the source to earn credit (6 points for each example) | 24 |
| Describe how the example reflects the concept (6 points each) | 24 |
| Describe how the concept relates to you and your life in the past or in the present (6 points each) | 24 |
| Describe how you can apply such concept in your life in the future (6 points each) | 24 |
| <i>Subtotal for question #1</i> | <i>120</i> |

2. Review the 4 TLAS and identify two subjects that you were initially confused about in this course and are now clear. The two subjects have to be different from the 4 concepts mentioned in #1 and can be from any one of the 4 TLAS. If you write about a subject that is the same concept you mentioned in #1 of this journal, you will receive a zero. If you write about a subject that is not covered in the 4 TLASs, you will receive a zero for this part. For each subject, be sure to complete the following tasks:

| Tasks to be done | points |
|---|--------|
| Narrate in detail what you have done to gain a clearer understanding of each subject matter. To earn full credit, you must cite the source of your information (5 points for each subject). | 10 |
| Elaborate (not just mention) how each subject matter relates to you and your life in the past and/or in the present (5 points for each subject) | 10 |
| Describe how you can apply such subject in your life in the future (5 points for each subject) | 10 |
| Learning is an intellectual process that involves reading, writing, observing, discussing, and thinking critically. Describe what you have learned about yourself when acquiring knowledge and how you learn in general. This pertains to course learning objectives on | 10 |

² Angelo, T.A., and K.P. Cross. 1993. *Classroom Assessment Techniques*, 2nd ed. Jossey-Bass, San Francisco. Pp. 148-153.

| | |
|---|----|
| essential skills mentioned earlier. When you answer this part, please think about the intellectual process that you had engaged in. | |
| <i>Subtotal for question #2</i> | 40 |

- Discuss one topic in this course that interests you and explain why it interests you (5 points). Describe what you have done to pursue your interest. If you have not, think about what you plan to do to expand the interest you have had, and write down your specific plan (5 point). Writing “doing additional research” is insufficient. Neither is “asking your friends and family”. This topic cannot be the same concept in #1 or the same subject in #2.

Please be sure that you turn in all other assignments before you submit this journal; otherwise, you will not be able to earn credit from the assignments accordingly. Before you start writing this journal, please review each TLAS, so to help you assess your understanding of the materials. To conduct further research on your questions (referring to #2) or interest (referring to #3), please explore the resources offered at the library. Asking your friends and family is not research. Part of this journal grade includes the completion of all the Team Learning Activities Sheets.

Your journal will automatically earn 5 points for each TLAS that earns 120 points or more. For the TLAS grade that is less than 120, its grade for this journal will be proportional accordingly. Below is the grading matrix of the journal:

| | Maximum points | Earned points |
|---|----------------|---------------|
| TLAS 1 (120 or more points) | 5 | |
| TLAS 2 (120 or more points) | 5 | |
| TLAS 3 (120 or more points) | 5 | |
| TLAS 4 (120 or more points) | 5 | |
| 4 concepts you have learned (30 points per concept from each module). Please refer to the grading matrix for this part. | 120 | |
| 2 subjects that you were confused, but are now clear (15 points for each subject) + reflection on how you learn (10 pts). Please refer to the grading matrix for this part. | 40 | |
| One topic that interests you | 10 | |
| 5 citations with author’s name and page # to support your statements. (1 point per citation) | 5 | |
| Essay format with an introduction, body paragraphs, and conclusion | 5 | |
| Total | 200 | |

No credit will be earned:

- If **your name is missing** in the assignment. You name on the file name does not count.

2. If **you copy and paste** from any of the TLASs into this journal.
3. If you **submit this assignment in Pages or PDF format**, I am unable to grade your work and you will receive a zero for the assignment.
4. If you **copy from ChatGPT or any IA platform, and do not cite it**.

Please save this Journal in a MS-WORD file in the following naming convention:
LastName_FirstName_Sp2024_SOCI_1110_Journal.Docx