

## **SOCI 2105: Social Issues—Perspectives in Sociology**

**Kennesaw State University  
Fall 2014**

Online course--no class meetings  
Credit Hours: 2

Instructor:

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Office Hours: Monday - Friday, 8:00 a.m. - 4:00 p.m.

### **Course Content Description:**

This is one of four disciplinary options (Anthropology 2105, Sociology 2105, Geography 2105, Psychology 2105) that can be taken to satisfy the Social Issues requirement in the general education curriculum. A common set of world social issues is critically examined from one of four social science perspectives. The discipline of sociology focuses on how culture and social structure combine to shape the way human beings live their lives and define and solve their problems.

### **Purpose and Structure of the course**

SOCI 2105: Social Issues: Perspectives in Sociology satisfies one of Kennesaw State University's general education program requirements. It addresses the Critical Thinking general education learning outcome. The learning outcome states: Students articulate a position on an issue and support it by evaluating evidence relevant to the position, considering opposing positions or evidence, and evaluating the implications and/or consequences of the issue. For more information about KSU's General Education program requirements and associated learning outcomes, please visit [http://catalog.kennesaw.edu/preview\\_program.php?catoid=10&poid=704](http://catalog.kennesaw.edu/preview_program.php?catoid=10&poid=704)

### **Required Text:**

Kornblum, William and Julian, Joseph. (2012) Social Problems, 14<sup>th</sup> edition. Upper Saddle River, NJ: Pearson Prentice Hall. The 13<sup>th</sup> edition may also be used.

### **Course-Level Objectives:**

\*Students will interpret the course chapters and themes by participating in weekly Discussion Question forums, focusing on separating myths from facts, making distinctions between personal and social problems, and concentrating on the varied social structural factors that help perpetuate sometimes controversial issues.  
Measurement: Discussion Question Forum Grading Rubric

\*Students will interpret journal articles and videos by participating in weekly Short Essay forums, focusing on critical thinking. Students will explain and identify factors related to the incidence of domestic violence, poverty, and employee burnout and factors related to the erosion of civil liberties.  
Measurement: Critical Thinking Grading Rubric

\*Students will interpret journal articles and videos by participating in weekly Short Essay forums, focusing on ethical reasoning. Students will apply, evaluate and gain self-awareness to different ethical perspectives/concepts related to the sociological study of social problems. They will explain controversies surrounding certain social problems, such as euthanasia and the lack of privacy when using technology.  
Measurement: Ethical Reasoning Grading Rubric

\*Students will interpret journal articles and videos by participating in weekly Short Essay forums, focusing on intercultural knowledge. Students will judge alcohol-related social policies and the relative merits of ethnic residential segregation versus integration. They will defend the practice of same-sex marriage and the practice of marriage between a man and a woman.

Measurement: Intercultural Knowledge Grading Rubric

### **Module-Level Objectives:**

Week 1--Sociological Perspective on Social Problems (Ethical Reasoning)

Describe a social problem from a sociological perspective. Indicate its differential impact on certain segments of society, the role of the media in shaping public perception about the social problem, and the side-effects of social policies that may influence it.

Week 2--Alcohol and Other Drugs (Intercultural Knowledge)

Judge the social policy of setting a particular drinking age. Indicate some social customs that are centered around drinking alcohol.

Week 3--Crime and Violence (Critical Thinking)

Explain some factors that may come into play to influence the likelihood that a perpetrator of domestic violence will be arrested. Appraise how effective you think social policies have been in curbing rates of domestic violence.

Week 4--Poverty Amid Affluence (Critical Thinking)

Identify indicators that would provide evidence that some people are living in poverty in a specific city or town. Explain factors, other than lack of money, which would contribute to the amount of poverty in an area.

Week 5--Racism, Prejudice, and Discrimination (Intercultural Knowledge)

Judge the relative merits of ethnic residential segregation and integration--certain ethnic groups choosing to live in either segregated neighborhoods that only contain members of their own group or choosing to live in integrated ones with other members of society.

Week 6--Gender and Sexuality (Intercultural Knowledge)

Predict how some cultural and religious groups that only support marriages between members of the opposite sex would look upon same-sex married couples. Defend the practice of same-sex marriage and the practice of marriage between a man and a woman.

Week 7--An Aging Society (Ethical Reasoning)

Explain the controversies surrounding the debate over euthanasia. Indicate the differences between euthanasia and assisted suicide.

Week 8--Problems of Work and the Economy (Critical Thinking)

Identify evidence that an employee may be burning out on the job. Indicate some ways to help reverse employee burnout.

Week 9--Technology and the Environment (Ethical Reasoning)

Explain your core beliefs related to an expectation of privacy when using technology such as the Internet or a cell phone. Indicate the implications of having less privacy when using technology.

Week 10--War and Global Insecurity (Critical Thinking)

Explain your perception of the shape of our civil liberties in the U.S. Indicate where you would look for evidence that our civil liberties are eroding.

### **Meeting Learning Objectives:**

In order to meet the Course and Weekly Learning Objectives students should, on a weekly basis, read the relevant chapters and the journal articles, access links to videos available on the course website, answer the Discussion Questions (DQ) and Short Essay Questions (SEQ) on the Discussion Board, and respond to the posts of other students.

### **Prerequisites:**

While there are no official prerequisites for this course there are some considerations that each student must make. The online method of course delivery is different from the classroom environment and requires the following minimum student preparation:

### **Self Discipline**

With Internet courses the instructor remains a valuable resource; however, the day-to-day instruction is not there and requires the student to become proactive in their learning. The student must be self-disciplined in order to be successful. Time management and organizational skills are a must in order to excel.

### **Critical Reading**

A characteristic of online course delivery is the amount of reading required. Students have become accustomed to instructors explaining the text. This has resulted in students' not reading as much or not paying as much attention to what they read. In an online course, students must keep up with reading assignments and comprehend what they read.

### **Computer Skills**

To do well in this course it is necessary that students have certain computer and Internet skills, such as being familiar with email (including attaching documents), searching databases, netiquette, and reading large amounts of text on screen.

### **ADA Considerations:**

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the disAbled Student Support Services. Carol Pope, the Assistant Director, will gladly assist you. You may contact her at 770-423-6443 or [cpope@kennesaw.edu](mailto:cpope@kennesaw.edu).

### **Course Components:**

The purpose of the course is to give students a better understanding of the place of social problems in our society and of the various strategies to address them. **All posts and responses to other students are due by 11:59pm each Sunday.** The course consists of the following components--

### **Participation**

It is expected that students will participate in the class each week by contributing to the threaded discussion questions, completing assignments in a timely fashion, and asking questions of your classmates and the facilitator. Participation will be monitored. Participation credit will be given for responding to the posts of at least two other students each week--please note that participation points are only given for the current week and may not be made up.

### **Sam's Speakeasy Discussion Forum**

Please use this section to post questions you have about how to complete an assignment, something about the course you do not understand, or use it as a place to ask questions in general of each other. If you would like to ask the Instructor a question please put "Question for Sam" in the subject line. Check this section each week to see if you can be of help to anyone else in the class. Responses and questions posted here will NOT count toward weekly participation points.

### **Discussion Questions Forum**

The Discussion Questions are based on the readings in the text. Please respond to each question in one or two sentences, although there is no length limit for your responses.

### **Short Essay Questions Forum**

Short Essay Questions are meant to aid in your understanding of social problems as you apply sociological perspectives, evaluate and gain self-awareness to different ethical perspectives/concepts, and interpret attitudes and types of communication. Full-text articles and YouTube videos will provide context for the questions. Points will be deducted for responses that fall below the minimum of 1,600 characters/letters--NOT words (this is about two full paragraphs).

**NOTE:** The Writing Center, located in Room 242 in the Humanities Building, is a free service available to all members of the university community. Tutors assist writers in all aspects of writing: inventing topics, organizing, drafting, revising, grammar, punctuation, documentation, and composing on the Word Processor. Students needing information about the Regents' Test and/or practice in writing the essay itself should contact the Writing Center. Check the door of the Writing Center for current hours this semester, or click on the following link: <http://www.kennesaw.edu/english/WritingCenter/>

### **Undergraduate Advising Center**

The College of Humanities and Social Sciences is pleased to offer academic advising to students in the Undergraduate Advising Center (UAC). The UAC is located in Pilcher 129, on the first floor near the Foreign Language Resource Center. Their hours are Monday - Thursday 8 am - 6 pm, and Friday 8 am to 5 pm. Students are strongly encouraged to make appointments using the website, <http://www.kennesaw.edu/hssadvising/appointments.php>, or by calling the Center during office hours at 770-794-7728. For more information, visit the UAC website: <http://www.kennesaw.edu/hssadvising/home.php>.

### **Etiquette expectations for online discussions and email**

I would encourage you all to contribute to the discussions in the Forums. Remember: Participation is essential and important. Please be respectful of your classmates in these discussions. Derogatory comments, inflammatory remarks, violent references, etc. will not be tolerated. Before posting your first message become familiar with some issues regarding e-mail etiquette found at [[www.dynamoo.com/technical/etiquette.htm](http://www.dynamoo.com/technical/etiquette.htm)]

### **Course Requirements:**

- 1. Discussion Questions**—40 points each week. Each question is worth 8 points (Graded using the Discussion Question Forum Grading Rubric)
- 2. Short Essay Questions**—30 points each week (Graded using either the Critical Thinking, Ethical Reasoning, or Intercultural Knowledge Rubrics)
- 3. Participation**—30 points each week (Respond to the posts of at least two other students)

Receiving extra credit and credit for late assignments:

I will grade your assignments as receiving zeroes, for administrative purposes, if they are not posted by the deadline. Post late assignments to the Discussion Board. They will be graded the week after they are posted. You will receive the grades that you would normally have received and will not be penalized for lateness. Please note that participation credit may NOT be made up—it is only given for the current week. For extra credit you may revise any DQ or SEQ responses for which you did not receive full credit. The deadline for all late assignments and extra credit is the last day of class as noted on the syllabus.

Completing assignments ahead of time:

You will not be penalized for completing assignments before they are due. This includes commenting on the responses of other students. However, participation credit will not be given once the deadline for the week has passed.

**Grading (points):**

Discussion Questions (400)  
Short Essay Questions (300)  
Participation (300)  
Total points (1000)

**Grades:**

A (900-1000 points)  
B (800-899 points)  
C (700-799 points)  
D (600-699 points)  
F (Less than 600 points)

**Instructor Responsiveness and Availability:**

The instructor will respond to all e-mails and discussion board questions within 24-48 hours. Grades will be posted within one week of the assignment due date.

**Topic outline:**

**Week 1. August 18 - 24, 2014. Chapter 1: Sociological Perspectives on Social Problems**

Discussion Question (based on the text)

Short Essay Question (Ethical Reasoning)

Answer the question after viewing the two items below. The full-text of the article is available via the Content link on the course website.

Responses should be a minimum of 1,600 characters/letters--NOT words (this is about two full paragraphs).

YouTube video--Sociology: Global Social Problems - Visual Syllabus

<http://www.youtube.com/watch?v=faX6AZyfDrM>

Nonprofit Promotes 'Transformative Research' on Social Problems. By Beth McMurtrie. Chronicle of Higher Education. March 15, 2013.

**Week 2. August 25 - 31, 2014. Chapter 4: Alcohol and Other Drugs**

Discussion Question (based on the text)

Short Essay Question (Intercultural Knowledge)

Answer the question after viewing the two items below. The full-text of the article is available via the Content link on the course website.

Responses should be a minimum of 1,600 characters/letters--NOT words (this is about two full paragraphs).

YouTube video--Garrett Oliver on the Drinking Age

[http://www.youtube.com/watch?v=JOe\\_alahl4](http://www.youtube.com/watch?v=JOe_alahl4)

Will Increasing Alcohol Availability By Lowering the Minimum Legal Drinking Age Decrease Drinking and Related Consequences Among Youths? By Henry Wechsler and Toben F. Nelson. American Journal of Public

Health. June 2010.

### **Week 3. September 1 - 7, 2014. Chapter 5: Crime and Violence**

Discussion Question (based on the text)

Short Essay Question (Critical Thinking)

Answer the question after viewing the two items below. The full-text of the article is available via the Content link on the course website.

Responses should be a minimum of 1,600 characters/letters--NOT words (this is about two full paragraphs).

YouTube video--New Domestic Violence PSA - "It Rarely Stops"

<http://www.youtube.com/watch?v=WL3rfk2iFww>

A Portrait Of Domestic Violence. By Kate Pickert. Time. April 1, 2013.

### **Week 4. September 8 - 14, 2014. Chapter 6: Poverty Amid Affluence**

Discussion Question (based on the text)

Short Essay Question (Critical Thinking)

Answer the question after viewing the two items below. The full-text of the article is available via the Content link on the course website.

Responses should be a minimum of 1,600 characters/letters--NOT words (this is about two full paragraphs).

YouTube video--The Soft Signs of Poverty

<http://www.youtube.com/watch?v=d43beNc68tc>

The Actual Needs of the Needy: New Measure of Poverty Catches On. By Thomas Bartlett. Chronicle of Higher Education. March 12, 2010.

### **Week 5. September 15 - 21, 2014. Chapter 7: Racism, Prejudice, and Discrimination**

Discussion Question (based on the text)

Short Essay Question (Intercultural Knowledge)

Answer the question after viewing the two items below. The full-text of the article is available via the Content link on the course website.

Responses should be a minimum of 1,600 characters/letters--NOT words (this is about two full paragraphs).

YouTube video--EWS 301 Segregation and Ethnic Residential Mobility

<http://www.youtube.com/watch?v=If51Ba54R58>

Ethnic enclaves in large cities. By Bob Digby and Bronwen Perry. Geodate. July 2006.

### **Week 6. September 22 - 28, 2014. Chapter 8: Gender and Sexuality**

Discussion Question (based on the text)

Short Essay Question (Intercultural Knowledge)

Answer the question after viewing the two items below. The full-text of the article is available via the Content link on the course website.

Responses should be a minimum of 1,600 characters/letters--NOT words (this is about two full paragraphs).

YouTube video--Arguments for and against same-sex marriage  
<http://www.youtube.com/watch?v=vKTLHwxuCWg>

France approves gay marriage after surprisingly violent debate. By Sara Miller Llana. Christian Science Monitor. April 23, 2013.

### **Week 7. September 29 – October 5, 2014. Chapter 9: An Aging Society**

Discussion Question (based on the text)

Short Essay Question (Ethical Reasoning)

Answer the question after viewing the two items below. The full-text of the article is available via the Content link on the course website.

Responses should be a minimum of 1,600 characters/letters--NOT words (this is about two full paragraphs).

YouTube video--Euthanasia - Should It Be Legalized?  
[http://www.youtube.com/watch?v=JkQKSS\\_g4LM](http://www.youtube.com/watch?v=JkQKSS_g4LM)

Dying Together. By Nancy Gibbs. Time. August 3, 2009.

### **Week 8. October 6 - 12, 2014. Chapter 12: Problems of Work and the Economy**

Discussion Question (based on the text)

Short Essay Question (Critical Thinking)

Answer the question after viewing the two items below. The full-text of the article is available via the Content link on the course website.

Responses should be a minimum of 1,600 characters/letters--NOT words (this is about two full paragraphs).

YouTube video--Sure Signs of Job Burnout  
<http://www.youtube.com/watch?v=FsXgCXgorkM>

How to Deal with Burnout Before it's too Late. By Diane Domeyer. Women in Business. September/October 2004.

### **Week 9. October 13 - 19, 2014. Chapter 14: Technology and the Environment**

Discussion Question (based on the text)

Short Essay Question (Ethical Reasoning)

Answer the question after viewing the two items below. The full-text of the article is available via the Content link on the course website.

Responses should be a minimum of 1,600 characters/letters--NOT words (this is about two full paragraphs).

YouTube video--Drones: Cool Technology or Invasion of Privacy?  
<http://www.youtube.com/watch?v=C0MWfRr6Ce0>

Privacy in Public. By Massimo Calabresi. Time. March 12, 2012.

### **Week 10. October 20 - 26, 2014. Chapter 15: War and Global Insecurity**

Discussion Question (based on the text)

Short Essay Question (Critical Thinking)

Answer the question after viewing the two items below. The full-text of the article is available via the Content link on the course website.

Responses should be a minimum of 1,600 characters/letters--NOT words (this is about two full paragraphs).

YouTube video--Greenwald - What are Civil Liberties?

<http://www.youtube.com/watch?v=NrCD3oqj-OQ>

Our Vanished Civil Liberties. By David K. Shipler. Nation. September 19. 2011.

## **ACADEMIC INTEGRITY**

In no case will academic dishonesty be tolerated. Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the undergraduate and graduate Catalogues. Section II of this code addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an 'informal' resolution by a faculty member, resulting in a grade adjustment, or formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester requirement.

## **PLAGIARISM AND CHEATING**

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

## **EQUAL OPPORTUNITY STATEMENT**

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by KSU.

## **STATEMENT OF NON-DISCRIMINATION**

Kennesaw State University supports the Civil Rights Act of 1964, Executive Order #11246, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. No person shall, on the basis of age, race, religion, color, gender, sexual orientation, national origin or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of the college. Any individual with a grievance related to the enforcement of any of the above provisions should contact the Assistant Director of Human Resources, Ombudsperson.

## **TECHNICAL SUPPORT**



If you have not yet initialized or need help with your NetID account, then please go to <http://netid.kennesaw.edu> for assistance or send an email to [service@kennesaw.edu](mailto:service@kennesaw.edu).

For other D2L help, visit the Online Support Center at <http://help.view.usg.edu> or contact the KSU Service Desk.

### ACADEMIC SUPPORT

For Academic Support please go to the following website:

<http://learnonline.kennesaw.edu/resources/index.php>

### DISABLED STUDENT SUPPORT SERVICES

For institutional policies for disability services please go to the following website:

[http://www.kennesaw.edu/stu\\_dev/dsss/policies.html](http://www.kennesaw.edu/stu_dev/dsss/policies.html)

### STUDENT SUPPORT

For Student Support please go to the following website:

<http://learnonline.kennesaw.edu/resources/index.php>

#### Discussion Question Forum Grading Rubric:

Criteria	A (7-8) Outstanding	B (5-6) Proficient	C (3-4) Basic	D/F (0-2) Below Expectations
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>rich in content</li> <li>full of thought, insight, and analysis</li> </ul>	<ul style="list-style-type: none"> <li>substantial information</li> <li>thought, insight, and analysis has taken place</li> </ul>	<ul style="list-style-type: none"> <li>generally competent</li> <li>information is thin and commonplace</li> </ul>	<ul style="list-style-type: none"> <li>rudimentary and superficial</li> <li>no analysis or insight is displayed</li> </ul>
<b>Connections</b>	<p><b>Clear</b> connections</p> <ul style="list-style-type: none"> <li>to previous or current content</li> <li>to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>connections are made,</li> <li>not really clear or too obvious</li> </ul>	<ul style="list-style-type: none"> <li>limited, if any connections</li> <li>vague generalities</li> </ul>	<ul style="list-style-type: none"> <li>no connections are made</li> <li>off topic</li> </ul>
<b>Uniqueness</b>	<ul style="list-style-type: none"> <li>new ideas</li> <li>new connections</li> <li>made with depth and detail</li> </ul>	<ul style="list-style-type: none"> <li>new ideas or connections</li> <li>lack depth and/or detail</li> </ul>	<ul style="list-style-type: none"> <li>few, if any new ideas or connections</li> <li>rehash or summarize other postings</li> </ul>	<ul style="list-style-type: none"> <li>no new ideas</li> <li>“I agree with ...” statement</li> </ul>
<b>Timeliness</b>	<ul style="list-style-type: none"> <li>all required postings</li> <li>early in discussion</li> <li>throughout the discussion</li> </ul>	<ul style="list-style-type: none"> <li>all required postings</li> <li>some not in time for others to read &amp; respond</li> </ul>	<ul style="list-style-type: none"> <li>all required postings</li> <li>most at the last minute without allowing for response time</li> </ul>	<ul style="list-style-type: none"> <li>some, or all, required postings missing</li> </ul>

<b>Stylistics</b>	<ul style="list-style-type: none"> <li>• few grammatical or stylistic errors</li> </ul>	<ul style="list-style-type: none"> <li>• several grammatical or stylistic errors</li> </ul>	<ul style="list-style-type: none"> <li>• obvious grammatical or stylistic errors</li> <li>• errors interfere with content</li> </ul>	<ul style="list-style-type: none"> <li>• obvious grammatical or stylistic errors</li> <li>• makes understanding impossible</li> </ul>
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Critical Thinking Grading Rubric:

<b>Criteria</b>	<b>A (27-30) Outstanding</b>	<b>B (24-26) Proficient</b>	<b>C (21-23) Basic</b>	<b>D/F (0-20) Below Expectations</b>
<b>Student's Position</b>	<ul style="list-style-type: none"> <li>*Specific position is imaginative, taking into account the complexities of an issue.</li> <li>*Limits of position are acknowledged.</li> <li>*Others' points of view are synthesized within position.</li> </ul>	<ul style="list-style-type: none"> <li>*Specific position takes into account the complexities of an issue.</li> <li>*Others' points of view are acknowledged within position.</li> </ul>	<ul style="list-style-type: none"> <li>*Specific position acknowledges different sides of an issue.</li> </ul>	<ul style="list-style-type: none"> <li>*Specific position is stated, but is simplistic and obvious.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>*Information is taken from sources with enough interpretation and evaluation to develop a comprehensive analysis or synthesis.</li> <li>*Viewpoints of experts are questioned thoroughly.</li> </ul>	<ul style="list-style-type: none"> <li>*Information is taken from sources with enough interpretation and evaluation to develop a coherent analysis or synthesis.</li> <li>*Viewpoints of experts are subject to questioning.</li> </ul>	<ul style="list-style-type: none"> <li>*Information is taken from sources with some interpretation and evaluation, but not enough to develop a coherent analysis or synthesis.</li> <li>*Viewpoints of experts are taken as mostly fact, with little questioning.</li> </ul>	<ul style="list-style-type: none"> <li>*Information is taken from sources without interpretation or evaluation.</li> <li>*Viewpoints of experts are taken as fact, without question.</li> </ul>
<b>Conclusions</b>	<ul style="list-style-type: none"> <li>*Conclusions and related outcomes (consequences and implications) are logical and</li> </ul>	<ul style="list-style-type: none"> <li>*Conclusion is logically tied to a range of information, including opposing viewpoints;</li> </ul>	<ul style="list-style-type: none"> <li>*Conclusion is logically tied to information (because information is chosen to fit the desired</li> </ul>	<ul style="list-style-type: none"> <li>*Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences</li> </ul>

	reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	related outcomes (consequences and implications) are identified clearly.	conclusion); some related outcomes (consequences and implications) are identified clearly.	and implications) are oversimplified.
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Ethical Reasoning Grading Rubric:

<b>Criteria</b>	<b>A (27-30) Outstanding</b>	<b>B (24-26) Proficient</b>	<b>C (21-23) Basic</b>	<b>D/F (0-20) Below Expectations</b>
<b>Ethical Self-Awareness</b>	*Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	*Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	*Student states both core beliefs and the origins of the core beliefs.	*Student states either their core beliefs or articulates the origins of the core beliefs but not both.
<b>Application of Ethical Perspectives or Concepts</b>	*Student can independently apply ethical perspectives or concepts to an ethical question, accurately, and is able to consider full implications of the application.	*Student can independently (to a new example) apply ethical perspectives or concepts to an ethical question, accurately, but does not consider the specific implications of the application.	*Student can apply ethical perspectives or concepts to an ethical question, independently (to a new example) but the application is inaccurate.	*Student can apply ethical perspectives or concepts to an ethical question with support (using examples) but is unable to apply ethical perspectives or concepts independently (to a new example).
<b>Evaluation of Different Ethical Perspectives or Concepts</b>	*Student states a position and can state the objections to, assumption and implications of and can reasonably defend against the objections	*Student states a position and can state the objections to, assumptions and implications of, and respond to the	*Student states a position and can state the objections to, assumptions and implications of different ethical perspectives or concepts but does not respond to them (and	*Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives or concepts.

	to, assumptions and implications of different ethical perspectives or concepts, and the student's defense is adequate and effective.	objections to, assumptions and implications of different ethical perspectives or concepts, but the student's response is inadequate.	ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	
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Intercultural Knowledge Grading Rubric:

<b>Criteria</b>	<b>A (27-30) Outstanding</b>	<b>B (24-26) Proficient</b>	<b>C (21-23) Basic</b>	<b>D/F (0-20) Below Expectations</b>
<b>Skills (Empathy)</b>	*Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	*Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	*Identifies components of other cultural perspectives but responds in all situations with own worldview.	*Views the experience of others but does so through own cultural worldview.
<b>Skills (Verbal and Nonverbal Communication)</b>	*Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different	*Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	*Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	*Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.

	<p>cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</p>			
<p><b>Attitudes (Curiosity)</b></p>	<p>*Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</p>	<p>*Asks deeper questions about other cultures and seeks out answers to these questions.</p>	<p>*Asks simple or surface questions about other cultures.</p>	<p>*States minimal interest in learning more about other cultures.</p>