

**Language, Philosophy, and Culture
Student Learning Outcome Alignment Form**

Course Prefix/Number: ENGL 2332

Course Title: World Literature I

Core Objective	Course SLO	General Learning Activities	Assessment
<p>Critical Thinking Skills</p>	<p>5. The student will write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.</p>	<p>Incorporating literary criticisms while analyzing literature</p> <ol style="list-style-type: none"> 1. After reading several literature selections, students will choose a piece of literature and the focus of the paper: <ul style="list-style-type: none"> - An examination of any work in terms of its characters, setting, symbolism, point-of-view, themes, style, structure, imagery, humor, or tone - A comparison or contrast of two works, characters, style, or literary periods - A comparison of two or more critical studies of a single work - A study of the social, economic, or political influences on a work 2. Students will search for outside sources (literary analyses) on the literature using the library databases. At least three outside sources must be cited in the paper. The textbook will also serve as a source. 3. With the focus in mind, students will read the work again, looking for details and evidence for the paper. 4. Students will create an outline to organize the paper. Use the model below. 5. Students will write a rough draft, using the outline to keep it organized. 	<p>Literary Analysis/Research Essay Grading Rubric/Critical Thinking Rubric</p>

		<p>Students will include parenthetical citations to cite outside sources within the text of the paper and a Works Cited page at the end of the paper using MLA style.</p> <ol style="list-style-type: none"> 6. The students will use provided guidelines for organizing the essay. 7. Students will revise the paper for content and organization based on course criteria. 8. Students will edit the paper for grammar, punctuation, spelling, and sentence structure using a checklist and class peer editing. 9. The final essay must be 5-7 pages, illustrate analysis of the literature, efficient use of outside sources, and correct documentation of sources. 	
<p>Communication Skills</p>	<ol style="list-style-type: none"> 1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions. 3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions. 4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities. 	<p>Researched Newsletter about An Author</p> <p>Students will select an author from the textbook who we do not study during the semester.</p> <p>The student will conduct research on this author and build a Newsletter (at least 2 pages) about him or her. (Newsletter templates can be found in Microsoft software.)</p> <p>The following elements must be included in the page:</p> <ul style="list-style-type: none"> • Title – give the newsletter a create title and indicate the period in which the author published his or her most important works (The Ancient World, The Middle Ages, The Renaissance) • Name and dates – Type the author’s name and years in which he or she lived. • Byline – Include a byline featuring your 	<p>Project, Presentation, and Communication Grade Communication Rubric Included</p>

		<p>name, followed by the line “Student at Texarkana College.”</p> <ul style="list-style-type: none"> • Essay – In an essay two to three pages long summarize key aspects of the author’s life, analyze a theme in the author’s work, and describe one technique used by the author. Support and illustrate your points by referring to one of the author’s works and two outside sources (criticism articles or books). • Annotated Bibliography – Type MLA citations for at least three relevant sources. In an annotation below each citation, analyze the content, timeliness, and credibility of each source. • Sidebar – List the author’s major works, careers, home, family members, and other interesting information. Also provide a chronological list of major events in the author’s life. • Link– Provide a link to one relevant Internet site that provides information about the author. • Works Cited – a list in MLA format of any sources consulted to construct the newsletter • Extra – pictures, quotes, creativity etc. . . <p>Students will present the findings to the class using a PowerPoint. Students will evaluate and choose appropriate sources to be used in the essay. Students will then write a 3-5 page Literary Analysis Essay.</p>	
<p>Social Responsibility</p>	<p>1. The student will identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the</p>	<p>Midterm Exam over The Ancient World – <i>The Hebrew Bible, The Iliad, Oedipus the King, The Aeneid</i></p> <p>After class lecture, collaborative activities, written responses, and discussion, students test over four</p>	<p>Midterm Exam Score and Social Responsibility Social Responsibility Rubric Included</p>

	<p>literature of different periods or regions.</p> <ol style="list-style-type: none"> 2. The student will analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. 3. The student will demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions. 4. The student will articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities. 	<p>major pieces of literature and the political, cultural, and religious context of each piece. The test is multiple choice, short answer, and essay and requires a complete understanding of the literature and its background.</p>	
<p>Personal Responsibility</p>	<ol style="list-style-type: none"> 2. The student will analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. 	<p>Character Analysis Students will write a 2-4 page character analysis over a character from one of the following pieces of literature: <i>The Hebrew Bible, The Iliad, Oedipus the King, or The Aeneid.</i></p> <p>Students will analyze specific character traits and use textual evidence from the piece to analyze and support the major points of the essay.</p> <p>Students will submit an outline and thesis to be assessed before writing the rough draft, using a designated format.</p> <p>Students will peer edit and revise papers for content, organization, grammar, punctuation,</p>	<p>Character Analysis Essay – Content, Grammar, Documentation, Personal Responsibility Personal Responsibility Rubric Included</p>

		<p>spelling, and sentence structure.</p> <p>The final essay should demonstrate understanding of the literature and detailed analysis of the character.</p>	
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CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

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

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Explanation of Issues	Did not state issue.	Issue is stated without clarification or description.	Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown.	Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence	Does not identify the basic components of an issue	Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question	Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis.
Influence of Context and Assumptions	Did not show awareness of the issue.	Show an emerging awareness of present assumptions.	Questions some assumptions. Identifies relevant information when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Student's Position	Takes no position on issue	Specific position is stated but is simplistic and obvious.	Specific position acknowledges different sides of an issue.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized.
Conclusions and Related Outcomes	Does not use previously learned information in new situations.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.	Conclusion is logically tied to information; some related outcomes are identified.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order

Communication RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric and Making Learning Real

Definition

Written communication is the development and expression of ideas in writing.

Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Visual Communication is the use of images to persuade, entertain, inform, and enlighten an observing audience of products, ideas, and messages.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Quality of Information and Organization	Presentation lacks main points and related details. Information lacks connection to the presentation topic. Information is not organized.	Main points are not clear and lack significant detail. Some information is linked to the presentation topic. Information is loosely organized.	Main points are somewhat clear but could use more detail. Most information is linked to the presentation topic. Information is organized.	Main points are clear and detailed. Information is linked to presentation topic. Information is well organized.	Main points are very clear and very detailed. Information is directly linked to presentation topic. Information is very organized.
Nonverbal Communication	Speaker appears very uneasy and insecure. Speaker faces away from the audience or makes no eye contact. Speaker appears disengaged from the audience. Speaker uses few body motions or gestures or has gestures or movements that distract the audience.	Speaker appears uneasy and somewhat insecure. Speaker rarely faces the audience or makes eye contact. Speaker rarely appears to be engaging with the audience. Speaker uses few body motions or has gestures or movements that distract the audience..	Speaker appears generally at ease and confident. Speaker sometimes faces the audience and maintains eye contact. Speaker sometimes appears to be engaging with the audience. Speaker's body motions and gestures neither support nor detract from presentation.	Speaker appears fairly comfortable and confident. Speaker generally faces the audience and maintains good eye contact. Speaker generally appears to be engaging with the audience. Speaker uses body motions and gestures well.	Speaker appears very comfortable and confident. Speaker consistently faces the audience and maintains good eye contact. Speaker consistently appears to be engaging with the audience. Speaker uses body motions and gestures very effectively.
Quality of Verbal Communication	Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is consistently too slow or too fast.	Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately. Speaker's talking pace is often too slow or too fast.	Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate.	Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate.	Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate.
Visual Tools	Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools.	Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools.	Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools.	Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools.	Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools.
Appropriate Use of Vocabulary	Few or no terms are included in the presentation. May or may not be used	Several terms are included in the presentation. May or may not be used	Most terms are included in the presentation. Generally used appropriately.	All terms are included in the presentation. Used effectively. Used in context.	All terms are included in the presentation. Used in unique and creative ways. Used in

	appropriately. Lacks context.	appropriately. May lack context.	Generally used in appropriate context.		context
Precision and Detail in Documents Produced	Written documents have numerous errors and lack detail. Little care taken in the production.	Documents may have some errors and show some detail. Some care has been taken in production.	Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production.	Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production.	Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents.
Overall Presentational Effectiveness	The presentation was weak and not effective.	The presentation was average and somewhat effective.	The presentation was good and effective.	The presentation was very good and effective.	The presentation was exceptional and extremely effective.

Social Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Student social responsibility is the responsibility of every student for his/her actions. It is morally binding on everyone to act in such a way that the people immediately around them are not adversely affected. It is a commitment everyone has towards the society – contributing towards social, cultural and ecological causes.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Intercultural Competence	Does not demonstrate understanding of how others may see, interpret, and experience the world differently	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Knowledge of Civil Responsibility	Provides no evidence of her/his experience in civic engagement activities.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment...	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.
Demonstrates an ability to engage effectively in regional, national and global communities	Does not demonstrate an understanding of the connection between the individual and the community.	Has problems differentiating between regional, national, and global communities. Has difficulty identifying the unique challenges at each level.	Demonstrates an understanding of how communities function at the regional, national, and global levels.	Demonstrates an understanding of the unique challenges associated with civic engagement at the different levels.	Analyzes the ability of regional, national, and global communities or organizations to solve specific problems. Cites real life examples or evidence

Personal Responsibility RUBRIC

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Definition

Personal Responsibility is taking responsibility for your actions, accepting the consequences that come from those actions and understanding that what you do impacts those around you.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Inquiry	Is unable to identify or describe simple personal dilemmas in scenarios from life situations and/or theoretical scenarios.	Difficulty describing the inquiry. Has difficulty either identifying or describing simple personal dilemmas in scenarios from life situations and/or from theoretical scenarios.	Ability to identify the inquiry. Identifies and describes simple personal dilemmas in scenarios from life situations and/or from theoretical scenarios.	Ability to express understanding of the inquiry. Identifies but is not able to describe personal dilemmas in scenarios from life or theoretical scenarios	Ability to analyze the inquiry. Identifies and fully describes personal dilemmas in scenarios from life situations and/or from theoretical scenarios.
Connection	Provides no connection to knowledge of the content area <u>or</u> fails to express a personal value.	Little connection to knowledge of the content area made <u>or</u> little expression of a personal value made.	Uses insights to connect actions and choices to consequences of a decision made in relation to the dilemma.	Ability to use other resources to connect actions and choices.	Uses insights and other sources to connect actions and choices to consequences of a decision made in relation to the dilemma.
Response	Response is poor due to lack of inquiry and connections. Fails to articulate an understanding of the personal values which influenced the decision.	Response is weak because of weak inquiry and/or limited connections. Begins to articulate personal values.	Provides an ethical response. Is able to connect personal values to responses to ethical questions.	Provides incorporated response that includes personal values. Can explain cause/relationship between personal values and decisions	Provides incorporated response that includes personal values. Thoroughly articulates an understanding of the personal values which influenced the decision.

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Conclusions and Related Outcomes	Does not use previously learned information in new situations.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.	Conclusion is logically tied to information; some related outcomes are identified.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order

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Quality of Verbal Communication	Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is consistently too slow or too fast.	Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately. Speaker's talking pace is often too slow or too fast.	Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate.	Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate.	Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate.
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Quality of Verbal Communication	Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is consistently too slow or too fast.	Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately. Speaker's talking pace is often too slow or too fast.	Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate.	Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate.	Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate.
Visual Tools	Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools.	Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools.	Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools.	Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools.	Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools.
Appropriate Use of Vocabulary	Few or no terms are included in the presentation. May or may not be used	Several terms are included in the presentation. May or may not be used	Most terms are included in the presentation. Generally used appropriately.	All terms are included in the presentation. Used effectively. Used in context.	All terms are included in the presentation. Used in unique and creative ways. Used in

	appropriately. Lacks context.	appropriately. May lack context.	Generally used in appropriate context.		context
Precision and Detail in Documents Produced	Written documents have numerous errors and lack detail. Little care taken in the production.	Documents may have some errors and show some detail. Some care has been taken in production.	Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production.	Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production.	Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents.
Overall Presentational Effectiveness	The presentation was weak and not effective.	The presentation was average and somewhat effective.	The presentation was good and effective.	The presentation was very good and effective.	The presentation was exceptional and extremely effective.

Teamwork Skills RUBRIC

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Definition

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

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Contributes to Team Meetings	Does not collect any relevant information; no useful suggestions to address team's needs;	Shares ideas but does not advance the work of the group.	Offers new suggestions to advance the work of the group	Offers alternative solutions or courses of action that build on the ideas of others.	Helps the group move forward by articulating the merits of alternative ideas or proposals
Facilitates the Contributions of Team Members	Often argues with team mates; doesn't let anyone else talk; occasional personal attacks and "put-downs"; wants to have things done his way and does not listen to alternate approaches;	Engages group by taking turns and listening to others without interrupting.	Engages group by restating the views of other members and/or asking questions for clarification.	Engages group by constructively building upon or synthesizing the contributions of others..	Engages group by both constructively building upon and synthesizing the contributions of others as well as noticing when someone is not participating and inviting him/her to engage.
Individual Contributions Outside of Team Meetings	Completes no assigned tasks outside of team meetings.	Completes some assigned tasks by deadline.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline; work accomplished and is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.
Fosters Constructive Team Climate	Is argumentative and does not work with the team.	Supports a constructive group climate by treating other members respectfully.	Supports a constructive group climate by treating other members respectfully and conveying a positive attitude about the group and its work.	Supports a constructive group climate by treating other members respectfully, conveying a positive attitude about the group and its work, and motivating other group members.	Supports a constructive group climate by treating other members respectfully, conveying a positive attitude about the group and its work, motivating other group members, and providing assistance to group members.

Responds to Conflict	Is not present enough to engage in conflict.	Passively accepts alternate viewpoints/ideas/opinions.	Redirects focus toward common ground, toward task at hand (away from conflict)..	Identifies and acknowledges conflict and stays engaged with it.	Addresses conflict directly and helps to manage/resolve it in a way that strengthens overall group cohesiveness.
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Social Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Student social responsibility is the responsibility of every student for his/her actions. It is morally binding on everyone to act in such a way that the people immediately around them are not adversely affected. It is a commitment everyone has towards the society – contributing towards social, cultural and ecological causes.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Intercultural Competence	Does not demonstrate understanding of how others may see, interpret, and experience the world differently	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Knowledge of Civil Responsibility	Provides no evidence of her/his experience in civic engagement activities.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment...	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.
Demonstrates an ability to engage effectively in regional, national and global communities	Does not demonstrate an understanding of the connection between the individual and the community.	Has problems differentiating between regional, national, and global communities. Has difficulty identifying the unique challenges at each level.	Demonstrates an understanding of how communities function at the regional, national, and global levels.	Demonstrates an understanding of the unique challenges associated with civic engagement at the different levels.	Analyzes the ability of regional, national, and global communities or organizations to solve specific problems. Cites real life examples or evidence

Personal Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Personal Responsibility is taking responsibility for your actions, accepting the consequences that come from those actions and understanding that what you do impacts those around you.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Inquiry	Is unable to identify or describe simple personal dilemmas in scenarios from life situations and/or theoretical scenarios.	Difficulty describing the inquiry. Has difficulty either identifying or describing simple personal dilemmas in scenarios from life situations and/or from theoretical scenarios.	Ability to identify the inquiry. Identifies and describes simple personal dilemmas in scenarios from life situations and/or from theoretical scenarios.	Ability to express understanding of the inquiry. Identifies but is not able to describe personal dilemmas in scenarios from life or theoretical scenarios	Ability to analyze the inquiry. Identifies and fully describes personal dilemmas in scenarios from life situations and/or from theoretical scenarios.
Connection	Provides no connection to knowledge of the content area <u>or</u> fails to express a personal value.	Little connection to knowledge of the content area made <u>or</u> little expression of a personal value made.	Uses insights to connect actions and choices to consequences of a decision made in relation to the dilemma.	Ability to use other resources to connect actions and choices.	Uses insights and other sources to connect actions and choices to consequences of a decision made in relation to the dilemma.
Response	Response is poor due to lack of inquiry and connections. Fails to articulate an understanding of the personal values which influenced the decision.	Response is weak because of weak inquiry and/or limited connections. Begins to articulate personal values.	Provides an ethical response. Is able to connect personal values to responses to ethical questions.	Provides incorporated response that includes personal values. Can explain cause/relationship between personal values and decisions	Provides incorporated response that includes personal values. Thoroughly articulates an understanding of the personal values which influenced the decision.