

**GOVERNMENT/POLITICAL SCIENCE**  
**Student Learning Outcome Alignment Form**

Course Prefix/Number: GOVT 2306

Course Title: Texas Government

Core Objective	Course SLO	General Learning Activities	Assessment
<b>Critical Thinking Skills</b>	5.The student will be able to describe the structure and function of the three branches of government in Texas.	The objectives will be addressed through lectures, in class analyses of policies and current events, class discussions, and a review of documents and readings relevant to the structure and function of the legislative, executive, and judicial branches of Texas.	The objective will be assessed through a post-test consisting of multiple choice questions. The faculty as a whole will develop and agree upon thirty multiple choice questions which test students' ability to demonstrate their knowledge of the legislative, executive, and judicial branches of Texas government. Examples of possible questions can be found in <a href="#">Appendix A: Sample Post-Test Questions</a> Rubric: <a href="#">Attached</a>
<b>Communication Skills</b>	4. The student will be able to discuss how political parties and interest groups connect people to Texas government	The objective will be addressed through lectures, in class analyses of policies and current events, class discussions, and a review of documents and readings relevant to the role of public opinion, interest groups, and political parties in Texas. Students will individually complete a political ideology selector from the <i>Selectsmart</i> website, research the	The objective will be assessed through a post-test consisting of multiple choice questions. The faculty as a whole will develop and agree upon twenty-nine multiple choice questions which test students' ability to Examples of possible questions can be found in <i>Appendix A: Sample Post-Test Questions</i> Students will also be assessed a report grade

		meaning of political ideologies, and prepare a report describing ideologies and selectors used to identify persons and evaluating the website.	based on completion of the Political Ideology Selector ( <a href="#">Appendix B</a> ) assignment. Rubric: <a href="#">Attached</a>
<b>Social Responsibility</b>	<p>1. The student will understand the history and political culture of Texas and be familiar with current population data.</p> <p>2. The student will understand the foundations, development, and features of the Texas Constitution of 1876 and how it compares to the United States Constitution.</p>	The objectives will be addressed through lectures; in class analyses of issues, policies and current events relative to the political culture of Texas; class discussions, and a review of documents and readings relevant to the rights and responsibilities of Texas citizens.	The objective will be assessed through a post-test consisting of multiple choice questions. The faculty as a whole will develop and agree upon fifteen multiple choice questions which test students' ability to understand the history and political culture of Texas and to apply that knowledge in identifying the rights and responsibilities of its citizens. Examples of possible questions can be found in <a href="#">Appendix A: Sample Post-Test Questions</a> Rubric: <a href="#">Attached</a>
<b>Personal Responsibility</b>	7. The student will understand the types of elections, the voting process, and campaigns in Texas.	The objectives will be addressed through lectures and in class analyses of the types of elections, the voting process, and campaigns in Texas.	The objective will be assessed through a post-test consisting of multiple choice questions. The faculty as a whole will develop and agree upon seventeen multiple choice questions which test students' ability to analyze the state and local election process. Examples of possible questions can be found in <a href="#">Appendix A: Sample Post-Test Questions</a> Rubric: <a href="#">Attached</a>

APPENDIX A

**GOVT 2306: Texas Government  
Sample Questions for Post-Test**

Objective 3: Describe Separation of Powers and Checks and Balances in both Theory and Practice in Texas

1. Although the governor of Texas prepares a budget to submit to the legislature at the beginning of a session, lawmakers typically ignore the document submitted by the governor in favor of a budget document drafted by which of the following?
  - A. Legislative Budget Board
  - B. Comptroller
  - C. Treasurer
  - D. House Research Organization
  
2. How can the governor's veto be overridden?
  - A. By majority vote of each chamber
  - B. By two-thirds vote of each chamber
  - C. By two-thirds of the entire legislative membership
  - D. None of the above; the governor's veto cannot be overridden
  
3. In State A, voters elect a governor, lieutenant governor, attorney general, comptroller, and several other executive officials. Which of the following statements most accurately describes State A?
  - A. State A is bicameral
  - B. State A is a federal system
  - C. State A has a plural executive
  - D. State A has a unitary system
  
4. The Texas governor can be removed from office by
  - A. Impeachment by the House
  - B. Impeachment by the House and conviction by the Senate
  - C. A recall vote by the electorate
  - D. Conviction on criminal charges by Texas' Supreme Court

Objective 4: Demonstrate Knowledge of the Legislative, Executive, and Judicial Branches of Texas Government

1. Which of the following is the size of each house of the Texas Legislature?
  - A. 50 senators and 100 representatives
  - B. 35 senators and 200 representatives
  - C. 75 senators and 140 representatives
  - D. 31 senators and 150 representatives
  
2. How is the lieutenant governor chosen?
  - A. The lieutenant governor is a state senator selected by the full senate membership to serve as lieutenant governor
  - B. The lieutenant governor is elected statewide
  - C. The governor appoints the lieutenant governor
  - D. The lieutenant governor is a member of the house selected by the full house membership to serve as lieutenant governor
  
3. How is the speaker of the house chosen?
  - A. The speaker is a member of the house selected by the Democratic Party caucus to serve as governor
  - B. The speaker is appointed by the governor
  - C. The speaker is a state representative selected by the full house to serve as speaker
  - D. The speaker is elected statewide
  
4. The term and tenure of the Texas Governor is
  - A. Four-year term with two-term limit
  - B. Two-year term with a two-term limit
  - C. Four-year term with no limit on the number of terms
  - D. Two-year term with no limit on the number of terms
  
5. If the governor dies, resigns, or is removed from office, who assumes the governorship?
  - A. Speaker of the House

- B. Lieutenant Governor
  - C. President pro-tem of the Senate
  - D. None of the above
6. Texas and Oklahoma are the only two states to use
- A. The death penalty
  - B. Court appointed attorneys
  - C. County courts-at-law
  - D. A dual-headed court system
7. Which of the following is the highest appellate court in Texas for civil cases?
- A. Texas Court of Appeals
  - B. Texas Court of Criminal Appeals
  - C. Texas District Court
  - D. Texas Supreme Court
8. Which of the following is the highest appellate court in Texas for criminal cases?
- A. Texas Court of Appeals
  - B. Texas Court of Criminal Appeals
  - C. Texas District Court
  - D. Texas Supreme Court

Objective 5: Evaluate the Role of Public Opinion, Interest Groups, and Political Parties in Texas

1. Which of the following MOST accurately describes the Texas party system during the late nineteenth and early twentieth century?
- A. Texas was one-party Republican

- B. Texas was one-party Democratic
  - C. Texas was one-party Republican with identifiable liberal and conservative factions within the Republican Party
  - D. Texas was a two-party state, Democrat and Republican
2. Which of the following has become the clear majority party in Texas since 1994?
- A. Democrats
  - B. Republicans
  - C. Independents
  - D. Democrats and Republicans divide the state equally
3. An organization of people who join together voluntarily on the basis of some interest they share for the purpose of influencing policy is a good definition of which of the following?
- A. A political party
  - B. An interest group
  - C. A political action committee
  - D. A good business climate
4. Public policy in Texas has traditionally reflected which of the following values?
- A. Public policy has traditionally reflected liberal values
  - B. Public policy has traditionally reflected conservative values
  - C. Public policy has traditionally reflected libertarian values
  - D. None of the above

Objective 7: Identify the rights and responsibilities of citizens.

1. The community property and homestead laws of Texas
- A. are gifts of its Spanish heritage
  - B. are indicative of Texas' longstanding support for equal rights
  - C. are responsible for settling the land claims of the Kickapoo Indians
  - D. have been copied by the other 49 states

2. The case *Smith v. Allwright* (1944) dealt with which of the following issues?
  - A. The elimination of at-large election systems
  - B. The repeal of the poll tax
  - C. Women winning the right to vote
  - D. The elimination of the white primary

Objective 8: Analyze issues, policies, and political culture of Texas.

1. In which of the following types of political culture is political participation regarded as a civic duty?
  - A. Individualistic
  - B. Traditionalistic
  - C. Moralistic
  - D. Socialistic
2. The political culture that emphasizes private initiative with a minimum of government interference is
  - A. Individualistic
  - B. Traditionalistic
  - C. Moralistic
  - D. Socialistic
3. In which of the following types of political culture do citizens believe that the role of government is to protect and preserve the existing social order?
  - A. Individualistic
  - B. Traditionalistic
  - C. Moralistic
  - D. Socialistic
4. Listed in order of population size, what are the largest racial/ethnic groups in Texas?
  - A. Non-Hispanic whites, African Americans, Latinos, and Asians
  - B. Non-Hispanic whites, Latinos, Asians, and African Americans

- C. Non-Hispanic whites, Latinos, African Americans, and Asians
  - D. Latinos, non-Hispanic whites, African Americans, and Asians
5. Public policy in Texas has traditionally reflected which of the following values?
- A. Public policy has traditionally reflected liberal values
  - B. Public policy has traditionally reflected conservative values
  - C. Public policy has traditionally reflected libertarian values
  - D. None of the above.

Objective 6: Analyze the state and local election process.

1. Because there is no rule requiring voters to identify their political party at the time they register to vote, the party primaries in Texas may be termed
- A. Open primaries
  - B. Closed primaries
  - C. Blanket primaries
  - D. Non-partisan primaries
2. Which of the following types of elections is always held in the spring of even-numbered years?
- A. General election
  - B. Special election
  - C. Primary election
  - D. Constitutional amendment election
3. Which of the following types of elections is always held in November of even-numbered years?
- A. Constitutional amendment election
  - B. Primary election
  - C. Special election



D. General election

4. If no candidate receives a majority vote in the primary,
  - A. A runoff primary is held in April
  - B. The top two candidates from each party are on the general election ballot
  - C. A runoff primary is held the next week
  - D. The top vote getter becomes the nominee
  
5. In which of the following elections would voters have the opportunity to choose among candidates representing Democratic, Republican, and perhaps Libertarian parties?
  - A. General election
  - B. Primary election
  - C. Special election
  - D. Bond election
  
6. Last election, Mr. Jones voted for every Republican candidate on the ballot. How would Mr. Jones' action most accurately be described?
  - A. Mr. Jones' action reflected retrospective voting
  - B. Mr. Jones' action reflected the coattail effect
  - C. Mr. Jones voted a straight ticket
  - D. Mr. Jones voted a split ticket
  
7. In the 2010 state election, Ms. Trevino voted for Republican candidate Rick Perry for Governor but voted for Democrat John Sharp for Lieutenant Governor. How would Ms. Trevino's action most accurately be described?
  - A. Ms. Trevino's action reflected retrospective voting
  - B. Ms. Trevino's action reflected prospective voting
  - C. Ms. Trevino voted a straight ticket
  - D. Ms. Trevino voted a split ticket



## APPENDIX B

### POLITICAL IDEOLOGY SELECTOR

Where do you stand on the left-right political ideology scale? Go to <http://www.selectsmart.com/politics.html> and fill out a political ideological selector to find out. Explore the site and some of the different selectors. Then complete the following mini-project assignment:

1. Complete **ONE** of the following political selectors:
  - “Most Comprehensive Political Selector” by Robert LeMichael Carter, Jr.
  - “Political Belief Selector” by Matt
  - “Political Compass Test” by Scott Daniel
  - “Political Ideology Selector” by Mithridates
  - “Conservative or Liberal” by Chris Taylor
2. After using the selector, explore the Internet to find out the meaning of political ideologies. Try to find information about political ideologies on the Web; do not simply use definitions from a dictionary.
3. Prepare a 1-2 page double-spaced typed report about an ideology **AND** the selector. You do not have to identify where the selector placed you or elaborate your personal political beliefs. However, you should **DESCRIBE** at least one ideology that the selector(s) used to place respondents, and **EVALUATE** the selector(s) and the *Selectsmart* website.

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Texas Government  
GOVT 2306.01 CRN: 10302  
Fall 2013

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**Instructor Information**

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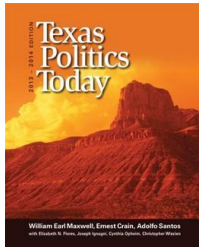
Office Hours: Monday/Wednesday 7 – 8 am; 12:30 – 2 pm

Tuesday 7 – 8 am; 9:30 – 11 am

Thursday 7 – 8 am

Friday 8 – 10 am *by appointment only*

**Textbook Information**



*Texas Politics Today: 16th Edition (2013-2014)*

By Maxwell, Crain, and Santos

ISBN: 978-1-133-60212-5

**Course Information**

**Course Description:**

**Texas Government:** A study of the Texas Constitution and government emphasizing political institutions including: political parties, interest groups, the legislature, the governor, the bureaucracy, the judiciary, and local government. Credits: **3 SCH**

**Course Format:**

Lecture/Online *A TC supplemental course site has been created for this class. You can access this course by logging in to the following page: <https://campus.texarkanacollege.edu> . You must create your Texarkana College email account if you have not already done so. If you have difficulties with the web site, contact [support@texarkanacollege.edu](mailto:support@texarkanacollege.edu) or call: 1-866-614-5008. If you have to leave a message, be sure to leave good contact information so that help can reach you.*

**Course Schedule:** August 26 – December 20, 2013

**Location:** Social Science Building, Room 6

**Pre-requisites:** Successful completion of the reading portion of the TSI Exam.

**Supplies:** *You should not need anything other than your textbook and Internet access.*

**Student Learning Outcomes for the Course**

This course is designed to increase students' interest and knowledge of how state and local governments operate. After completing this course, students should be able to:

- |                              |   |
|------------------------------|---|
| <b>Learning Outcome # 1:</b> | The student will understand the history and political culture of Texas and be familiar with current population data.  |
| <b>Learning Outcome # 2:</b> | The student will understand the foundations, development, and features of the Texas Constitution of 1876 and how it compares to the United States Constitution. |
| <b>Learning Outcome # 3:</b> | The student will understand the types of elections, the voting process, and campaigns in Texas.   |
| <b>Learning Outcome # 4:</b> | The student will be able to discuss how political parties and interest groups connect people to Texas government.   |

**Learning Outcome # 5:** The student will be able to describe the structure and function of the three branches of government in Texas.

**Learning Outcome # 6:** The student will understand the structure, functions, and operations of the institutions of local government in Texas.

**Student Assessment**

7 Unit Exams (100 points each) - 700 total points  
Final Exam - 200 total points  
**900 total points**

**Grading Scale**

A 90-100  
B 80-89  
C 70-79  
D 60-69  
F 59-below

**GOVT 2306.01: Texas Government**  
**Fall 2013 M - W 8 am – 9:20 am Schedule**

<u>DATE</u>	<u>TOPIC</u>	<u>LECTURE/ASSIGNMENTS</u>	<u>DUE DATE</u>	<u>GRADE</u>
Monday AUG 26	ORIENTATION		Student Inquiry	N/A

Wednesday AUG 28	Texas Background	Lecture	
<i>Monday SEP 2</i>	<i>LABOR DAY</i>		
Wednesday SEP 4	CH 1 History & Culture	Lecture/TX Govt Wkst	
Monday SEP 9	CH 2 Constitution	Lecture	
Wednesday SEP 11	CH 2 Constitution	Constitution Handout	
<b>Sunday SEP 15</b>			<b>Unit One Exam</b>
Monday SEP 16	CH 3 Voting & Elections	Lecture	
Wednesday SEP 18	CH 3 Voting & Elections	Voting Handouts	
Monday SEP 23	CH 4 Political Parties	Lecture	
Wednesday SEP 25	CH 4 Political Parties	Political Ideology Selector	
Monday SEP 30	CH 5 Interest Groups	Lecture	
Wednesday OCT 2	CH 5 Interest Groups	Opinion Poll/Survey	
<b>Sunday OCT 6</b>			<b>Unit Two Exam</b>
Monday OCT 7	CH 6 Legislature	Lecture	
Wednesday OCT 9	CH 6 Legislature	Legislature Handout	
Monday OCT 14	CH 7 Legislation	Lecture	
Wednesday OCT 16	CH 7 Legislation	Legislation Handout	
<b>Sunday OCT 20</b>			<b>Unit Three Exam</b>
Monday OCT 21	CH 8 Governor	Lecture	
Wednesday OCT 23	CH 8 Governor		

Monday OCT 28	CH 9 Bureaucracy	Lecture	
Wednesday OCT 30	CH 9 Bureaucracy	Bureaucracy Chart	
<b>Sunday NOV 3</b>			<b>Unit Four Exam</b>
Monday NOV 4	CH 10 Judiciary	Lecture	
Wednesday NOV 6	CH 10 Judiciary	Judicial Handout	
Monday NOV 11	CH 11 Law	Lecture	
Wednesday NOV 13	CH 11 Law	Crime Handouts	
<b>Sunday NOV 17</b>			<b>Unit Five Exam</b>
Monday NOV 18	CH 12 Taxes	Lecture	
Wednesday NOV 20			
<i>NOV 25 – 29</i>	<i>THANKSGIVING</i>		
Monday DEC 2	CH 13 Spending	Lecture	
Wednesday DEC 5			
<b>Sunday DEC 8</b>			<b>Unit Six Exam</b>
Monday DEC 9	CH 14 Local Govt	Lecture	
Wednesday DEC 11			
<b>Sunday DEC 15</b>			<b>Unit Seven Exam</b>
<b>Wednesday DEC 18</b>	FINAL EXAM 8 am		<b>Final Exam</b>
DEC 20	Grades Posted		
DEC 21	Commencement 10 am		



### **Syllabus Changes:**

*As your instructor, I retain the right to make changes based on the time line of the class, feedback from learners and/or logistical issues and will inform you as soon as a change is made.*

### **Responsibilities and Policies**

#### **Student Responsibilities:**

- Students are expected to be familiar with navigating the Texarkana College Online Web Site located at <https://campus.texarkanacollege.edu>
- You are an adult learner and as such you are responsible for your own learning. No one else can be a "stand in" for you in the learning process. You will be held accountable for all assigned activities. I do not take late work or give extra credit.
- Academic Integrity is an expectation in all Texarkana College classes. Plagiarism, cheating and collusion are prohibited at Texarkana College. Plagiarism is defined as passing of another person's work as your own. Students who fail to observe these standards are subject to disciplinary action. TC has a strong policy on Academic Misconduct which is published in the TC catalog. This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites. If you are caught cheating in this class, you will be dropped with an "F". Students are furnished this information during Freshman Orientation. If you do not have a copy of the TC Student handbook, you may view the online version by clicking on this link: [TC Student Handbook](#).

#### **Instructor Responsibilities:**

- As your instructor, I commit to communicating openly and frequently with you about this class. I will maintain a professional, safe learning environment adhering to the policies of the college. You can expect a reply to communication, be it via e-mail, through online discussions, or voice mail, within 24-48 business hours. If you post something on the weekend, it will probably be Monday before I respond.

#### **Withdrawal Policy:**

- If a situation arises that prevents the successful completion of this course, please note that it is each student's responsibility to formally withdraw from this course. If you fail to drop by Friday, August 9, 2013, you could easily end up with an "F" in the course if you have quit working on your assignments.

#### **Attendance Policy**

- Regular attendance is required for this course. All students are required to sign a daily roll sheet. **Maximum allowable absences for day classes are FOUR per semester.** FIVE absences will result in a student being dropped from this course and/or receive a grade of "F." This is not the only (or even the major) reason you should attend this class conscientiously. Tardiness is unacceptable. ***The classroom door will be locked and no student will be admitted once class begins.*** A significant portion of your grade will come from lecture material and class participation. When you miss a class, it is advisable to obtain a classmate's notes, look them over, and then contact me to discuss anything that is unclear to you.

### **Make-up Policy**

- I do not take late work or give extra credit.

### **Academic Integrity Statement**

- Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an "F".
- This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at <https://texarkanacollege.edu>.

### **Disability Act Statement**

- Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Larry Andrews at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.
- If you have an accommodation letter from their office indicating that you have a disability which requires academic accommodations, please present it to me so we can discuss the accommodations that you might need for this class. *It is best to request these changes at the beginning if not before the start of class* so there is ample time to make the accommodations.

### **Financial Aid**

- **Attention!** Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

### **Other Important Classroom Policies**

- Please do NOT bring food or drinks to class with you. Do NOT sleep in class. The first time you do, I will ask you to leave for the day. The second time I will drop you.

- Please turn your cell phones off or silence them and put them in your pocket or purse. No cell phones should be out during class time. If you would like to use a computer/tablet to take notes, you may do so but you **MUST** sit in one of the front row desks.
- You are ultimately responsible for yourself and expected to act as **an adult in a professional environment**. A minor disciplinary infraction may lead to you being asked to leave class for the day. More than one minor infraction and any major infractions will result in your being dropped from this course.

# 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.

	<b>Does Not Meet Any Expectations 1</b>	<b>Meets Few Expectations 2</b>	<b>Meets Expectations 3</b>	<b>Exceeds Some Expectations 4</b>	<b>Exceeds All Expectations 5</b>
<b>Explanation of Issues</b>	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.
<b>Evidence</b>	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.
<b>Influence of Context and Assumptions</b>	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.
<b>Student's Position</b>	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.
<b>Conclusions and Related Outcomes</b>	Does not use previously learned information in new situations.	Conclusion is inconsistently tied to some of the information discussed; related	Conclusion is logically tied to information; some related outcomes are identified.	Conclusion is logically tied to a range of information, including opposing viewpoints; related	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to

		outcomes are oversimplified.		outcomes are identified clearly	place evidence and perspectives discussed in priority order
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# 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.

	<b>Does Not Meet Any Expectations</b> <b>1</b>	<b>Meets Few Expectations</b> <b>2</b>	<b>Meets Expectations</b> <b>3</b>	<b>Exceeds Some Expectations</b> <b>4</b>	<b>Exceeds All Expectations</b> <b>5</b>
<b>Quality of Information and Organization</b>	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.
<b>Nonverbal Communication</b>	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.
<b>Quality of Verbal Communication</b>	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	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	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

	talking paces is consistently too slow or too fast.	talking pace is often too slow or too fast.			appropriate.
<b>Visual Tools</b>	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.
<b>Appropriate Use of Vocabulary</b>	Few or no terms are included in the presentation. May or may not be used appropriately. Lacks context.	Several terms are included in the presentation. May or may not be used appropriately. May lack context.	Most terms are included in the presentation. Generally used appropriately. Generally used in appropriate context.	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 context
<b>Precision and Detail in Documents Produced</b>	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.
<b>Overall Presentational Effectiveness</b>	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.

	<b>Does Not Meet Any Expectations</b> <b>1</b>	<b>Meets Few Expectations</b> <b>2</b>	<b>Meets Expectations</b> <b>3</b>	<b>Exceeds Some Expectations</b> <b>4</b>	<b>Exceeds All Expectations</b> <b>5</b>
<b>Intercultural Competence</b>	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.
<b>Knowledge of Civil Responsibility</b>	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.
<b>Demonstrates an ability to engage effectively in regional, national and global communities</b>	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



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# 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.

	<b>Does Not Meet Any Expectations</b> <b>1</b>	<b>Meets Few Expectations</b> <b>2</b>	<b>Meets Expectations</b> <b>3</b>	<b>Exceeds Some Expectations</b> <b>4</b>	<b>Exceeds All Expectations</b> <b>5</b>
<b>Inquiry</b>	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.
<b>Connection</b>	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.
<b>Response</b>	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.