

Art 203: Art History I

Ethical Responsibility Assignment

ILC 4: Ethical Responsibility

The thoughtful consideration about what is right and wrong and about making a positive impact upon one's community - locally, nationally, and/or globally. The practice of ethical responsibility arises when individuals confront challenges, choices, and ethical dilemmas and requires skill in assessing and articulating various ethical positions, analyzing the social contexts of problems, and considering the ramifications of various courses of action for oneself as well as the community.

Core Competencies:

1. Recognize ethical principles and their application within the student's discipline.
2. Identify possible courses of action in response to ethical dilemmas and evaluate the ramifications through a process of self-reflection and informed assessment.
3. Behave ethically and respectfully when working with students, instructors, the campus community, and the general community.

CLO 5

Discuss questions of ethical responsibility related to Western art history to 1500.

Level: Mastered

Assignment Instructions:

Type your answers directly into this document in the indicated areas.

Only .DOC, .DOCX, and .PDF files will be accepted. If I am unable to open your file because of incorrect file type, you will receive an automatic 0.

Absolutely no late submissions accepted.

Address the following prompts in essay form, using complete sentences, 2-3 paragraphs, and citing where necessary. Make sure the prompt is addressed completely and thoroughly.

Remember that this course addresses ancient to medieval art history, so confine your responses to the periods addressed in the course. You are welcome to use critical thinking to make connections with subsequent periods, however, just make sure to stay on topic.

Endeavor to use proper MLA, APA, or Chicago Style formatting. Cite any sources outside of those provided in the course Moodle page (you may cite these also, but it is not required).

Recommended: make a TLC appointment to proofread your essay. We can all improve our writing skills. Having another pair of experienced eyes proofread your essay can only help you. Please take advantage of this free, beneficial service.

Ethical Responsibility Essay Questions

1. Conservation vs. restoration

In your view, when is conservation most appropriate and when is restoration most appropriate for art objects and architecture? Is one more ethical than the other? Explain your reasoning, giving specific examples.

[Student Answer:]

2. The ethics of archaeology

Briefly explain the ethics archaeologists follow. Why are these ethical practices important? What is the Native American Graves Protection and Repatriation Act (NAGPRA) and how does it promote ethical treatment of Native American and Hawaiian artifacts, including art objects, which are often included in burial sites? In your view, when is it ethical to excavate a site and when might an archaeological dig be considered unethical? Explain your reasoning, using specific examples.

[Student Answer:]

3. Art crime and war

In 2014, Russia invaded Ukrainian territory and occupied Crimea, where they have conducted archaeological digs on ancient Greek sites and sent artifacts back to Russia. In the ongoing Russia-Ukraine War, Russian forces broke into a museum in Ukraine and stole ancient Scythian artifacts. Russia's art crimes have been compared to Adolf Hitler's art theft during World War II in the media. Research and discuss both Russia's recent art crimes in Ukraine and the Nazis' art crimes during World War II. Is this an appropriate historical comparison to make? Why or why not? Is stealing art during war unethical? Explain your reasoning.

[Student Answer:]

4. Art crime and museums

Art crime is a serious offense, handled by such organizations as the FBI (the Art Crime Team) and Interpol. What kinds of art crimes might be committed against ancient, classical or medieval works such as those discussed in this course and how might museums be affected? How do museums determine ownership of art objects and architecture and what ethical policies are involved? Should pieces taken by force from other countries be returned? Explain why or why not and give a real-life example. In your view, how should ownership of historic art be determined?

[Student Answer:]

5. Art Appropriation

What is art appropriation? In your view, is it ethical or unethical? Explain your reasoning. How might the ancient Romans be accused of art appropriation? Was it ethical for the Romans to appropriate the art and architecture of cultures—one in particular—that they admired? Since its fall in 476 AD, Rome's art and architecture have been copied innumerable times through the present day. Give at least 3 examples of how Rome's art and architecture was copied or appropriated by subsequent cultures from Late Antiquity to the present day. Is this ethical? Explain your reasoning. How might an artist be inspired or influenced by previous work without appropriating or copying it?

[Student Answer:]

Art 203: Art History I
Ethical Responsibility Assignment Rubric
ILC 4: Ethical Responsibility

	Exceeds Expectation s 5	Meets Expectation s 4	Approache s Mastery 3	Developin g Mastery 2	Begins Master y 1
Ethical Self-Awareness: Discusses in detail/analyzes both core beliefs and the origins of the core beliefs.					
Understanding Different Ethical Perspectives/Concepts: Names theories and accurately explains the major points in each theory.					
Ethical Issue Recognition: Recognize ethical issues when presented in a complex multilayered context and recognizes cross-relationships among the issues.					
Application of Ethical Perspectives/Concepts: Applies ethical perspectives/concept to an ethical question and can consider full implications of the applications.					
Evaluation of Different Ethical Perspectives/Concepts: States a position and can state the objections to, assumptions and implications of and can reasonably defend					

against the objections to, assumptions and implications of different ethical perspectives/concepts.					
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ILC 4: Ethical Responsibility

The thoughtful consideration about what is right and wrong and about making a positive impact upon one's community - locally, nationally, and/or globally. The practice of ethical responsibility arises when individuals confront challenges, choices, and ethical dilemmas and requires skill in assessing and articulating various ethical positions, analyzing the social contexts of problems, and considering the ramifications of various courses of action for oneself as well as the community

Level: Mastered

Assignment: Research Essay/Research Discussion

Assignment Description

For this assignment, students will choose one of the topics from the list provided in the CRIM 113 course syllabus that addresses the ethical responsibility of the police. Students will provide a summary of the topic, explaining how this topic is essential to understanding police corruption and how it impacts society.

The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school:

- Students will describe how the topic applies to the course and current social context and how police corruption is defined.
- Students will discuss why they chose the topic and how it applies to their lives within the current social context.
- Students will discuss how the completion of this project has impacted their standpoint in their paper.
- Students will list and define three relevant concepts from their paper and discuss how they relate to classroom discussion.
- Students will evaluate the current solutions and suggest improvements to the issue discussed in their paper.

Assignment Tasks

1. Choose a topic from the list located in the CRIM 113 syllabus.
2. Write a 3 to 5-page paper on the topic you chose.
3. Prepare a presentation with a summary, application of assignment purpose.
4. Create discussion questions for the class related to the research paper.
5. Identify terms that are relevant to the essay and the class and add them to the criteria.

CRIM 113, Introduction to Law Enforcement

Grading Rubric: Research Essay/Research Discussion
ILC 4: Ethical Responsibility

	Excellent 10	Strong 9-8	Competent 7-6	Weak 5-1
Ethical Self-Awareness <i>Discusses in detail/analyzes both core beliefs and the origins of the core beliefs</i> (ILC 4, PLO 5, CLO 2) <ul style="list-style-type: none"> Students will describe how their paper applies to the course and current social context of how unethical behavior by law enforcement impacts society. Students will discuss why they chose the topic and how it applies to their lives within the current social context. 				
Understanding Different Ethical Perspectives/Concepts <i>Names theories and accurately explains the major points in each theory</i> (ILC 4, PLO 5, CLO 2) <ul style="list-style-type: none"> Students will evaluate and apply diverse perspectives to police corruption in the face of multiple (and even conflicting) positions. Students will discuss how the completion of this paper/presentation project/class discussion has impacted their standpoint in a one-page reflection paper. 				
Ethical Issue Recognition <i>Recognize ethical issues when presented in a complex multilayered context and recognizes cross-relationships among the issues</i> (ILC 4, PLO 5, CLO 4) <ul style="list-style-type: none"> Students will recognize connections between the worldviews and experiences of multiple races and cultures either historically or in a contemporary context. 				
Application of Ethical Perspectives/Concepts <i>Applies ethical perspectives/concepts to an ethical question and can consider full implications of the applications</i> (ILC 4, PLO 5, CLO 4) <ul style="list-style-type: none"> Students will list and define these elements from their paper and discuss how they relate to their chosen topic. 				
Evaluation of Different Ethical Perspectives/Concepts <i>States a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts</i> ILC 4, PLO 5, CLO 4) <ul style="list-style-type: none"> Students will evaluate the current solutions and suggest improvements to the issue discussed in 				

the article in comparison to the current social context.				
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Assessment Alignment

ILC 4: Institutional Learning Competency (ILC), Ethical Responsibility

The thoughtful consideration about what is right and wrong and about making a positive impact upon one's community, locally, nationally, and/or globally. The practice of ethical responsibility arises when individuals confront challenges, choices, and ethical dilemmas and requires skill in assessing and articulating various ethical positions, analyzing the social contexts of problems, and considering the ramifications of various courses of action for oneself and the community.

Program Level Outcomes

PLO 5: Value the ethics and moral abilities of criminal justice professionals.

Course Level Outcomes

CLO #2 Analyze the major sources of data on the effectiveness of policing.

CLO #4 Analyze the strategies, tactics, and methods in policing.

ILC 5: Institutional Learning Competency (ILC), Global Awareness and Appreciation

Global Awareness and Appreciation: The knowledge of the interdependence of local, global, international, and intercultural people, societies, issues, trends, and systems, and an ability to apply this cultural and global awareness to human interaction and expression

Level: Mastered

Assignment Description:

Identify the Social Emotional Learning (SEL) practice. Explain the impact of brain research studies on the SEL practice worldwide. Develop a tool or presentation to support parent partnership or colleague development of the SEL practice.

Course Learning Outcome 2:

Students will explain brain-based strategies that adults apply to their own behavior to meet the unique socio-emotional needs of individual children.

Course Learning Outcome 10:

Students will explain a strategy that supports the development of self-regulation or healthy relationships that could be used to support parent/family partnership.

EDUC 220, Guiding Children's Social Development
Grading Rubric: Social Emotional (SEL) Adult Learning Tool/Presentation
ILC 5: Global Awareness and Appreciation

	Excellent 10	Strong 9-8	Competent 7-6	Weak 5-1
<p>Global Self-Awareness <i>Effectively addresses significant issues in a local and in a global context</i></p> <p>CLO 2</p> <ul style="list-style-type: none"> Support moving beyond barriers by providing example(s) of analytical connection between worldviews and experiences of multiple cultures historically or in a contemporary context. 				
<p>Perspective Taking <i>Evaluates and applies diverse perspectives to subjects within natural and human systems in the face of multiple (and even conflicting) positions</i></p> <p>CLO 2</p> <ul style="list-style-type: none"> Proactively consider barriers of influence by providing example(s) of diverse perspectives and the influence on Social Emotional Learning (SEL). 				
<p>Cultural Diversity <i>Analyzes connections between the worldviews and experiences of multiple cultures historically or in a contemporary context</i></p> <p>CLO 2</p> <ul style="list-style-type: none"> Provide a non-example, intentional connection to the audience and their known previous experiences including cultural influences. 				
<p>Understanding Global Systems <i>Analyzes major elements of global system, including their interconnections and effects of human organizations and actions.</i></p> <p>CLO 10</p> <ul style="list-style-type: none"> Describe the impact of the Social Emotional Learning (SEL) practice on children's development worldwide. 				
<p>Applying Knowledge of Global Systems <i>Evaluate solutions to global challenges that are appropriate to their context using multiple disciplinary perspectives (such as cultural, historical, and scientific).</i></p> <p>CLO 10</p>				

<ul style="list-style-type: none">• Develop a tool or create a presentation to highlight the impact of findings from the brain research on the Social Emotional Learning (SEL) practice.				
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ENGL 104: Freshman English III
Signature Assignment for the Assessment of ILC #1: Communication

ILC #1: Communication

The purposeful development of the expression and reception of verbal and non-verbal ideas and information.

Level: Mastered

Assignment: Reflection Assignment

Instructions: Reflect on your learning experiences in the course this semester, paying particular attention to the role that effective communication played in your writing, research, and in-class and/or online discussions. Using MLA document design, complete sentences, and paragraph form, respond thoughtfully, honestly, and in as much detail as possible to the questions listed below. As you craft your response to each question, keep in mind that your professor is looking to see that you are able to:

- Demonstrate an understanding of context, audience, and purpose.
- Use appropriate and relevant content to illustrate mastery of the subject.
- Demonstrate detailed attention to and successful execution to a wide range of conventions particular to a specific discipline, including organization, content, presentation, and stylistic choices.
- Demonstrate skillful use of credible, relevant sources to develop ideas that are appropriate for the discipline and genre.
- Use language that skillfully, with clarity and fluency, communicates meaning to the audience.

Before submitting this reflection assignment, please be sure to edit / proofread your responses for MLA formatting, development, clarity, and mechanics.

Question #1: How have you personally developed as a student when it comes to your ability to exchange verbal (spoken) and non-verbal (written) ideas and information with your professor and classmates? Please provide evidence by referencing specific skills you learned in the course that relate to effective verbal and non-verbal communication.

Question #2: How will your ability to communicate information effectively in different contexts and to different audiences be applied to *future* real-life situations (i.e. other college courses, workplace, home / social life, etc.)? Please cite specific examples in your response.

Course Learning Outcome #6: Students will demonstrate reflective thinking skills through their writing.

Learning Objectives:

- #6A: Students will describe progress made in their writing.

- #6B: Students will identify areas in their writing where further growth is needed.
- #6C: Students will articulate how writing is important or relevant to them as they move forward in their personal life, academic pursuits, or future career.

ENGL 104: Freshman English III
Rubric: Reflection Assignment
ILC #1: Communication

	Superior 5	Strong 4	Competent 3	Weak 2	Not Evident 1
Context, Audience, and Purpose <i>Demonstrates understanding of context, audience, and purpose.</i>					
Content Development <i>Uses appropriate and relevant content to illustrate mastery of the subject.</i>					
Language Usage <i>Uses language that skillfully, with clarity and fluency, communicates meaning to the audience.</i>					
Genre and Disciplinary Conventions <i>Demonstrates detailed attention to and successful execution to a wide range of conventions particular to a specific discipline, including organization, content, presentation, and stylistic choices.</i>					
Sources and Evidence <i>Demonstrates skillful use of credible, relevant sources to develop ideas that are appropriate for the discipline and genre.</i>					

ILC 3: Engagement

The application of attention, curiosity, interest, optimism, and passion for learning.

Level: Mastered

CLO 1: Demonstrate how to connect a robot with a PLC.

CLO 2: Demonstrate how to interface a robot with an automated system.

CLO 3: Demonstrate how to select components used in the system.

CLO 4: Demonstrate how to incorporate robot safety into an automation project.

CLO 5: Demonstrate how to program the robot, PLC, and HMI into an automated system.

CLO 6: Demonstrate how to troubleshoot and debug the system.

CLA: Final Project Report

Following the format of previous project reports, develop a 4–6-page final project report. The report should have 3 main sections: the executive summary, the comprehensive report, and the conclusions section.

This report should be a final project report in that it is the closing of the project. It should discuss obstacles faced during the project, lessons learned, as well as the major milestones and accomplishments of the project.

The executive summary should be a short 1-3 paragraphs that summarizes project, the major issues faced, and the lessons learned.

The comprehensive report is the main body of the report and should include the list of action items that were completed in the project, milestones/ turning points in the project, and potential opportunities for future improvement of the system.

The conclusions section should highlight any new information since the last report and wrap-up with lessons learned including subjective information on the project.

INTE 245, Robot Integration and Automation
Grading Rubric: Final Project Report
ILC 3: Engagement

	1 Poor	2 Weak	3 Competent	4 Strong	5 Excellent
<p>Curiosity</p> <p><i>Explores a topic in depth, yielding awareness and interest in the subject.</i></p> <p>CLO 1: Student demonstrates how to connect an industrial robot with a PLC.</p>	Attempted focus on developing central ideas that address integration aspects of an industrial robot with a PLC.	Limited focus on developing central ideas that address integration aspects of an industrial robot with a PLC.	Generally consistent focus on developing central ideas that address integration aspects of an industrial robot with a PLC.	Consistent focus on developing central ideas that address all integration aspects of an industrial robot with a PLC.	Fully developed central ideas that address all integration aspects of an industrial robot with a PLC.
<p>Interest</p> <p><i>Completes required work, generates, and pursues opportunities to expand knowledge, skills, and abilities.</i></p> <p>CLO 2: Student demonstrates how to interface an industrial robot with an automated system.</p>	Attempted interest in the topic. Attempted application of the content knowledge.	Limited interest in the topic. Limited application of the content knowledge.	Some evidence of interest in the topic. Some application of the content knowledge. Parts would benefit from further development.	Clear evidence of interest in the topic. Good use of the content knowledge. Most thoughts are developed and structured.	Clear evidence of significant interest. Thoughts are fully developed and well structured.
<p>Passion</p>	Attempted educational interest	Limited evidence of	Some evidence of	Clear evidence of	Explicit evidence of

<p><i>Educational interests and pursuits are evident. Knowledge and/or experiences are pursued independently.</i></p> <p>CLO 5: Student demonstrates how to program the robot, PLC, and HMI into an automated system.</p> <p>CLO 6: Student demonstrates how to troubleshoot and debug the system.</p>	<p>in designing an automated system that uses a robot in a work cell and program, debug, and troubleshoot the system.</p>	<p>educational interest in designing an automated system that uses a robot in a work cell and program, debug, and troubleshoot the system.</p>	<p>educational interest in designing an automated system that uses a robot in a work cell and program, debug, and troubleshoot the system.</p>	<p>educational interest in designing an automated system that uses a robot in a work cell and program, debug, and troubleshoot the system.</p>	<p>educational interest in designing an automated system that uses a robot in a work cell and program, debug, and troubleshoot the system.</p>
<p>Transfer</p> <p><i>Makes explicit reference to previous learning and applies that knowledge and those skills to demonstrate comprehension and performance in novel situations.</i></p> <p>CLO 3: Student demonstrates how to select components used in the system.</p>	<p>Attempted reference to skills and knowledge gained from previous learning experience regarding selecting components used in the system. Attempted reference to the skill and knowledge application on incorporating robot safety into</p>	<p>Limited reference to skills and knowledge gained from previous learning experience regarding selecting components used in the system. Limited reference to the skill and knowledge application on incorporating robot safety into an automation project.</p>	<p>Some reference to skills and knowledge gained from previous learning experience regarding selecting components used in the system. Some reference to the skill and knowledge application on incorporating robot safety into an automation project.</p>	<p>Clear reference to skills and knowledge gained from previous learning experience regarding selecting components used in the system. Clear reference to the skill and knowledge application on incorporating robot safety into an automation project.</p>	<p>Explicit reference to skills and knowledge gained from previous learning experience regarding selecting components used in the system. Explicit reference to the skill and knowledge application on incorporating robot safety into an automation project.</p>

CLO 4: Student demonstrates how to incorporate robot safety into an automation project.	an automation project.				
<p>Reflection</p> <p><i>Reviews prior learning (past experiences inside and outside of the classroom) to reveal changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.</i></p> <p>CLO 5: Student demonstrates how to program the robot, PLC, and HMI into an automated system.</p> <p>CLO 6: Student demonstrates how to troubleshoot and debug the system.</p>	<p>Attempted reflection on action items that were completed for the project, milestone/turning points in the project, and potential opportunities for future improvement of the system.</p>	<p>Limited reflection on action items that were completed for the project, milestone/turning points in the project, and potential opportunities for future improvement of the system.</p>	<p>Some reflection on action items that were completed for the project, milestone/turning points in the project, and potential opportunities for future improvement of the system.</p>	<p>Clear reflection on action items that were completed for the project, milestone/turning points in the project, and potential opportunities for future improvement of the system.</p>	<p>Clear and concise reflection on action items that were completed for the project, milestone/turning points in the project, and potential opportunities for future improvement of the system.</p>

ISYS 281, Installing Windows Server

ILC 4: Ethical Responsibility

Level: Mastered

CLO 3:

Implement Best practice desktop security configurations

CLA-11: Network Access Policy – Ch11 Managing and Securing Windows Networks

Create a security policy based on your reading from chapter 11. The information you will provide should be based on more than just technical aspects. How would you devise an ethical security policy based on the following scenarios?

- Based on their role within an organization, should high-level IT-administrators be granted broad control over a given network environment? Explain what processes you would implement to audit an IT-administrator.
- Is job rotation for IT-professionals a good strategy for every use case? Provide an explanation of how job rotation would benefit an IT department.
- When organizations fall victim to ransomware, they are sometimes encouraged to just pay the ransom in hopes that they can retrieve their stolen data. Payment is often given, because many small businesses may not have a robust process to backup/protect their intellectual property. Companies are also encouraged to pay the ransom, because they have insurance policies in place, for just such occurrences. Explain why developing a security baseline for all network devices is important and what steps would put in place to ensure that paying a ransom would never be necessary.

Network Access Policy

VALUE Rubric: Ethical Responsibility

Ethical Self-Awareness

- Discussed in detail and analyzed information based upon core beliefs

Excellent

Extremely Weak

5

4

3

2

1

Understanding Different Ethical Perspectives/Concepts

- Accurately explained challenges and major points of consideration

Excellent

Extremely Weak

5

4

3

2

1

Ethical Issue Recognition

- Recognized that ethical issues are complex and multilayered

Excellent

Extremely Weak

5

4

3

2

1

Application of Ethical Perspectives/Concepts

- Considered the full implications of the policy

Excellent

Extremely Weak

5

4

3

2

1

Evaluation of Different Ethical Perspectives/Concepts

- Stated a position in the policy and reasonably defended it in an ethical manner

Excellent

Extremely Weak

5

4

3

2

1

Rubric Total: _____

Rubric Average (Total divided by 5): _____

PHED 210, Organization and Administration of Sports

ILC 2: Critical Thinking/Problem Solving

ILC 2: Critical Thinking/Problem Solving

The set of essential skills using inductive and deductive reasoning for the purposes of developing creative and effective solutions to a given problem

Level: **Mastered**

PLO 2: **Discern** the different uses and values of resources in sports management.

CLO: **Identify** sport and recreation industry resources.

CLA: Game Critique

Apply information from the course textbook, "Contemporary Sports Management (5th Edition)" Chapter 4: Critical Thinking in Sports Organizations (p. 104) and Ethics in Sports Organizations (p. 106) as well as Chapter 5: Critical thinking in Sports Managing and Leading (p. 133) and Ethics in the Leadership of Sports Organizations (p. 133) in addition to your own observations and game experiences to answer the following questions:

- What did you enjoy most and least about the game created?
- How safe was the game in terms of Covid19 protocols?
- Were the rules and gameplay clear?
- What suggestions do you have for improvements?
- Describe your process for formulating any potential improvements.
- What are the potential consequences and implications of not making or making improvements to the game?

GRADING RUBRIC	1 Poor	2 Weak	3 Competent	4 Strong	5 Excellent
Define Problem <i>Demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors.</i>	Attempted construction a problem statement pertaining to safety of the game regarding Covid 19 protocols.	Limited construction a problem statement pertaining to safety of the game regarding Covid 19 protocols.	Adequately defined problem statement pertaining to safety of the game regarding Covid 19 protocols.	Clear problem statement pertaining to safety of the game regarding Covid 19 protocols.	Clear and insightful problem statement pertaining to safety of the game regarding Covid 19 protocols.
Identify Strategies <i>Identifies multiple approaches to solving the problem that apply within a specific context.</i>	Attempted to making a game-play rules clear and concise.	Limited evidence of making a game-play rules clear and concise.	Evidence of at least one approach to making a game-play rules clear and concise.	Evidence of at least two approaches to making a game-play rules clear and concise.	Evidence of multiple approaches to making a game-play rules clear and concise.
Propose Solutions <i>Proposes improvements that indicate a deep comprehension of the problem.</i>	Attempted solutions to improved version of the created game.	Limited evidence of improved version of the created game.	Evidence of at least one improvement of the created game.	Clear evidence of at least two improvements of the created game.	Explicit evidence of multiple improvements of the created game.
Implement Solution <i>Implements the solution in a manner that addresses thoroughly multiple contextual factors of the problem.</i>	Implements a solution not directly addressing the problem.	Implements a solution to the problem but ignores contextual factors.	Implements a solution in a manner that superficially addresses contextual factors of the problem.	Implements a solution that addresses relevant contextual factors of the problem.	Explicit evidence of multiple thorough and deep solutions to making an improved version of the created game.

Evaluate Outcomes <i>Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.</i>	Reviews results superficially in terms of the problem defined and lack of context.	Reviews results in terms of the problem defined.	Reviews results relative to the problem defined with little consideration of need for further work.	Reviews results relative to the problem defined with some considerations of need for further work.	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.
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ILC 3: Engagement

The application of curiosity, interest, passion, transfer, and reflection.

Level: Mastered

PLO 5: Synthesize fundamental marketing concepts towards the application of promoting products, services, and self.

CLO: Describe career opportunities with the overall field of sports management.

CLA: Occupation Profile

Apply information from the course textbook, "Contemporary Sports Management (5th Edition)" Chapter 1 as well as Chapter 2 in addition to your organization observations, interviews, and game/event experiences to answer the following questions:

1. Define sports management and what interests you about the career field.
2. Identify the industry segment and a job opening that interests you. Provide a summary of the required skills and knowledge for the position.
3. List the skills and knowledge you will obtain from each course in the SMC Sports Management Degree Program.
4. List all of your previous jobs and what skills or knowledge you gained from the experience.
5. Provide your values survey results.
6. Based on the skills required of the job and your values survey results, explain in detail if the job is a good fit for you. If the job is not a good fit, explain why it might not be ideal for you.
7. What skills and knowledge will you need to improve upon to be successful and which courses at SMC will help you achieve those improvements?
8. What types of work experiences would be beneficial to you in order to increase your chances of securing your identified job?

Grading Rubric: Occupational Profile
ILC 3: Engagement

	1 Poor	2 Weak	3 Competent	4 Strong	5 Excellent
Curiosity <i>Explores a topic in depth, yielding awareness and interest in the subject.</i>	Attempted focus on creating an occupational sports management profile.	Limited focus on creating an occupational sports management profile.	Generally consistent focus on creating an occupational sports management profile.	Consistent focus on creating an occupational sports management profile.	Fully developed profile that address all aspects and purposes for a sports management occupation.
Interest <i>Completes required work, generates, and pursues opportunities to expand knowledge, skills, and abilities.</i>	Attempted interest in the topic and application of the content knowledge.	Limited interest in the topic and application of the content knowledge.	Some sign of interest in the topic and application of the content knowledge. Needs more development.	Clear sign of interest in the topic and good use of the content knowledge. Ideas are developed with some structure.	Clear evidence of significant interest. Thoughts are fully developed and well structured.
Passion <i>Educational interests and pursuits are evident. Knowledge and/or experiences are pursued independently.</i>	Attempted educational interest and pursuit in the sports management career field.	Limited sign of educational interest and pursuits in the sports management career field.	Some sign of educational interest and pursuits in the sports management career field.	Clear sign of educational interest and pursuits in the sports management career field.	Explicit evidence of educational interest and pursuits in the sports management career field
Transfer <i>Makes explicit reference to previous learning and applies that knowledge and those skills to demonstrate comprehension and performance in novel situations.</i>	Attempted reference to skills and knowledge gained from previous learning experience and application.	Limited reference to skills and knowledge gained from previous learning experience and application.	Some reference to skills and knowledge gained from previous learning experience and application.	Clear reference to skills and knowledge gained from previous learning experience and application.	Explicit reference to skills and knowledge gained from previous learning experience and application.
Reflection <i>Reviews prior learning (inside and outside of the classroom) to reveal changed perspectives about education and life experiences, which provide foundation for expanded knowledge,</i>	Attempted reflection on education, work experience, and application in pursuit of a	Limited reflection on education, work experience, and application in pursuit of	Some reflection on education, work experience, and application in pursuit of a job in the sports	Developing reflection on education, work experience, and application in pursuit of a job in the	Well developed reflection on education, work experience, and application in pursuit of a job in the sports management field.

<i>growth, and maturity over time.</i>	job in the sports management field.	a job in the sports management field.	management field.	sports management field.	
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ILC 4: Ethical Responsibility

The thoughtful consideration about what is right and wrong and about making a positive impact upon one's community - locally, nationally, and/or globally. The practice of ethical responsibility arises when individuals confront challenges, choices, and ethical dilemmas and requires skill in assessing and articulating various ethical positions, analyzing the social contexts of problems, and considering the ramifications of various courses of action for oneself as well as the community

Level: Mastered

Assignment: Research Discussion

Assignment Description

For this assignment – students will view the video “Selma - The Bridge to the Ballot Video
On March 7, 1965, 600 civil rights activists left Selma, Alabama, on foot, marching for dignity and equality.

Eighteen days, 54 miles, one police attack, 1,900 National Guard troops, 2,000 U.S. Army soldiers and countless stories later, they arrived in Montgomery—and changed history.”

The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school:

- Students will describe how the topic applies to the course and current social context.
- Students will discuss how they would decide their actions and how it applies to their lives within the current social context.
- Students will evaluate the current solutions and suggest improvements to the issue discussed in their paper.
- Students will compare this topic to current social issues.

Assignment Tasks

6. Will view the video “Bridge to Selma”.
7. Write a 2-3 page paper review on the video and discuss the ethical dilemmas involved.
8. Will participate in a discussion board; “What would you do?” examining the issues in their paper.
9. Will follow the discussion board rubric.

POSC 201 American Government

Grading Rubric: Research Essay/Research Discussion

ILC 4: Ethical Responsibility

<p>Ethical Responsibility</p> <p>The thoughtful consideration about what is right and wrong and about making a positive impact upon one's community - locally, nationally, and/or globally. The practice of ethical responsibility arises when individuals confront challenges, choices, and ethical dilemmas and requires skill in assessing and articulating various ethical positions, analyzing the social contexts of problems, and considering the ramifications of various courses of action for oneself as well as the community.</p>	<p>1. Recognize ethical principles and their application within the student's discipline</p> <p>2. Identify possible courses of action in response to ethical dilemmas and evaluate the ramifications through a process of self-reflection and informed assessment</p> <p>3. Behave ethically and respectfully when working with students, instructors, the campus community, and the general community</p>
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	Excellent 10	Strong 9-8	Competent 7-6	Weak 5-1
<p>Ethical Self-Awareness</p> <p><i>Discusses in detail/analyzes both core beliefs and the origins of the core beliefs</i></p> <p>(ILC 4, CLO 6)</p> <ul style="list-style-type: none"> Students will describe how their paper applies to the course and current social context of how unethical behavior impacts society. Students will discuss and defend why they chose the action they believe they would take and how it applies to their lives within the current social context. 				
<p>Ethical Issue Recognition</p> <p><i>Recognize ethical issues when presented in a complex multilayered context and recognizes cross-relationships among the issues</i></p> <p>(ILC 4, CLO 6)</p> <ul style="list-style-type: none"> Students will recognize connections between the worldviews and experiences of multiple races and cultures either historically or in a contemporary context. 				
<p>Application of Ethical Perspectives/Concepts</p> <p><i>Applies ethical perspectives/concepts to an ethical question and can consider full implications of the applications</i></p> <p>(ILC 4, CLO 6)</p>				

<ul style="list-style-type: none"> Students will list and define these elements from their paper and discuss how they would make their decision. 				
Evaluation of Different Ethical Perspectives/Concepts <i>States a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts</i> ILC 4, CLO 6, CLO 20) <ul style="list-style-type: none"> Students will evaluate the current solutions and suggest improvements to the issue discussed in the article in comparison to the current social context. 				
<ul style="list-style-type: none"> 				

Assessment Alignment

ILC 4: Institutional Learning Competency (ILC), Ethical Responsibility

The thoughtful consideration about what is right and wrong and about making a positive impact upon one's community, locally, nationally, and/or globally. The practice of ethical responsibility arises when individuals confront challenges, choices, and ethical dilemmas and requires skill in assessing and articulating various ethical positions, analyzing the social contexts of problems, and considering the ramifications of various courses of action for oneself and the community.

Course Level Outcomes

CLO #6 Discuss Civil Liberties and Civil Rights

CLO #20 Analyze current news stories in relationship to US Government.

Grading Rubric

Participation	No posts to the forum <i>0points</i>	Created an original post, but did not respond to others OR did not post an original post, but responded to others <i>1points</i>	Created an original post according to the initial due date and responded to 1 other OR responded to replies on own original post Or was late <i>2points</i>	Created an original post according to the initial due date and the required responses across 2+ day <i>3points</i>
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Contribution	No posts to the forum <i>0points</i>	Created or extended on one conversation with some additional information, depth, and support. <i>1points</i>	Created or extended on one conversation with low information value and little depth <i>2points</i>	Created a post that accurately addresses all questions posed with original contributions or self-application <i>3points</i>
Engagement	No posts to the forum <i>0points</i>	Responded with one or more generic response that does not extend learning; for example, responding only with "I agree" or "good point" <i>1points</i>	Responded to 1 classmate to expand on discussion with accurate information that adds to learning/connecting <i>2points</i>	Responded to 2 or more classmates to expand on discussion with accurate information that adds to learning/connecting <i>3points</i>
Mechanics	No posts to the forum <i>0points</i>	Utilized "text messaging" language; lack of capitalization or no citations <i>1points</i>	Minor errors exist; some mechanical errors or documentation issues <i>2points</i>	Utilized proper grammar, punctuation and source citation 3 points

ILC 3: Engagement

The application of curiosity, interest, passion, transfer, and reflection.

Level: Mastered

Assignment Instructions

Create a twenty-five-slide research presentation on generational changes in a large scale-institution in the United States. Review six academic sources from the library databases. Complete an annotated bibliography for your sources (Where did you find the source? What is the source about? What research question does the source help you answer?). Reflect on how your *life chances* have been influenced by the social changes in large scale institutions. Course readings and materials should be used as background to define sociological concepts and to place your research findings within a broader discussion of the relationship between social status and individual opportunity. Your PowerPoint should be clearly organized, proofread for grammar and spelling, and all scholarly ideas must be cited using the ASA style manual.

Course Learning Outcome 12: Recognize generational changes in large-scale institutions by examining current sociological research studies.

Learning Objectives:

12.1: Identify current sociological research studies on generational changes in large-scale institutions in the United States.

12.2: Interpret the research findings on generational changes in large-scale institutions in the United States.

Course Learning Outcome 13: Create a research-based PowerPoint presentation on generational changes in a large-scale institution in the United States.

Learning Objectives:

13. 1: Apply sociological research and theory to social changes.

13. 2: Present a research-based PowerPoint on generational changes in a large-scale institution in the United States.

SOCI 201, Principles of Sociology
Grading Rubric: Research Project
ILC 3: Engagement

	Excellent 10	Strong 9-8	Competent 7-6	Weak 5-1
<p>Curiosity <i>Explores a topic in depth, yielding awareness and interest in the subject</i></p> <p>CLO 12</p> <ul style="list-style-type: none"> • Student identifies central ideas in current sociological research studies on generational changes in large-scale institutions in the United States. • Student reviews the research literature to create a topic for his/her research studies. 				
<p>Interest <i>Completes required work, generates, and pursues opportunities to expand knowledge, skills, and abilities</i></p> <p>CLO 12</p> <ul style="list-style-type: none"> • Student reviews six academic sources from the library databases. • Student completes an annotated bibliography in which he/she answers the following questions: Where did you find the source? What is the source about? What research question does the source help you answer? • Student creates a 25-slide PowerPoint research presentation on generational changes in large scale-institutions in the United States. • PowerPoint is clearly organized, proofread for grammar and spelling, and all scholarly ideas are cited using the ASA style manual. 				
<p>Passion <i>Educational interests and pursuits are evident. Knowledge and experiences are pursued independently</i></p> <p>CLO 13</p> <ul style="list-style-type: none"> • Student's interest in his/her research topic is evident. 				
<p>Transfer <i>Makes explicit reference to previous learning and applies that knowledge and those skills to demonstrate comprehension and performance in novel situations.</i></p>				

<ul style="list-style-type: none"> Student uses course readings and materials as background to define sociological concepts and to place his/her research findings within a broader discussion of the relationship between social status and individual opportunity. 				
<p>Reflection</p> <p><i>Reviews prior learning (past experiences inside and outside of the classroom) to reveal changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.</i></p> <p>CLO 13</p> <ul style="list-style-type: none"> Student reflects on how his/her <i>life chances</i> have been influenced by the social changes in large scale institutions. 				

ILC 5: Institutional Learning Competency (ILC), Global Awareness and Appreciation

Global Awareness and Appreciation: The knowledge of the interdependence of local, global, international, and intercultural people, societies, issues, trends, and systems, and an ability to apply this cultural and global awareness to human interaction and expression

Level: Mastered

Assignment: Discussion Lead Project

Assignment Description

For this assignment, students will choose one of the essays from the list provided in the [SOCI 240 Readings](#) folder that addresses how categories of difference are constructed or maintained. Students will summarize article, explaining how this essay is important to understanding how difference is constructed and/or maintained.

The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school:

- Students will describe how the essay applies to the course and current social context and how difference is constructed and/or maintained
- Students will discuss why they chose the article and how it applies to their lives within the current social context.
- Student will create discussion questions for the class related to the essay based on areas of difference.
- Students will discuss how the completion of this project/class discussion has impacted their standpoint in a project reflection paper, including the author's POV and classmate's comments
- Students will list and define three relevant terms from essay and discuss how they relate to the article.
- Students will evaluate the current solutions and suggest improvements to the issue discussed in the article in comparison to the current social context.
- Students will share visual aids relevant to the essay and explain how it relates to the article, for example videos from YouTube, pictures, etc.

Assignment Tasks

10. Choose an essay from the [SOCI 240 Readings](#)
11. Create a presentation with a summary, application of assignment purpose (above) and visual aids
12. Create discussion questions for the class related to the essay and prompts
13. Identify terms that are relevant to the essay and the class and add them to the [SOCI 240 Glossary](#)
14. Evaluate current solutions and potential solutions/improvements to the issue discussed in the article
15. Complete reflection paper regarding the impact of this project/discussion on your standpoint

Criteria

For this assignment, you will construct a power point regarding your chosen essay and lead a discussion. As a guide, this assignment should be a minimum of 3-4 slides, with a summary, required content (see above), visual aids and three terms.

SOCI 240, Minority Groups in America

Grading Rubric: Discussion Lead Project
ILC 5: Global Awareness and Appreciation

	Excellent 10	Strong 9-8	Competent 7-6	Weak 5-1
<p>Global Self-Awareness <i>Effectively addresses significant issues in a local and in a global context</i></p> <p>CLO 1</p> <ul style="list-style-type: none"> Students will describe how the essay applies to the course and current social context how difference is constructed and/or maintained Students will discuss why they chose the article and how it applies to their lives within the current social context. 				
<p>Perspective Taking <i>Evaluates and applies diverse perspectives to subjects within natural and human systems in the face of multiple (and even conflicting) positions</i></p> <p>CLO 3</p> <ul style="list-style-type: none"> Students will discuss how the completion of this project/class discussion has impacted their standpoint in a project reflection paper, including the author's POV and their classmate's comments. 				
<p>Cultural Diversity <i>Analyzes connections between the worldviews and experiences of multiple cultures historically or in a contemporary context</i></p> <p>CLO 3</p> <ul style="list-style-type: none"> Student will create discussion questions for the class related to the essay based on areas of difference. 				
<p>Understanding Global Systems <i>Analyzes major elements of global system, including their interconnections and effects of human organizations and actions</i></p> <p>CLO 2</p> <ul style="list-style-type: none"> Students will share visual aids relevant to the essay and explain how it relates to the article Students will list and define three relevant terms from essay and discuss how they relate to the article. 				
<p>Applying Knowledge of Global Systems <i>Evaluate solutions to global challenges that are appropriate to their context using multiple disciplinary perspectives (such as cultural, historical, and scientific)</i></p>				

<p>CLO 4</p> <ul style="list-style-type: none"> • <i>Students will evaluate the current solutions and suggest improvements to the issue discussed in the article in comparison to the current social context.</i> 				
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