

Objective 2.1: Knowledge of the Liberal Arts

Course: IDS/CRJ 360: Social Justice: Policy and Action

Students will possess a broad understanding of how to think about the world, having studied the modes of inquiry characteristic of humanities, mathematics, natural sciences, and social and behavioral sciences.

Outcomes 2.1-F: Social Scientific Mode of Inquiry

By graduation students will:	Not Proficient 1 Point	Developing Proficiency 2 Points	Proficient 3 Points	Exceeding Proficiency 4 Points
Identify, within a given scenario, applicable frameworks for explaining social phenomena.	The presentation lacks a clear and identifiable theoretical framework, because the social phenomenon is not fully developed or support a clear social issue.	The presentation is somewhat clear in identifying a theoretical framework, but fails to adequately consider the underlying issues driving the social issue, or lacks credible and appropriately documented sources.	The presentation is effectively clear in identifying a theoretical framework, supporting the social justice, utilizing appropriately documented source. .	The presentation is masterfully clear in defining and describing a theoretical framework for explaining a social justice issue, demonstrating exceptional skill and ability to apply empirical findings.
Evaluate the merits of social science research, with respect to factors such as sample size, study design, and validity, at the level of an informed citizen.	The presentation lacks a clear demonstration of evaluating social science research, including the underlying problem, measures, findings, and application to a social justice issue, and the presentation contains minimal analysis of a social science topic.	The presentation is somewhat clear on demonstrating the mastery of evaluating social science research, including the underlying problem, measures, findings, and application to a social justice issue, and the presentation contains some analysis of the selected social science topic. It contains some summary of the research without sufficient literary analysis.	The presentation is effective at clearly articulating social science research including the underlying problem, measures, findings, and application to a social justice issue, and the presentation contains appropriate analysis of the selected social science topic. It successfully incorporates relevant social science analysis.	The presentation is masterfully clear in defining and describing social science research, including the underlying problem, measures, findings, and application to a social justice issue, and the presentation contains exceptional analysis of the selected social science topic. It eloquently incorporates relevant, and current, social science research.

Compare and contrast human behavior among various cultures using social science concepts.	The presentation may mention a comparison between various cultures but does little more with their ideas. No clear comparisons or contrasting statements are presented to support the social science concept.	The presentation superficially presents comparisons between various cultures and does little more with their ideas, mentioning only one, total. Minimal comparisons or contrasting statements are presented to support the social science concept.	The presentation is mostly effective at clearly comparing various cultures with their ideas, mentioning at two, total. Clearly articulated comparisons and contrasting statements are presented to support the social science concept.	The presentation is effective at clearly comparing various cultures with their ideas, mentioning at least three, total. Clearly articulated comparisons and contrasting statements are presented to support the social science concept.
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CRJ/IDS 360: Social Justice: Policy and Action

Policy Presentation Rubric

With the class now transitioned to online, you have slightly different requirements. You are now required to audio record your PowerPoint presentation. You have access to a free Office package with PowerPoint—PowerPoint allows you to record on each slide. It is your responsibility to download this, learn it, and upload your presentation. If the file is too large, you must email me by the DUE DATE AND TIME.

Presentation Rubric: For this assignment, you must pick a topic related to the course focus and provide a presentation discussing the policy implications for your identified issue. You are encouraged to pick topics not covered in class (e.g., voter disenfranchisement). For example, you may decide to research ageism and policies related to aging in the U.S. Using *current* (less than seven years) articles (peer-reviewed and published), tell us what we should know. This will require that you look at more than just a couple of resources. You should review enough so that you feel comfortable making statements that support what is most well-known in the literature. You must cite throughout using your discipline’s writing style.

It is not advised that you put a lot of text within the slides themselves—you don’t want the reader to be too busy reading that they cannot listen to what you have to say. For online students, you must use audio software to record your presentation. This is included in the free version of Microsoft Office provided to you by FHSU (within the PowerPoint application).

<https://www.fhsu.edu/tigertech/o365/>

*If you are unsure of a topic, please e-mail me with your idea(s) so that you make sure you are creating a presentation on a topic that will work using the rubric, and one that is related to the course. Here are a few examples of previous class topics:

Voter disenfranchisement
 Voter suppression
 Minimum wage
 Affirmative action
 Homelessness
 Access to Mental health care
 Access to health insurance
 Professional athletes and pay gap
 Policing practices
 Immigration policies
 Free college tuition

Please see the following grading rubric for further guidance.

	1	4	7	10
Met Slide Requirement -Did the presentation include at least 15 slides with a variety of content (text, charts, tables, photos, multimedia or content links, etc.)?	Presentation included less than 7 slides	Presentation included 7-9 slides Presentation was less than 10 minutes	Presentation included 10-14 slides Presentation was 10-11 minutes in length	Presentation included at least 15 slides Excluding title and reference slides Presentation was 12-15 minutes in length
Content -Did the presentation have valuable material? Did the material clearly demonstrate the problem and need for a policy proposal?	Presentation contained little to no valuable material	Presentation had moments where valuable material was present but as a whole, content was lacking	Presentation had a good amount of material and benefitted the audience	Presentation had an exceptional amount of valuable material and was extremely beneficial to the audience
Analysis -Did the presentation clearly demonstrate why proposed policy will address issue?	Presentation contained little to no analysis	Presentation had moments where analysis was present, but as a whole, it was lacking (only 1 example)	Presentation included a good amount of analysis that demonstrated critical thinking (only 2 example)	Presentation had an exceptional amount of analysis and was extremely effective in demonstrating why proposed policy will be effective (provided 3+ examples)

Organization -Was the presentation well organized and easy to follow?	Presentation lacked organization and had little evidence of preparation	There were minimal signs of organization or preparation	Presentation had organizing ideas but could have been much stronger with better preparation	Presentation was well organized, well prepared, and easy to follow
Engaging -Did the presenter create information to engage audience? Does presenter have enough information to answer questions?	Presenter provided limited or no ability to respond to potential questions	Presenter provided information allowing for the ability to respond to potential questions and discussion	Presenter provided a well-developed response (in notes section) to potential questions	Presenter provided a well-developed response (in notes section) with citations Since this is recorded, you should make additional notes in the notes section and predict some questions/answers
Total				

By graduation students will:

Assignment Description

<p>Evaluate the merits of social science research, with respect to factors such as sample size, study design, and validity, at the level of an informed citizen.</p>	<p>In order to fulfill the course presentation requirements, students will be shown ways to locate a presentation topic, empirical sources, and visual aids to assist with their presentation. They will be required to breakdown dense terminology and study findings at a level their classmates are able to digest. The project is focused on a topic not covered in great depth within class discussions. This ensures students are sharing their knowledge with other students, making them informed citizens.</p>
<p>Identify, within a given scenario, applicable frameworks for explaining social phenomena.</p>	<p>Students are exposed to different topics within social justice (e.g., gender inequality and racial oppression) while discussing theories for explaining how these injustices persist. The frameworks used to explain the social phenomena will be covered in class and students will be required to select the “best” fit for explaining their social issue.</p> <p>Students are also required to present on a similar social justice topic in class—using course materials to justify their topic and explain how we, as a society, should move forward with policy change. They just identify frameworks for explaining their social justice issue and means to reducing and/or eliminating the concern.</p>
<p>Compare and contrast human behavior among various cultures using social science concepts.</p>	<p>Social justice explores both domestic and international topics on social injustice. The class lectures center on different issues involving diverse groups while challenging students to shift from an individual to societal view of social justice origins. On exams, students are given essay questions to allow for their ability to describe the complex issues presented in class. They must also acknowledge cultural differences within their policy presentation.</p>