Objective 3.4: Engaged Global Citizens Course: POLS 105 Current Political Issues

Students will appreciate the world's complexity; the interdependence of natural, social, economic, and political factors; and the deep challenges that can arise both on a local and global scale. Students will possess the knowledge, skills, and attitudes necessary to engage civically and work in cooperation with others toward creative responses to these challenges.

Outcomes 3.4

By graduation students will:	Not Proficient 1 Point	Developing Proficiency 2 Points	Proficient 3 Points	Exceeding Proficiency 4 Points
Describe complex, boundary-spanning issues that involve diverse interests.	Summarizes one of the following components with a low level of accurate detail (most key pertinent facts are omitted or have major aspects misinterpreted) through the integration of information from both civic meeting observational notes and credible sources: *The time duration in which the problem has existed within the community *The existing consequences of the problem on community residents *The individuals and groups currently attempting to address the problem within the community *The extent to which the problem has been already remedied within the community through initiatives, programs, and regulations *The extent to which the characteristics of the problem within the community happen to be similar to the characteristics of the problem in other areas/regions (e.g. nationally or globally)	Summarizes at least two of the following components with a mixed to limited level of accurate detail (multiple key pertinent facts may be omitted or have aspects misinterpreted) through the integration of information from both civic meeting observational notes and credible sources: *The time duration in which the problem has existed within the community * The existing consequences of the problem on community residents *The individuals and groups currently attempting to address the problem within the community *The extent to which the problem has been already remedied within the community through initiatives, programs, and regulations *The extent to which the characteristics of the problem within the community happen to be similar to the characteristics of the problem in other areas/regions (e.g. nationally or globally)	Student explains with reasonable detail (with only minor omission or slight misinterpretation of available facts) the extent to which the characteristics of the problem within the community happen to be similar to the characteristics of the problem in other areas/regions (e.g. nationally or globally). Summarizes at least three of the following components with a relatively extensive but slightly inaccurate level of detail (some pertinent facts may be omitted or slightly misinterpreted) through the integration of information from both civic meeting observational notes and credible sources: *The time duration in which the problem has existed within the community * The existing consequences of the problem on community residents *The individuals and groups currently attempting to address the problem within the community *The extent to which the problem has been already remedied within the community through initiatives, programs, and regulations	Summarizes all of the following components with a high level of accurate detail through the integration of information from both civic meeting observational notes and credible sources: *The time duration in which the problem has existed within the community *The existing consequences of the problem on community residents *The individuals and groups currently attempting to address the problem within the community *The extent to which the problem has been already remedied within the community through initiatives, programs, and regulations *The extent to which the characteristics of the problem within the community happen to be similar to the characteristics of the problem in other areas/regions (e.g. nationally or globally)

Analyze a complex boundary-spanning issue, taking into account the various perspectives of those involved.	Contrasts the strengths and weaknesses of suggestions on how to address the problem from one or none of the internal community groups (e.g. community residents, elected officials, etc.) and one or none of the external community groups (e.g. national interest groups, policy think tanks, etc.). Key groups/perspectives are fully omitted from discussion. Comparisons are rarely derived from a fact-based orientation to perspectives offered by groups, with personal biases/ideology influencing most of the analysis about the problem. Positions held by various internal and external community groups are completely mischaracterized or presented inaccurately in those instances where group positions are discussed.	Contrasts the strengths and weaknesses of suggestions on how to address the problem from at least one internal community group (e.g. community residents, elected officials, etc.) and at least one external community group (e.g. national interest groups, policy think tanks, etc.). Some key groups/perspectives may be omitted from discussion. Comparisons are at times derived from a fact-based orientation to perspectives offered by groups, with frequent instances where personal biases/ideology are expressed. Positions held by various internal and external community groups are frequently mischaracterized or presented inaccurately.	Contrasts the strengths and weaknesses of suggestions on how to address the problem from at least two internal community groups (e.g. community residents, elected officials, etc.) and at least two external community groups (e.g. national interest groups, policy think tanks, etc.). Comparisons are mostly derived from a fact-based orientation to perspectives offered by groups, with some infrequent instances where personal biases/ideology are expressed. Positions held by various internal and external community groups are rarely mischaracterized or presented inaccurately.	Contrasts the strengths and weaknesses of suggestions on how to address the problem from at least three internal community groups (e.g. community residents, elected officials, etc.) and at least three external community groups (e.g. national interest groups, policy think tanks, etc.). Comparisons are entirely derived from a fact-based orientation to perspectives offered by groups and not from personal biases/ideology. Positions held by various internal and external community groups are not mischaracterized or presented inaccurately in any way.
Design a project in cooperation with others that addresses a complex, boundary-spanning issue.	Formulates a potential solution to address a community problem that is rarely easy to follow, realistic in scope, and logically connected to aspects within the problem summary and problem analysis portions of project. Solution is wholly vague, unrealistic, and/or illogical. An unclear explanation is provided as to how feedback from classmates about potential solution shaped their reasoning about the solution, as relevant details are omitted throughout. Peer ideas are rarely if ever considered in proposed solution.	Formulates a potential solution to address a community problem that is sometimes easy to follow, realistic in scope, and logically connected to aspects within the problem summary and problem analysis portions of project. Multiple instances exist where solution seems vague, unrealistic, and/or illogical. A somewhat clear explanation is provided as to how feedback from classmates about potential solution shaped their reasoning about the solution, but multiple relevant details might be omitted. Peer ideas are considered in some parts of proposed solution.	Formulates a potential solution to address a community problem that is mostly easy to follow, realistic in scope, and logically connected to aspects within the problem summary and problem analysis portions of project. Rare instances exist where solution seems vague, unrealistic, and/or illogical. A relatively clear explanation is provided as to how feedback from classmates about potential solution shaped their reasoning about the solution, but some relevant details might be omitted. Peer ideas are considered in most parts of proposed solution.	Formulates a potential solution to address a community problem that is consistently easy to follow, realistic in scope, and logically connected to aspects within the problem summary and problem analysis portions of project. A clear and detailed explanation is provided as to how feedback from classmates about potential solution shaped their reasoning about the solution. Peer ideas are considered extensively throughout proposed solution.

Assignment meeting Outcome 1: FHSU CORE Project – Translating Community Observation into Community Awareness

Assignment meeting Outcome 2: FHSU CORE Project – Translating Community Observation into Community Awareness

Assignment meeting Outcome 3: FHSU CORE Project – Translating Community Observation into Community Awareness