COURSE DESCRIPTION
This course satisfies the University of Texas at Arlington Core Curriculum requirement in Language, Philosophy, and Culture. The purpose of this course is to introduce experiences and issues that place women and gender at the center of inquiry. The course examines a broad array of topics to foster understanding and appreciation of women’s and gender issues while emphasizing the intersection of gender, sexuality, race, ethnicity, and class. Through reflection of the ideas, values, beliefs and other cultural artifacts produced through feminism and women’s and gender studies, the course fosters a deeper understanding of the human condition.

This course does not have any pre-requisites.

GENERAL LEARNING OBJECTIVES

- **Critical Thinking Skills**: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills**: to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making.
- **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

LEARNING OUTCOMES IN RELATION TO LEARNING OBJECTIVES

**Objective: Critical Thinking Skills**

**Outcome:**

- Students will demonstrate strong understanding, analytical skills, and cultural analysis of key concepts and histories in feminism and women’s and gender issues in the United States. Concepts include the social construction of gender identities, intersectionality, and the major strands of US feminisms.
- Students will be able to identify and explain key events in the history and struggle of feminist activism, and women’s and gender issues.
- Students will be able to analyze privilege, power, and oppression from an intersectional perspective and through the lens of key feminist concepts and feminist scholarship.
- Students will demonstrate critical reading skills.
- Students will be able to write analytical essays, developing effective thesis statements and using appropriate evidence to support arguments.

**Learning Venue:**
Objective: Communication Skills
Outcome:
- Students will be able to write analytical essays and present arguments in a professional manner.
- Students will learn how to present analytical arguments in a professional manner.
- Students will develop interpersonal communication skills and the expression of ideas through group work.

Learning Venue:
- Class discussions and activities
- Research
- Group work

Assessment Method:
- Analytic paper and essays
- Group Project

Objective: Personal Responsibility
Outcome:
- Students will develop the ability to understand the connections between choices for civic action and their ethical consequences.

Learning Venue:
- Lectures
- Class discussions and activities

Assessment Method:
- Analytic paper and essays
- Group Project

Objective: Social Responsibility
Outcome:
- Students will study the challenges women and non-gender conforming communities have confronted through history.
- Students will learn the collective efforts of women and non-gender conforming communities developed to increase social justice and equality.
- Students will study the consequences of civic action and participation of women and feminisms in the United States and apply these to current events and issues.

Learning Venue:
Lectures
Class discussions and activities
Research

Assessment Method:
- Exam
- Analytic paper and essays
- Group Project

COURSE DESCRIPTION: Provides an introduction to Women's Studies and Gender Studies as fields that place women and gender at the center of inquiry. Examines topics such as work, family, reproduction, sexuality, politics, art, literature, and contemporary media. Explains the diversity of methods and theories employed in Women's and Gender Studies scholarship, emphasizing the intersection of gender, sexuality, race, ethnicity, and class.

REQUIRED BOOKS AND OTHER COURSE MATERIALS
- Additional material on UTA Blackboard

ASSIGNMENTS / EXAMINATIONS / ASSESSMENTS
- Essay 1 (15%)
- Essay 2 (15%)
- Midterm exam (20%)
- Group Project (20%)
- Signature Analytical Paper (20%)
- Attendance and Participation (10%)

Reflection Essays: There are two reflection essays in which you will discuss a particular topic. Specific prompts and instructions for these will be found in Blackboard and you will submit the finished paper in Blackboard. Each of the reflection essays counts as 15% of the course grade for a total of 30%.

Midterm Exam: There will be an objective exam – multiple choice, matching etc. – that will assess your grasp of definitions and application of concepts and terminology as they relate to WGS. This exam counts as 20% of the course grade.

Group Project: Each student will participate in and contribute to a group project on a topic relating to Women’s and Gender Studies. This project counts as 20% of the course grade.
**Signature Analytical Paper:** Each student will submit a final paper near the end of the semester. It consists in analyzing and discussing the social and cultural challenges and accomplishments of women’s issues and feminism during particular times through history. The task will focus on analysis of concrete examples of civic action, social and political engagement, and/or cultural production through which women, feminism and gender issues have contributed to American history, society, and culture. More detailed information about this paper is found in the appendix to the syllabus. This paper counts as 20% of the course grade. Guidelines and specifics will be available in class and on Blackboard.

**Classroom Discussion and Participation:** Within the class periods, time will be available for discussions, either in small groups or as an entire class. In addition, there will be occasional exercises in class, possibly short paragraphs or small group projects. This portion of the grade is based upon active, engaged, and prepared participation in class. Classroom discussion and participation count as 10% of the course grade.

**ATTENDANCE:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will be taking attendance, and more than three unexcused absences will negatively affect a student’s attendance and participation grade.

**Department, College, and University Policies**

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aaol/fao/).

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health,
and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** [http://www.uta.edu/disability/](http://www.uta.edu/disability/) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services (CAPS):** [www.uta.edu/caps](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).

**Title IX Policy:** The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

* I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

* I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at [https://www.uta.edu/conduct/](https://www.uta.edu/conduct/). Faculty are
encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

**Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog: http://catalog.uta.edu/academicregulations/grades/#undergraduatetext
For student complaints: http://www.uta.edu/deanofstudents/complaints/

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are ASSIGNED a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

**Final Review Week:** For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required
to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located by turning left when leaving the classroom and heading to the end of the hall. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at [https://mavalert.uta.edu/](https://mavalert.uta.edu/) or [https://mavalert.uta.edu/register.php](https://mavalert.uta.edu/register.php)

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php](http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php)

The **IDEAS Center** (2nd Floor of Central Library) offers FREE tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The **English Writing Center (411LIBR):** The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at [https://uta.mywconline.com](https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. [http://library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)

Stop. Think. Protect Yourself. **You Have Choices.**
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor.

This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

### Your Options to an Active

**You Have Choices!**

<table>
<thead>
<tr>
<th>AVOID</th>
<th>DENY</th>
<th>DEFEND</th>
</tr>
</thead>
</table>
| • AVOID the situation. **Stay away** from the area and campus.  
  • If you can safely leave the area, **RUN**.  
  • Get others to leave the area, if possible.  
  • Prevent others from entering the area.  
| If you can’t leave the area safely, **DENY** or slow entry to the intruder:  
  • Lock/barricade doors with heavy items.  
  • Turn off lights/projectors/equipment.  
  • Close blinds and block windows.  
  • Stay away from doors and windows.  
  • Know your exit and escape options.  
  • If in a parking lot, get to your car and leave.  
  • If in an unaffected area, stay where you are.  
  • When you are safe, call UTA PD at 817.272.3003 or 911 with information you have.  |
| If you can’t AVOID or DENY entry to the intruder, **DEFEND** your location:  
  • As a last resort, **FIGHT** for your life.  
  • Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc.  
  • Silence phones and **remain quiet**. Don’t let your phone give you away.  
  • HIDE and take cover to protect yourself.  
  • Be prepared to run or defend yourself.  | **Use the element of surprise.**  
  **Work together as a team. Develop a plan. Commit to your actions. Your life depends on it.**  
  **Be aggressive, loud, and determined in your actions.** |

For more information, go to: [police.uta.edu/activeshooter](http://police.uta.edu/activeshooter)

Emergency: 817.272.3003  
Non-Emergency: 817.272.3381  
[police.uta.edu](http://police.uta.edu)

Additional information for active threat and other emergency situations can be found through the links below:

- [police.uta.edu/activeshooter](http://police.uta.edu/activeshooter)
- [police.uta.edu/em](http://police.uta.edu/em)
CLASS TOPICS AND SCHEDULE
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

Week 1: Introduction & Syllabus

Week 2: Introduction to WGS What is Feminism? What's the difference between feminism, womanism, and women's rights?

Week 3: Privilege, Inequality, and Oppression

Week 4: Patriarchy

Week 5: Learning and Constructing Gender: Gender or Sex

Week 6: The Gendered Body

Week 7: Media and Culture

Week 8: Sex, Power, and Intimacy

Week 9: Health and Reproductive Justice

Week 10: Intersectionality

Week 11: Family Systems, Family Lives

Week 12: Women and Labor: Paid and Unpaid

Week 13: Feminist Praxis

Week 14: Law, Religion, Everyday Life

Week 15: What can we do?
APPENDIX

WOMS 2310 > Introduction to Women’s and Gender Studies

SIGNATURE ANALYTICAL PAPER

PROJECT DESCRIPTION: This project takes the form of a paper produced by students who take the course and is based on the reading materials used in the course. Students will analyze and discuss the social and cultural challenges and accomplishments of women and non-gender conforming communities at particular points in time. The paper will focus on concrete historical examples of civic action, social and political engagement, and/or cultural production related to women and gender. The paper will contain an effective thesis statement with a clear argument, and use information from the books, lectures, and additional materials as supportive evidence.

SECTIONS OF THE PAPER:
Title: This must include the title of the project and the student’s name

Introduction: In this section students should briefly describe their main thesis and argument. This section should not be longer than 200 words.

Body: It will consist of three sections:
1. Context and Background: Students will place the individual case or theme they are exploring in a larger historical and/or geographical context. Students should use class materials and external artifacts (art, media, etc.) to provide additional evidence for this section.
2. Discussion: Students will discuss the specific themes, events, and/or narratives of their research and analyze them to support their arguments in their own voice.
3. Conclusions: Final thoughts where students will consider the larger implications of the analysis developed in the papers.

Bibliography: Students need to indicate any sources used for this assignment.

MECHANICS OF THE PROJECT AND DEADLINE
Submission:
- Projects will be submitted in Canvas.
- Late submissions will only be accepted in exceptional circumstances.
- Students are strongly encouraged to finish their papers well in advance of the deadline to avoid last minute technical issues.

Format:
- The length of the paper will be a maximum of 3,000 words.
- Please use academic relevant sources though online think pieces and other sources are allowed.
• The paper must follow any recognized writing style such as The Chicago Manuel of Style (relevant in the case of quotations, footnotes, endnotes, abbreviations, etc.). In case of doubt, contact the UTA Writing Center (http://www.uta.edu/owl/).
• The paper must adhere to the guidelines of the UTA Academic Integrity policy (http://uta.edu/conduct/academic-integrity/index.php).
• The paper will be submitted with the help of a Safe Assign-type application.
• Font size: no smaller than 11 point font
• Line Spacing: Use 1.5 line spacing

**ASSESSMENT: GRADING**
The paper will be assessed in 4 areas, with each area offering 0-5 points, as follows:

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>Critical Thinking Skills</th>
<th>Personal Responsibility</th>
<th>Social Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Competent</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td>Marginal</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Extremely Poor</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

**ASSESSMENT RUBRICS**

**COMMUNICATION SKILLS COMPETENCY**

**Competency Statement:** Students will demonstrate effective written, oral, and visual communication.

**Description of Assignments:** Assignments to be assessed for the communication competency would require students to present a grammatically correct essay effectively organized with an introduction, conclusion, thesis statement, supportive reasoning, and appropriately documented evidence.

**Definition of Concepts:**
1. **Focus** – is the extent to which the content of the essay/presentation corresponds to the thesis statement. In other words, good focus means that the thesis statement drives the whole document. Each section, then, focuses on presenting and arguing the thesis statement with logical reasoning, supportive evidence, and correct documentation.
2. **Organization** – relates to the order in which ideas are presented in support of the thesis statement. The introduction, body, and conclusion are developed in a logical, sequential order.

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1 This assignment and these rubrics are partially based on the signature essay in UTA’s MAS 2300 (Introduction to Mexican American Studies) and the following documents: General Education Competency Information published by Amarillo College (http://www.thecb.state.tx.us/reports/PDF/2837.PDF).
with clear transitions, and evidence is organized within each section. An artifact with good
development includes supportive reasoning and evidence that build on each other as the
document unfolds.

3. Assignment’s Requirements – relate to what the instructor has set forth in the assignment. A
communications artifact can be delivered well in all aspects and not respond to the assignment.

4. Style – is the way in which words and sentences are put together. It involves word choice,
sentence structure, and tone appropriate for the rhetorical situation. Different styles can be
effective in different genres; however, any style in academic communication should
demonstrate control of sentence-level errors such as grammar problems, misspellings,
improper use of punctuation, etc.

COMMUNICATION SKILLS RUBRIC

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Detailed Description of Point Assessment</th>
<th>Simple Explanation</th>
</tr>
</thead>
</table>
| 5           | A paper scoring a 5 demonstrates the following:  
              • Focus: Includes all elements that build upon the thesis  
              • Organization: Has an effectively creative pattern of development  
              • Assignment’s Requirements: Enhances the assignment  
              • Style: Has a flair for style with sustained grammatical accuracy | Excellent |
| 4           | A paper scoring a 4 demonstrates the following:  
              • Focus: Includes all elements that effectively support the thesis  
              • Organization: Has a clear and consistent pattern of development  
              • Assignment’s Requirements: Responds clearly to the assignment  
              • Style: Has an effective style for the rhetorical situation | Good |
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 3     | A paper scoring a 3 demonstrates the following:  
• Focus: Has a clear thesis but one or two digressive or unsupportive elements  
• Organization: Has a few minor problems (missing transition, short introduction and/or conclusion, etc.)  
• Assignment’s Requirements: Meets the assignment’s requirements  
• Style: Has an inconsistent style and/or sentence-level errors, but meaning is not compromised |
| 2     | A paper scoring a 2 demonstrates the following:  
• Focus: Involves a missing thesis and/or insufficient support  
• Organization: Involves missing transitions, introduction, and/or conclusion  
• Assignment’s Requirements: Ignores several requirements  
• Style: Has an obstructive style and/or contains sentence-level errors that begin to hoard the reader’s attention |
| 1     | A paper scoring a 1 demonstrates the following:  
• Focus: Involves a missing thesis, no support, and/or plagiarized evidence  
• Organization: Rambles from one thing to another |

**Competent**

**Marginal**

**Poor**
with no attempt at a consistent development
• Assignment’s Requirements: Does not meet the majority of requirements
• Style: Has an offensive style and/or includes sentence-level errors that are glaring throughout the paper and meaning is lost

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>A paper scoring a 0 does not reach the characteristics described above</td>
</tr>
</tbody>
</table>

CRITICAL THINKING SKILLS COMPETENCY

Competency Statement: Students will engage in creative and/or innovative thinking, inquiring analysis, evaluation, synthesis of information, organizing concepts, and constructing solutions. Description of Assignments: Assignments should include description, analysis, and discussion of issues and/or events related to feminism, women, and gender in U.S. history and culture.

Definitions of Concepts:
1. Inquiry – A close examination or interpretation of a matter. Critical inquiry may involve the analytical interpretation of evidence and arguments. Interpretive inquiry may include an investigation into alternative points of view. Brainstorming methods or novel and untested solutions to a problem can be a part of the inquiry process.
2. Analysis – A critical examination of explanations and problem-solving methods. Analysis involves the ability to dissect, fully understand, and explain individual ideas. Analysis can also be used innovatively by pinpointing problem-solving methods found through the examination of a problem, task, etc.
3. Synthesis – Interlacing individual argument components so that a meaningful, coherent whole can be formed. Synthesis can use logical deductions to form scientific/mathematical arguments. Synthesis can also be used to effectively present a new or existing concept.
4. Product – The result produced by using evidence to form a coherent conclusion or the result produced by taking an innovative approach to a given task. The product is the end result and as such should either supply a coherent conclusion, solution, and/or product based on evidence or should use innovation to form a new and well-structured conclusion, solution, and/or product.

CRITICAL THINKING SKILLS RUBRIC

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Detailed Description of Point Assessment</th>
<th>Simple Explanation</th>
</tr>
</thead>
</table>
| **5** | A paper scoring a 5 consistently demonstrates the following:  
• Inquiry: An exceptional examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.  
• Analysis: Identifies and presents exceptional explanations of complex analyses OR identifies and promotes novel or alternative problem-solving methods.  
• Synthesis: Identifies, organizes, and evaluates exceptional arguments OR presents well connected and holistically transformed ideas into original concepts.  
• Product: Follows the evidence to present unambiguous conclusions, solutions, and/or products OR transforms the evidence/takes an innovative approach | **Excellent** |
| **4** | A paper scoring a 4 demonstrates the following:  
• Inquiry: A thorough examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.  
• Analysis: Identifies and presents thorough explanations of complex analyses OR identifies novel or alternative problem-solving methods.  
• Synthesis: Identifies, organizes, and evaluates | **Good** |
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 3     | A paper scoring a 3 demonstrates the following:  
- Inquiry: An accurate examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.  
- Analysis: Identifies and presents accurate explanations of complex analyses OR identifies appropriate problem-solving methods.  
- Synthesis: Identifies, organizes, and evaluates accurate arguments OR presents connected ideas.  
- Product: Follows the evidence to present mostly unambiguous conclusions, solutions, and/or products OR effectively uses the evidence/effectively approaches a task to present conclusions, solutions, and/or products. |
| 2     | A paper scoring a 2 demonstrates the following:  
- Inquiry: An incomplete examination of a matter |
<p>|       | Competent   |
|       | Marginal    |</p>
<table>
<thead>
<tr>
<th>1</th>
<th>A paper scoring a 1 demonstrates the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry: No examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.</td>
<td></td>
</tr>
<tr>
<td>Analysis: Does not identify or present explanations of complex analyses OR does not identify appropriate problem-solving methods.</td>
<td></td>
</tr>
<tr>
<td>Synthesis: Offers no examination of arguments OR fails to connect ideas.</td>
<td></td>
</tr>
<tr>
<td>Product: Does not follow the evidence to present unambiguous conclusions, solutions, and/or products</td>
<td>Poor</td>
</tr>
</tbody>
</table>
OR does not use the evidence/take an effective approach to a task to present novel conclusions, solutions, and/or products.

| 0 | A paper scoring a 0 does not reach the characteristics described above | Extremely Poor |

PERSONAL RESPONSIBILITY COMPETENCY

Competency Statement: Students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

Description of Assignments: Assignments to be assessed may include essays and projects that demonstrate appropriate identification and understanding of ethical consequences of civic and social actions and cultural artifacts related to feminisms, women’s, and gender issues, and ask students to make connections to course materials to enhance discussion and meaningful responses.

Definitions of Concepts:

1. **Identification** – The extent to which understanding of the nature of the inquiry is indicated. Identification clearly pinpoints what information is being sought and what kind of analysis is necessary.
2. **Connections** – The use of research or content knowledge to enhance and clarify the argument/discussion.
3. **Response** – The extent to which a meaningful, personal connection is made to the ethical dilemma.
4. **Ethical consequences** – A review of how ethical implications of personal choices and actions impact society and people.

PERSONAL RESPONSIBILITY RUBRIC

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Detailed Description of Point Assessment</th>
<th>Simple Explanation</th>
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</thead>
</table>
| 5           | A paper scoring a 5 demonstrates the following:  
• Identification: The ability to identify and accurately describe complex ethical dilemmas from life situations and/or theoretical scenarios.  
• Connections: Uses appropriate insights from two or more areas of study | Excellent |
| 4 | A paper scoring a 4 demonstrates the following:  
- Identification: The ability to identify and describe ethical dilemmas from life situations and/or theoretical scenarios.  
- Connections: Uses insights from two or more areas of study to make connections and elucidate ethical dilemma.  
- Response: Recognizes connections to personal values and rules; effectively articulates sources of insights and relation to understanding of self  
- Ethical consequences: Understanding of the ethical consequences of personal choices in the larger society and culture. | Good |
|---|---|
| 3 | A paper scoring a 3 demonstrates the following:  
- Identification: The ability to identify and describe simple ethical dilemmas in | Competent |
scenarios from life situations and/or from theoretical scenarios.
- **Connections:** Uses insights from more than one area of study to clarify ethical dilemmas.
- **Response:** Recognizes connections to personal values and rules as related to dilemma; adequately articulates sources of insights and relation to understanding of self.
- **Ethical consequences:** Awareness of the ethical consequences of personal choices in the larger society and culture.

<table>
<thead>
<tr>
<th>2</th>
<th>A paper scoring a 2 demonstrates the following:</th>
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<tbody>
<tr>
<td>Identification:</td>
<td>Identifies, but has difficulty describing even simple ethical dilemmas in scenarios derived from everyday life situations.</td>
</tr>
<tr>
<td>Connections:</td>
<td>Uses insight from no more than one area of study.</td>
</tr>
<tr>
<td>Response:</td>
<td>Clarifies response to ethical dilemma vaguely in terms of rules or personal values; ineffectively articulates sources of insights and relation to understanding of self.</td>
</tr>
<tr>
<td>Ethical consequences:</td>
<td>Limited awareness of the ethical consequences of personal choices in the larger society and culture.</td>
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### SOCIAL RESPONSIBILITY COMPETENCY

**Competency Statement:** Students will demonstrate the ability to understand the social, cultural, and political challenges that women and non-gender conforming communities encountered through history and individual and collective responses to them. Students will also learn how the responses and actions of women and feminisms have contributed to the US society at large.

**Description of Assignments:** Assignments to be assessed may include essays and projects that demonstrate appropriate understanding of social consequences of individual and/or collective actions and cultural artifacts related to feminisms, women’s, and gender issues.

**Definitions of Concepts:**

1. Impact of civic engagement in society – A review of how civic action impacts society.

### SOCIAL RESPONSIBILITY RUBRIC

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>A paper scoring a 1 demonstrates the following:</td>
<td>Poor</td>
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<tr>
<td></td>
<td>• Identification: Has difficulty both identifying and describing even simple ethical dilemmas in scenarios derived from everyday life situations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Connections: Does not effectively use insight from any area of study.</td>
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<tr>
<td></td>
<td>• Response: Cannot clarify the response to ethical dilemmas even in terms of rules or personal values; does not articulate sources of insights and relation to understanding of self.</td>
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<tr>
<td></td>
<td>• Ethical consequences: Lack of awareness of the ethical consequences of personal choices in the larger society and culture.</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>A paper scoring a 0 does not refer to the aspects of personal actions, ethical consequences and impact on society.</td>
<td>Extremely Poor</td>
</tr>
<tr>
<td>Point Value</td>
<td>Detailed Description of Point Assessment</td>
<td>Simple Explanation</td>
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</tbody>
</table>
| 5           | A paper scoring a 5 demonstrates the following:  
• Impact of civic engagement in society: sophisticated understanding of the role of civic engagement in society. | Excellent          |
| 4           | A paper scoring a 4 demonstrates the following:  
• Impact of civic engagement in society: understanding of the role of civic engagement in society. | Good               |
| 3           | A paper scoring a 3 demonstrates the following:  
• Impact of civic engagement in society: awareness of the role of civic engagement in society. | Competent          |
| 2           | A paper scoring a 2 demonstrates the following:  
• Impact of civic engagement in society: limited awareness of the role of civic engagement in society. | Marginal           |
| 1           | A paper scoring a 1 demonstrates the following:  
• Impact of civic engagement in society: lack of awareness of the role of civic engagement in society. | Poor               |
| 0           | A paper scoring a 0 does not refer to the aspects of civic engagement and society. | Extremely Poor     |