























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<p><b>Acknowledge Perspectives</b></p> <p>Provides a structure for assessing the evaluation of perspectives. threshold: 3.0 pts</p>	<p>4 Pts</p> <p><b>Advanced:</b> Exceptional ability to articulate insights into diverse cultural/intercultural perspectives including one's own cultural rules and biases.</p>	<p>3 Pts</p> <p><b>Proficient:</b> Advanced recognition and articulation of diverse cultural/intercultural perspectives including one's own cultural rules and biases</p>	<p>2 Pts</p> <p><b>Developing:</b> Adequate understanding of diverse cultural/intercultural perspectives including one's own cultural rules and biases</p>	<p>1 Pts</p> <p><b>Beginning:</b> Surface understanding of diverse cultural perspectives including one's own cultural rules and biases</p>	<p>0 Pts</p> <p><b>Not Applicable:</b> Did not complete or no attempt</p>	<p>4 pts</p>
<p><b>Apply Civic Responsibility</b></p> <p>Provides a structure for assessing the application of civic responsibility. threshold: 3.0 pts</p>	<p>4 Pts</p> <p><b>Advanced:</b> Demonstrates civic engagement through reflection on community based action and/or research and exceptional reflective analysis of the purpose and benefits of the engagement</p>	<p>3 Pts</p> <p><b>Proficient:</b> Demonstrates civic engagement through reflection on community based action and/or research and advanced reflective analysis of the purpose and benefits of the engagement</p>	<p>2 Pts</p> <p><b>Developing:</b> Demonstrates civic engagement through reflection on community based action and/or research and adequate reflective analysis of the purpose and benefits of the engagement</p>	<p>1 Pts</p> <p><b>Beginning:</b> Demonstrates civic engagement through reflection on community based action and/or research that shows limited ability to reflect or analyze the purpose and benefits of the engagement</p>	<p>0 Pts</p> <p><b>Not Applicable:</b> Did not complete or no attempt</p>	<p>4 pts</p>
<p><b>Apply Perspectives</b></p> <p>Provides a structure for assessing the application of cultural perspectives. threshold: 3.0 pts</p>	<p>4 Pts</p> <p><b>Advanced:</b> Demonstrates exceptional ability to assume a perspective other than one's own and express empathy for</p>	<p>3 Pts</p> <p><b>Proficient:</b> Demonstrates advanced ability to assume a perspective other than one's own and express empathy</p>	<p>2 Pts</p> <p><b>Developing:</b> Demonstrates adequate ability to assume a perspective other than one's own and express empathy</p>	<p>1 Pts</p> <p><b>Beginning:</b> Demonstrates minimal ability to assume a perspective other than one's own and expresses limited</p>	<p>0 Pts</p> <p><b>Not Applicable:</b> Did not complete or no attempt</p>	<p>4 pts</p>

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<p> Justifies the Suggested Solution to the Ethical Issue</p> <p>Provides a structure for assessing justification. threshold: 3.0 pts</p>	<p>4 Pts</p> <p>Advanced: Skillfully justifies the suggested solution to the ethical issue</p>	<p>3 Pts</p> <p>Proficient: Adequately justifies the suggested solution to the ethical issue</p>	<p>2 Pts</p> <p>Developing: Partially justifies the suggested solution to the ethical issue.</p>	<p>1 Pts</p> <p>Beginning: Minimally justifies the suggested solution to the ethical issue.</p>	<p>0 Pts</p> <p>Not Applicable: Did not complete or no attempt</p>	4 pts
<p> Suggests Steps to Solve Ethical</p> <p>Provides a structure for assessing plans to solve ethical issues. threshold: 3.0 pts</p>	<p>4 Pts</p> <p>Advanced: Skillfully suggests steps to solve the ethical issue</p>	<p>3 Pts</p> <p>Proficient: Adequately suggests steps to solve the ethical issue</p>	<p>2 Pts</p> <p>Developing: Partially suggests steps to solve the ethical issue</p>	<p>1 Pts</p> <p>Beginning: Minimally suggests steps to solve the ethical issue</p>	<p>0 Pts</p> <p>Not Applicable: Did not complete or no attempt</p>	4 pts
<p> Acknowledge Civic Responsibility</p> <p>Provides a structure for the assessment of the understanding of civic responsibility. threshold: 3.0 pts</p>	<p>4 Pts</p> <p>Advanced: A complex and fully developed combination of knowledge, skills, values and motivation as they relate to civic life and affairs of regional, national, and/or global communities</p>	<p>3 Pts</p> <p>Proficient: An advanced and well developed combination of knowledge, skills, values and motivation as they relate to civic life and affairs of regional, national and/or global communities</p>	<p>2 Pts</p> <p>Developing: An adequate and acceptably developed combination of knowledge, skills, values and motivation as they relate to civic life and affairs of regional, national and/or global communities</p>	<p>1 Pts</p> <p>Beginning: A surface understanding of knowledge, skills, values and motivation involved in civic responsibility and difficulty relating to civic life and affairs of regional, national and/or global communities</p>	<p>0 Pts</p> <p>Not Applicable: Did not complete or no attempt</p>	4 pts
<p> Acknowledge Perspectives</p> <p>Provides a structure for assessing the</p>	<p>4 Pts</p> <p>Advanced: Exceptional ability to articulate insights into</p>	<p>3 Pts</p> <p>Proficient: Advanced recognition and articulation of diverse</p>	<p>2 Pts</p> <p>Developing: Adequate understanding of diverse</p>	<p>1 Pts</p> <p>Beginning: Surface understanding</p>	<p>0 Pts</p> <p>Not Applicable: Did not</p>	

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<p> Presentation, interpretation and analysis of information, data or evidence</p> <p>Provides a structure for assessing the analysis of evidence.</p> <p>threshold: 3.0 pts</p>	<p><b>4 Pts</b></p> <p>Advanced: Examines and addresses evidence and its source; questions the accuracy, relevance and completeness of evidence</p>	<p><b>3 Pts</b></p> <p>Proficient: Provides evidence of search, selection and source evaluation skills; discerns fact from opinion and may recognize bias in evidence</p>	<p><b>2 Pts</b></p> <p>Developing: Demonstrates adequate skill in searching, selecting and evaluating sources to meet the information need; use of evidence is qualified and selective</p>	<p><b>1 Pts</b></p> <p>Beginning: Repeats information provided without question or dismisses evidence without adequate justification; data/evidence or sources are simplistic or inappropriate</p>	<p><b>0 Pts</b></p> <p>Not Applicable: Did not complete or no attempt</p>	4 pts
<p> Analyzes Ethical Issue</p> <p>Provides a structure for assessing the analysis of an ethical issue.</p> <p>threshold: 3.0 pts</p>	<p><b>4 Pts</b></p> <p>Advanced: Skillfully analyzes the ethical issue</p>	<p><b>3 Pts</b></p> <p>Proficient: Adequately analyzes the ethical issue</p>	<p><b>2 Pts</b></p> <p>Developing: Partially analyzes the ethical issue</p>	<p><b>1 Pts</b></p> <p>Beginning: Minimally analyzed the ethical issue</p>	<p><b>0 Pts</b></p> <p>Not Applicable: Did not complete or no attempt</p>	4 pts
<p> Describes the Ethical Issue</p> <p>Provides a structure for assessing the description of an ethical issue.</p> <p>threshold: 3.0 pts</p>	<p><b>4 Pts</b></p> <p>Advanced: Skillfully describes the ethical issue</p>	<p><b>3 Pts</b></p> <p>Proficient: Adequately describes the ethical issue</p>	<p><b>2 Pts</b></p> <p>Developing: Partially describes the ethical issue</p>	<p><b>1 Pts</b></p> <p>Beginning: Minimally describes the ethical issue</p>	<p><b>0 Pts</b></p> <p>Not Applicable: Did not complete or no attempt</p>	4 pts
<p> Discusses Possible Consequences of Solution</p> <p>Provides a structure for assessing the discussion of</p>	<p><b>4 Pts</b></p> <p>Advanced: Skillfully discusses possible consequences of solution</p>	<p><b>3 Pts</b></p> <p>Proficient: Adequately discusses possible consequences of solution</p>	<p><b>2 Pts</b></p> <p>Developing: Partially discusses possible consequences of solution</p>	<p><b>1 Pts</b></p> <p>Beginning: Minimally discusses possible consequences of solution</p>	<p><b>0 Pts</b></p> <p>Not Applicable: Did not complete or no attempt</p>	4 pts

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






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<p>Development and presentation of argument, position or hypothesis with logical progression</p> <p>Provides a structure for the assessment of an argument.</p> <p>threshold: 3.0 pts</p>	<p>4 Pts</p> <p><b>Advanced:</b> Presents and justifies clearly and in detail own argument, position or hypothesis while qualifying or integrating contrary views or interpretations</p>	<p>3 Pts</p> <p><b>Proficient:</b> Argument, position, or hypothesis includes original thinking that acknowledges, refutes, synthesizes or extends other assertions, although some aspects have not been fully developed</p>	<p>2 Pts</p> <p><b>Developing:</b> Argument, position or hypothesis is clearly stated but with little original consideration</p>	<p>1 Pts</p> <p><b>Beginning:</b> Argument, position or hypothesis is unclear, simplistic or re-stated with little original consideration; fails to accurately present, justify or develop argument, position or hypothesis</p>	<p>0 Pts</p> <p><b>Not Applicable:</b> Did not complete or no attempt</p>	4 pts
<p>Introduction of problem, question or issue</p> <p>Provides a structure for assessing the introduction of a problem.</p> <p>threshold: 3.0 pts</p>	<p>4 Pts</p> <p><b>Advanced:</b> Clearly identifies the challenge and subsidiary, embedded, or implicit aspects of the problem, question or issue</p>	<p>3 Pts</p> <p><b>Proficient:</b> Summarizes the problem, question or issue but some nuances and details are missing or glossed over</p>	<p>2 Pts</p> <p><b>Developing:</b> Summarizes the problem, question or issue, though some aspects are incorrect or confused</p>	<p>1 Pts</p> <p><b>Beginning:</b> Fails to accurately identify and summarize problem, question or issue</p>	<p>0 Pts</p> <p><b>Not Applicable:</b> Did not complete or no attempt</p>	4 pts
<p>Presentation of conclusions and their implications</p> <p>Provides a structure for assessing the conclusions drawn from a critical thinking exercise.</p> <p>threshold: 3.0 pts</p>	<p>4 Pts</p> <p><b>Advanced:</b> Identifies and discusses well-reasoned conclusions and their implications; integrates conclusions and implications</p>	<p>3 Pts</p> <p><b>Proficient:</b> Accurately presents well-reasoned conclusions; presents implications that are only loosely connected to the conclusions</p>	<p>2 Pts</p> <p><b>Developing:</b> Accurately presents conclusions; implications are absent</p>	<p>1 Pts</p> <p><b>Beginning:</b> Fails to accurately identify conclusions or implications; conclusions are simplistic, absolute or attributed to an external authority</p>	<p>0 Pts</p> <p><b>Not Applicable:</b> Did not complete or no attempt</p>	4 pts





  

  

  

  

  

  

  

  


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 <p>Organization/Structure Provides a structure for assessing organizational patterns. threshold: 3.0 pts</p>	<p>4 Pts Advanced: Skillful implementation of an organizational pattern enhances the content's cohesion</p>	<p>3 Pts Proficient: Organizational pattern makes the content mostly cohesive</p>	<p>2 Pts Developing: Organizational pattern, in spite of interruptions, contributes to cohesion</p>	<p>1 Pts Beginning: Organizational pattern is intermittently observable and results in minimal cohesion</p>	<p>0 Pts Not Applicable: Did not complete or no attempt</p>	4 pts
 <p>Statement of Purpose Provides a structure for assessing the ability to present a main idea. threshold: 3.0 pts</p>	<p>4 Pts Advanced: Presents a sophisticated central idea</p>	<p>3 Pts Proficient: Presents a central idea</p>	<p>2 Pts Developing: Attempt to present a central idea</p>	<p>1 Pts Beginning: Minimal attempt to present a central idea</p>	<p>0 Pts Not Applicable: Did not complete or no attempt</p>	4 pts
 <p>Consideration of context, assumptions, other perspectives and the credibility and authority of sources Provides a structure for assessing the context of a critical thinking exercise. threshold: 3.0 pts</p>	<p>4 Pts Advanced: Analysis acknowledges complexity and bias; identifies influence of context and questions assumptions; clearly integrates multiple perspectives and justifies on view while respecting others</p>	<p>3 Pts Proficient: Engages challenging ideas tentatively or in ways that overstate the conflict; identifies but mostly dismisses alternative views</p>	<p>2 Pts Developing: Provides some recognition of context and consideration of assumptions and their implications</p>	<p>1 Pts Beginning: Approaches the issue in egocentric or socio-centric terms; analysis is grounded in absolutes, with little acknowledgement of own biases</p>	<p>0 Pts Not Applicable: Did not complete or no attempt</p>	4 pts
 <p>Development and presentation of argument, position or hypothesis with logical progression</p>	<p>4 Pts Advanced: Presents and justifies clearly and in detail own</p>	<p>3 Pts Proficient: Argument, position, or hypothesis includes</p>	<p>2 Pts Developing: Argument, position or</p>	<p>1 Pts Beginning: Argument, position or hypothesis is</p>	<p>0 Pts Not Applicable: Did not</p>	

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Documentation Within the Essay	<b>10 Pts Full Marks</b> Research and evidence selected is documented accurately according to the UNT plagiarism rules.	<b>7 Pts Half Marks</b> Research and evidence selected is only partially documented according to UNT plagiarism rules.	<b>3 Pts Low Marks</b> No documentation is present.	<b>0 Pts No Marks</b> Did not complete.	10 pts	
Context of Image	<b>10 Pts Full Marks</b> Evidence provides a complete summary and specifics that pertain to the image, time period, people and objects that appear.	<b>7 Pts Half Marks</b> Evidence provides a partial summary and few specifics that pertain to the image, time period, people and objects that appear.	<b>3 Pts Low Marks</b> Evidence provides a weak summary and no specifics that pertain to the image, time period, people and objects that appear.	<b>0 Pts No Marks</b> Did not complete.	10 pts	
 <b>Content Development</b> Provides a structure for assessing content development. threshold: 3.0 pts	<b>4 Pts Advanced: Thorough development of content</b>	<b>3 Pts Proficient: Adequate development of content</b>	<b>2 Pts Developing: Partial development of content</b>	<b>1 Pts Beginning: Minimal development of content</b>	<b>0 Pts Not Applicable: Did not complete or no attempt</b>	4 pts
 <b>Correctness</b> Provides a structure for assessing the application of the rules of standard English. threshold: 3.0 pts	<b>4 Pts Advanced: Mastery application of the rules of standard English</b>	<b>3 Pts Proficient: Above average application of the rules of standard English</b>	<b>2 Pts Developing: Acceptable application of the rules of standard English</b>	<b>1 Pts Beginning: Minimal application of the rules of standard English</b>	<b>0 Pts Not Applicable: Did not complete or no attempt</b>	4 pts
 <b>Organization/Structure</b>	<b>4 Pts Advanced: Skillful</b>	<b>3 Pts Proficient:</b>	<b>2 Pts Developing:</b>	<b>1 Pts Beginning:</b>	<b>0 Pts Not</b>	

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### Signature Assignment Grading Rubric (1)

Criteria	Ratings				Pts
Knowledge	<b>10 Pts</b> <b>Full Marks</b> Research selected is highly relevant to the questions asked and the evidence included components that are presented accurately and completely.	<b>7 Pts</b> <b>Half Marks</b> Research is relevant to the questions asked and is mostly accurate and complete. Some evidence includes components that are partially missing or unclear.	<b>3 Pts</b> <b>Low Marks</b> Research selected is not relevant to the questions asked or is vague or incomplete. Evidence includes components are missing or inaccurate or unclear.	<b>0 Pts</b> <b>No Marks</b> Did not complete.	10 pts
Critical Thinking and Interpretation	<b>10 Pts</b> <b>Full Marks</b> Arguments and thesis are pertinent to the questions asked and are supported by evidence. Strong and persuasive analysis is present in the essay answers.	<b>7 Pts</b> <b>Half Marks</b> Arguments are partially pertinent to the questions asked and are partially supported by evidence. Some analysis is present in the answers.	<b>3 Pts</b> <b>Low Marks</b> The arguments are not pertinent or directly connected to the questions asked and is not supported by evidence. No analysis was included in the answers.	<b>0 Pts</b> <b>No Marks</b> Did not complete.	10 pts
Grammar, Clarity, and Structure	<b>10 Pts</b> <b>Full Marks</b> No errors in punctuation, capitalization and spelling. Coherently organized and information and arguments logic is easy to follow. Writing is clear and concise. All essay structure directions were followed.	<b>7 Pts</b> <b>Half Marks</b> Few errors in punctuation, capitalization and spelling. Most information and arguments are not completely connected to the questions asked. Essay structure directions are weakly followed.	<b>3 Pts</b> <b>Low Marks</b> Many errors in punctuation, capitalization, and spelling. Poorly organized information included does not logically answer the questions asked. Essay is not typed or double spaced and has font size issues.	<b>0 Pts</b> <b>No Marks</b> Did not complete.	10 pts

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# Signature Assignment Spring 2020

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Due 6 May by 23:59 Points 50 Submitting a file upload

In an essay that is approximately 750 words in length, analyze the provided historical image and place it within its proper historical context. Your essay should contain a thesis or argument that answers the question below and use evidence from the image to support that argument. You may use your textbook and/or lecture notes in your answer.

In your analysis, answer the following question: [Full-screen View](#)

**What does this image reveal about the time period in which it was produced?**

In order to answer this question, you may consider addressing the following:

- Who produced the image?
- When was the image produced?
- Who was the intended audience?
- What is the purpose of the image? What messages does it convey?
- What is the historical context in which the source was produced and viewed?
- What unspoken assumptions does the image contain?
- What biases are detectable in the image?

Additionally, be sure to connect your analysis of the image to an ethical issue during the time it was produced or during the present day that illustrates your understanding of how this image relates to a sense of personal and social responsibility. For example, in what ways does this image reveal how individual actions and choices have affected our broader society and our nation? Devote approximately 250 of your 750 words to this exploration of personal and social responsibility revealed in the image.

Signature Assignment Grading Rubric (1)		
Criteria	Ratings	Pts