Denver College of Nursing

Course Syllabus

FALL QUARTER: 10/4/2021 – 12/17/2021
HUM330: Creating Solutions and Critical Thinking
Total Contact Hours: 40
Quarter Credit Hours: 4

Instructor: **Michelle Carlin**
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Academic Advising / Office Hours: Friday 7-9pm ET

Day	Time	Location
Online	Online	Online

Course Description:
This course helps students master key concepts in the areas of critical thinking and problem solving and engages in the practical application of these concepts. The course will guide students through rhetorical strategies, inductive and deductive reasoning and logic, critical case studies and analysis, problem-based scenario construction, problem solving, solution analysis and the presentation of ideas. Ethical values and related considerations are included within the critical thinking and problem-solving framework.

Pre-requisites: Admission to the RN to BSN program option.

Add/Drop Date: 10/10/2021
Withdraw Date: 11/14/2021

Course Objectives (COs):
By the end of the course, the student should be able to:

1. Analyze the processes of logical reasoning to interpret arguments. (GEO 1)
2. Evaluate the quality of reasoning behind arguments, interpretations, and/or beliefs. (GEO 1, 2)
3. Create well-reasoned arguments. (GEO 2, 3)
4. Evaluate mode(s) of inquiry used to gather and generate information. (GEO 1, 5)
5. Interpret evidence/findings, especially alternative positions different from one's own. (GEO 4)
6. Formulate significant questions for exploration. (GEO 2, 5)
7. Recognize one's own biases by viewing an issue through multiple perspectives. (GEO 3, 5)

8. Assess the reasonableness of arguments, positions, and beliefs. (GEO 2, 5)
9. Employ focus, organization, discipline, and empathy in approaching complex problems. (GEO 1, 2, 5)
10. Evaluate one's own position or conclusions through reflective thinking. (GEO 5)

Refer to the DCN catalog for the General Education Outcomes (GEO 's).

Required Textbooks:

➤ American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBNL 978-1-43-383215-4. (Note: Not available as an e-book.)
➤ Diestler, S. (2019). *Becoming a critical thinker*: a *user friendly manual (6th ed.).* Boston, MA: Pearson.

Syllabus Review
You must acknowledge the syllabus review via the link in Canvas **within the first two weeks of the quarter**. Should you not comply with this requirement, you will receive a zero for every assignment thereafter until the acknowledgement of the syllabus is complete. Thank you for your cooperation.

Online Attendance/Participation
Unlike a traditional classroom-based course, students do not need to attend class at a specific time every day to participate in class. This online class is asynchronous and attendance is monitored through participation in discussion board posts and assignment submissions. All assignment readings, lesson presentations, discussions, and assignments must be completed by the due dates specified in the course.

For the purpose of posting attendance, the academic week begins on Monday at 12:00 AM Mountain Time and ends Sunday at 11:59 PM Mountain Time. Attendance is monitored through class participation (as indicated above). Attendance will count as long as there is course participation (discussion boards, assignments, etc.) during the week. If you do not participate on or before Sunday 11:59 PM Mountain Time for a given week, you will be marked absent for that week.

Missing more than **20%** of any course constitutes **a one letter grade deduction in the final grade** earned for the course. Students are responsible for all announcements, handouts, and other course requirements, including examinations. **Failure to log-in for fourteen (14) consecutive days will result in being dropped from the course.**

Course Evaluations:
A student must achieve at least a 78% in all course deliverables in order to pass this course.

No points will be assigned to non-academic or unplanned activities such as attendance, participation, remediation, bonus points, or extra credit. All grades will be rounded to the hundredth decimal place. No final course grades will be rounded above the hundredth decimal place.

No assignments or coursework will be accepted after 11:59 pm (MT) of the last day of the term unless an Incomplete has been arranged and the Incomplete paperwork has been completed. All assigned coursework (including P/F or ungraded assignments and late assignments) must be completed to pass the course.

It is the student's responsibility to monitor their grades in the course. *Please be advised that your final course grade cannot be calculated until all course work is complete.*

Evaluation Components:

Grading Evaluation Criteria	Weight	
Weekly Discussions	33%	**Must achieve**
Assignments in Weeks 2, 5, 8, 10, 11	45%	**> 78% to pass**
Weekly Quizzes	22%	**the course**
Total	100%	

Exams/Quizzes:

Exams and quizzes will cover lecture and assigned reading material. They will be administered online and will be timed. These will only be available and will occur on designated/ assigned hours as directed by the instructor. Any student who does not access the exam or quiz during this open window will be subject to the missed assignment policy listed here in the syllabus. Students are still expected to do these exams and quizzes individually and as closed book/ note assessments. Disciplinary actions will be taken for any cheating regarding use of internet, textbooks, cell phones, and/or sharing or discussing information with any other student. There will be time restrictions on the assessments as there would be in the classroom. Questions will randomly show up one-at-a-time, and students will not be allowed to move forward or backwards through questions. Students are required to have proper internet access and fully functioning computer and browser platforms when taking the online assessments. Students are expected to set aside the allotted time needed for the assessment and test their computer and connections at least 10 minutes before the assessment. If a student is kicked out of the exam or quiz for any reason, they may re-enter through Canvas, but their time allotment will still be counting down from when they first entered the assessment. If a student encounters electronic difficulties, they should contact the instructor immediately.

DCN's Student Integrity policy will be enforced. Students are expected NOT to share or discuss content of quizzes or exams with other students. If a student is observed or suspected of any dishonest behavior, they will be subject to disciplinary action as outlined in the DCN catalog.

- Complete weekly quiz/exam by 11:59PM Sunday (no points available after this deadline)
- **Week 11:** Quiz, assignment and discussions (including peer responses) are due by 11:59PM MT Friday

Plagiarism of any kind will NOT be tolerated at any point through the duration of the course or your time at DCN. If there is any evidence of plagiarism on an assignment, quiz, and/or exam, this will result in ALL of the following: automatic 0 for the grade item, an academic coaching form, and a meeting with the instructor and director. Depending on the severity of the infraction, further disciplinary action (as outlined in the DCN catalog) will be taken into consideration.

Exams may be reviewed by the student upon scheduled appointment with the instructor. Any challenges to the grading of quantitative test items or essays are at the instructor's discretion and must be discussed and corrected within 1 week of posted grades. **All exam grades are final 7 days after grades are posted. Exams may not be repeated to improve a grade.**

Your Course Advisor is the Faculty for this course Michelle Carlin at MCarlin@denvercollegeofnursing.edu. Your Academic Advisor is Linda Ketchum at lketchum@denvercollegeofnursing.edu and your Program Advisor is Dr. Marguerite Distel at mdistel@denvercollegeofnursing.edu. Reach out to them with any questions or concerns about academic advising. Exams/quizzes will cover assigned reading material. They will be administered online while being timed. Students are expected to maintain academic integrity by taking exams/quizzes as closed book and closed notes. If students are suspected of any dishonest behavior, they will be reported to the conduct committee.

Discussion Board:

This course has a topic of discussion each week relevant to critical thinking. For each discussion:

- Post initial post to the weekly discussion by 11:59 PM MT Wednesday
- Respond to the posts of two peers by 11:59 PM MT Friday
- No late discussions posts will be accepted after <u>Sunday of that week</u> without prior approval.
- Late discussions will result in a 10% deduction, unless prior approval.

The grading rubric for the discussion boards is located after the course calendar in this syllabus.

<u>**Weekly Assignments**</u>
This course has assignments due in weeks 2, 5, 8, 10, and 11 (see the course calendar). Each of these is based on some aspect of critical thinking. Each week's topic poses a series of questions to be answered by the student. The topics are:

- Week 2: Find the Premises and Logical Reasoning
- Week 5: Evaluating Research Findings
- Week 8: Evaluating for Soundness, Bias, and Reliability
- Week 10: That's How I See It
- Week 11: How I Think

Prior to their final submission, all written assignments need to be submitted through a program called Unicheck. (See the assignment guidelines in the weekly modules for due dates and more information.) The grading rubric for these assignments is located after the course calendar in this syllabus

Missed Assignments and Exams:
Assignments, discussions, and projects may not be repeated to improve a grade.
All submissions (quizzes/exams/assessments, projects and/or assignments) are subject to a 10% penalty if submitted within 7 days after the due date. If the work is not complete within 1 week (7 days), the student will receive a zero for the submission. Additional attempts are not allowed in exams and assessments. Quizzes may allow multiple attempts, if approved by faculty for a specific course. If additional attempts are allowed, please see instructions at the beginning of the quiz for further details. All attempts must be completed by the weekly deadline (Sunday at 11:59 PM), and the highest score achieved will become the final grade for the quiz.

Discussion posts and peer responses must be submitted in the assigned week, following the due dates outlined in this syllabus. Initial posts and peer responses have different due dates. Any discussion posts received after the end of the week when they are due (Sunday at 11:59 pm) will receive a zero.

Late assignments will not be accepted in the final week of the course. All student work submitted for grading is due by 11:59 pm MT Friday.

DCN Policies:
Students are required to adhere to DCN policies and follow student conduct code. Any violation of the college policies or other acts of academic dishonesty (plagiarism, cheating, etc.) will result in a 0 for the given assignment; students are subject to direct counseling and reporting by faculty.

We are forming an Academic Community. As **Professional Nurses** you must adhere to professional standards, beginning with Respect and Courtesy for ALL.

More information regarding DCN mission, policies, courses, and the student code of conduct may be found at: https://www.denvercollegeofnursing.edu/students/catalog-and-student-handbooks.html.

<u>**Copyright Infringement Policy:**</u>
Denver College of Nursing respects the copyrights of all books and instructional materials, including music, movies, software, digital media, and other literary and artistic works, and acknowledges that it is in full compliance with the provisions of the U. S. Copyright Law of 1976, as amended, (Title 17, United States Code) and the Digital Millennium Copyright Act (DMCA, 2000). Students enrolled in a course or program at the

College are required to respect the proprietary rights of owners of copyrights and refrain from actions that may infringe upon those rights. For more information about copyright law, please visit the U.S. Copyright Office at www.copyright.gov.

The penalties for violation of United States copyright law can be severe. Employees and students who willfully disregard copyright law place themselves at risk of civil and criminal legal action. Individuals who engage in infringing activities also place the college at risk of legal action. Any individual associated with Denver College of Nursing who infringes on Copyright Law may face disciplinary action by the College as appropriate under the circumstances, including termination or dismissal, and may be subject to civil and/or criminal liability. Incidents of suspected copyright infringement in an academic context should be reported to the Dean of Nursing Education or designee.

The course syllabus is a general plan for the course; deviations may be necessary and will be announced.

Class Calendar and Assignments: Subject to Change

DATE		Lecture	Assigned Reading/Videos	QUIZ/EXAM
WEEK 1 (10/4-10/10)	**CO: 1,2,4**	**The Structure of Arguments** • Differentiate deduction from induction • Distinguish statements from non-statements • Distinguish between documented fact and opinion • Explain assumptions as premises in arguments • Describe modes of inquiry	Becoming a Critical Thinker: A User Friendly Manual Chapter 1, "Foundations of Arguments"	Discussion Forum: Argument Basics Complete Quiz 1
WEEK 2 (10/11-10/17)	**CO: 1, 2**	**Truth and Validity** • Define entailment for deduction • Assess the use of evidence to draw inferences and support conclusions • Define the concept of inferential claim	Becoming a Critical Thinker: A User Friendly Manual Chapter 3, "Reality Assumptions"	Discussion Forum: Argument Basics Week 2 Assignment: Find the Premises and Logical Thinking Complete Quiz 2
WEEK 3 (10/18-10/24)	**CO: 1, 2, 3**	**Argument Forms** • Apply the use of premises and conclusions • Use common argument forms • Classify argument forms • Classify arguments based on validity	Becoming a Critical Thinker: A User Friendly Manual No Reading, please refer to Chapter 3	Discussion Forum: Discussing Deduction Complete Quiz 3
WEEK 4 (10/25-10/31)	**CO: 1, 2**	**Generalization** • Define inductive probability • Apply the use of premises and conclusions • Use common argument forms • Classify argument forms • Assess the use of evidence to draw inferences and support conclusions	Becoming a Critical Thinker: A User Friendly Manual Chapter 4, "Inductive Arguments: Statistical and Causal Generalizations"	Discussion Forum: Generalization Complete Complete Quiz 4

	CO:			
WEEK 5 (11/1-11/7)	**CO: 1, 2**	**Induction: Evidence and Analogies** • Define inductive probability • Apply the use of premises and conclusions • Assess the use of evidence to draw inferences and support conclusions	Becoming a Critical Thinker: A User Friendly Manual Chapter 5, "Inductive Generalizations: Controlled Studies and Analogies"	Discussion Forum: Expert Testimony, Causality, and Argument from Analogy Week 5 Assignment: Evaluating Research Findings Complete Quiz 5
WEEK 6 (11/8-11/14)	**CO: 1, 2**	**Fallacies and Weak Induction** • List common formal fallacies • Interpret fallacy forms • Distinguish between fallacies and arguments	Becoming a Critical Thinker: A User Friendly Manual Chapter 6, "Reasoning Errors"	Discussion Forum: Fallacy or No Fallacy? Complete Quiz 6
WEEK 7 (11/15-11/21)	**CO: 1, 2**	**Informal Fallacies** • Discern any logical fallacies in an argument • List common informal fallacies	Becoming a Critical Thinker: A User Friendly Manual No Reading, please refer to Chapter 6	Discussion Forum: Is This a Fallacy? Complete Quiz 7
WEEK 8 (11/22-11/28)	**CO: 1, 2, 3, 5**	**Language and Logic** • Evaluate the soundness of ideas and information • Estimate the truth value of statements • Evaluate sources of information for bias and reliability	Becoming a Critical Thinker: A User Friendly Manual Chapter 7, "The Power of Language"	Discussion Forum: Assessing Sources of Statements Week 8 Assignment: Evaluating for Soundness, Bias, and Reliability Complete Quiz 8

	CO: 1, 2, 3, 5	**Reading Media** • Evaluate the soundness of ideas and information • Estimate the truth value of statements • Critique sources of information for their reliability • Describe types of evidence and support to use to defend an argument • Distinguish between facts, testimony, and personal opinions • Explain the process of proving facts • Evaluate competing claims within an argument	Becoming a Critical Thinker: A User Friendly Manual Chapter 8, "Suggestion in Media"	Discussion Forum: Says Who? Complete Quiz 9
WEEK 9 (11/29-12/5)				
	CO: 2, 3, 4, 5	**Bias and Viewpoints** • Analyze premises as evidence for conclusions • Describe the elements of good critical thought • Identify examples of bias	Becoming a Critical Thinker: A User Friendly Manual Chapter 9, "FairMindedness"	Discussion Forum: Reason and Reasonable Week 10 Assignment: That's How I See It Complete Quiz 10
WEEK 10 (12/6-12/12)				
	CO: 1, 2, 5	**Logic in Real Life** • Identify problems, issues, or consequences within a body of evidence • Evaluate problems, issues, or consequences raised within a body of evidence • Explain why unreflective views tend to be biased or unreasonable • Evaluate statements in the context of moral or legal cases	Becoming a Critical Thinker: A User Friendly Manual Chapter 2, "Values and Ethics" Chapter 10, "Persuasive Speaking"	Discussion Forum: What in the World? Week 11 Assignment: How I Think Complete Quiz 11
WEEK 11 (12/13-12/17)				

Discussion Rubric

Criteria	Ratings			Points
This criterion is linked to a Learning Outcome Content/ Comprehension	20 to >15.0 pts Excellent Post demonstrates depth of understanding of course content; Addresses discussion prompt completely; offers clear point of view and detail	15 to >10.0 pts Satisfactory Post demonstrates adequate depth of understanding, but does not address all of discussion prompt; point of view is somewhat unclear and detail is limited	10 to >0 pts Needs Improvement Post does not demonstrate depth of understanding of course content; Discussion prompt is minimally addressed; Point of view is unclear and detail is under-developed	20
This criterion is linked to a Learning Outcome Engagement/ Classroom Interaction (One to two response posts, please refer to the week's discussion for specific requirements)	20 to >14.0 pts Excellent Submits required number of response posts; Responses extend the discussion by making connections, relating to others' ideas and adding supporting detail	14 to >9.0 pts Satisfactory Submits required number or response posts; Some connections are made with relevant explanation and detail	9 to >0 pts Needs Improvement Responses are not submitted; Responses are generic, limited, do not extend the discussion or add detail	20
This criterion is linked to a Learning Outcome Timeliness	10 pts Excellent Submits initial post by deadline	4 pts Satisfactory Submits initial post one to three days late(after Wednesday)	0 pts Needs Improvement Submits initial post 4 days late(after Sunday)	10
This criterion is linked to a Learning Outcome Spelling/ Grammar/Mechanics	10 to >8.0 pts Excellent Posts have 0-1 spelling or grammatical errors; Properly cites work in APA format where required	8 to >5.0 pts Satisfactory Posts have 2-3 spelling or grammatical errors; Cites work in APA format where required with few errors	5 to >0 pts Needs Improvement Posts have 3 or more spelling or grammatical errors; Does not cite work where required	10
Total Points				**60**

Assignment Grading Rubrics

Week 2 Assignment: Find the Premises and Logical Reasoning

HUM 330 Week 2 Assignment Worksheet

Complete the following tables to assist you in learning the concepts presented in week 1 and week 2.

Table 1: Spot the Premise

Conclusion	Premise or "Hidden Premise"
1. Everyone I know likes Chick-a-Cola. It must be really good!	
2. I can't believe the McDonald's VP is voting to cut employee benefits. He must be in the president's pocket.	
3. If a restaurant is crowded, then people love the menu. The restaurant is crowded. People must love the new menu.	
4. Industrialized cattle farms are immoral because they murder animals.	
5. The fast food industry is in turmoil. The poor economy has brought down consumer spending, so the fast food industry is going to collapse.	

Table 2: Defending the Premises

Question	Conclusion 1	Conclusion 2	Conclusion 3	Conclusion 4	Conclusion 5
Does the assumption support the conclusion? (yes/no)					
Write notes explaining why the assumption supports the conclusion or why it does not.					
Deductive or Inductive Reasoning?					

Table 3: Logical reasoning

Question	Notes for answer
What characteristics define deduction?	
What defines induction?	
How can assumptions inform the premise of an argument?	
Contrast the principal differences between explicitly expressed and tacitly implied premises.	
Which of the conclusions have explicitly expressed or tacitly implied premises?	
Explain the effect explicit and implicit assumptions have on the final conclusion.	

HUM330 Week 2: Find the Premises and Logical Reasoning Grading Rubric

Metrics:	Excellent (8-10 pts):	Needs some improvement (6-8 points):	Needs significant improvement (4-6 points):	Poor (0-4 points):
Spot the Premise	Correctly identifies the premise type for all 5 examples.	Correctly identifies the premise for 3-4 of the examples.	Correctly identifies the premise for 1-2 of the examples.	Does not correctly identify the premises.
Defending the Premise	Clearly and completely addresses all areas of Table 2: Defending the Premise.	Somewhat addresses all areas of Table 2. Some answers may be incomplete.	Limitedly addresses all Table 2 requirements. A few answers may be sparse or incorrect.	Much of the information is incomplete or inaccurate.
Reality Assumptions	Clearly and completely addresses all areas of Table 4: Reality Assumptions	Somewhat addresses all areas of Table 4. Some answers may be incomplete.	Limitedly addresses all Table 4 requirements. A few answers may be sparse or incorrect.	Much of the information is incomplete or inaccurate.
Metrics:	Excellent (4-5 pts):	Needs some improvement (3-4 points):	Needs significant improvement (2-3 points):	Poor (0-2 points):
Mechanics and Grammar	No errors in usage, capitalization, punctuation and spelling. Easy to read and understand.	Minor errors in usage, capitalization, punctuation and spelling that interfere with reading/ understanding	Some errors in usage, capitalization, punctuation and spelling that interfere with reading/ understanding.	Numerous errors in usage, capitalization, punctuation and spelling that interfere with reading/ understanding or is limited in development.
APA formatting	No errors in APA format: in- text citation(s) or reference page.	Minor errors in APA format: in-text citation(s) or reference page.	Some errors in APA format: in-text citation(s) or reference page.	Numerous errors in APA format: in-text citation(s) or reference page.
Total: 50 points				

HUM330 Week 5: Evaluating Research Findings Grading Rubric

Metrics:	Excellent (8-10 pts):	Needs some improvement (6-8 points):	Needs significant improvement (4-6 points):	Poor (0-4 points):
Research institution/ qualifications of the researchers/ potential for bias	Thoroughly and accurately examines researcher qualifications and potential/ actual biases.	Somewhat examines researcher qualifications and actual/ potential bias.	Minimally examines researcher qualifications and potential/actual biases.	Does not adequately examine researcher qualifications and potential/actual biases.
Sampling and research methods	Thoroughly and accurately presents sampling and research methods.	Somewhat presents sampling and research methods.	Minimally presents sampling and research methods or there are inaccuracies.	Does not adequately present sampling and research methods or information is incorrect.
Reliability and validity	Thoroughly and accurately examines reliability and validity.	Somewhat examines reliability and validity.	Minimally examines reliability and validity or there are inaccuracies.	Does not adequately examines reliability and validity or information is inaccurate.
Statistical significance of the results	Thoroughly and accurately evaluates the significance of the results.	Somewhat evaluates the significance of the results.	Minimally evaluates the significance of the results or there are inaccuracies.	Does not adequately present the significance f the results or information is inaccurate.
Metrics:	Excellent (4-5 pts):	Needs some improvement (3-4 points):	Needs significant improvement (2-3 points):	Poor (0-2 points):
Mechanics and Grammar	No errors in usage, capitalization, punctuation and spelling. Easy to read and understand.	Minor errors in usage, capitalization, punctuation and spelling that interfere with reading/ understanding	Some errors in usage, capitalization, punctuation and spelling that interfere with reading/ understanding.	Numerous errors in usage, capitalization, punctuation and spelling that interfere with reading/ understanding or is limited in development.
APA formatting	No errors in APA format: in- text citation(s) or reference page.	Minor errors in APA format: in-text citation(s) or reference page.	Some errors in APA format: in-text citation(s) or reference page.	Numerous errors in APA format: in-text citation(s) or reference page.
Total: 50 points				

HUM330 Week 8: Evaluating for Soundness, Bias, and Reliability Grading Rubric

Metrics:	Excellent (8-10 pts):	Needs some improvement (6-8 points):	Needs significant improvement (4-6 points):	Poor (0-4 points):
Cognitive and emotive content	Correctly determines the cognitive and emotive content of the speech.	Somewhat determines the cognitive and emotive cognitive content. A few details may be missing.	Minimally determines the cognitive and emotive cognitive content or there are inaccuracies.	Does not accurately determine the cognitive and emotive cognitive content.
Benefits of cognitive and emotive content in a political context?	Thoroughly and accurately explains the benefits of using primarily cognitive or primarily emotive content within a political context.	Somewhat explains the benefits of using primarily cognitive or primarily emotive content within a political context.	Minimally explains the benefits of using primarily cognitive or primarily emotive content within a political context.	Does not adequately explain the benefits of using primarily cognitive or primarily emotive content within a political context.
Bias and reliability	Correctly identifies any occurrence of bias within the speech and thoroughly explains how bias can influence reliability.	Correctly identifies occurrences of bias within the speech and somewhat explains how bias can influence reliability.	Identifies occurrences of bias within the speech but there may be inaccuracies; minimally explains how bias can influence reliability.	Does not correctly identify occurrences of bias within the speech and does not explain how bias can influence reliability.
Soundness and clarity of the message	Thoroughly evaluates the soundness and clarity of the message.	Somewhat evaluates the soundness and clarity of the message.	Minimally evaluates the soundness and clarity of the message.	Does not adequately evaluates the soundness and clarity of the message or the information is inaccurate.
Metrics:	Excellent (4-5 pts):	Needs some improvement (3-4 points):	Needs significant improvement (2-3 points):	Poor (0-2 points):
Mechanics and Grammar	No errors in usage, capitalization, punctuation and spelling. Easy to read and understand.	Minor errors in usage, capitalization, punctuation and spelling that interfere with reading/ understanding	Some errors in usage, capitalization, punctuation and spelling that interfere with reading/ understanding.	Numerous errors in usage, capitalization, punctuation and spelling that interfere with reading/ understanding or is limited in development.
APA formatting	No errors in APA format: in- text citation(s) or reference page.	Minor errors in APA format: in- text citation(s) or reference page.	Some errors in APA format: in-text citation(s) or reference page.	Numerous errors in APA format: in-text citation(s) or reference page.
Total: 50 points				

HUM330 Week 10: That's How I See It Grading Rubric

Metrics:	Excellent (8-10 pts):	Needs some improvement (6-8 points):	Needs significant improvement (4-6 points):	Poor (0-4 points):
Cognitive and emotive content	Correctly determines the cognitive and emotive content of the speech.	Somewhat determines the cognitive and emotive cognitive content. A few details may be missing.	Minimally determines the cognitive and emotive cognitive content or there are inaccuracies.	Does not accurately determine the cognitive and emotive cognitive content.
Benefits of cognitive and emotive content in a political context?	Thoroughly and accurately explains the benefits of using primarily cognitive or primarily emotive content within a political context.	Somewhat explains the benefits of using primarily cognitive or primarily emotive content within a political context.	Minimally explains the benefits of using primarily cognitive or primarily emotive content within a political context.	Does not adequately explain the benefits of using primarily cognitive or primarily emotive content within a political context.
Bias and reliability	Correctly identifies any occurrence of bias within the speech and thoroughly explains how bias can influence reliability.	Correctly identifies occurrences of bias within the speech and somewhat explains how bias can influence reliability.	Identifies occurrences of bias within the speech but there may be inaccuracies; minimally explains how bias can influence reliability.	Does not correctly identify occurrences of bias within the speech and does not explain how bias can influence reliability.
Soundness and clarity of the message	Thoroughly evaluates the soundness and clarity of the message.	Somewhat evaluates the soundness and clarity of the message.	Minimally evaluates the soundness and clarity of the message.	Does not adequately evaluates the soundness and clarity of the message or the information is inaccurate.
Metrics:	Excellent (4-5 pts):	Needs some improvement (3-4 points):	Needs significant improvement (2-3 points):	Poor (0-2 points):
Mechanics and Grammar	No errors in usage, capitalization, punctuation and spelling. Easy to read and understand.	Minor errors in usage, capitalization, punctuation and spelling that interfere with reading/ understanding	Some errors in usage, capitalization, punctuation and spelling that interfere with reading/ understanding.	Numerous errors in usage, capitalization, punctuation and spelling that interfere with reading/ understanding or is limited in development.
APA formatting	No errors in APA format: in- text citation(s) or reference page.	Minor errors in APA format: in- text citation(s) or reference page.	Some errors in APA format: in-text citation(s) or reference page.	Numerous errors in APA format: in-text citation(s) or reference page.
Total: 50 points				

HUM330 Week 11: How I Think Grading Rubric

Metrics:	Excellent (7-8 pts):	Needs some improvement (5-6 points):	Needs significant improvement (4 points):	Poor (0-3 points):
Explain the moral issue	Clearly explains the moral issue.	Somewhat explains the moral issue. A few minor details may be missing.	Limitedly explains the moral issue.	Does not explain the moral issue. OR is limited in development.
Identify the possible viewpoints and conclusions for the moral issue	Correctly identifies the possible viewpoints and conclusions for the moral issue.	Somewhat identifies the possible viewpoints and conclusions for the moral issue. A few minor details may be missing.	Limitedly identifies the possible viewpoints and conclusions for the moral issue.	Does not identify the possible viewpoints and conclusions for the moral issue. OR is limited in development.
Express a clear statement for your conclusion	Clearly expresses a statement for your conclusion.	Somewhat expresses a statement for your conclusion. A few minor details may be missing.	Limitedly expresses a statement for your conclusion.	Does not express a statement for your conclusion. OR is limited in development.
Explain the process of reasoning followed to arrive at the conclusion.	Clearly explains the process of reasoning followed to arrive at the conclusion.	Somewhat explains the process of reasoning followed to arrive at the conclusion. A few minor details may be missing.	Limitedly explains the process of reasoning followed to arrive at the conclusion.	Does not explain the process of reasoning followed to arrive at the conclusion. OR is limited in development.
Identify the underlying beliefs that clashed with supported the conclusion.	Correctly identifies the underlying beliefs that clashed with or supported the conclusion.	Somewhat identifies the underlying beliefs that clashed with or supported the conclusion. A few minor details may be missing.	Limitedly identifies the underlying beliefs that clashed with or supported the conclusion.	Does not identify the underlying beliefs that clashed with or supported the conclusion. OR is limited in development.
Identify the arguments that support your conclusion.	Correctly identifies the arguments that support your conclusion.	Somewhat identifies the arguments that support your conclusion. A few minor details may be missing.	Limitedly identifies the arguments that support your conclusion.	Does not identify the arguments that support your conclusion. OR is limited in development.
Define a reasoned argument illustrating the new belief.	Clearly defines a reasoned argument illustrating the new belief.	Minor errors in usage, capitalization, punctuation, and spelling that do not interfere with reading/ understanding. Minor errors in APA format: in-text citation(s); reference page	Limitedly defines a reasoned argument illustrating the new belief.	Does not define a reasoned argument illustrating the new belief. OR is limited in development.
Metrics:	Excellent (4 pts):	Needs some improvement (3 points):	Needs significant improvement (2 points):	Poor (0-1 points):
Mechanics and Grammar/ APA formatting	No errors in usage, capitalization, punctuation, and spelling. No errors in APA format: in-text citation(s); reference page	Minor errors in usage, capitalization, punctuation, and spelling that do not interfere with reading/ understanding. Minor errors in APA format: in-text citation(s); reference page	Some errors in usage, capitalization, punctuation, and spelling that somewhat interfere with reading/ understanding. Some errors in APA format: in-text citation(s); reference page.	Numerous errors in usage, capitalization, punctuation, and spelling that interfere with reading/ understanding or is limited in development. Numerous errors in APA format: in-text citation(s); reference page.

Total: 60 points