U.S. Government Course Civic Action Project

Overview:

You will select one issue that you and your partner believe to be important or interesting, and you will try to solve the issue or at least move it in the right direction. Once you and your partner select the issue that you both agree to work on (i.e. what you both consider important or interesting), you will both research your topic, and then based on your research identify action(s) that you can take to try to successfully affect your desired change (i.e. working to influence change for your issue [this will usually encompass attempting to influence local, state, or national policy]) through taking a civic action(s). You can do this in many different ways, such as the following:

1. Write a letter(s) to government representatives (city council, state representatives, congressman, or senators) and follow up with those representatives and take additional actions to ensure you're making progress towards achieving change regarding your chosen issue.
2. Meet with government representatives about your issue and follow up with those representatives and take additional actions to ensure you’re making progress towards achieving change regarding your chosen issue.
3. Go to a city council meeting and make a proposal (and follow up with council representatives and take additional actions to ensure you’re making progress towards achieving change regarding your chosen issue).
4. Launch a campaign to affect change (raising awareness about the issue) and try to get the policy changed (infomercials, organizing rallies, Etc.) and take additional actions to ensure you’re making progress towards achieving change regarding your chosen issue.
5. Volunteer for an organization that is working to achieve change to a policy that you believe in (ASPCA, GLENSEN, NOW, ACLU, ETC.).
6. Volunteer for a political campaign that will help to realize the change for your chosen issue that you and your partner desire to bring about.
7. Etc.

You and your partner will need to document all your work and the final submitted project will be a portfolio of your work (the steps you & your partner took to affect your desired outcome for your chosen issue [i.e. policy change at the local, state, or national levels of government]).

NOTE: ALL PARTS OF THE PROJECT MUST BE TYPED AND ADHERE TO MLA FORMAT.

Due Date: Monday, January 6, 2020 (MONDAY AFTER WE RETURN FROM WINTER BREAK!)

• NEED TO MAKE NECESSARY ARRANGEMENTS TO HAVE THE FINAL PROJECT COMPLETE PRIOR TO WINTER BREAK (DO NOT PROCRASTINATE)!
Semester Civic Action Project: 100 points (10% of the Semester 1 Grade)

Activities/Deliverables:

1. Class brainstorm (discussing ideas for the project)
   - Day project is distributed in class (9/13/19)
2. Part 1: Civic Action Project Proposal:
   In pairs you need to research & select the one issue you and your partner find the most interesting or important and convince me (Professor Meinschein) that it is worth acting on the chosen issue/topic (by completing the civic action proposal assignment); 10 points (informal/formative assessments).
   - DUE BY: Monday, September 23, 2019!
     o YOU/YOUR PARTNER WILL RECEIVE NOTIFICATION OF APPROVAL (OR NON-APPROVAL) FOR THE TOPIC/ISSUE BY: WEDNESDAY, SEPTEMBER 25, 2019 (AT THE VERY LATEST).
   - DUE Monday, October 21, 2019
   - What civic action can be taken to affect the change wanted on the issue/topic chosen?
     o Conduct research on your chosen issue/problem (as you need to fully understand the history of your chosen issue/problem and what has been done in the past to affect/change the issue/problem to take effective civic action).
   - Possible Civic Actions:
     o Calls to organizations
     o Attending meetings
     o Petitions & Writing letters to Elected Representatives
     o Meet with Elected Representatives
     o Volunteering for Organization
     o Educating the Public & Encouraging Action
     o Volunteering for a political campaign that will help to realize the change for your chosen issue that you and your partner desire to bring about.
     o Etc.
   - You and your partner NEED to complete the “Thinking it Through” assignment according to the instructions and submit it with the Annotated Bibliography.
4. Part 2B: Annotated Bibliography (using MLA format); WORTH 15% OF THE FINAL PROJECT GRADE
   - DUE Monday, October 21, 2019
   - An annotated bibliography is a great technique to use to organize research.
   - NEED TO HAVE A MINIMUM OF FIVE CREDIBLE SOURCES (AT LEAST THREE OF THE FIVE SOURCES NEEDS TO BE ACADEMIC SOURCES; BOOKS, ACADEMIC JOURNAL ARTICLES, STUDIES, ETC.).
     o THE NYCPL AND COLUMBIA UNIVERSITY BOTH HAVE RESEARCH DATABASES FOR THIS PURPOSE.
     o THE NYCPL WILL COME IN TO HOLD A WORKSHOP & REVIEW HOW TO USE THEIR RESEARCH DATABASE WITH YOU IN LATE SEPTEMBER/EARLY OCTOBER (BUT DO NOT WAIT TO START YOUR RESEARCH).
   - THE ANNOTATED BIBLIOGRAPHY NEEDS TO INCLUDE ALL THREE OF THE FOLLOWING SECTIONS FOR EACH ENTRY:
     o Citation (MLA FORMAT)
       ▪ Primary/Secondary Source & Summary
         • Primary or Secondary Source?
         • What information is the source providing regarding the chosen issue/topic?
• Assessment
  • Is the source credible?
  • Is the source biased?
  • Etc.
  • You/you partner need to thoroughly explain.

• Reflection
  • How does the information provided relate to your chosen issue?
  • Why is the information provided in the source useful to helping you take a civic action?
  • How does the source help to solidify the type of civic action that will result in the desired effect/outcome?

• Refer to the handouts attached for more information regarding how to write and format an annotated bibliography in MLA format.
  ▪ Or visit the Purdue Owl Website:
    • https://owl.english.purdue.edu/owl/resource/614/01

5. Part 3: “Implement the Civic Action” Assignment/Report (take the civic action(s) necessary to affect the desired change); **WORTH 30% OF THE FINAL PROJECT GRADE**
  • **DUE FRIDAY, DECEMBER 6, 2019!**
  • You and your partner need to complete the “Civic Action” Assignment/Report according to the instructions provided.
  • Need to have documentation proving that you/your partner implemented your civic action (photographs, etc.).

6. Part 4A: Civic Action Process/Reflection Report; **NEEDS TO BE COMPLETED BY EVERYONE INDEPENDENTLY** (see attached assignment sheet); **WORTH 15% OF THE FINAL PROJECT GRADE**
  • **REFLECTION PAPER IS DUE WITH THE FINAL PORTFOLIO ON MONDAY, JANUARY 6, 2020!**
  • You and your partner need to reflect on the civic action project, the civic action you and your partner took and assess your success at affecting change regarding the issue or problem of your choice.
  • **THIS NEEDS TO BE COMPLETED BY EACH STUDENT INDEPENDENTLY!**
    • THERE SHOULD BE TWO REFLECTION PAPERS IN THE PROJECT PORTFOLIO.

7. Part 4B: Create a professional looking portfolio in order to keep and present all of the work completed towards affecting the change desired; **WORTH 15% OF THE FINAL PROJECT GRADE**
  • **DUE BY MONDAY, JANUARY 6, 2020**
  • **REQUIRED ITEMS IN THE PORTFOLIO:**
    • Title Page
    • Part 1: Civic Action Proposal
    • Part 2A: Civic Action Project “Thinking It Through” Assignment
    • Part 2B: Annotated Bibliography
    • Part 3: Implement the Civic Action (with the evidence of the civic action attached)
      ▪ **EXAMPLES OF EVIDENCE THAT THE CIVIC ACTION WAS TAKEN**
        • Photographs
        • Meeting Minutes/Notes
        • Meeting Agendas
        • Copies of letters written to government representatives (with photos of letter being mailed)
        • Logs of phone calls made to organizations and/or government representative (with photos of phone calls being made).
    • Part 4A: Civic Action Process/Reflection Report

8. Presentation; **WORTH 10% OF THE FINAL PROJECT GRADE**
  • You and your partner will present your civic action portfolio to the class at the end of the semester.
  • **Monday, January 13, 2020 through to Friday, January 17, 2020**
Part 1: The Civic Action Project Proposal

Effective citizens are able to solve problems and they understand the role that policy plays in doing so. During this project, you are going to address a problem or an issue by taking civic actions. As you try to make an impact, you’ll explore relationships between the issue, your actions, and policy.

Another thing effective citizens are good at is convincing others that their concerns, ideas, and views are important.

Assignment: Answer the following questions using complete sentences to convince your teacher that the problem, issue, or policy you want to try to impact is important (should be at least 2 pages double spaced in length).

NOTE: THIS ASSIGNMENT NEEDS TO BE TYPED AND ADHERE TO MLA FORMAT.

1. What problem, issue, or policy do you propose to work on?

2. How does this problem, issue, or policy influence/effect people?

3. How is the problem or issue related to policy? This is important as you take civic actions, you’ll need to deal with public policy in some way.

4. Why do you want to work on this? Why do you think it is important?

5. What are the first few things you think you could do to affect your desired change? Explain.
Part 2A: Civic Action “Thinking It Through”
Assignment/Report

As people work to address issues/problems, they educate themselves about the issues/problems (conduct research) and continually set and reset goals to accomplish their desired outcomes.

As you attempt to address an issue/problem, you’ll need to stay informed about it (need to conduct research and then keep up on new information about your issue/problem). Then you need to use your knowledge to set goals and plan how to affect the desired change (and be prepared to change your course of action along the way).

Assignment: Gather information about your issue and set some goals. Answer the following questions using complete sentences (should be at least 5 pages double spaced in length).

NOTE: THIS ASSIGNMENT NEEDS TO BE TYPED, ADHERE TO MLA FORMAT, & THIS NEEDS TO BE SUBMITTED WITH THE ANNOTATED BIBLIOGRAPHY (PART 2B)

1. Using no more than 1 paragraph (typed and double spaced), explain what problem, issue, or policy you are working on.

2. Using no more than 1 paragraph (typed and double spaced), explain what your goal or desired outcome is (what change do you hope to accomplish).

You will take civic action(s) to move toward this goal.
An important civic action to start with is to educate yourself about the issue/problem.

Consider the Following: What do you need to know before you take your first steps towards affecting your desired change?
Be sure to think about:
- Background/History of the issue/problem
- Cause of the issue/problem and the effect the issue/problem is having on people
- Effects of problem on society
- What has been done in the past to address this issue/problem and to what extent have these actions been successful?

THE PLACES/SOURCES YOU FIND THIS INFORMATION (YOUR RESEARCH) WILL NEED TO BE SORTED AND STORED FOR YOUR USE IN THE FORM OF AN ANNOTATED BIBLIOGRAPHY (MLA FORMAT); THIS IS PART 2B OF THE CIVIC ACTION PROJECT!
3. Using no less than 1 page typed (double spaced), explain the background/history of your chosen issue/problem. 

NEED TO BE SURE TO CITE YOUR SOURCES IN-TEXT USING MLA FORMAT AND THE SOURCES NEED TO BE LISTED IN THE ANNOTATED BIBLIOGRAPHY USING MLA FORMAT.

4. Using no less than 1 page typed (double spaced), explain what is the cause of the issue/problem and explain how this issue/problem effects people/society. 

NEED TO BE SURE TO CITE YOUR SOURCES IN-TEXT USING MLA FORMAT AND THE SOURCES NEED TO BE LISTED IN THE ANNOTATED BIBLIOGRAPHY USING MLA FORMAT.

5. Using no less than 1 page typed (double spaced), explain what has been done in the past to address this issue/problem and to what extent have these actions been successful? 

NEED TO BE SURE TO CITE YOUR SOURCES IN-TEXT USING MLA FORMAT AND THE SOURCES NEED TO BE LISTED IN THE ANNOTATED BIBLIOGRAPHY USING MLA FORMAT.

6. Using no less than 1 page typed (double spaced), explain the civic action(s) you plan to take to affect/influence your desired change and explain why you think this action will help to affect/influence the problem, issue, or policy that you are working on. 

NEED TO BE SURE TO CITE YOUR SOURCES IN-TEXT USING MLA FORMAT AND THE SOURCES NEED TO BE LISTED IN THE ANNOTATED BIBLIOGRAPHY USING MLA FORMAT.

7. Using no more than 1 paragraph (typed and double spaced), explain how & when this/these civic action(s) will take place. 

Reminder: Be sure to take photographs of you taking this action (YOU NEED TO HAVE EVIDENCE OF TAKING THE CIVIC ACTION)!
Part 2B: Civic Action Annotated Bibliography

Welcome to the Purdue OWL

Contributors: Dana Bisignani, Allen Brizee.
Summary:

This handout provides information about annotated bibliographies in MLA, APA, and CMS.

Annotated Bibliographies

Definitions

A bibliography is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "references" or "works cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An annotation is a summary and/or evaluation.

Therefore, an annotated bibliography includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following:

- **Summarize**: Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.

  For more help, see our handout on [paraphrasing](#) sources.

- **Assess**: After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source?

  For more help, see our handouts on [evaluating resources](#).

- **Reflect**: Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?
Your annotated bibliography may include some of these, all of these, or even others. If you're doing this for a class, you should get specific guidelines from your instructor.

Why should I write an annotated bibliography?

To learn about your topic: Writing an annotated bibliography is excellent preparation for a research project. Just collecting sources for a bibliography is useful, but when you have to write annotations for each source, you're forced to read each source more carefully. You begin to read more critically instead of just collecting information. At the professional level, annotated bibliographies allow you to see what has been done in the literature and where your own research or scholarship can fit. To help you formulate a thesis: Every good research paper is an argument. The purpose of research is to state and support a thesis. So a very important part of research is developing a thesis that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic. By reading and responding to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and you'll then be able to develop your own point of view.

To help other researchers: Extensive and scholarly annotated bibliographies are sometimes published. They provide a comprehensive overview of everything important that has been and is being said about that topic. You may not ever get your annotated bibliography published, but as a researcher, you might want to look for one that has been published about your topic.

Format

The format of an annotated bibliography can vary, so if you're doing one for a class, it's important to ask for specific guidelines.

The bibliographic information: Generally, though, the bibliographic information of the source (the title, author, publisher, date, etc.) is written in either MLA or APA format. For more help with formatting, see our MLA handout. For APA, go here: APA handout.

The annotations: The annotations for each source are written in paragraph form. The lengths of the annotations can vary significantly from a couple of sentences to a couple of pages. The length will depend on the purpose. If you're just writing summaries of your sources, the annotations may not be very long. However, if you are writing an extensive analysis of each source, you'll need more space.

You can focus your annotations for your own needs. A few sentences of general summary followed by several sentences of how you can fit the work into your larger paper or project can serve you well when you go to draft.

Contributors: Dana Bisignani, Allen Brizee.

Summary:

This handout provides information about annotated bibliographies in MLA, APA, and CMS.
Annotated Bibliography Example

Elizabeth Thompson
Professor Stacks
English 102
20 August 2001

Stem Cell Research: An Annotated Bibliography


This is the annotation of the above source, which is formatted according to MLA 2009 (7th ed.) guidelines for the bibliographic information listed above. If I were really writing an annotation for this source, I would offer a brief summary of what this book says about stem cell research.

After a brief summary, it would be appropriate to assess this source and offer some criticisms of it. Does it seem like a reliable and current source? Why? Is the research biased or objective? Are the facts well documented? Who is the author? Is she qualified in this subject? Is this source scholarly, popular, some of both?

The length of your annotation will depend on the assignment or on the purpose of your annotated bibliography. After summarizing and assessing, you can now reflect on this source. How does it fit into your research? Is this a helpful resource? Too scholarly? Not scholarly enough? Too general/specific? Since "stem cell research" is a very broad topic, has this source helped you to narrow your topic?


Not all annotations have to be the same length. For example, this source is a very short scholarly article. It may only take a sentence or two to summarize. Even if you are using a book, you should only focus on the sections that relate to your topic.

Not all annotated bibliographies assess and reflect; some merely summarize. That may not be the most helpful for you, but, if this is an assignment, you should always ask your instructor for specific guidelines.


Notice that in this example, I chose a variety of sources: a book, a scholarly journal, and a web page. Using a variety of sources can help give you a broader picture of what is being said about your topic. You may want to investigate how scholarly sources are treating this topic differently than more popular sources. But again, if your assignment is to only use scholarly sources, then you will probably want to avoid magazines and popular web sites.
Notice that in this example, I chose a variety of sources: a book, a scholarly journal, and a web page. Using a variety of sources can help give you a broader picture of what is being said about your topic. You may want to investigate how scholarly sources are treating this topic differently than more popular sources. But again, if your assignment is to only use scholarly sources, then you will probably want to avoid magazines and popular web sites.

Notice that the bibliographic information above is proper MLA format (use whatever style is appropriate in your field) and the annotations are in paragraph form. Note also that the entries are alphabetized by the first word in the bibliographic entry. If you are writing an annotated bibliography with many sources, it may be helpful to divide the sources into categories. For example, if I were putting together an extensive annotated bibliography for stem cell research, I might divide the sources into categories such as ethical concerns, scholarly analyses, and political ramifications.

For more examples, a quick search at a library or even on the Internet should produce several examples of annotated bibliographies in your area.

**Contributors:** Dana Bisignani, Allen Brizee.

**Summary:**

This handout provides information about annotated bibliographies in MLA, APA, and CMS.
Annotated Bibliography Samples

Overview

For a sample of an entry from an annotated bibliography entry in PDF, click on the downloadable file in the media box above.

Below you will find sample annotations from annotated bibliographies, each with a different research project. Remember that the annotations you include in your own bibliography should reflect your research project and/or the guidelines of your assignment.

As mentioned elsewhere in this resource, depending on the purpose of your bibliography, some annotations may summarize, some may assess or evaluate a source, and some may reflect on the source’s possible uses for the project at hand. Some annotations may address all three of these steps. Consider the purpose of your annotated bibliography and/or your instructor’s directions when deciding how much information to include in your annotations.

Please keep in mind that all your text, including the write up beneath the citation, must be indented so that the author's last name is the only text that is flush left.

Sample MLA Annotation


Lamott's book offers honest advice on the nature of a writing life, complete with its insecurities and failures. Taking a humorous approach to the realities of being a writer, the chapters in Lamott's book are wry and anecdotal and offer advice on everything from plot development to jealousy, from perfectionism to struggling with one's own internal critic. In the process, Lamott includes writing exercises designed to be both productive and fun. Lamott offers sane advice for those struggling with the anxieties of writing, but
her main project seems to be offering the reader a reality check regarding writing, publishing, and struggling with one's own imperfect humanity in the process. Rather than a practical handbook to producing and/or publishing, this text is indispensable because of its honest perspective, its down-to-earth humor, and its encouraging approach. Chapters in this text could easily be included in the curriculum for a writing class. Several of the chapters in Part 1 address the writing process and would serve to generate discussion on students' own drafting and revising processes. Some of the writing exercises would also be appropriate for generating classroom writing exercises. Students should find Lamott's style both engaging and enjoyable.

In the sample annotation above, the writer includes three paragraphs: a summary, an evaluation of the text, and a reflection on its applicability to his/her own research, respectively.

For information on formatting MLA citations, see our [MLA 2009 Formatting and Style Guide](https://www.mla.org/style).

Assignment: Answer the following questions using complete sentences after completing your civic action (should be at least 2 pages double spaced in length).

NOTE: EVIDENCE OF THE CIVIC ACTION THAT WAS TAKEN MUST BE ATTACHED TO THIS ASSIGNMENT WHEN IT IS SUBMITTED AND THIS ASSIGNMENT NEEDS TO BE TYPED & ADHEAR TO MLA FORMAT.

1. Using no more than 1 paragraph (typed and double spaced), explain what problem, issue, or policy you are working on.

2. Using no less than 1 page, explain what action civic action(s) you took and what effect you think this/these civic action(s) had on your chosen issue/problem. If you had to take another/additional civic actions to effect change regarding the issue/problem what would it/they be? Explain.

   NEED TO BE SURE TO CITE ANY SOURCES USED IN-TEXT USING MLA FORMAT AND THE SOURCES NEED TO BE LISTED IN THE ANNOTATED BIBLIOGRAPHY USING MLA FORMAT.

3. Using no less than 1 page, explain what knowledge, skills, or attitudes of effective citizenship you used and/or gained through doing this/these civic action(s). In other words, what did this have to do with what you are supposed to be learning in this class?

   Attach evidence of your civic action. (Photos, agenda, copy of meeting notes, e-mails, etc.)
Part 4: Civic Action Process/Reflection Report

Effective citizens work toward solving problems and addressing issues. As individuals, they may or may not achieve their long-term goals. However, their efforts often pay off by making others aware of the situation, by building constituencies who will move the cause further, or by inspiring others to be more engaged.

You have worked to address a problem or issue and have examined the role that policy plays in this.

Assignment: Write a 2-3 page process/reflection report (following MLA format) on how you completed your civic action and about what you learned through completing the civic action project and on the impact of your efforts (be sure to note the length requirements for each question). Remember, you need to have a thesis (what impact did your civic action have on the issue/problem?)!

NOTES:
• THIS NEEDS TO BE COMPLETED BY EACH STUDENT INDEPENDENTLY!
  o THERE SHOULD BE TWO REFLECTION PAPERS IN THE PROJECT PORTFOLIO (ONE FOR YOU AND ONE FOR YOUR PARTNER).
• THIS ASSIGNMENT NEEDS TO BE TYPED & ADHERE TO MLA FORMAT.

Use the questions below to guide your report:

1. Using no more than 1 paragraph (typed and double spaced) explain what problem, issue, or policy you and your partner worked on and explain what you learned about it. (INTRODUCTION)

   1(a). Explain what impact you and your partner accomplished through completing your civic action. Remember, this could include many things like impacting public policy or raising others’ awareness. (THESIS)

2. Using no less than 1 page (typed and double spaced), explain how you and your partner went about completing your civic action. How did you try to impact this problem/issue/policy? What was/were the outcome(s) of your civic action(s)? (Summarize your civic action(s) and include policy implications.) (BODY PARAGRAPHS) NEED TO BE SURE TO CITE ANY SOURCES USED IN-TEXT USING MLA FORMAT AND THE SOURCES NEED TO BE LISTED IN THE ANNOTATED BIBLIOGRAPHY USING MLA FORMAT.

3. Using no less than 1 page (typed and double spaced), explain the knowledge, skills, and attitudes you developed through the Civic Action Project experience; THIS CONNECTS TO WHAT YOU LEARNED FROM COMPLETING THE CIVIC ACTION PROJECT. (BODY PARAGRAPHS)
   o Knowledge?
   o Skills?
   o Attitudes?

4. Using no more than 1 paragraph (typed and double spaced), explain the recommendations you would make to the next person who chose to work on this issue/problem? (CONCLUSION)
Appendix: Rubrics

**Annotated Bibliography Rubric:**

<table>
<thead>
<tr>
<th>Proper Title and Heading</th>
<th>Properly Formatted Citation (MLA)</th>
<th>Properly Alphabetized</th>
<th>Annotation – primary/secondary source--clear summary</th>
<th>Annotation – credibility</th>
<th>Annotation—Importance/Relevancy</th>
<th>Spelling, grammar, conventions</th>
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<tr>
<td>0 2</td>
<td>0 2 4 6 8 10 12 14 16 18 20</td>
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</table>

Minimum Number of Sources Met/Used & Required variety of sources: ________/10

Total: ________/100 (part of the final project grade)

**Comments:** The annotated bibliography will have been submitted and graded earlier in the year. The rubric is being included here for your convenience.
**Project Presentation Rubric:**

**Presentation Rubric:**

**PRESENCE**
- body language & eye contact
- contact with the public
- poise
- physical organization

**LANGUAGE SKILLS**
- correct usage
- appropriate vocabulary and grammar
- understandable (rhythm, intonation, accent)
- good pacing (not speaking too quickly)
- spoken loud enough to hear easily

**ORGANIZATION**
- clear objectives
- logical structure

**MASTERY OF THE SUBJECT**
- pertinence
- depth of commentary
- spoken, not read
- able to answer questions (if applicable)

**OVERALL IMPRESSION**
- interesting
- pleasant to listen to
- good communication

______ / 25 points X 4 = Total Score _________/ 100 points
Government & Economics Process/Reflection Essay Rubric

<table>
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<tr>
<th>Scoring Element/Description</th>
<th>5 Exceptional</th>
<th>4.75 Exceeding Standards</th>
<th>4.25 Meeting Standards</th>
<th>3.25 Approaching Standards</th>
<th>2.75 2.25 Attempting Standards</th>
<th>2.25 No Evidence</th>
<th>X10 Category Weight</th>
</tr>
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<tr>
<td><strong>Focus:</strong> The text focuses on a topic to inform a reader with ideas, concepts, and information that creates a unified whole. The text provides a conclusion that supports the topic and examines its implications and significance. Standards: • WHST 2</td>
<td>The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, and information that creates a unified whole.</td>
<td>The text has a topic that informs the reader with ideas, concepts, and information that creates a unified whole.</td>
<td>The text has an unclear topic with some ideas, concepts, and information.</td>
<td>The text has an unidentifiable topic with minimal ideas, concepts, and information.</td>
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<tr>
<td><strong>Thesis:</strong> The text clearly and concisely presents the premise for the paper and supports the presentation of the premise/thesis with the use of background information (context). Standards: • WHST 2</td>
<td>The text presents clearly and concisely a well thought out premise and provides a plethora of background information that allows for the reader to understand the thesis.</td>
<td>The text presents the premise and provides some background information that allows for the reader to understand the thesis.</td>
<td>The text has a central focus/premise, but the text fails to officially present a thesis. The text may or may not provide some background information that allows for the reader to infer the premise/thesis.</td>
<td>The text alludes to a central focus/premise, but the text fails to present a thesis. The text does not provide some background information that may have allowed for the reader to infer a premise/thesis.</td>
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<tr>
<td><strong>Design Process &amp; Civic Action:</strong> The text effectively articulates how the civic action was contemplated, designed, and carried out through the use of specific details/examples and analysis. Standards: • WHST 2</td>
<td>The text effectively articulates how the civic action was contemplated, designed, and carried out through the use of specific details/examples and analysis.</td>
<td>The text articulates how the civic action was contemplated, designed, and carried out through the use of specific details/examples and analysis.</td>
<td>The text attempts to articulate how the civic action was contemplated, designed, and carried out, but may or may not have used specific details/examples and analysis.</td>
<td>The text attempts to address how the civic action was contemplated, designed, and carried out, but did not use specific details/examples and analysis.</td>
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<td>Outcome of the Civic Action:</td>
<td>The text fully explores and explains the outcome from the completion of the civic action(s) through the use of examples/evidence.</td>
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<td>The text fully explores and explains the outcome from the completion of the civic action(s) through the use of a large number of specific examples/evidence.</td>
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<td>The text fully explores and explains the outcome from the completion of the civic action(s) through the use of more than one specific examples/evidence.</td>
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<tr>
<td></td>
<td>The text attempts to explore and explain the outcome from the completion of the civic action(s) through the use of specific examples/evidence.</td>
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<td>The text attempts to explore and explain the outcome from the completion of the civic action(s) and the text may or may not make use of specific examples/evidence.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>The text clearly and effectively/skillfully explains what was learned (knowledge, skills, and attitudes) through completing the civic action project through the use/analysis of specific examples/evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards:</td>
<td>WHST 2</td>
</tr>
<tr>
<td></td>
<td>The text effectively/skillfully explains what was learned (knowledge, skills, and attitudes) through completing the civic action project through the use/analysis of a large number of specific examples/evidence.</td>
</tr>
<tr>
<td></td>
<td>The text explains what was learned (knowledge, skills, and attitudes) through completing the civic action project through the use/analysis of specific examples/evidence.</td>
</tr>
<tr>
<td></td>
<td>The text attempts to explain what was learned (knowledge, skills, and attitudes) through completing the civic action project and may or may not have used/analyzed specific examples/evidence.</td>
</tr>
<tr>
<td></td>
<td>The text attempts to explain what was learned (knowledge, skills, and attitudes) through completing the civic action project and did not use/analyze specific examples/evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conventions:</th>
<th>The text intentionally uses near perfect standard English conventions of usage and mechanics while attending to the requirements of MLA format.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards:</td>
<td>WHST 2</td>
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<tr>
<td></td>
<td>The text demonstrates standard English conventions of usage and mechanics while attending to the requirements of MLA format (with minor error).</td>
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<tr>
<td></td>
<td>The text demonstrates standard English conventions of usage and mechanics (with limited use of proper MLA format).</td>
</tr>
<tr>
<td></td>
<td>The text contains multiple inaccuracies in standard English conventions of usage, mechanics, and proper MLA format.</td>
</tr>
</tbody>
</table>

Total ________/100 points
<table>
<thead>
<tr>
<th>Scoring Element/Description</th>
<th>5 Exceptional</th>
<th>4.75</th>
<th>4.5 Exceeding Standards</th>
<th>4.25</th>
<th>3.75 Meeting Standards</th>
<th>3.25</th>
<th>3.00 Approaching Standards</th>
<th>2.75</th>
<th>2.50 Attempting Standards</th>
<th>2.25</th>
<th>0 No Evidence</th>
<th>Possible Points</th>
<th>Category Weight</th>
</tr>
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<tbody>
<tr>
<td>Annotated Bibliography</td>
<td>Refer to Annotated Bibliography Rubric</td>
<td>Refer to Annotated Bibliography Rubric</td>
<td>Refer to Annotated Bibliography Rubric</td>
<td>Refer to Annotated Bibliography Rubric</td>
<td>Refer to Annotated Bibliography Rubric</td>
<td>_____/15</td>
<td>15%</td>
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<tr>
<td>Civic Action “Thinking It Through” Assignment/Report</td>
<td>Fully completed (no missing sections) and the answers submitted provide very specific examples and fully explain the desired effects of the civic action (cited sources in-text using proper MLA format).</td>
<td>Completed (no missing sections) and the answers submitted provided specific examples and explain the desired effects of the civic action (cited sources in-text using proper MLA format).</td>
<td>Completed (no missing sections) and the answers submitted provided general examples and did not fully explain the desired effects of the civic action (cited sources in-text using MLA format; may have minor inaccuracies).</td>
<td>Incomplete (missing at least one of the sections) but the sections submitted provided general examples that did not fully explain the desired effects of the civic action (cited sources in-text using MLA format; may have inaccuracies).</td>
<td>Incomplete (missing several sections) and/or failed to provide specific examples and explain the desired effects of the civic action (all sources were not cited in-text using MLA format or there was no works cited page).</td>
<td>_____/15</td>
<td>15%</td>
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<tr>
<td>Implementation of Civic Action</td>
<td>Addressed all parts required and included responses with very specific examples and provided the evidence necessary to analyze the effect of the civic action on the issue/problem (cited sources in-text using proper MLA format).</td>
<td>Addressed all parts required and included responses with specific examples and provided the evidence necessary to analyze the effect of the civic action on the issue/problem (cited sources in-text using proper MLA format).</td>
<td>Addressed all parts required but responses were general in nature and did not provide specific examples, but provided limited evidence necessary to analyze the effect of the civic action on the issue/problem (cited sources in-text using MLA format; may have minor inaccuracies).</td>
<td>Incomplete (missing one or more parts required) and responses were general/vague but attempted to produce the examples/evidence necessary to analyze the effect of the civic action on the issue/problem (cited sources in-text using MLA format; may have inaccuracies).</td>
<td>Incomplete (missing one or more parts required) and responses were general/vague and did not attempt to produce the examples/evidence necessary to analyze the effect of the civic action on the issue/problem (all sources were not cited in-text using MLA format or there was no works cited page).</td>
<td>_____/30</td>
<td>30%</td>
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<tr>
<td>Final Portfolio</td>
<td>Portfolio was submitted with ALL of the required components and was organized/looked like a professional portfolio.</td>
<td>Portfolio was submitted with ALL of the required components and was organized/looked like a professional portfolio. (with minor error(s).)</td>
<td>Portfolio was missing one or more of the required components and had some of the qualities required for it to organized/look like a professional portfolio.</td>
<td>Portfolio was missing two or more of the required components and did not have the qualities required for it to organized/look like a professional portfolio.</td>
<td>15/ 15%</td>
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<tr>
<td>Presentation</td>
<td>Refer to Presentation Rubric</td>
<td>Refer to Presentation Rubric</td>
<td>Refer to Presentation Rubric</td>
<td>Refer to Presentation Rubric</td>
<td>Refer to Presentation Rubric</td>
<td>10/ 10%</td>
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Grading Scale (Out of 100 POINTS):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
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<tr>
<td>B</td>
<td>80 - 89</td>
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<tr>
<td>C</td>
<td>70 - 79</td>
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<tr>
<td>D</td>
<td>65 - 69</td>
</tr>
<tr>
<td>Failing Grade</td>
<td>Below – 64</td>
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TOTAL: ________/100