Instructor Manual

Schmidt, American Government and Politics Today, Brief ©2022, 9780357459089, Chapter 1: The Democratic Republic

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# Purpose and Perspective of the Chapter

The purpose of this chapter is to introduce foundational concepts for politics and government. This includes understanding why we have government, the various forms of governments that exist, and the political values and ideology that underlie political competition in a democracy.

# Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

* Political Science Guide to Teaching Online
	+ A guide with technology and pedagogy tips for teaching your course online
* The Cengage Political Science Blog: <https://blog.cengage.com/tag/political-science/>
	+ A source of discovery and connection to a community of instructors sharing teaching tips, class activities, timely discussion ideas, and more
* American Government YouTube Playlist: https://www.youtube.com/channel/UCcFM0VUmi-f8BvRMaiWae4g
	+ A selection of videos for customizing your learning path
* MindTap Educator Guide:
	+ A detailed list of the assets in your MindTap course
* Transition Guide
	+ Highlights content changes and updates in the new edition of the textbook and courseware design
* Standard Writing Rubric
	+ A customizable rubric for evaluating students’ written work, for use as both a grading tool and a student-facing document for setting expectations.
* Standard Discussion Rubric
	+ A customizable rubric for evaluating students’ discussion contributions, for use as both a grading tool and a student-facing document for setting expectations.
* MindTap Performance Reports Instructor Guide for American Government
	+ A guide for making the most of the new performance reports functionality within MindTap.

## List of Student Downloads

Students should download the following items from the Student Companion Center to complete the activities and assignments related to this chapter:

* The Declaration of Independence
* The Constitution of the United States
* The Federalist Paper No. 10
* The Federalist Paper No. 51
* The Federalist Paper No. 78

# Chapter Objectives

The following objectives are addressed in this chapter:

LO 1.1: Define the terms politics, government, order, liberty, authority, and legitimacy.

LO 1.2: Distinguish the major features of direct democracy and representative democracy.

LO 1.3: Describe majoritarianism, elite theory, and pluralism as theories of how democratic systems work.

LO 1.4: Summarize the conflicts that can occur between the values of liberty and order, and between those of liberty and equality.

LO 1.5: Discuss conservatism, liberalism, and other popular American ideological positions.

# Complete List of Chapter Activities and Assessments

For additional guidance refer to the Teaching Online Guide.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Chapter Objective | PPT slide | Activity/Assessment | Duration | Texas State Standards for GOVT 2305 |
| 1.1-1.5 | 2 | Ice Breaker | 10 min | Analyze the nature and role of government and politics. |
| 1.1 | 4-5 | Think Pair Share Activity | 4 min | Analyze the nature and role of government and politics. |
| 1.1 | 4-6 | Knowledge Check Activity | 1 min | Analyze the nature and role of government and politics. |
| 1.2 | 7-9 | Knowledge Check Activity | 1 min | Analyze the various types of governments. |
| 1.2 | 7-10 | Written Reflection Activity | 5 min | Analyze the various types of governments. |
| 1.3 | 7-11 | Discussion Activity | 10 min | Analyze the nature and role of government and politics. |
| 1.3 | 7-12 | Knowledge Check Activity | 1 min | Analyze the nature and role of government and politics. |
| 1.4 | 13-17 | Think Pair Share Activity | 5 min | Analyze the nature and role of government and politics. |
| 1.5 | 18-20 | Discussion Activity | 5 min | Analyze the nature and role of government and politics. |
| 1.5 | 18-23 | Case Study Activity | 10 min | Analyze the nature and role of government and politics. |
| 1.5 | 18-24 | Polling Activity | 1 min | Analyze the nature and role of government and politics. |

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# Key Terms

**Authoritarianism**: A type of regime in which only the government itself is fully controlled by the ruler. Social and economic institutions exist that are not under the government’s control.

**Authority**: The right and power of a government or other entity to enforce its decisions.

**Bill of Rights**: The first ten amendments to the U.S. Constitution.

**Capitalism**: An economic system characterized by the private ownership of wealth-creating assets, free markets, and freedom of contract.

**Civil Liberties**: Those personal freedoms, including freedom of religion and freedom of speech, that are protected for all individuals. Civil liberties set forth restrain the government from taking certain actions against individuals.

**Conservatism**: A set of beliefs that includes a limited role for the national government in helping individuals, support for traditional ideals and life choices, and a cautious response to change.

**Conservative Movement**: An American movement in the 1950s that provided a comprehensive ideological framework for conservative politics.

**Democracy**: A system of government in which political authority is vested in the people. The term is derived from the Greek words demos (“the people”) and kratos (“authority”).

**Democratic Republic**: A republic in which representatives elected by the people make and enforce laws and policies; may retain the monarchy in a ceremonial role.

**Direct Democracy**: A system of government in which political decisions are made by the people directly, rather than by their elected representatives; probably attained most easily in small political communities.

**Elite Theory**: A perspective holding that society is ruled by a small number of people who hold the ultimate power to further their self-interests.

**Equality**: As a political value, the idea that all people are of equal worth.

**Government**: The preeminent institution within society in which decisions are made that resolve conflicts and allocate benefits and privileges. It is unique because it has the ultimate authority for making these decisions.

**Initiative**: A procedure by which voters can petition to vote on a law or a constitutional amendment.

**Institution**: An ongoing organization that performs certain functions for society.

**Legislature**: A governmental body primarily responsible for the making of laws.

**Legitimacy**: Popular acceptance of the right and power of a government or other entity to exercise authority.

**Liberalism**: A set of beliefs that includes the advocacy of positive government action to improve the welfare of individuals, support for civil rights, and tolerance for political and social change.

**Libertarianism**: A political ideology based on skepticism or opposition toward most government activities.

**Liberty**: The greatest freedom of the individual that is consistent with the freedom of other individuals in the society.

**Limited Government**: A government with powers that are limited either through a written document or through widely shared beliefs.

**Majoritarianism**: A political theory holding that, in a democracy, the government ought to do what the majority of the people want.

**Majority Rule**: A basic principle of democracy asserting that the greatest number of citizens in any political unit should select officials and determine policies.

**Order**: A state of peace and security. Maintaining order by protecting members of society from violence and criminal activity is one of the oldest purposes of government.

**Pluralism**: A theory that views politics as a conflict among interest groups. Political decision making is characterized by compromise and accommodation.

**Political Culture**: A patterned set of ideas, values, and ways of thinking about government and politics that characterizes a people.

**Political Ideology**: A comprehensive set of beliefs about the nature of politics and the role of government.

**Political Socialization**: The process by which political beliefs and values are transmitted to new immigrants and to our children. The family and the educational system are the most important sources of the political socialization process.

**Politics**: The process of resolving conflicts and deciding “who gets what, when, and how.” More specifically, politics is the struggle over power or influence within organizations or informal groups that can grant benefits or privileges.

**Popular Sovereignty**: The concept that ultimate political authority is based on the will of the people.

**Progressive**: A popular alternative to the term *liberal*.

**Property**: Anything that is or may be subject to ownership. As conceived by the political philosopher John Locke, the right to property is a natural right superior to human law (laws made by government).

**Recall**: A procedure allowing the people to vote to dismiss an elected official from state office before his or her term has expired.

**Referendum**: An electoral device whereby legislative or constitutional measures are referred by the legislature to the voters for approval or disapproval.

**Representative Democracy**: A form of government in which representatives elected by the people make and enforce laws and policies; may retain the monarchy in a ceremonial role.

**Republic**: A form of government in which sovereign power rests with the people, rather than with a king or a monarch.

**Socialism**: A political ideology based on strong support for economic and social equality. Socialists traditionally envisioned a society in which major businesses were taken over by the government or by employee cooperatives.

**Totalitarian Regime**: A form of government that controls all aspects of the political, social, and economic life of a nation.

**Universal Suffrage**: The right of all adults to vote for their government representatives.

**Working Class:** Traditionally, individuals or families in which the head of the household was employed in manual or unskilled labor. Currently, often defined as those with no more than a high school diploma.

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# What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

* More discussion questions to replace lectures.
* The material assumes that students have completed the reading material before class. These materials focus on how students can use the terminology, analyze real-world phenomena, and evaluate the utility of political science theories.

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# Chapter Outline

1. **Introduction** (CH.1, PPT Slide 3-6, certification standard)
	1. Chapter Information, including objectives on ppt slide #4.
	2. **Icebreaker Activity: 10 minutes total.**
		1. Please share a time in which you had to work with people you disagreed with.
		2. What was the problem and how did your group come to a resolution? What needed to happen for a decision to be reached? How did those who still disagreed with the decision respond?
		3. Have students write a response to the questions. Then ask students to share with the entire class.
2. **Learn It Activity: 10 minutes total**
	1. Students will complete the Learn it assignment independently.
3. **Think Pair Share Activity: 4 minutes total.**
	1. Remind students that this chapter defines the terms *politics, government, order, liberty, authority,* and *legitimacy*. Answer any clarifying questions they may have over these definitions.
	2. Consider and discuss the following with your peers:
		1. What is the difference between “politics” and “government”?
		2. What is the relationship between “authority” and “legitimacy”?
	3. Why is government necessary? Can you think of recent circumstances around the world where governments have failed when multiple groups were competing for power? What were the consequences for the citizens of those states in crisis?
4. **Why Does Government Matter to Me Activity: 10 minutes total**
	1. Students will complete the Why Does Government Matter to Me assignment independently.
5. **Knowledge Check Activity: 1 minute total**
	1. U.S. soldiers in Mosul, Iraq. They are assisting Iraqi forces in a campaign to clear ISIS forces from the city. ISIS terrorists have become famous for their brutality. *What might inspire them to act in this way?*
6. **Democracy and Other Forms of Government** (CH1.2, PPT slide 7-12, certification standard)
	1. Direct Democracy: A system of government in which political decisions are made by the people directly, rather than by their elected representatives; probably attained most easily in small political communities.
	2. Initiative: A procedure by which voters can propose a law or a constitutional amendment.
	3. Referendum: An electoral device whereby legislative or constitutional measures are referred to by the legislature to the voters for approval or disapproval.
	4. Recall: A procedure allowing the people to vote to dismiss an elected official from state office before his or her term has expired.
	5. Representative Democracy: A form of government in which representatives elected by the people make and enforce laws and policies; may retain the monarchy in a ceremonial role.
	6. Principles of Democratic Government
	7. Universal suffrage
	8. Majority rule
	9. Constitutional Democracy
	10. Limited government
	11. *“A common passion or interest will, in almost every case, be felt by a majority of the whole . . .and there is nothing to check the inducements to sacrifice the weaker party or an obnoxious individual. Hence it is that such democracies have ever been spectacles of turbulence and contention, and have ever been found incompatible with personal security or the rights of property; and have in general been as short in their lives as they have been violent in their deaths.” –James Madison (Schmidt, p.5)* Using the quote above, what are some of the reasons for why America’s Founding Fathers did not create a direct democracy?
7. **Knowledge Check Activity: 1 minute total**
	1. These Woodbury, Vermont, residents cast their ballots after a town meeting to vote on the school budget and sales taxes. *What type of political system does the town meeting best represent?*
8. **Written Reflection Activity: 8 minutes total.**
	1. Given your understanding of a Direct Democracy and Representative Democracy, take five minutes to reflect and respond in a short paragraph to the following: What do you consider to be the main difference between a direct democracy and representative democracy? Based on this difference, which of these systems do you think most fairly gives power to the people? Explain your answer.
9. **Discussion Activity: 10 minutes total**
	1. As a class, take 10 minutes to discuss the following questions:
		1. Majoritarianism, elite theory, and pluralism are three theories for how democracy works. How are people represented in these three theories of democracy?
		2. Each of these models are only a theory of how democracy works. Of these three, which do you think provides the best explanation for how decisions are made?
		3. What may be drawbacks or limits for each theory?
10. **Knowledge Check Activity: 1 minutes total.**
	1. Members of the United Automobile Workers marching on Labor Day, 2016. They are encouraging union members to vote. *What kind of democracy are these citizens likely to support? Please explain your answer.*
11. **Fundamental Values** (CH.1.4, PPT Slide 13-17, certification standard)
	1. America’s political culture contains many values that are often at odds with each other.
	2. For example, Americans value order and stability, but sometimes it comes into conflict with individual’s liberty. What may be a real world example of this trade off?
	3. Another example may be between Liberty and Equality.
	4. What may be an economic example of this tradeoff between these two values?
	5. What may be a social example of this trade off?
12. **Think Pair Share Activity: 5 minutes total.**
	1. African Americans line up to register to vote in Selma, Alabama, following passage of the 1965 Voting Rights Act. *Why is voting so important for democracy?*
	2. One of the main conflicts in American politics revolves around the idea of how to balance individual liberty with collective equality and order. How did these values influence the actions of politicians and political groups in the immediate aftermath of the Great Recession? How did the Republican party respond to the actions of the Democrats?
	3. Do you think a balance was struck between individual liberty and collective equality and order following the Great Recession? Why or Why not? Why did the Tea Party form? What was their main concern? What do you think was the main underlying value that led them to mobilize?
13. **Political Ideologies** (CH1.5, PPT Slide 18-24, certification standard)
	1. Our political values become our political “ideology.” Take a moment to note where you see equality, liberty, and order in the political spectrum above. Consider, based on your responses to previous questions in this lesson, where would you place yourself on this spectrum? Do you think this category fully captures your political beliefs?
	2. The Traditional Political Spectrum
		1. *Consider: What issues are not addressed by this spectrum?*
	3. The linear spectrum may not best capture the multiple positions and values a person holds at the same time. Instead, individuals may use a four-cornered ideological grid to locate how their beliefs relate to others’ beliefs.
	4. A Four-Cornered Ideological Grid
		1. Economic liberals, cultural conservatives
		2. Libertarians
		3. The liberal and conservative labels
	5. *Can you name some celebrities or politicians who fall into each of these four categories? If so, who are they?*
14. **Discussion Activity: 5 minutes total.**
	1. Using the Think-Pair-Share model used in the previous discussion, address the following questions.
		1. How do conservatives differ from liberals in their view of the role of government in society?
		2. Without question, the rich have gotten richer in our lifetimes. Since 1983, the top 1 percent of households has seen an 82 percent increase in net wealth. The bottom 60 percent saw a net 14 percent decrease. Is this healthy for a democracy? Why or why not?
15. **Case Study Activity: 10 minutes total**
	1. Read the excerpt on the Economic Bill of Rights and answer the accompanying questions:
		1. How do Roosevelt and Locke's conceptions of government compare to each other?
		2. Roosevelt argues, in part, that a more expansive role for government in order to ensure a well-cared-for populace will help prevent a dictatorship from taking hold in the United States.
		3. In the speech, Roosevelt discusses the role of political rights in the Founding and the Founders' conception of government. What reason does he give for pursuing a broader set of rights under the auspices of the government?
16. **Polling Activity: 1 minute**
	1. Now that you have looked at different purposes of government, what do you think is the more important one?
		1. Governments’ primary purpose is to maintain social order.
		2. Governments’ primary purpose is to provide for the general welfare of its citizens.
17. **Self-Assessment: 5 minutes total**
	1. Define the terms *politics, government, order, liberty, authority,* and *legitimacy*.
	2. How is a direct democracy different from a representative democracy?
	3. Majoritarianism, elite theory, and pluralism are three theories for how democracy works. How are people represented in these three theories of democracy?
	4. How can the values of liberty, order, and equality be at odds with each other? Provide an example of each.
	5. What is conservatism and liberalism? What political values does each group prioritize? How do these two groups compare with Socialism and Libertarianism?

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# Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. Think Pair Share activity (p.2-3, CH1.1, PPT Slide 4-5) Duration 4 minutes.
	1. Remind students that this chapter defines the terms *politics, government, order, liberty, authority,* and *legitimacy*.
	2. What is the difference between “politics” and “government”?
2. Answer: Politics is “the struggle over power or influence within organizations or informal groups that can grant or withhold benefits or privileges. Government is “The institution that has the ultimate authority for making decisions that resolve conflicts and allocate benefits and privileges within a society.” (see Schmidt, p.2)
	1. What is the relationship between “authority” and “legitimacy”?
		1. Answer: Government leaders have authority while the people legitimize those with authority.
		2. Answer: Authority is “The right and power of a government or other entity to enforce its decisions.” Legitimacy is “Popular acceptance of the right and power of a government or other entity to exercise authority.” (Schmidt, p.3)
	2. Why is government necessary? Can you think of recent circumstances around the world where governments have failed when multiple groups were competing for power? What were the consequences for the citizens of those states in crisis?
		1. Answer: Government is necessary to produce order in a society.
		2. Answer: Students may provide various examples in order to answer the last two questions.
3. Discussion Activity: (p.6-8, CH1.3, PPT Slide 11) Duration 5 minutes.
4. Majoritarianism, elite theory, and pluralism are three theories for how democracy works.
5. Each of these models are only a theory of how democracy works.
6. How are people represented in these three theories of democracy?
	* 1. Answer: Majoritarianism- people are represented as a whole, depending on the will of the majority. Elite Theory- elite citizens decide issues. Pluralism- competing groups decide issues.
	1. Of these three, which do you think provides the best explanation for how decisions are made?
		1. Answer: Various student answers
	2. What may be drawbacks or limits for each theory?
		1. Answer: Various student answers
7. Think Pair Share Activity (p.9-14, CH1.4, PPT Slide 15-17) Duration 5 minutes.
	1. African Americans line up to register to vote in Selma, Alabama, following passage of the 1965 Voting Rights Act. *Why is voting so important for democracy?*
		1. Answer: Voting allows people to be represented within our representative democracy.
	2. How did these values influence the actions of politicians and political groups in the immediate aftermath of the Great Recession? How did the Republican Party respond to the actions of the Democrats?
		1. Answer: The Republican Party represented the value of liberty when advocating for individual rights after the Democrats expanded the role of government following the great recession.
	3. Do you think a balance was struck between individual liberty and collective equality and order following the Great Recession? Why or Why not?
		1. Answer: Various student answers
	4. Why did the Tea Party form? What was their main concern? What do you think was the main underlying value that led them to mobilize?
		1. Answer: the Tea Party formed in response to what they saw as big government encroaching on their individual liberty. Liberty was their underlying value that led them to mobilize.
8. Discussion Activity (p.14-19, CH1.5, PPT Slide 20) Duration 5 minutes.
	1. How do conservatives differ from liberals in their view of the role of government in society?
		1. Answer: Conservatives are more likely to support small government because they value individual liberty over other values; Liberals are more likely to support big government because they value equality over other values.
	2. Without question, the rich have gotten richer in our lifetimes. Since 1983, the top 1 percent of households has seen an 82 percent increase in net wealth. The bottom 60 percent saw a net 14 percent decrease. Is this healthy for a democracy? Why or why not?
		1. Answer: Various student answers.

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# Suggested Usage for Lab Activities

1. **Discussion:** If you were president, what policies, activities, or benefits of government would you change and why?
	1. In small groups, design a platform of change and share with the class.
2. Group Work: Working in pairs at the end of the class period without notes, ask students to rank the importance of student-authored definitions of order, liberty, authority, and legitimacy in a democracy. Then ask two sets of pairs to compare answers, each pair arguing the ranking with the other pair.
3. Venn-Diagram: Ask students in pairs or as an individual take-home assignment to design a Venn diagram (sometimes referred to as a mind-map) that demonstrates the power structure in the American political system based on their understanding of majoritarianism, elite theory, and pluralism with American Government as the center. *Note: There are now Venn diagram apps for mobile devices and it is possible to assign this as digital assignment that can be shared in a learning management system as a jpg or tiff file. It is also possible for students to manually create the diagram and then scan it, and upload it to an LMS system. (1.2)*
4. Group Work: Briefly define the nondemocratic types of government as defined in the text. Ask students to form small groups and create a chart with the headings (totalitarian, authoritarian, aristocracy, theocracy, and oligarchy). Using smartphones, laptops, classroom computers, and tablets, ask the small groups to conduct a webquest to find states that may exhibit the qualities described in the text of these governing types. After students have identified and argued whether certain states qualify, ask the groups to report their findings so the class can argue the merits of chart inclusion and positioning.
5. Debate: Assign four teams the concepts of liberty, order, liberty and equality. Have the teams work on arguments in defense of their concepts between class periods and then stage brief liberty-order and liberty-equality debates in class.
6. Group Work: In pairs, make a table outlining your understanding of the positions of conservatives, liberals, and libertarians on the issues of Obamacare, climate change, marriage equality, immigration, and entitlement programs. Discuss your findings with the class or in an online forum.
7. Debate on Taxes: Show students the Web page [http://money.cnn.com/2016/04/18/pf/taxes/how-are-tax-dollars-spent/,](http://money.cnn.com/2016/04/18/pf/taxes/how-are-tax-dollars-spent/) and then discuss the breakdown of expenditure of the average households’ tax payments by the federal government. Discuss the allocation of tax dollars to various government functions. Debate the necessity of these functions and who should fund, via tax dollars, what share of the burden.
8. Debate on Taxation Policy: Share the link in class to the federal tax receipt calculator at the National Priorities Project to see to the penny how the money was spent for individual student taxpayers. If a student does not yet pay taxes, suggest he/she make a guess about family annual income and plug in that number. The direct link to the website is <https://www.nationalpriorities.org/interactive-data/taxday/>. The federal government comes up short each year to cover these programs. After reviewing these data, should the wealthy be taxed at a higher rate to cover the programs and services or should average taxpayers see a hike in their tax bills?

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# Additional Resources

## Cengage Video Resources

* Introduction: Crash Course U.S. Government and Politics: <https://www.youtube.com/watch?v=lrk4oY7UxpQ&list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H&index=1>

## External Videos or Playlist

* American Feud: A History of Conservatives and Liberals—Directed by Richard Hall, this 2008 documentary explores popular American ideologies through interviews with leading political commentators.
* The Other Side of Immigration—This highly acclaimed 2010 documentary seeks to understand why so many Mexicans wish to come to the United States by interviewing both immigrants and those who are left behind in Mexico.

## Internet Resources

* To find out more about conservative politics in the United States, try <https://www.facebook.com/nationalreview>. You’ll see posts by the staff of National Review, a conservative magazine.
* To learn more about liberal politics, visit [twitter.com/thenation](https://twitter.com/thenation). You’ll see tweets by the staff of The Nation, a liberal publication.
* The Internet is a good place to learn about political science as a profession. Try visiting the site of the American Political Science Association at <http://www.apsanet.org/>.
* The Pew Research Center asks, “Are you a Solid Liberal? A Steadfast Conservative? Or somewhere in between?” You may have a good sense of your personal political ideology. Then again, you may not. Pew has a “Political Typology Quiz” that you can locate by searching for that term in your browser. Take the quiz to find out how Pew classifies your politics. Alternatively, your instructor can set it up so that your entire class can take the quiz together (click on “start a new community group”). If your class takes the test, responses of individual students are anonymous.

## Suggestions for Additional Reading and Primary Sources

* The Declaration of Independence
* The Constitution of the United States
* The Federalist Paper No. 10
* The Federalist Paper No. 51
* The Federalist Paper No. 78

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# Appendix

## Generic Rubrics

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students’ work through timely and detailed feedback.

Customize these rubric templates as you wish. The writing rubric indicates 40 points and the discussion rubric indicates 30 points.

## Standard Writing Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Content | The assignment clearly and comprehensively addresses all questions in the assignment. 15 points | The assignment partially addresses some or all questions in the assignment. 8 points | The assignment does not address the questions in the assignment. 0 points |
| Organization and Clarity | The assignment presents ideas in a clear manner and with strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are logically related and consistent. 10 points | The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are mostly logically related and consistent. 7 points  | The assignment does not present ideas in a clear manner and with strong organizational structure. The assignment includes an introduction, content, and conclusion, but coverage of facts, arguments, and conclusions are not logically related and consistent. 0 points |
| Research | The assignment is based upon appropriate and adequate academic literature, including peer reviewed journals and other scholarly work.5 points | The assignment is based upon adequate academic literature but does not include peer reviewed journals and other scholarly work.3 points | The assignment is not based upon appropriate and adequate academic literature and does not include peer reviewed journals and other scholarly work.0 points |
| Research | The assignment follows the required citation guidelines.5 points | The assignment follows some of the required citation guidelines.3 points | The assignment does not follow the required citation guidelines.0 points |
| Grammar and Spelling | The assignment has two or fewer grammatical and spelling errors. 5 points | The assignment has three to five grammatical and spelling errors. 3 points | The assignment is incomplete or unintelligible. 0 points |

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## Standard Discussion Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Participation | Submits or participates in discussion by the posted deadlines. Follows all assignment. instructions for initial post and responses. 5 points | Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses. 3 points | Does not participate in discussion. 0 points |
| Contribution Quality | Comments stay on task. Comments add value to discussion topic. Comments motivate other students to respond. 20 points | Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond. 10 points | Does not participate in discussion. 0 points |
| Etiquette | Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback. 5 points | Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback. 3 points  | Does not participate in discussion. 0 points |

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