Civic Engagement Assignment:

Purpose: Students will develop an informed understanding of civic roles, rights, freedoms, and responsibilities, and will respectfully communicate and apply key concepts in diverse communities. See Civic Engagement Rubric attached below.

BIOLA CIVIC ENGAGEMENT (GETTING INVOLVED) ASSIGNMENT RUBRIC: INTRODUCTION

Criteria	Exceeds Expectations (28-30)	Meets Expectations (24-27)	Minimally Meets Expectations (18-23)	Does Not Meet Expectations (15-18)	/100
Diversity of Communities and Cultures	Identifies individual attitudes and beliefs. Attempts to engage in understanding the attitudes and beliefs of others. Begins to show awareness of how own attitudes and beliefs are different from others.	Expresses attitudes and beliefs as an individual, from a one-sided view.	Has difficulty expressing individual attitudes and beliefs, and when they are expressed, they are one-sided.	Does not express individual attitudes and beliefs and/or mischaracterizes the beliefs of others.	/30
Civic-Identity and Commitment	Provides evidence of civic-engagement activities (e.g., ministry involvement, club participation).	Provides evidence of plans to begin civic-engagement activities (e.g., ministry involvement, club participation).	Provides limited evidence of plans to begin civic-engagement activities (e.g., ministry involvement, club participation).	Provides no evidence of plans for civic-engagement activities (e.g., ministry involvement, club participation).	/30
Civic Communication	Defines civic communication as requiring all of the following: expression, listening, and adapting ideas and messages based on others' perspectives and demonstrates this aptitude.	Defines civic communication as requiring some of the following: expression, listening, and adapting ideas and messages based on others' perspectives.	Defines civic communication as only one of the following: requiring expression, listening, and adapting ideas and messages based on others' perspectives.	Does not defines civic communication as requiring expression, listening, and adapting ideas and messages based on others' perspectives.	/30
Writing Conventions/ Style	Essentially error-free. Tone is mature, suitable for topic and audience. (9-10)	Mechanical and usage errors do not interfere with meaning. Tone is usually appropriate. (7-8)	Repeated weaknesses in mechanics and usage. Diction is somewhat immature. (5-6)	Severe mechanical and usage errors that impede understanding. Oral rather than written language patterns. (3-4)	/10

Note: Some categories adapted from the AAC&U Value Rubrics. http://www.aacu.org/value/

Tasks:

1. *Understanding Our Own Social and Civic Identities:*
   Describe your view of your own social and civic identities. For example, see the table attached in the end.
2. *Understanding Diversity of Communities and Cultures (Approaching Introduction/Introduction):*
   Describe your experiences of attempting to engage in understanding the attitudes and beliefs of others that are different from yours. **Put down your thoughts**.
3. *Nature of Civic Communication:*
   Reflect on the success and/or challenges you encounter in (1) above while trying to do the following: express, listen, and adapt ideas and messages based on others' perspectives. **Put down your thoughts**.
4. *Civic Identity and Commitment:*
   Reflect and devise a plan of possible civic engagement activities in the future that may help your growth in civic engagement. **Put down your thoughts**.

Collect what you have put down in the tasks above in a WORD document of at least 400 words and submit it under canvas.

UNDERSTANDING OUR SOCIAL AND CIVIC IDENTITIES

Identity (*specify in each category how you identify yourself— for example, under "Denomination," Baptist, Pentecostal, etc.*)	How important is this identity to you? (1-10, ten is high)	How apparent is this identity to someone who only sees you or does not know you well? (1-10, ten is high)	How highly regarded is this identity by society as a whole? (1-10, ten is high)	What are ways in which this identity is positively viewed by society/aspects of society?	What are ways in which this identity is negatively viewed by society/aspects of society?
Ethnicity:					
Social class:					
Gender:					
Ability/Disability (able-bodied, with cerebral palsy, etc.):					

Religious affiliation:					
Denomination, In faith community:					
Geographic background (e.g., rural, suburban, urban):					
Political affiliation:					