

**Learning Outcome 1:** Students will identify ways in which evolution by natural selection is compatible with the Judeo-Christian view of God as creator.

**Artifact:** first 5-page paper

Criterion	Excellent (4)	Very Good (3)	Average (2)	Below Average (1)	Poor (0)	Weight (%)
Conceptual understanding	Makes accurate and concrete statements about the theory of evolution, with full textual support.	Makes some accurate and concrete statements about the theory of evolution, with textual support.	Makes most statements accurately and concretely, but more detail and/or support is needed.	Makes some inaccurate statements about the theory of evolution; gives weak support; and/or gives vague examples.	Makes several inaccurate and unsupported statements about the theory of evolution. Gives vague examples.	
Organization	<u>Based on a clear and engaging thesis:</u>	<u>Based on a clear and engaging thesis:</u>	<u>Guided by a thesis:</u>	<u>Makes claims that are not guided by the thesis; lacks a coherent thesis:</u>	<u>Lacks a thesis and...</u>	
Analysis and Evidence	<ul style="list-style-type: none"> <li>Clearly and completely explains several ways each in which creationism and intelligent design (ID) are <u>non-scientific</u> explanations for the origin of life on Earth.</li> </ul>	<ul style="list-style-type: none"> <li>Explains some ways each in which creationism and ID are <u>non-scientific</u> explanations for the origin of life on Earth.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies some ways in which creationism and ID are not considered scientific, but isn't clear or makes some explanatory errors.</li> </ul>	<ul style="list-style-type: none"> <li>Incorrectly identifies ways in which creationism and ID are not considered scientific, or poorly interprets examples of non-scientific thinking in either explanation.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to identify ways in which creationism and ID are not considered scientific.</li> </ul>	
Analysis and Evidence	<ul style="list-style-type: none"> <li>Evaluates the salient arguments, with textual support, for the compatibility of evolution by natural selection with Judeo-Christian views of God as creator.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates some of the salient arguments, with textual support, for the compatibility of evolution by natural selection with Judeo-Christian views of God as creator.</li> </ul>	<ul style="list-style-type: none"> <li>Provides few or weak arguments for the compatibility of evolution by natural selection with Judeo-Christian views of God as creator.</li> </ul>	<ul style="list-style-type: none"> <li>Makes claims unrelated to thesis; lacks coherent thesis; claims require more support; some assumptions are dubious; or fails to identify or evaluate reasonable arguments for the compatibility of evolution by natural selection with Judeo-Christian views of God as creator.</li> </ul>	<ul style="list-style-type: none"> <li>Doesn't provide a consistent point of view; gives little relevant support for claims; makes dubious assumptions; or fails to identify or evaluate any arguments about compatibility of evolution by natural selection with Judeo-Christian views of God as creator.</li> </ul>	
Expression/	Clear and	Clear and accurate	Reasonably clear; some	Grammatical or	Unclear writing	

Mechanics	grammatically accurate; very well structured; documented using the appropriate style.	writing (a few minor errors); flows logically; documented using the appropriate style.	grammatical and/or spelling errors, and/or some organization problems, and/or some documentation errors.	organizational flaws start to hinder reader's understanding. And/or insufficient documentation.	because of substantial errors. And/or failure to acknowledge all sources used (possible plagiarism and grade of 0).	
	[Meets or exceeds other requirements and criteria as determined by indiv. instructors]	[Meets other requirements and criteria as determined by indiv. instructors]	[Meets most other requirements and criteria as determined by indiv. instructors]	[Meets some requirements and criteria as determined by indiv. instructors]	[Meets few or no requirements and criteria as determined by indiv. instructors]	
	[Meets or exceeds other requirements and criteria as determined by individual instructors]	[Meets other requirements and criteria as determined by individual instructors]	[Meets most other requirements and criteria as determined by individual instructors]	[Meets some requirements and criteria as determined by individual instructors]	[Meets few or no requirements and criteria as determined by individual instructors]	

**Learning Outcome 2:** Students will address how one can live a life with meaning and purpose and forge a more just society for the common good by exploring the ethical implications, as well as the legal, religious, and/or social implications, of a contemporary bioethics topic.

**Artifact:** second 5-page paper

Criterion	Excellent (4)	Very Good (3)	Average (2)	Below Average (1)	Poor (0)	Weight (%)
Organization	<u>Based on a clear and engaging thesis:</u>	<u>Based on a clear and engaging thesis:</u>	<u>Guided by a thesis:</u>	<u>Makes claims that are not guided by the thesis; lacks a coherent thesis:</u>	<u>Lacks a thesis and...</u>	
Analysis and Evidence	<ul style="list-style-type: none"> <li>clearly evaluates the salient ethical arguments, pro and con, raised by the bioethics topic, with full textual support.</li> </ul>	<ul style="list-style-type: none"> <li>evaluates some of the salient ethical arguments, pro and con, raised by the bioethics topic, with textual support.</li> </ul>	<ul style="list-style-type: none"> <li>evaluates a few salient ethical arguments, pro or con, raised by the bioethics topic, but more detail and/or support is needed.</li> </ul>	<ul style="list-style-type: none"> <li>several claims require more support; some assumptions are dubious; or fails to identify or evaluate salient ethical arguments, pro or con), raised by the bioethics topic.</li> </ul>	<ul style="list-style-type: none"> <li>fails to identify any ethical arguments or makes several inaccurate and unsupported statements.</li> </ul>	
Analysis and Evidence	<ul style="list-style-type: none"> <li>____ (legal, religious or social) arguments (reasons and claims), pro and con, raised by the bioethics topic, with full textual support.</li> </ul>	<ul style="list-style-type: none"> <li>____ (legal, religious or social) arguments, pro and con, raised by the bioethics topic, with textual support.</li> </ul>	<ul style="list-style-type: none"> <li>____ (legal, religious or social) arguments, pro or con, raised by the bioethics topic, but more detail and/or support is needed.</li> </ul>	<ul style="list-style-type: none"> <li>several claims require more support; some assumptions are dubious; or fails to identify or evaluate salient ____ (legal, religious or social) arguments, pro or con, raised by the bioethics topic.</li> </ul>	<ul style="list-style-type: none"> <li>- fails to identify any ____ (legal, religious or social) arguments, or makes several inaccurate and unsupported statements.</li> </ul>	
Analysis and Evidence	<ul style="list-style-type: none"> <li>Makes several accurate, concrete statements about how the general issues raised in the bioethics topic impact living a</li> </ul>	<ul style="list-style-type: none"> <li>Makes some accurate, concrete statements about how the general issues raised in the bioethics topic impact living a</li> </ul>	<ul style="list-style-type: none"> <li>Makes most statements accurately and concretely, but more detail and/or support is needed.</li> </ul>	<ul style="list-style-type: none"> <li>Makes some inaccurate statements about the text; gives weak support; and/or gives vague examples.</li> </ul>	<ul style="list-style-type: none"> <li>Makes several inaccurate and unsupported statements about the text. Gives vague examples.</li> </ul>	

	life with meaning and purpose and forging a more just society, with full textual support.	life with meaning and purpose and forging a more just society, with textual support.				
Organization	Clearly draws and justifies a conclusion for the ethical and other issues raised by the bioethics topic.	Draws and justifies a conclusion for the ethical and other issues raised by the bioethics topic.	Draws an unjustified conclusion about the ethical and other issues raised by the bioethics topic.	Draws an unwarranted, unclear and unjustified conclusion about the ethical and other issues raised by the bioethics topic.	Either draws no conclusions, or provides very weak conclusions.	
Expression/ Mechanics	Clear and grammatically accurate; very well structured; documented using the appropriate style.	Clear and accurate writing (a few minor errors); flows logically; documented using the appropriate style.	Reasonably clear; some grammatical and/or spelling errors. And/or some organization problems. And/or some errors in documentation style.	Grammatical or organizational flaws start to hinder reader's understanding. And/or insufficient documentation.	Unclear writing because of substantial errors. And/or failure to acknowledge all sources used (possible plagiarism → grade of 0).	
	[Meets or exceeds other requirements and criteria as determined by individual instructors]	[Meets other requirements and criteria as determined by individual instructors]	[Meets most other requirements and criteria as determined by individual instructors]	[Meets some requirements and criteria as determined by individual instructors]	[Meets few or no requirements and criteria as determined by individual instructors]	

**Learning Outcome 3:** Students will analyze what the Genographic Project proposes about the biological nature of human life and the development of a society for the common good.

**Artifact:** essay on the last take-home exam

Criterion	Excellent (4)	Very Good (3)	Average (2)	Below Average (1)	Poor (0)	Weight (%)
Conceptual understanding and Evidence	Clearly identifies and explains how the scientific results and conclusions generated by the Genographic Project shape our understanding about the biological nature of human life, with full textual support.	Identifies and explains how most of the scientific results and conclusions generated by the Genographic Project shape our understanding about the biological nature of human life, with full textual support.	Identifies and explains how some of the scientific results and conclusions generated by the Genographic Project shape our understanding about the biological nature of human life, with full textual support.	Identifies and/or poorly explains how only a few of the scientific results and conclusions generated by the Genographic Project shape our understanding about the biological nature of human life, with full textual support.	Poorly identifies or fail to identify the scientific results and conclusions generated by the Genographic Project; no textual support.	
Analysis	Makes several accurate, concrete statements about how the Genographic Project impacts the development of a society for the common good.	Makes some accurate, concrete statements about how the Genographic Project impacts the development of a society for the common good.	Makes few accurate, concrete statements about how the Genographic Project impacts the development of a society for the common good; better justification is needed.	Makes some inaccurate statements about how the Genographic Project impacts the development of a society for the common good, and/or gives weak or vague examples.	Makes several inaccurate and unsupported statements about how the Genographic Project impacts the development of a society for the common good, and fails to give examples.	
Organization	Clearly draws and justifies a conclusion for the ethical and other issues raised by the bioethics topic.	Draws and justifies a conclusion for the ethical and other issues raised by the bioethics topic.	Draws an unjustified conclusion about the ethical and other issues raised by the bioethics topic.	Draws an unwarranted, unclear and unjustified conclusion about the ethical and other issues raised by the bioethics topic.	Either draws no conclusions, or provides very weak conclusions.	Organization
Expression/ Mechanics	Clear and grammatically	Clear and accurate writing (a few minor	Reasonably clear; some grammatical	Grammatical or organizational flaws	Unclear writing because of substantial	Expression/ Mechanics

	accurate; very well structured; documented using the appropriate style.	errors); flows logically; documented using the appropriate style.	and/or spelling errors. And/or some organization problems. And/or some errors in documentation style.	start to hinder reader's understanding. And/or insufficient documentation.	errors. And/or failure to acknowledge all sources used (possible plagiarism → grade of 0).	
	[Meets or exceeds other requirements and criteria as determined by individual instructors]	[Meets other requirements and criteria as determined by individual instructors]	[Meets most other requirements and criteria as determined by individual instructors]	[Meets some requirements and criteria as determined by individual instructors]	[Meets few or no requirements and criteria as determined by individual instructors]	