

# Teaching as the Sole Instructor

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*(he/they)*

Associate Director

Teaching Engagement Program

*Please scan to sign in*



\_\_\_\_\_ 2022 \_\_\_\_\_  
**GE DAY OF TEACHING**  
\_\_\_\_\_  
University of Oregon

# Who are we?

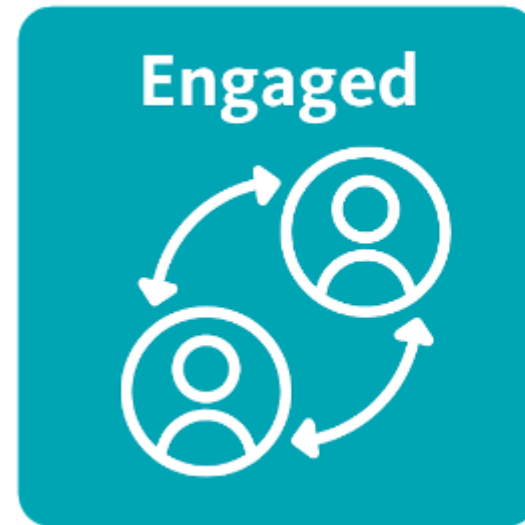
## What do we care about teaching?

In your pair or trio, please introduce yourselves.

Then share your thoughts about:

- What are you most **concerned** about teaching your own class?
- What are you **excited** about helping your students learn to know, do, experience, or feel?

## *What does 'excellent' teaching at UO mean?*



<https://teaching.uoregon.edu/resources/teaching-excellence>

# What can we accomplish today?

- ✓ Consider a research-based framework for **student engagement**
- ✓ Use **aligned design** to sketch a learning sequence
- ✓ Reflect on the dynamics of **inclusive teaching**
- ✓ Brainstorm **interactive** teaching and learning activities
- ✓ Discuss strategies for more **transparency** in our assignments
- ✓ Remember some **syllabus** basics
- ✓ Troubleshoot concerns and issues



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**What are some characteristics of engaged students?**

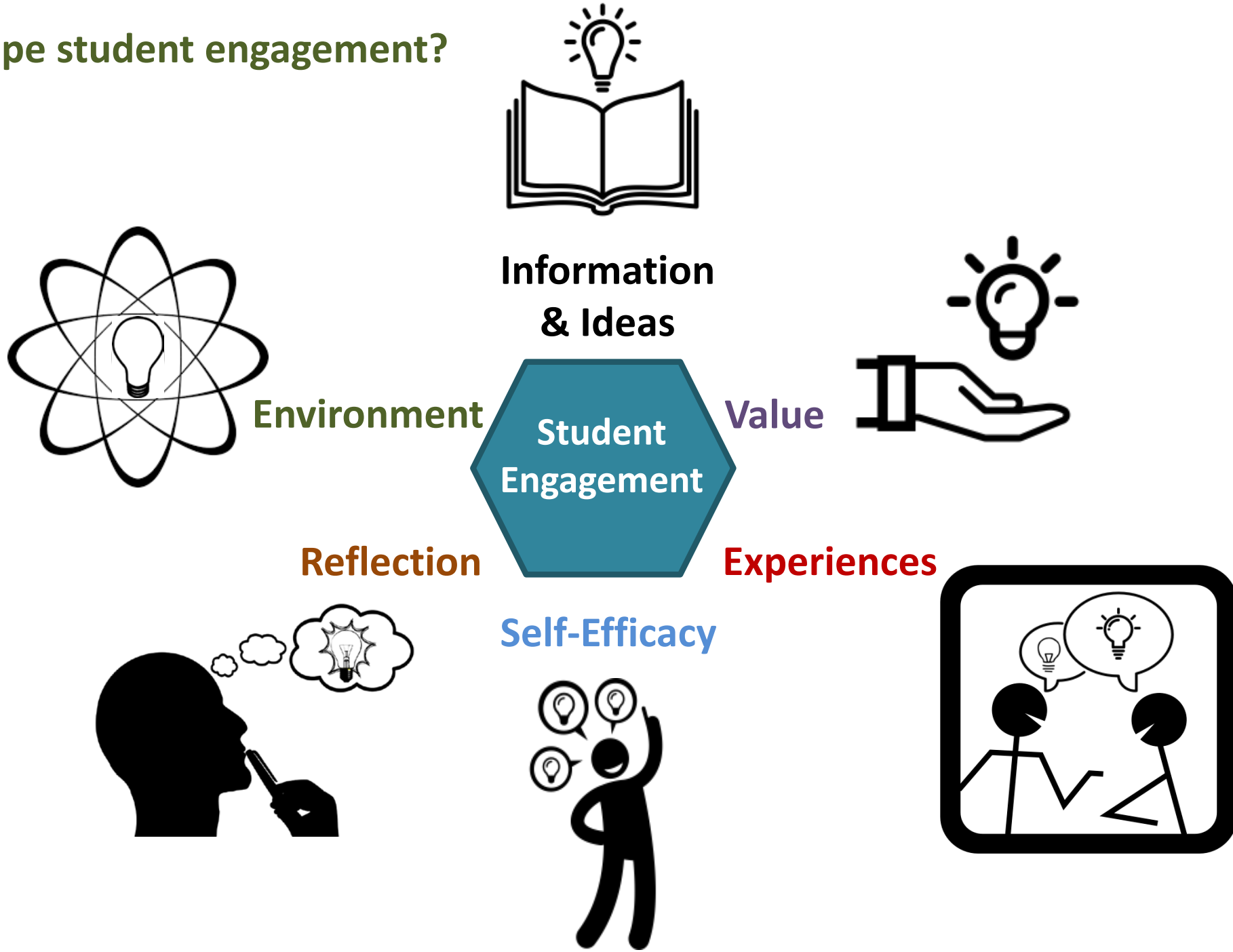
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“Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must **talk** about what they are learning, **write** about it, **relate** it to past experiences and **apply** it to their daily lives. **They must make what they learn part of themselves.**”

- Chickering and Gamson, 1987

# What factors shape student engagement?



Barkley, E.F. (2010). *Student Engagement Techniques: A handbook for college faculty*. San Francisco: Jossey-Bass.

Fink, L.D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass.

Ambrose, S.A., Bridges, M.W., DiPietro, M., Lovett, M.C., and Norman, M.K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass.

# Checklist for Planning

## Active Learning

- Information and Ideas:** How are students engaging content? [lecture, reading, research, discussion, etc.]
- Experiences:** What are students “doing” or “observing” to bring content to life and make it “theirs”? [activities, exercises, assignments, etc.]
- Reflection:** How are students being asked to determine, for themselves, the meaning and significance of their learning experiences? [debriefs, journals, portfolios, metacognitive exercises, etc.]

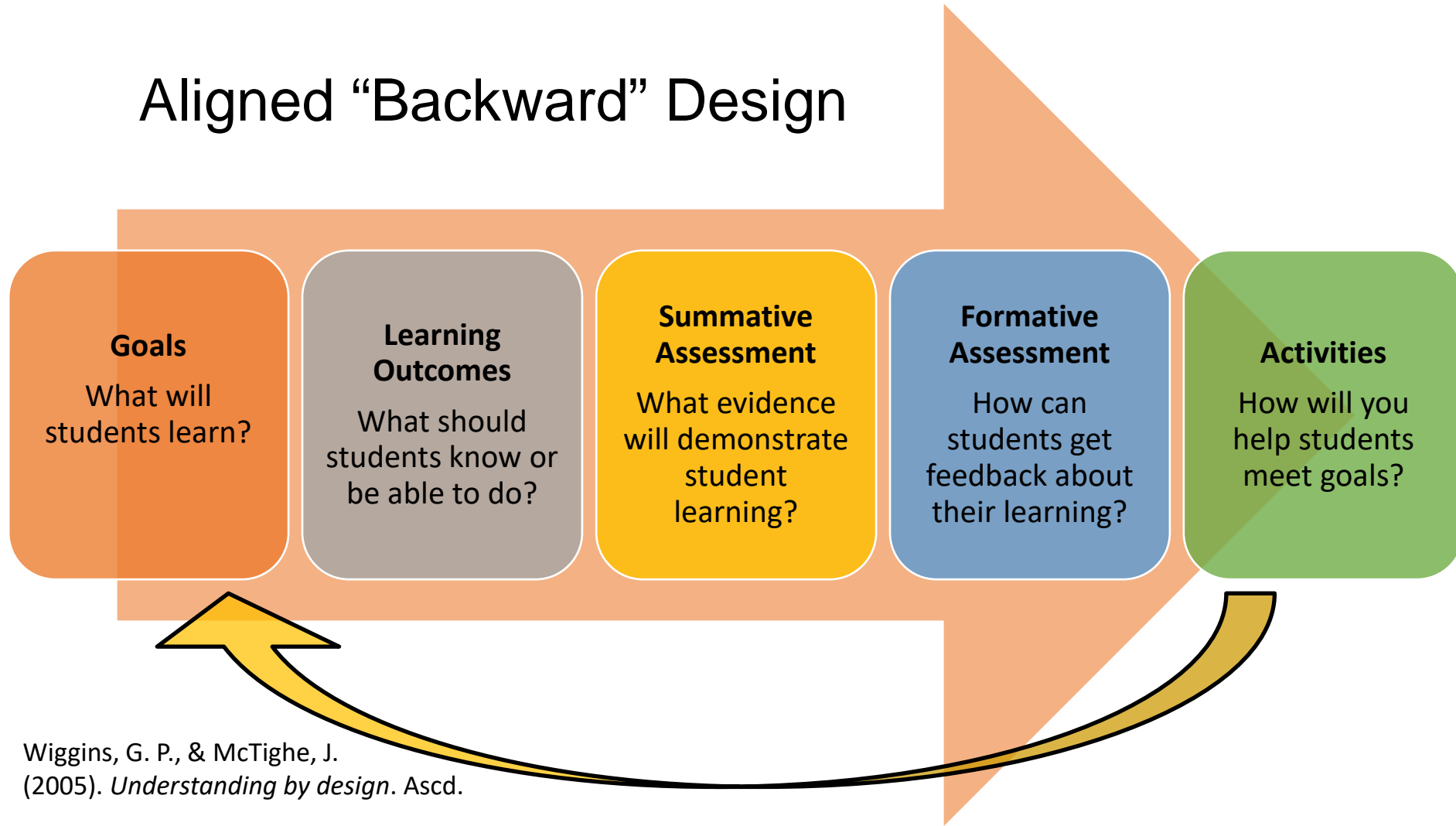


# Checklist for Planning

## Motivation

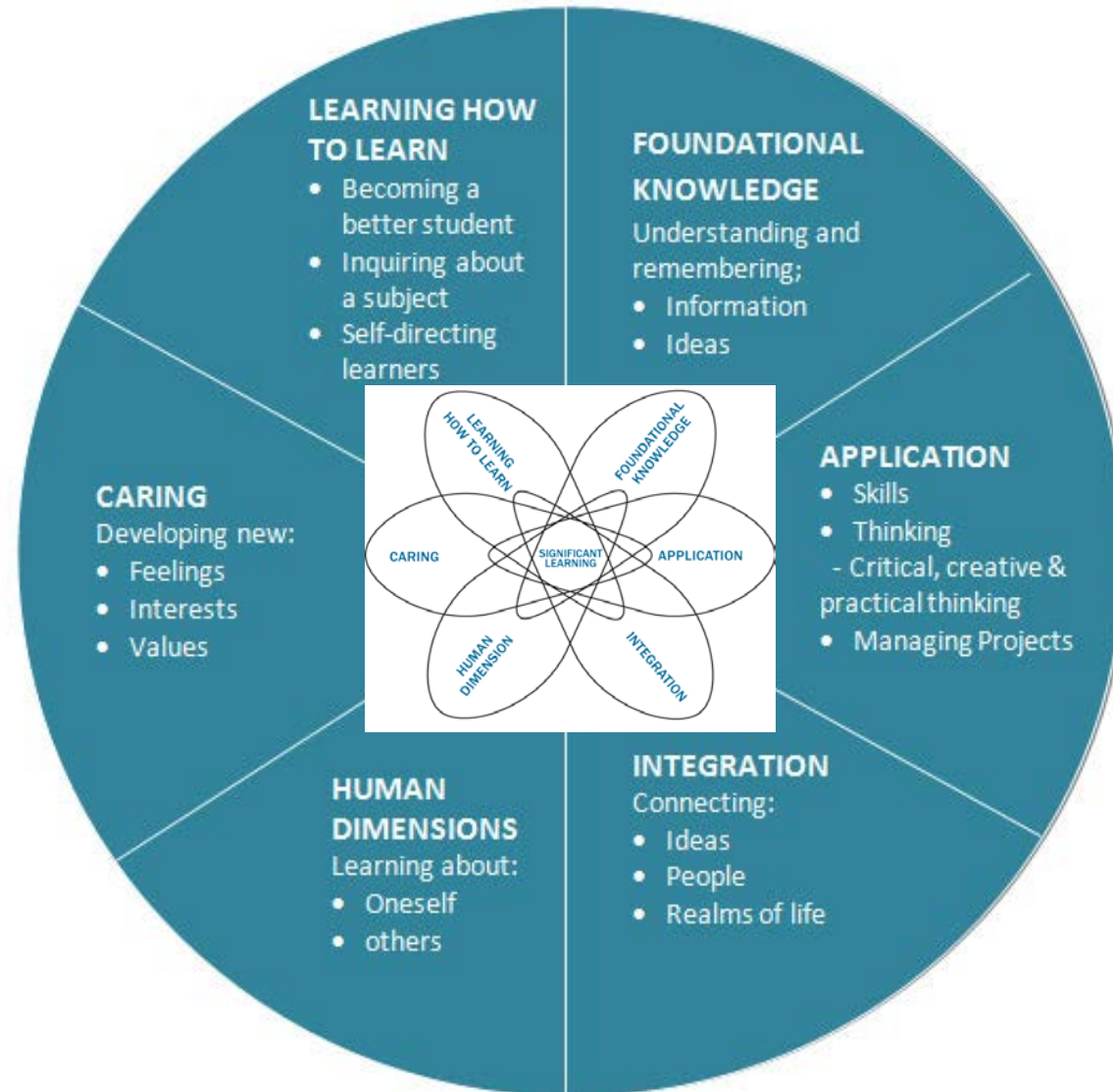
- Value:** How has the value of the course, and particular aspects of it, been articulated? [goals, purpose, relevance, interest, significance, etc.]
- Efficacy:** How do students develop a realistic sense of agency, confidence, and progress about their performance in the course? [expectations, rigor, feedback, strategies for success, etc.]
- Environment:** How has a supportive learning environment been cultivated? [communications, approachability, organization, check-ins, etc.]

# Aligned “Backward” Design



Wiggins, G. P., & McTighe, J.  
(2005). *Understanding by design*. Ascd.

# What kinds of learning goals? (Fink)



# Key Questions to Ask

1. What should students know or be able to do?  
[What is the **learning outcome**?]
2. How do students demonstrate what they know or can do?  
[What kind of **assessment**?]
3. How do students prepare for demonstrating their knowledge or skills?  
[What kinds of **experiences** – activities, interactions, etc.?.]
4. How do students engage the content they'll be using?  
[How **exposed** to – retrieve or receive – the content?]

# An Example

1. What should students know or be able to do?  
[Connect key concepts and theories of the critical social sciences to relevant local issues]
2. How do students demonstrate what they know or can do?  
[They can write a research-based, rhetorically-effective Op-Ed]
3. How do students prepare for demonstrating their knowledge or skills?  
[observe model demonstrations by instructor; read and assess sample Op-Eds; discuss and debate ideas; practice writing – including creative flare; engage in research] [not to mention: identify problems; appraise-critique-propose potential solutions]
4. How do students engage the content they'll be using?  
[Readings, lectures, videos, database searches]

Instructor  
Planning Steps

1

**What should students know or be able to do?**  
(i.e. What is the learning outcome?)

2

**How do students demonstrate what they know or can do?**  
(i.e. What kind of assessment?)

3

**How do students prepare for demonstrating their knowledge or skills?**  
(i.e. What kinds of experiences – activities, interactions, etc.?)

4

**How do students engage the content they'll be using?**  
(i.e. How exposed to – retrieve or receive – the content?)

4



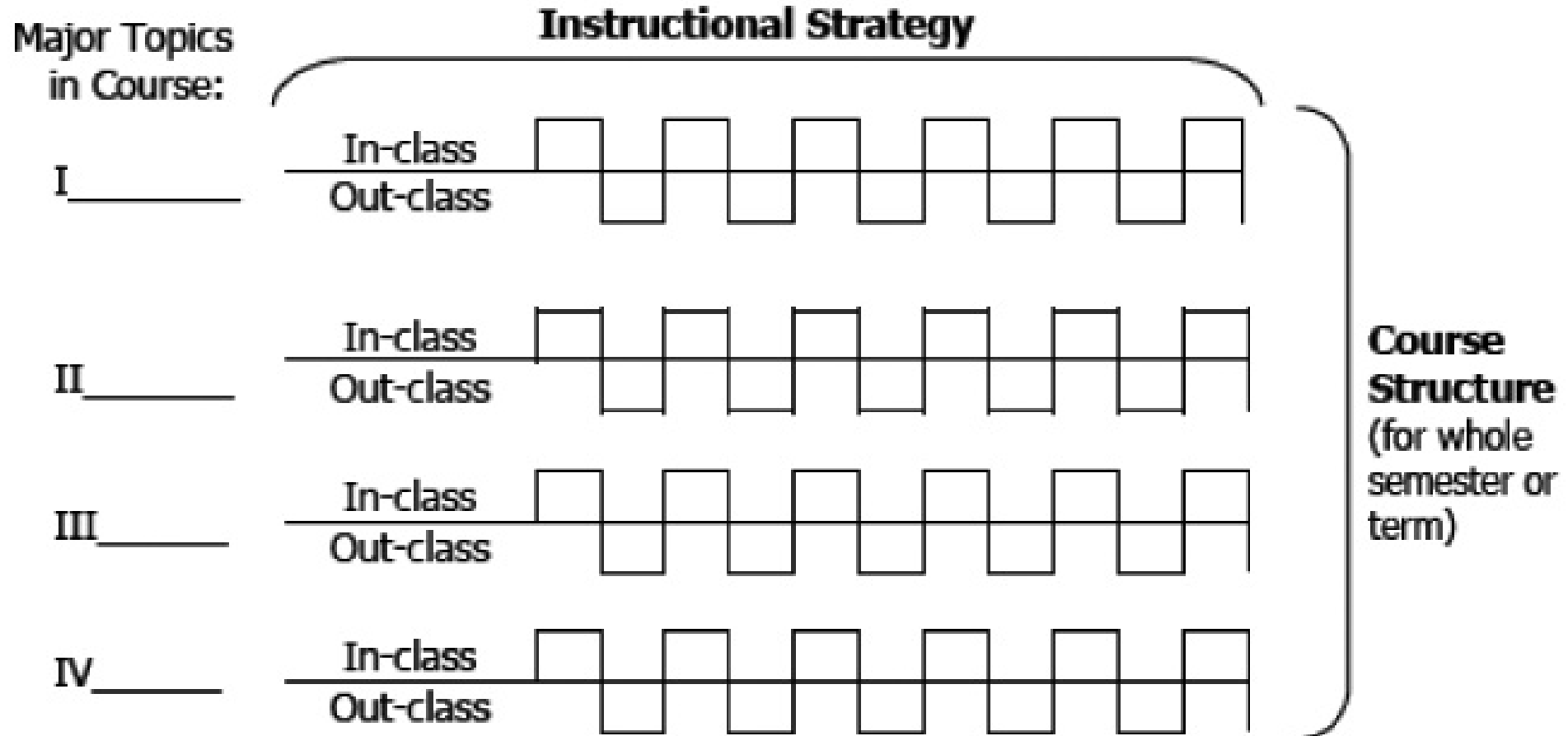
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2

1

Student  
Learning  
Experience

# How to integrate it all?



# How to integrate it all?

Date:
Topic:
Learning Objectives:  <i>Course Learning Outcome(s) to which this lesson aligns:</i>
Preparatory Activities/Readings:
Learning Assessments:
Learning Activities:
Detailed Session Outline: Content Prompt/Hook:  Warm-Up Activity:



# What is “inclusive teaching”?



Think: What does **inclusive teaching** mean to you?

Pair: What do you and your discussion partner **agree** about? What is **different** in your thinking?

Share: Who has **insights to share** with us?



bell hooks, Inclusive/Critical Pedagogy

Dr. Gloria Ladson-Billings, Culturally Relevant Pedagogy

Dr. Kevin Kumashiro, Anti-Oppressive Pedagogy

Dr. Rhonda Magee, Mindfulness Pedagogy

Dr. Kimberly Tanner, STEM Education

Ronald Mace, Universal Design for Learning

Dr. Bettina Love, Abolitionist Teaching

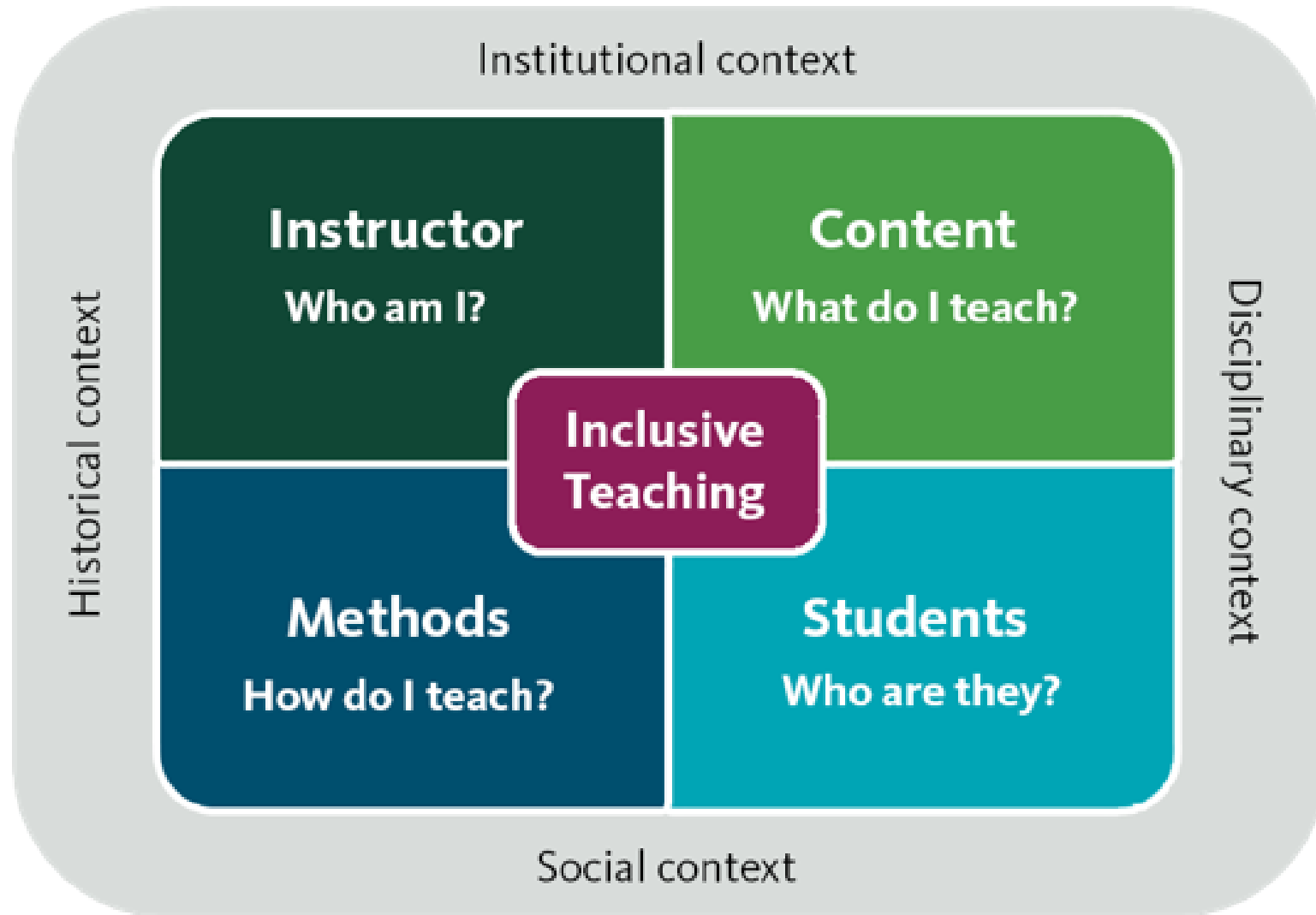
***The work of “inclusive teaching” acknowledges:***

- *A range of definitions (as opposed to consensus) for "inclusive teaching" – we use UO's definition*
- *The positionality and lineage of scholars doing this work, including instructors at UO.*
- *The history of exclusion designed into our educational systems*
- *Our positionality as participants and facilitators*



At the level of the classroom, inclusivity refers to the philosophy and pedagogy of **engaging and valuing every student**, and seeking to enhance the relational dynamics of the class as a whole, by intentionally **attending not merely to the intellectual but also to the social and emotional climate of the classroom.**

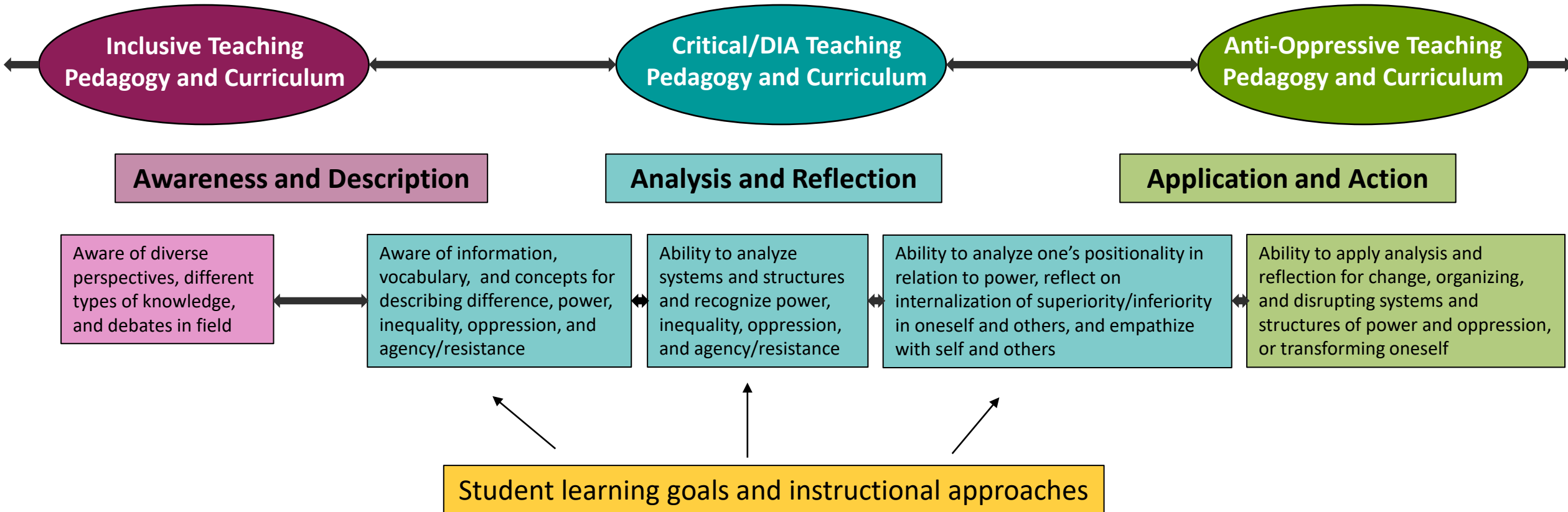
—*Rhonda Magee*, “The Way of ColorInsight: Teaching and Learning Race and Law Through Mindfulness-Based ColorInsight Practices,” *Georgetown Law Journal of Modern Critical Race Perspectives* (2015)



Adapted from Linda Marchesani and Maurianne Adams, "Dynamics of Diversity in the Teaching-Learning Process: A Faculty Development Model for Analysis and Action," *New Directions for Teaching and Learning* 52 (Winter 1992): 9-20, and Bailey Jackson, unpublished paper (1988) cited by Marchesani & Adams.

# Inclusive to Anti-Oppressive Teaching Continuum

An approach



Adapted from St. Clair, D. and Kishimoto, K. (2010). "Decolonizing Teaching: A Cross-Curricular and Collaborative Model for Teaching about Race in the University," *Multicultural Education*, 18:1, 18-24. For inclusive teaching, see <https://hr.uoregon.edu/ua-mou-course-evaluations-article-20.pdf>. For DIA teaching, see <https://provost.uoregon.edu/changes-core-education-group-and-multicultural-requirements>.

# Educator Reflection Questions:

## **Who am I?**

What assumptions do I make about teaching and learning?

## **Who are my students?**

What strengths, anxieties, identities, etc. do they bring?

## **What content will I convey?**

Does my course reflect the diversity of the field, discipline, etc.?

## **What teaching methods will I employ?**

Am I using a range of strategies to engage students?

## **How are relevant contexts shaping my course?**

How should I bring such contexts into the class?

## **What do I know and believe about power, inequality, and equity in education?**



To those of you who sit here a little bemused and I hope very proud, I speak to you as a poet whose role is always to encourage the **intimacy of scrutiny**. For I believe that as each one of us learns to bear that intimacy, those worse fears which rule our lives and shape our silences begin to lose their power over us.

The quality of light by which we scrutinize our lives has direct bearing upon the product which we live, upon the changes which we hope to bring about through those lives. It is within this light that we form those ideas by which we pursue our magic and make it realized.

## **Audre Lorde**

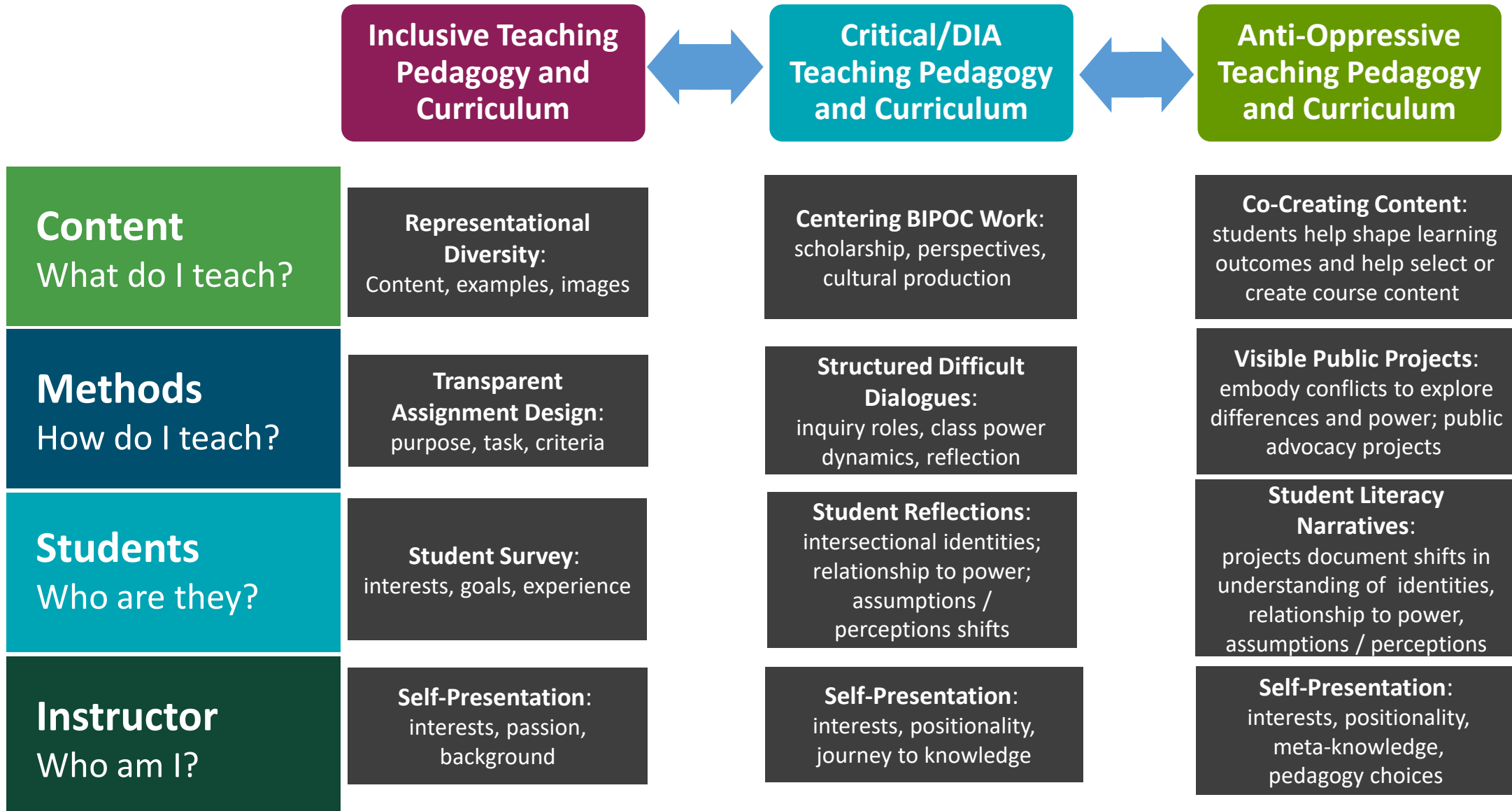
Lorde, A. (2009). "Difference and survival: An address at Hunter College." In *I Am Your Sister: Collected and Unpublished Writings of Audre Lorde*. R. P. Byrd, J.B. Cole, and B. Guy-Sheftall (eds.). Oxford University Press, 201-204.

Lorde, A. (1985). "Poetry is not a luxury." In *Sister Outsider: Essay and Speeches*. Crossing Press, 36-39



# Inclusive to Anti-Oppressive Teaching Continuum

A few specific examples







# **Black Thought Matters: A Challenge to Educators to Include Black Thought Across the Curriculum**

**An Initiative created by  
Dr. Camisha Russell**



*"I haven't had a single Black teacher in any of my classes.*

*You can feel much more comfortable reaching out to somebody who's more like you."*

*-Donovan Jones, third year UO business student*

# Black Thought Matters

# Black Thought Matters



1. The seeming disposability of Black life rests on many deep-seated notions of Black inferiority like the idea that Black people are drains on “civilized” society, rather than important contributors to it. Highlighting **Black thought as a sustained and pervasive contribution to the world** challenges that notion.

2. For most Black students at UO, Black professors are a rarity. The presence of Black thought on most of their syllabi will show them that **they, too, can become experts.**

3. Identifying Black thought will require academics to **learn more about the histories and current states of their discipline** with respect to racial diversity (or lack thereof).

4. Spreading Black thought will get large numbers of people within the university **visibly involved in one concrete anti-racist action.**



# Environmental Ethics

ENVS 345 – Winter 2018

CRN: 27411

**Lecture:** Mondays & Wednesdays, 12-1:20pm, Knight Library 41

**Discussion Sections:** Fridays, 10-10:50am (Anstett 193); 11-11:50am (Anstett 192); 12-12:50pm (Esslinger 107)

“Environmental ethics...is a fundamentally hopeful discipline. It is hopeful because it rests on the conviction that we can do better. As reflective, thinking beings, we can learn from our successes and our failures, and as empathic, caring beings, we can take into account the well being of other persons, other living beings, and our planet as a whole.” – Marion Hourdequin

How do we convey the goals and concerns of a course so that they invite students to connect their own goals and concerns?

How does the architecture of your course – the syllabus, contact details, course description, policies, etc. – embody and communicate these?

## WHAT IS THE PURPOSE OF THIS COURSE?

This course provides an opportunity to develop our powers of philosophical inquiry, ethical reasoning, critical reflection, and moral imagination. These skills will help us better understand the complex social-environmental predicaments shaping our world today, and help us envision and enact solution-oriented, justice-based interventions to make our world a better place. To develop our skills, we'll explore how values shape our views of what has moral standing and influence how we relate with the environment and other living beings; ask what matters most to us and why; determine what is just and how we ought to act accordingly; reflect on why we think or act in certain ways; and imagine how we might alter our views or actions. We'll apply our emerging insights to considerations of agriculture and food production, sustainability and development, environmental restoration, global climate change, and personal and collective action. This means we'll be thinking, discussing, reading, writing, reflecting, and (literally) moving through challenging ethical positions and moral dilemmas – learning “how to do” environmental ethics.

*This course fulfills the UO Arts and Letters Group general education requirement and counts toward major requirements in Environmental Studies, Environmental Science, and Philosophy.*

**Instructor:** Jason Schreiner, [jschrein@uoregon.edu](mailto:jschrein@uoregon.edu)

**Office:** PLC 57 (Teaching and Learning Center)

**Office Hours:** Tues, 2-4pm, or by appointment

**Section GE:** Jordan Wyant, [jwyant2@uoregon.edu](mailto:jwyant2@uoregon.edu)





**Office:** COL 254A

**Office Hours:** Tues, 10:30-11:30am, Wed, 1:30-2:30pm

**Why Contact Us?** We welcome opportunities to engage with you! A few good reasons to meet with us at **office hours** include:

- build a personal relationship, especially helpful if you anticipate needing a reference or letter of recommendation in the future
- discuss your work, grades, and our feedback
- learn how you can improve in the course
- discuss tips and strategies for assignments
- clarify concepts and ideas from class
- catch up on work you've missed
- discuss ideas or questions that interest you
- get academic and career advice

Outside of office hours or class, email is the best way to contact us; please put “ENVS 345” in the subject line. We will respond as soon as possible. And, we recommend using your “uoregon” email or Canvas when contacting instructors.

-  UNIVERSITY OF OREGON
-  Account
-  Dashboard
-  Courses
-  Calendar
-  Inbox
-  Help

- Modules
- Quizzes
- Assignments
- Grades
- Panopto Recordings

## Welcome to ENVS 345: Environmental Ethics



[Click here for Map to find our classroom: Knight Library Room 41](#)

### COURSE FAQ - just point and click

<a href="#">What is the purpose of this course?</a>	<a href="#">What are the learning goals for this course?</a>	<a href="#">What materials and books do I need for this course?</a>	<a href="#">How do I contact my instructors?</a>	<a href="#">What are the requirements and grades for this course?</a>
<a href="#">What is the course schedule of activities and readings?</a>	<a href="#">What are the expectations for participation in this course?</a>	<a href="#">What are the policies that guide this course?</a>	<a href="#">What resources are available to help me learn and succeed?</a>	<a href="#">Where is the full syllabus for download?</a>

### What do I need to do each week? - just point and click

<a href="#">Week One: Jan. 8-12</a>	<a href="#">Week Two: Jan. 15-19</a>	<a href="#">Week Three: Jan. 22-26</a>	<a href="#">Week Four: Jan. 29-Feb. 2</a>	<a href="#">Week Five: Feb. 5-9</a>
<a href="#">Week Six: Feb. 12-16</a>	<a href="#">Week Seven: Feb. 19-23</a>	<a href="#">Week Eight: Feb. 26-Mar. 2</a>	<a href="#">Week Nine: Mar. 5-9</a>	<a href="#">Week Ten: Mar. 12-16</a>

### To Do

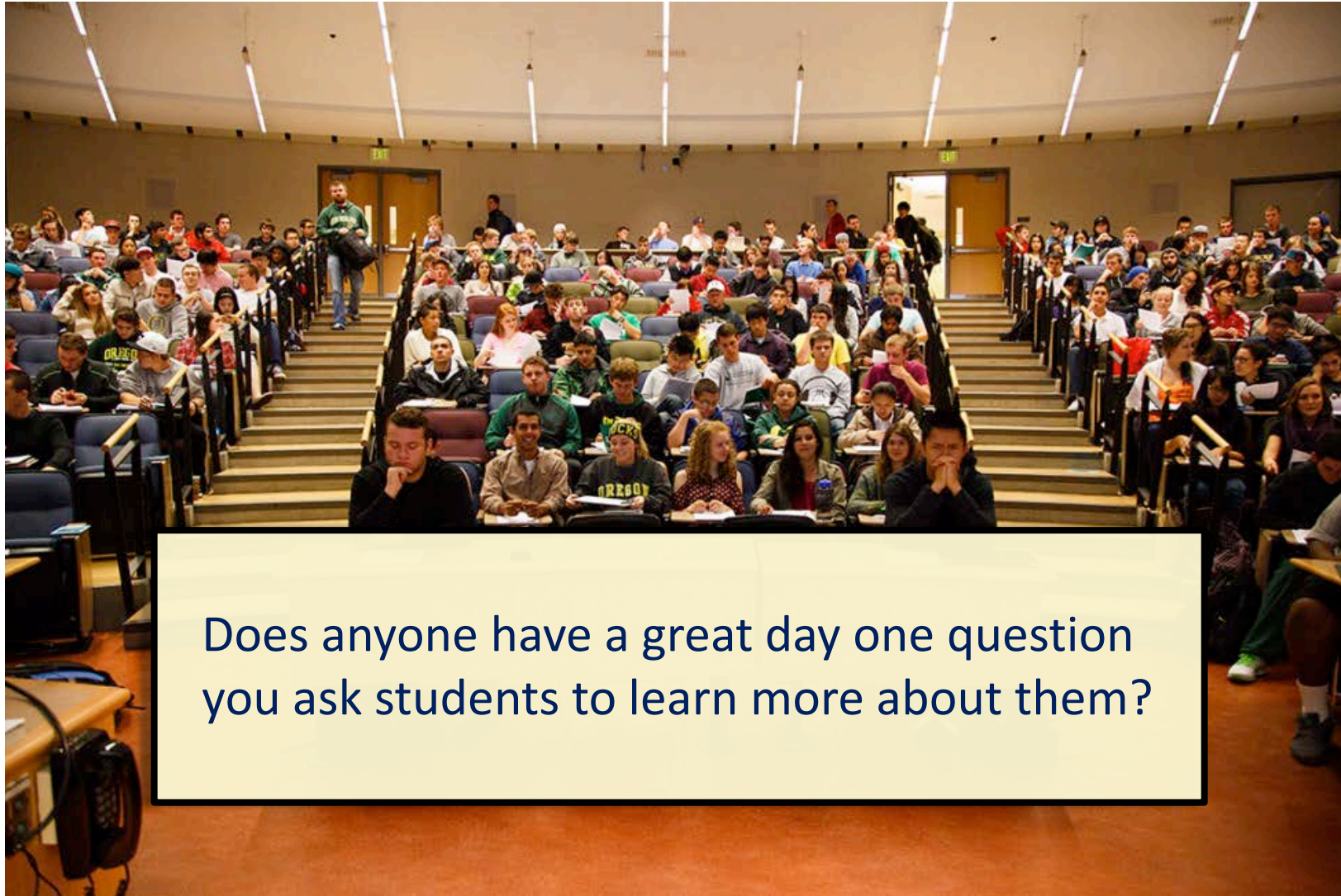
Nothing for now

June 2019						
<						>
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	6

Assignments are weighted by group:

Group	Weight
Inquiry Engagement	19%
Reflection Explorations	15%
Extra Credit	0%
Imported Assignments	0%
Reading Quizzes	21%
Argument Papers	45%
<b>Total</b>	<b>100%</b>

Who are my students?  
What are their goals and concerns?

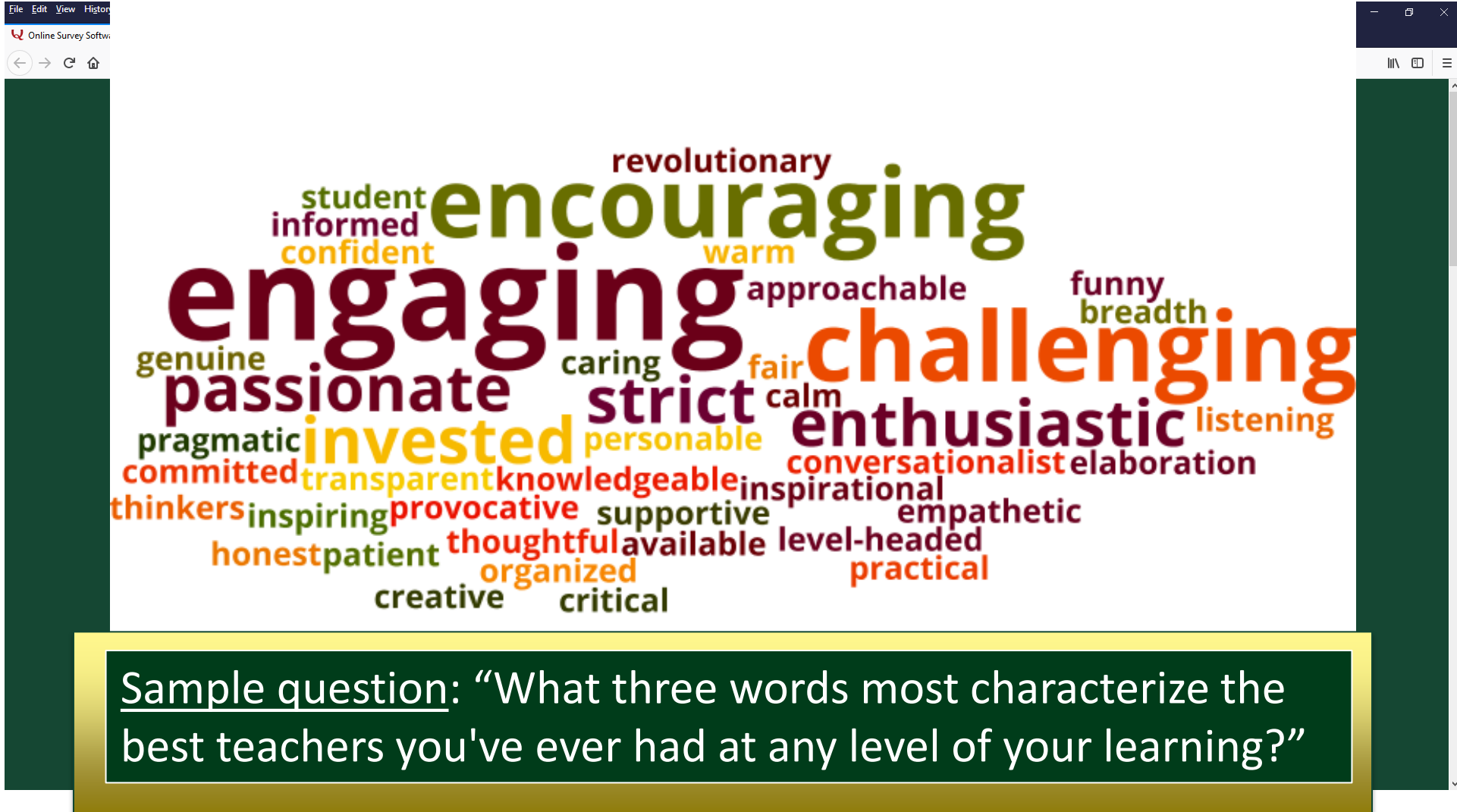


Does anyone have a great day one question  
you ask students to learn more about them?



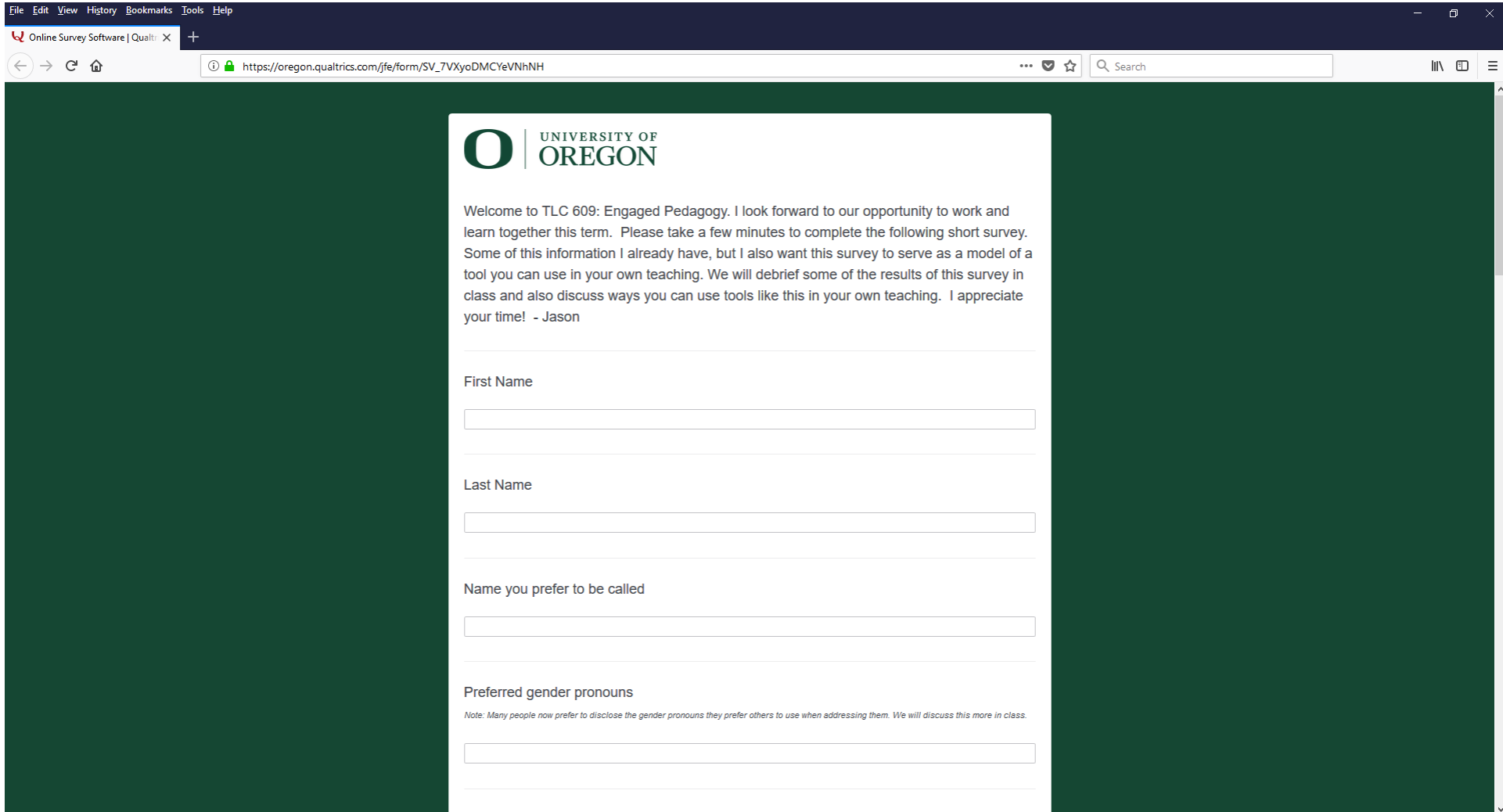
Who are my students?

What are their goals and concerns?



# Who are my students?

## What are their goals and concerns?



File Edit View History Bookmarks Tools Help

Online Survey Software | Qualtrics

https://oregon.qualtrics.com/jfe/form/SV\_7VXyoDMCYeVNHhNH

**O UNIVERSITY OF OREGON**

Welcome to TLC 609: Engaged Pedagogy. I look forward to our opportunity to work and learn together this term. Please take a few minutes to complete the following short survey. Some of this information I already have, but I also want this survey to serve as a model of a tool you can use in your own teaching. We will debrief some of the results of this survey in class and also discuss ways you can use tools like this in your own teaching. I appreciate your time! - Jason

First Name

Last Name

Name you prefer to be called

Preferred gender pronouns

Note: Many people now prefer to disclose the gender pronouns they prefer others to use when addressing them. We will discuss this more in class.




# Who are my students?

# What are their goals and concerns?

Online Survey Software | Qualtrics

https://oregon.qualtrics.com/jfe/form/SV\_7VXyoDMCYeVNHhNH

 UNIVERSITY OF OREGON

Other sample questions:

- What aspect(s) of your teaching are you currently most focused on changing, improving, enhancing, etc.?
- Given your own experience as a student, and your current understanding of your discipline or field, what three intellectual skills do you feel are most essential for students to learn in order to be successful in courses within your discipline or field?



# How do we get to know students?

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- Surveys
- Student feedback
- Check-ins
- Office support hours
- Other ideas?

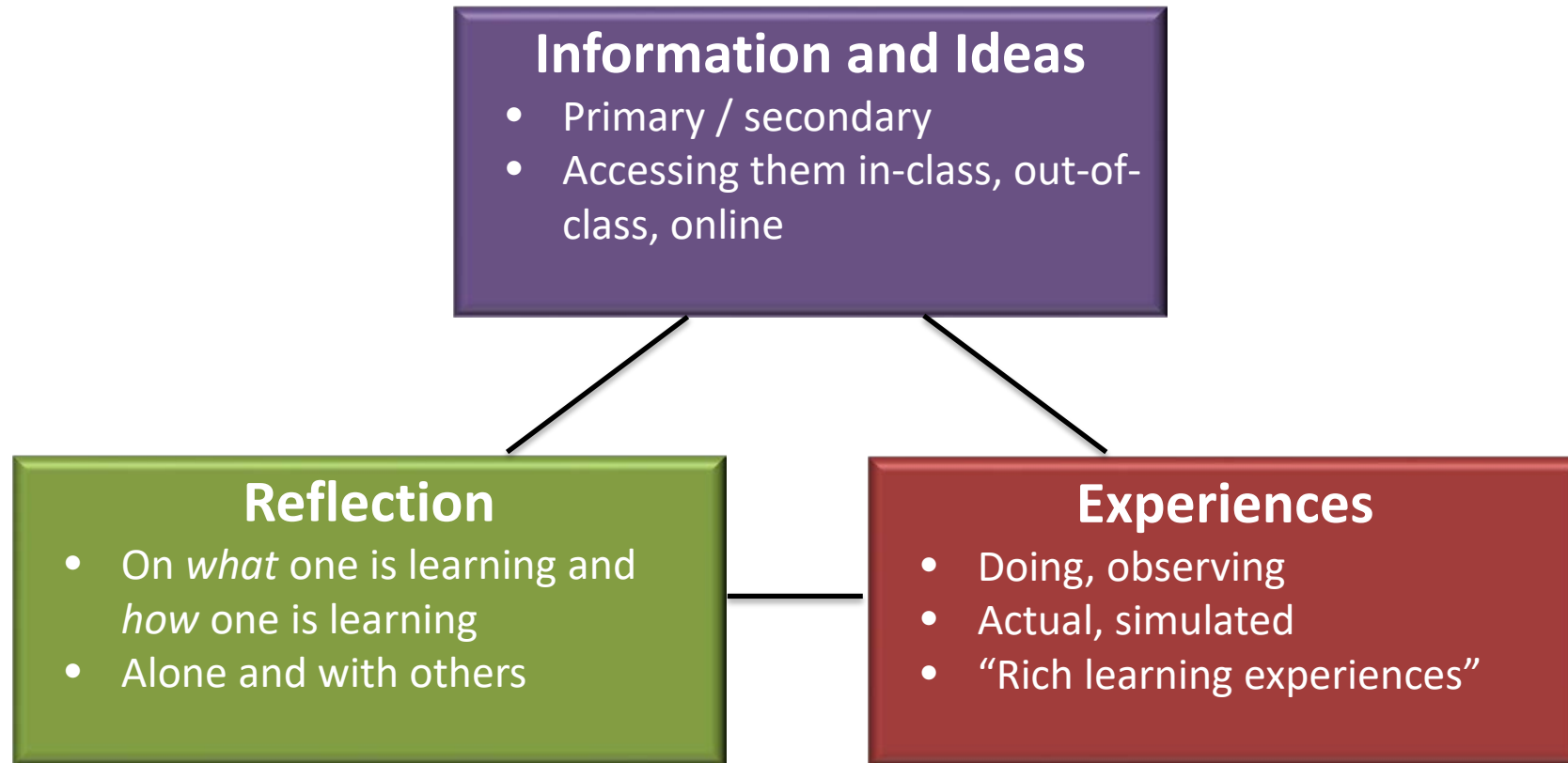


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**What can  
students “do”  
actively to  
learn?**

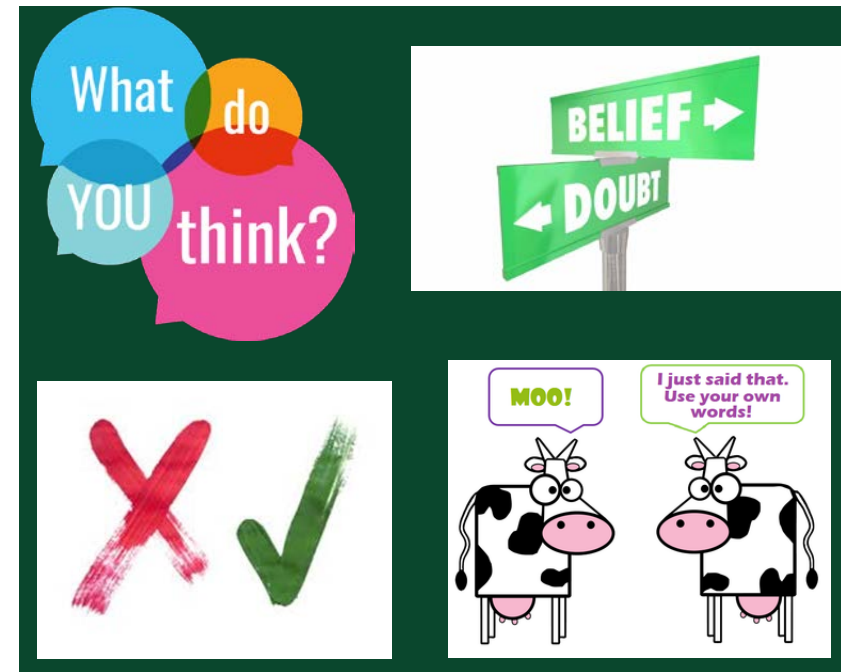
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# What does **Active Learning** involve?

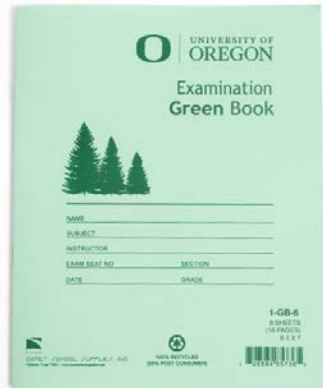


# Example: Quick Engagements

- What Do You Think?
- Believing and Doubting
- Idea on Trial
- Directed Paraphrasing



# Example: Contribution Journals



Daily (or weekly) in-class writing reflections

- 1-2 content-based questions that "warm up" thinking for discussion, e.g.:
  - How would you describe settler colonialism to a friend?
  - What do you think Pulido means when saying certain communities in Flint are "disposable"?
- 1-2 learning reflection questions that "wrap up" the class, e.g.:
  - What did you find most interesting or significant or challenging today?
  - What might you do to come more prepared for the next class?

# Example: Key Issue Profiles

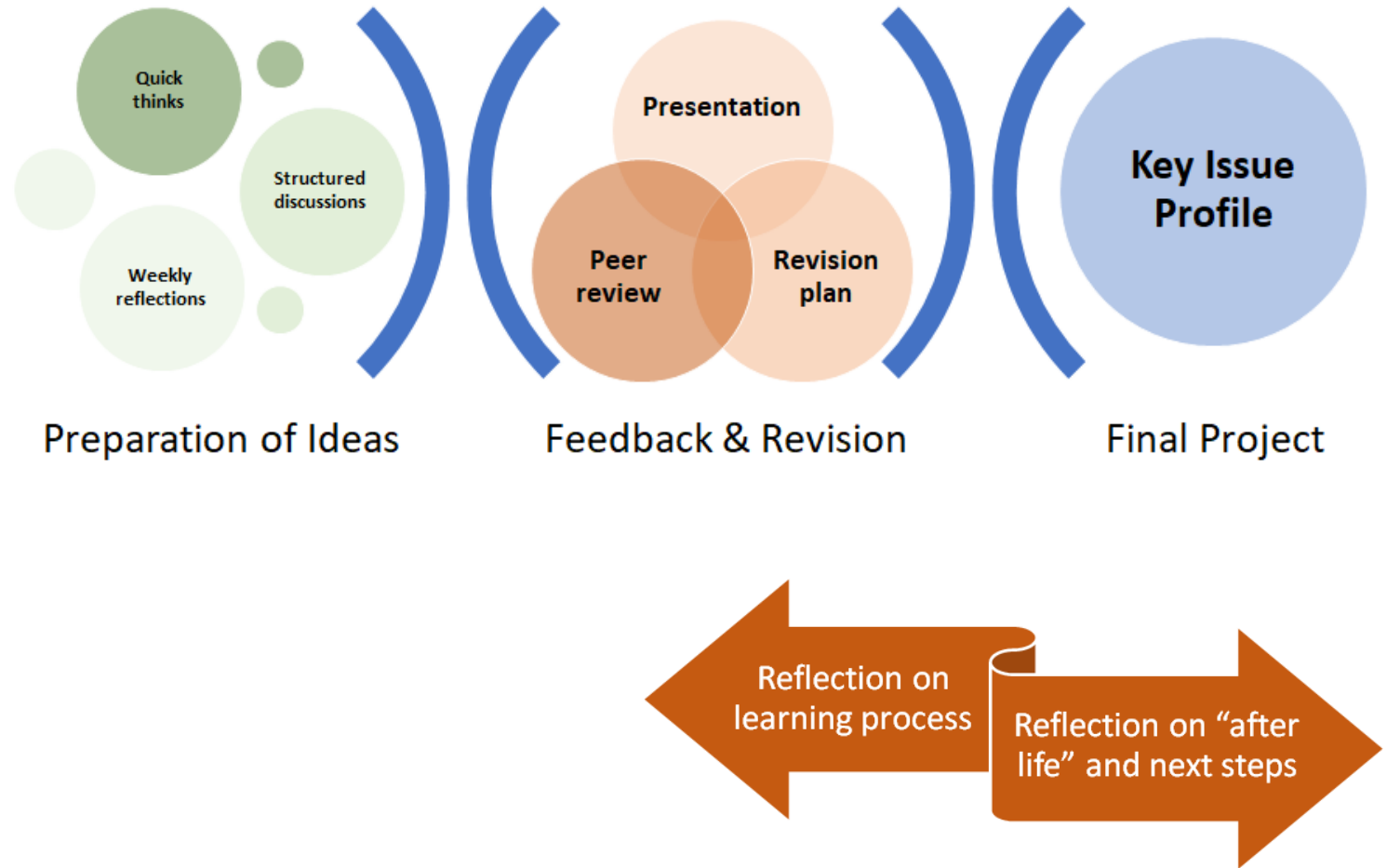


## The Ultimate Cheatsheet for Critical Thinking

Want to exercise critical thinking skills? Ask these questions whenever you discover or discuss new information. These are broad and versatile questions that have limitless applications!

<b>Who</b>	... benefits from this? ... is this harmful to? ... makes decisions about this? ... is most directly affected?	... have you also heard discuss this? ... would be the best person to consult? ... will be the key people in this? ... deserves recognition for this?
<b>What</b>	... are the strengths/weaknesses? ... is another perspective? ... is another alternative? ... would be a counter-argument?	... is the best/worst case scenario? ... is most/least important? ... can we do to make a positive change? ... is getting in the way of our action?
<b>Where</b>	... would we see this in the real world? ... are there similar concepts/situations? ... is there the most need for this? ... in the world would this be a problem?	... can we get more information? ... do we go for help with this? ... will this idea take us? ... are the areas for improvement?
<b>When</b>	... is this acceptable/unacceptable? ... would this benefit our society? ... would this cause a problem? ... is the best time to take action?	... will we know we've succeeded? ... has this played a part in our history? ... can we expect this to change? ... should we ask for help with this?
<b>Why</b>	... is this a problem/challenge? ... is it relevant to me/others? ... is this the best/worst scenario? ... are people influenced by this?	... should people know about this? ... has it been this way for so long? ... have we allowed this to happen? ... is there a need for this today?
<b>How</b>	... is this similar to _____? ... does this disrupt things? ... do we know the truth about this? ... will we approach this safely?	... does this benefit us/others? ... does this harm us/others? ... do we see this in the future? ... can we change this for our good?

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Other ideas?





**You are asking us to do *what?***

**Transparent Assignment Design**



# What is transparency?

Transparency in Learning and Teaching in Higher Education  
*(TILT Higher Ed)*

Over 25,000 students...

...in hundreds of courses...

...at more than 40 institutions...

...in seven countries.

A change to assignment design:

**Purpose, Task (or Process), Criteria**

## WHAT STUDENTS CAN DO:

*Before you begin working on an assignment or class activity, ask the instructor to help you understand the following. (Bring this document to help frame the conversation.)*

### **Purpose**

- Skills you'll practice by doing this assignment
- Content knowledge you'll gain from doing this assignment
- How you can use these in your life beyond the context of this course, in and beyond college

### **Task**

- What to do
- How to do it (Are there recommended steps? What roadblocks/mistakes should you avoid?)

### **Criteria**

- **Checklist** (Are you on the right track? How to know you're doing what's expected?)
- **Annotated examples of successful work**  
(What's good about these examples? Use the checklist to identify the successful parts.)

# Rubric for Critical Analysis Essay

Maximum: 100 points

X	5	4	3	2
<b>INTRODUCTION and CONCLUSION</b> (Background History/Thesis Statement)	There is a well-developed introduction with an attention grabber that grabs the reader's interest and continues to engage the reader up until the thesis statement. The thesis statement should clearly state the experience or event that will be described as well as the effect on the writer. Conclusion should effectively wrap up and re-stresses the importance of the thesis.	Introduction creates interest. Thesis states the position. Conclusion effectively summarizes the topic.	Introduction adequately explains the background, but may lack detail. Thesis states the topic, but key elements are missing	Background details are a random, unclear collection of information. Thesis is vague and unclear. Conclusion is not effective and does not summarize main points.
<b>MAIN POINTS</b> (Body Paragraphs)	Well developed main points/topic sentences that relate directly to the thesis. Supporting examples are concrete and detailed. The analysis is developed with an effective point of view.	Three or more main points relate to the thesis, but some may lack details. The analysis shows events from the author's point of view, but could use more descriptive language.	Three or more main points are present, but lack details in describing the event. Little descriptive language is used.	Less than three ideas/main points are explained and/or they are poorly developed. The story tells; it doesn't show
<b>ORGANIZATION</b> (Structure and Transitions)	Logical Progression of ideas with a clear structure that enhances the thesis. Transitions are effective and vary throughout the paragraph, not just in the topic sentences.	Logical progression of ideas. Transitions are present throughout the essay, but lacks variety.	Organization is clear. Transitions are present at times, but there is very little variety.	Writing is not organized. The transitions between ideas are unclear or non-existent.
<b>STYLE</b> (Sentence Flow, Variety, Diction)	Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well chosen.	Writing is clear and sentences have varied structure, Diction is consistent.	Writing is clear, but could use a little more sentence variety to make the writing more interesting.	Writing is confusing and hard to follow. Contains fragments and/or run-on sentences.
<b>MECHANICS</b> (Spelling, Punctuation, Capitalization)	Punctuation, spelling, and capitalization are all correct. No errors.	Punctuation, spelling, and capitalization are generally correct with few errors (1-2)	There are only a few (3-4) errors in punctuation, spelling, and capitalization.	Distracting errors in punctuation, spelling, and capitalization.

How to assess with more transparency?

Introduction/Conclusion \_\_\_\_\_

Positive Comments: \_\_\_\_\_

Main Points/Body Paragraphs \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Organization \_\_\_\_\_

\_\_\_\_\_







Style \_\_\_\_\_

# How to assess with more transparency?

**Novel Essay Rubric (ENVS 203 - Fall 2013)**

Criteria	High Proficiency	Proficiency	Developing Proficiency	Some Proficiency	No / Limited Proficiency	Rating
Thesis	Thesis is refined, provocative, and engages the prompt with fresh insight	Thesis is clear, reasonable, and addresses the prompt meaningfully	Thesis is fairly clear and refers adequately to the prompt	Thesis is somewhat vague and/or loosely related to the prompt	Paper lacks a discernable thesis and/or thesis does not address the prompt	
Ideas and Reasoning	Demonstrates engagement, offers pertinent observations and thorough analysis and skillful synthesis of ideas with considerable insight	Demonstrates engagement, offers pertinent observations and solid analysis and synthesis of ideas with insight	Demonstrates engagement, offers solid observations and mostly clear explanation of ideas with some insight	Shows some engagement and offers basic observations but provides limited explanation of ideas and little or no insight	Shows minimal engagement with topic, lacks even basic observations, or provides insufficient explanation of ideas and/or mere plot summary	
Support and Evidence	Integrates imaginative and compelling supporting evidence; details/examples are germane and original; secondary source(s) is clearly connected and relevant	Integrates accurate and mostly convincing supporting evidence; details/examples are often specific and appropriate; secondary source(s) is reasonably connected and relevant	Provides supporting evidence that is mostly appropriate but is occasionally vague; details/examples are sometimes specific but more often general; secondary source(s) is fairly connected and relevant	Provides limited supporting evidence that is frequently vague or inappropriate; detail/examples are overly broad or general and rarely specific; secondary source(s) is loosely connected or relevant	Provides inadequate, inaccurate, and/or irrelevant supporting evidence; details/examples are missing or cryptic; secondary source is missing or inappropriate	
Organization and Focus	Organizes information and ideas with a high degree of coherence and unity; transitions are smooth and effective	Organization is clear, focused and logical; transitions flow reasonably well and are appropriate	Occasional lapse(s) in focus and/or sequencing of ideas; transitions sometimes abrupt or illogical	Frequent loss of focus and logical sequencing of ideas; transitions often missing or illogical	Lacks clear sense of direction or organizational plan is inappropriate; no transitions	
Language and Style / Spelling and Grammar	Language and style are sophisticated, well-crafted, and engaging with a strong sense of purpose	Language and style are effective and demonstrate a clear sense of purpose	Language and style are occasionally ineffective, but demonstrate a basic sense of purpose	Language and style are frequently ineffective and demonstrate limited sense of purpose	Demonstrates a lack of competence in the use of language and style and/or has no clear purpose	
	Few if any errors do not interfere with expression of ideas or weaken impact of essay	Errors do not significantly interfere with expression of ideas or weaken impact of essay	Errors occasionally interfere with expression of ideas and/or weaken impact of essay	Errors frequently interfere with expression of ideas and/or frequently weaken impact of essay	Numerous major and minor errors interfere seriously with expression of ideas	
Rating Average						



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# Agrifood Op-Ed

 Published

Please open [this assignment instructions sheet](#) for details. Also, [here is the slide](#) Instructor Schreiner discussed in class regarding confusion about the role of the hypothetical situation in your paper.



This assignment is **due** as a Word or PDF file on Canvas by **11:59pm on Monday, April 29**. Your section GE Instructor may also require a print copy (details to be arranged).

If you have questions or need assistance, please contact your section GE Instructor. You can also contact Instructor Schreiner with questions. Please also consider visiting us during our [office support hours](#).

**Points** 30  
**Submitting** a file upload  
**File Types** doc, docx, and pdf  
**VeriCite** VeriCite has been enabled for this assignment.

Due	For	Available from	Until
Apr 29	Everyone else	Apr 18 at 5pm	May 3 at 11:59pm
May 26	1 student	Apr 18 at 12am	May 26 at 11:59pm

Agrifood Op-Ed Rubric								
Criteria	Ratings							Pts
Problem Identity	1.0 pts -	0.75 pts -		0.5 pts -		0.0 pts -		1.0 pts
	The problem is clearly identified, specific, and pertinent.	The problem is fairly clear, specific, and pertinent.		The problem is not entirely clear or overly general or not very pertinent.		The problem is missing.		
Problem Description	4.0 pts -	3.7 pts -	3.4 pts -	3.0 pts -	2.6 pts -	2.0 pts -	0.0 pts -	
	The description is especially clear,	The description is clear, focused, and	The description is mostly clear, focused, and	The description is partially clear, focused, and	The description is not very clear, focused or	The description is quite vague, lacks focus or	Description is missing or off-topic.	

- Related Items
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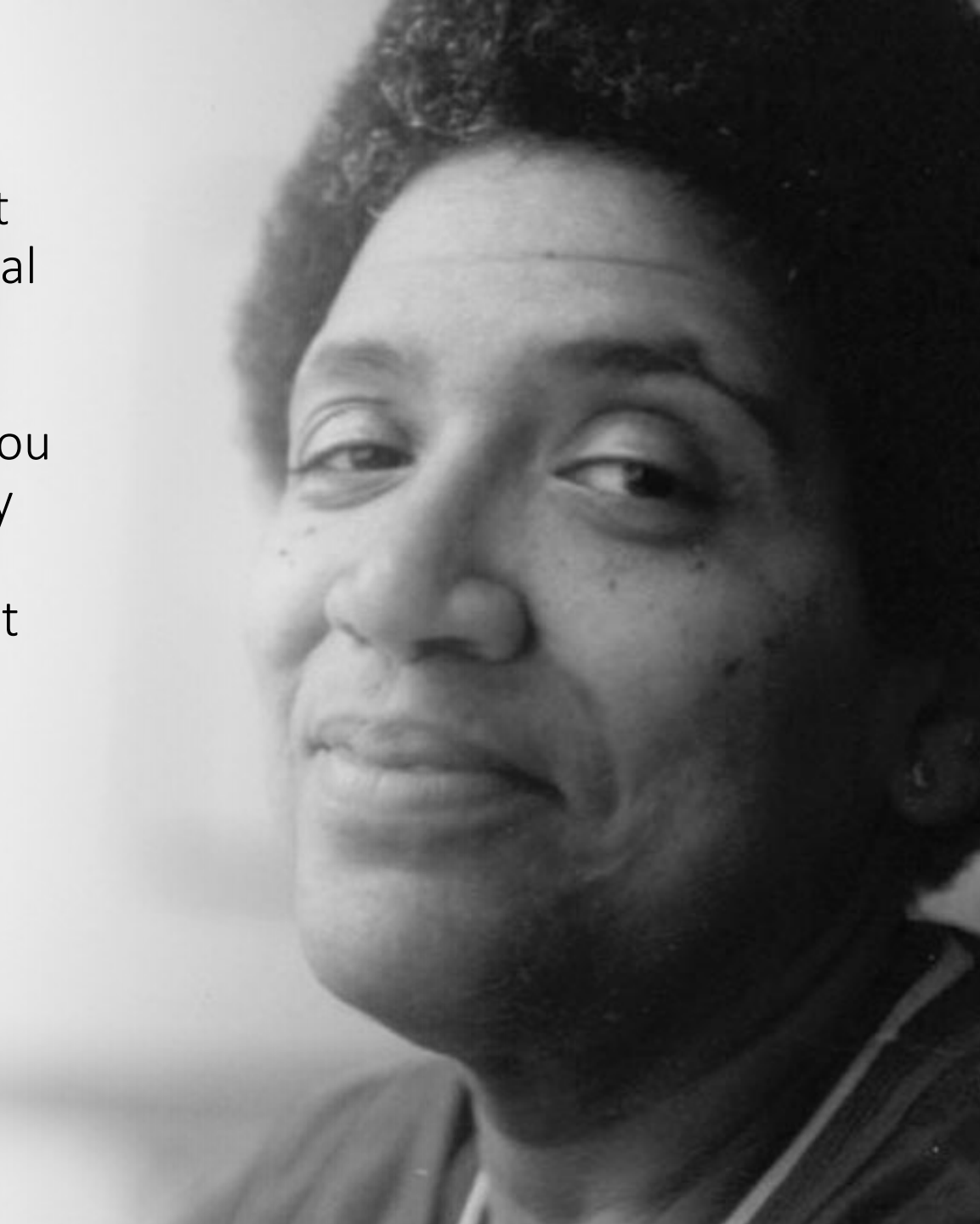
"I TURNED IN MY HOMEWORK TWO DAYS LATE,  
BUT NORMALLY IT'S FOUR DAYS LATE,  
SO TECHNICALLY IT'S EARLY!"

And Course  
Policies?



I have come to believe over and over again that what is most important to me must be spoken, made verbal and shared, even at the risk of having it bruised or misunderstood.... **Your silence will not protect you....** What are the words you do not yet have? What do you need to say? What are the tyrannies you swallow day by day and attempt to make your own, until you will sicken and die of them, still in silence?... The fact that we are here and that I speak these words is an attempt to break that silence and bridge some of those differences between us, for it is not difference which immobilizes us, but silence. And there are so many silences to be broken.

***Audre Lorde***





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