

HEALTH, DEVELOPMENT & HUMAN RIGHTS

Verbal Class Summary for 5 September, 2018: Rubric

Student:

Normalized Grade:

Grader:

"The Nature & Ambiguity of Rights"	Excellent	Satisfactory	Mediocre	Unacceptable
General Requirements				
Clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Integrity*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content				
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completeness (with each Reading Question):				
q1: Generally speaking, what does it mean to have a right? For instance, why might it make more sense to say that a gorilla has rights than a table has rights?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q2: How does Shelly Kagan characterize the differences between the following kinds of rights? A. General versus special rights, B. Negative versus positive rights, and C. Natural versus conventional rights?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q3: Must rights be absolute? What four or five other properties does Kagan suggest are often also ascribed to rights?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q4: How does Kagan's discussion of all these issues substantiate his claim that "talk of rights... is horrendously ambiguous" (p. 170)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consultation (of the Text)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Depending on the severity of the circumstances, a mark of mediocre or unacceptable for academic integrity may also result in the instructor writing letters to the Assistant Dean for Student Affairs and the Coordinator of Community Standards informing them of an academic integrity violation in this course.