

INTRODUCTION TO ETHICS

Unit Exam: Rubric Explanation

	Excellent	Good	Acceptable	Mediocre	Unacceptable
General Requirements Expected Throughout					
Technical Requirements	The completed exam follows all the "Formatting Requirements" posted on UB Learns.	The completed exam generally follows the "Formatting Requirements" posted on UB Learns.	The completed exam does not follow some of the more important "Formatting Requirements" posted on UB Learns.	The completed exam follows very few of the "Formatting Requirements" posted on UB Learns.	The completed exam demonstrates a lack of awareness concerning the "Formatting Requirements" posted on UB Learns.
Clarity	The responses follow the conventions of standard written English, with no errors hindering comprehension.	The responses generally follow the conventions of standard written English, with errors not hindering comprehension.	The responses generally follow the conventions of standard written English, with small errors hindering comprehension.	The responses barely follow the conventions of standard written English, which hinders comprehension.	The responses do not follow the conventions of standard written English, with major errors hindering comprehension.
	All words are chosen for their precise meanings	Most words are chosen for their precise meanings	Words do not seem chosen for their precise meanings.	Words are not chosen for their precise meanings.	Responses do not acknowledge that key words have precise meanings.
Originality	The responses express everything clearly in the student's own words without ever directly quoting the text, the professor, or any other outside sources.	The responses generally express everything in the student's own words, though there is occasional material that could have been better paraphrased.	The responses are mostly in the student's own words, but there is also material that should have been better paraphrased.	The responses express little in the student's own words, but have significant and lengthy material that should have been better paraphrased.	The responses have nothing written in the student's own words, but consist nearly entirely of quotations or poorly paraphrased material.
Academic Integrity*	The responses properly cite and/or acknowledge all sources using APA-style formatting. As relevant, the summary includes "References" and "Acknowledgments" sections at the end.	The responses cite and/or acknowledge sources, but with small errors in the APA-style formatting.	The responses cite and/or acknowledge sources, but with extremely sloppy or inconsistent formatting.	The responses display a minimal effort to cite and/or acknowledge sources, but without any clear formatting.	The responses commit plagiarism or another academic integrity violation.

*Depending on the severity of the circumstances, a mark of mediocre or unacceptable for academic integrity may also result in the instructor reporting a possible academic integrity violation to the Chair of the Philosophy Department, the Dean of the College of Arts and Sciences, and the Academic Integrity Office (see the Academic Integrity section on UB Learns and in the syllabus).

Unit Exam: Rubric Explanation (Continued)

	Excellent	Good	Acceptable	Mediocre	Unacceptable
Criteria for Each Response to a Short-Essay Problem					
Comprehension	The response demonstrates an accurate and complete understanding of the problem being addressed.	The response demonstrates a generally accurate and nearly complete understanding of the problem being addressed.	The response demonstrates a reasonable, though imperfect, understanding of the problem being addressed.	The response does not demonstrate an adequate understanding of the problem being addressed.	The response fails to address the problem itself or demonstrates a very limited grasp of that problem.
Focus	The response maintains tight focus on addressing the central issue and avoids being sidetracked.	The response generally maintains focus with very minor digressions from the central issue.	The response usually maintains focus but occasionally digresses from the central issue.	The response has limited focus with many digressions from the central issue.	The response lacks focus, substantially digressing from the central issue or addressing another issue entirely.
Competence	The response incorporates pertinent details from the videos and assigned readings (like definitions, applications, and arguments).	The response generally incorporates details from the videos and assigned readings (like definitions, applications, and arguments).	The response incorporates some details from the videos and assigned readings (like definitions, applications, and arguments) but not in an overly thorough manner.	The response barely incorporates details from the videos and assigned readings.	The response does not incorporate pertinent details from the videos or assigned readings.
	The details help provide explanation and/or evidence for key claims.	However, some relevant explanation and/or evidence for key claims is missing.	This lack of thoroughness leaves a few key claims without explanation and/or evidence.	Without those details, many key claims without explanation and/or evidence.	Without those details, most key claims without explanation and/or evidence.
Analysis	The response does significantly more than restate the problem and offer a brief response.	The response does much more than restate the problem and offer a brief response.	The response does more than restate the problem and offer a brief response.	The response does a little more than restate the problem and offer a brief response.	The response merely restates the problem and offers an irrelevant or undeveloped response.
	It displays a great deal of clarity of thought, depth of reflection, and insight into the issue.	It displays a great deal of clarity of thought, depth of reflection, and insight into the issue.	It displays basic knowledge of the issue with some depth of reflection and insight.	It displays rudimentary knowledge of the issue with limited depth of reflection and insight.	It lacks clarity, may be confused, omit significant facts or is otherwise incomplete.