

Rubric: Reflection

Instructions: Based on your research and the activities you have completed in this module, Activity 1, write a 2-to-3-page essay clearly delineating your perspectives on higher education in the United States in general, and the inequalities that have historically informed this context in particular. Make sure to include how these perspectives connect to your experience as a student in community college/4-year college. Please write in narrative form using the questions as a guide making sure to incorporate the following themes. Include commentary on what particularly interested you for each theme:

- Education in the United States. What have you learned in this module? What topics have you found interesting, and how do they connect to your own educational experiences? Evaluate the education you have received up to this point. Do you think that it has been a quality education? Why? What would you change about the education you have received?
- The telecollaboration experience. What was it like to share insights with your peers at C2 in the telecollaboration? How do you think this added to your understanding of your own educational context and experiences, as well as of larger questions and struggles around education in the United States today?
- New ideas, new directions. As a society, what can we do to provide educational equality for all children? For example, you might look into issues of policy (affirmative action as applied to education, education policy, housing policy, voting policy, etc.), social issues like racial segregation and income inequality, teacher education/preparation, programming that supports marginalized students/communities, and so on.

Important: All reflections must be spell-checked prior to submission. Include an APA-style bibliography of the sources that you have used.

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| Content | Excellent, very good 90–100 | The author addresses all the topics laid out in the instructions. The reflection includes relevant details about inequalities and other insights regarding higher education, and how these connect to her own educational choices and experiences. All ideas are developed thoroughly and in depth. |
| | Good, acceptable 80–89 | The author addresses most of the topics, but one or more important aspects related to higher education in the United States are missing or not sufficiently developed. However, there are some interesting observations. |
| | Poor 70–79 | Several topics are not addressed or the observations and data are scarce, insufficient or irrelevant. The development of ideas is superficial and/or incomplete. There are not enough ideas or the same ideas are repeated several times. |
| | Insufficient Below 70 | Not enough information to evaluate. Content is undeveloped and/or based on unsubstantiated claims. |

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| Organization | Excellent, very good 90–100 | The argument is developed clearly and organized in a logical sequence. The writing is cohesive and reinforces the main ideas. Very good transitions from one idea to another. |
| | Good, acceptable 80–89 | Generally clear organization, though may at times lack clarity and/or show uneven organization. Some ideas overlap or are not well articulated with other ideas. Some transitions between ideas are missing. |
| | Poor 70–79 | Unclear and/or inconsistent organization. It is not clear which are the most important ideas. There are few transitions between ideas. |
| | Insufficient Below 70 | There is no logic in the organization of ideas. Difficulty in understanding the text. |
| Accuracy | Excellent, very good 90–100 | Use of a wide variety of grammatical structures with minimal or insignificant errors that do not impede comprehension. Word choices and phrases suitable for the purpose, topic and audience. Rich vocabulary is selected for use. For the most part, the author has paid attention to spelling and accentuation. |
| | Good, acceptable 80–89 | The use of grammatical structures is generally correct, though at times may tend to be repetitive. Excessive use of simpler structures. Occasional errors do not impede comprehension. Generally correct use of vocabulary, although sometimes it is insufficient or repetitive. Sporadic failures in spelling and accentuation. |
| | Poor 70–79 | Grammatical errors, word choice/form, and/or syntax at times impede comprehension. Limited vocabulary which is often repeated. Confusing and imprecise terms sometimes make reading difficult. Frequent errors in spelling and accentuation. |
| | Insufficient Below 70 | Multiple errors on various levels make understanding difficult. Very limited vocabulary which is repeated often and/or used inappropriately. Confusing and imprecise terms abound. Frequent errors in spelling and accentuation. |