

## Appendix 2. 2015 LAB New Rubrics

### Work, workers, and work organization

<b>Expectations</b>	<b>Does Not Meet</b>	<b>Approaches</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Demonstrate an ability to identify and discuss the evolving nature of work</b>	Is not able to identify and discuss the evolving nature of work	Demonstrates some ability to identify and discuss the evolving nature of work	Demonstrates good ability to identify and discuss the evolving nature of work	Demonstrates a well-developed ability to identify and discuss the evolving nature of work
	O	O	O	O
<b>Demonstrate an ability to identify and discuss the evolving makeup of the workforce</b>	Is not able to identify and discuss the evolving makeup of the workforce	Demonstrates some ability to identify and discuss the evolving makeup of the workforce	Demonstrates good ability to identify and discuss the evolving makeup of the workforce	Demonstrates a well-developed ability to identify and discuss the evolving makeup of the workforce
	O	O	O	O
<b>Demonstrate an ability to appreciate the worker organizations that bring or have brought about change in societal values, ideas, customs or institutions</b>	Is not able to identify to appreciate the worker organizations that bring or have brought about change in societal values, ideas, customs or institutions	Demonstrates some ability to appreciate the worker organizations that bring or have brought about change in societal values, ideas, customs or institutions	Demonstrates good ability to appreciate the worker organizations that bring or have brought about change in societal values, ideas, customs or institutions	Demonstrates a well-developed ability to appreciate the worker organizations that bring or have brought about change in societal values, ideas, customs or institutions
	O	O	O	O

**Labor History**

<b>Expectations</b>	<b>Does Not Meet</b>	<b>Approaches</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Demonstrates understanding of the history of the US labor movement, including an appreciation of different modes of union organization, and an assessment of labor’s impact on American society.</b>	Is not able to demonstrate a basic understanding of the history if the US labor movement.	Demonstrates a basic understanding of the history of the US labor movement.	Demonstrates a more detailed grasp of the history of the US labor movement; can provide a narrative that addresses the challenges the movement has faced, and the different ways these challenges have been met and overcome; can provide a basic analysis of the impact union organization and power has had American Society.	Demonstrates a well-developed understanding of the history of the US labor movement; can provide detailed comparative and critical analysis of different modes of union organization; can provided a detailed and critical analysis of the impact union organization and power has had American Society.
	0	0	0	0

**Structural Forces.** Examination of structural forces (economic, social, political, cultural) and how they effect change in worker’s lives, their communities and organizations. In the US and globally.

<b>Expectations</b>	<b>Does Not Meet</b>	<b>Approaches</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Demonstrates knowledge of structural forces and how they effect change in worker’s lives, their communities and organizations.</b>	Is not able to identify or discuss structural forces and how they effect change in worker’s lives.	Demonstrates some familiarity with and provides some evidence of structural forces and how they effect change in worker’s lives. Study is basic and incomplete.	Demonstrates good ability to identify and discuss structural forces and how they effect change in worker’s lives. Study is mostly correct; somewhat critical, includes some evidence.	Demonstrates a well-developed ability to identify and discuss structural forces and how they effect change in worker’s lives. Study is correct, critical and includes much evidence. Can extend analysis beyond the US.
	0	0	0	0

**Research and Writing**

<b>Expectations</b>	<b>Does Not Meet</b>	<b>Approaches</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Critical interpretation of qualitative and quantitative information</b>	Is unable to interpret qualitative and quantitative information	Is beginning to interpret qualitative and quantitative information, but not with a critical eye	Is able to critically interpret qualitative and quantitative information	Is able to critically interpret, synthesize and write about qualitative and quantitative information
<b>Critical thinking and writing</b>	Is not able to write about and examine thoughts and ideas of others	Is able to examine thoughts and ideas of others in a limited way. Communication of ideas to others is done weakly	Is able to examine thoughts and ideas of others competently and communicate capably in both discussions and writing	Is able to examine thoughts and ideas of others with a level of sophistication. Communicates to others ideas that are complete, coherent and articulate
	0	0	0	0

## Labor Studies Assessment in the Major

**U.S. Labor History Rubric (in part)**

From:

U.S. Labor History (263704) Course

- **Module 4 Assignment:**  
The labor movement has been historically weak in the South and Mid-West. Examine the reasons for this long-term weakness and explain how it has affected workers and the labor movement.
- **Module 6 Assignment:**  
Reflect on what you have learned in this course by addressing this question: What were the most important developments in the history of US labor?

This paper is shorter, about four pages long (double-spaced with 12 point font), but you are still expected to support your points with evidence and provide references to your sources.

Labor Movement: Ideas, Ideologies and Structures (263154) Course

- **Module 5 Assignment:**  
Drawing on at least five of the readings in the last two modules, write an essay that compares and contrasts the conservative and religious labor theories we read about in this module with the radical Marxist and anarchists perspectives. What are fundamental assumptions each makes about the world? How does each perspective understand the role of the worker? What about the employer? Again, please make sure that you note the strengths and weaknesses of each approach.

**Work, Workers and Work Organization Rubric**

U.S. Labor History (263704) Course

- **Module 2 assignment:**  
Explain what you consider to be the most important changes in working-class family life in the nineteenth-century.

- Module 3 assignment:  
Industrial workplaces changed significantly in the late nineteenth- and early twentieth-century. Discuss these changes and explain their effects on workers.

### **Structural Forces Rubric**

#### Global Workplace (263724) Course

- Module 2 assignment:  
In his book, *The World is Flat*, Friedman discusses ten flatteners. Explain the two that you think are most important. Discuss one other pattern in the global environment you think Friedman fails to discuss.
- Module 4 assignment:  
Please answer the following two questions in a paper of five to six pages that cites resources.

What role does government play in the global work environment?  
What role should government play in the global work environment?

- **Module 6 assignment:**  
**How has the global work environment caused social and/or economic upheaval in your own city and/or state?**

### **Research and Writing Rubric**

Many of the assignments above require additional research. All assignments were require students to document sources.