ENGL 1110G: Rhetoric & Composition
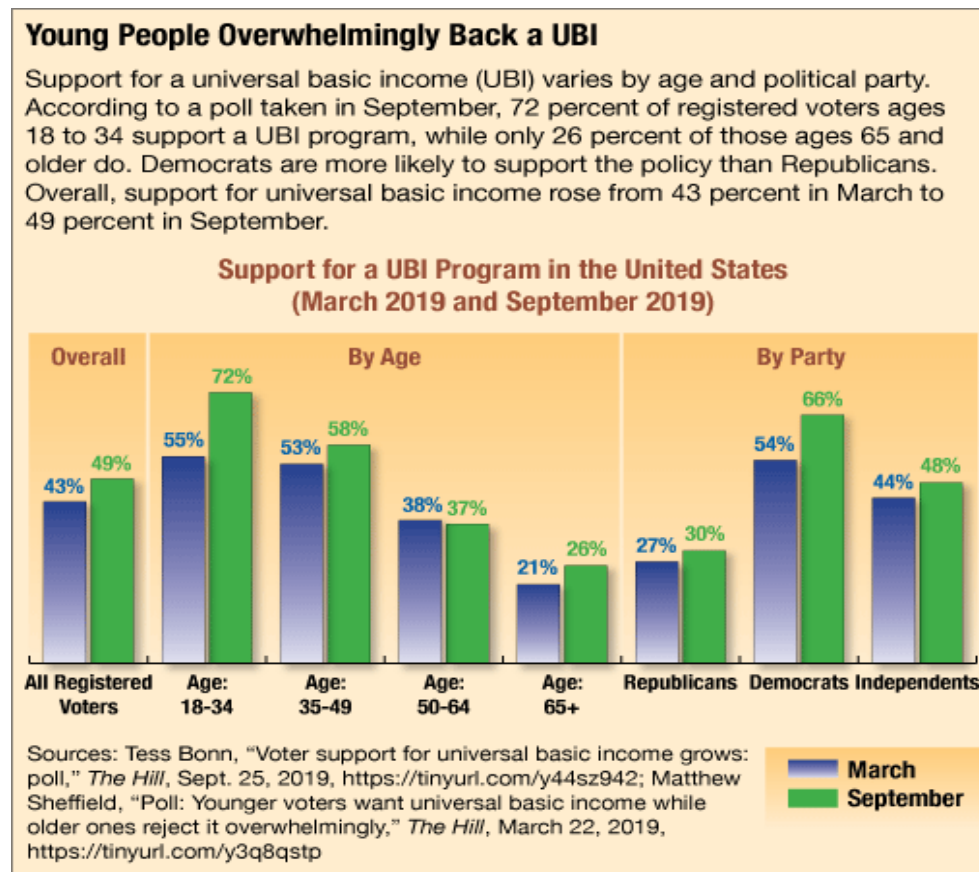
Spring 2022: General Education Assessment Assignment

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The purpose of this assessment is to evaluate your Critical Thinking skills in this general education course. The assessment will gauge your ability to review a data set, identify a problem or issue, gather credible evidence relevant to the problem or issue, and develop conclusions about the problem or issue.

Topic

Attention to universal basic income (UBI) programs rose during the last U.S. presidential election because of Democratic presidential candidate Andrew Yang's proposal to offer economic support to Americans who experience job loss, especially employment lost to new technology. During the COVID-19 pandemic, the rise of unemployment and economic insecurity has brought even more attention to the idea that all working Americans have a right to a guaranteed income. Review the graph below to learn more about what the data reveals about support for UBI in the United States.

Data Prompt: "Universal Basic Income..." by Lorna Collier

Young People Overwhelmingly Back a UBI

Support for a universal basic income (UBI) varies by age and political party. According to a poll taken in September, 72 percent of registered voters ages 18 to 34 support a UBI program, while only 26 percent of those ages 65 and older do. Democrats are more likely to support the policy than Republicans. Overall, support for universal basic income rose from 43 percent in March to 49 percent in September.

Support for a UBI Program in the United States (March 2019 and September 2019)

Sources: Tess Bonn, "Voter support for universal basic income grows: poll," *The Hill*, Sept. 25, 2019, https://tinyurl.com/y44sz942; Matthew Sheffield, "Poll: Younger voters want universal basic income while older ones reject it overwhelmingly," *The Hill*, March 22, 2019, https://tinyurl.com/y3q8qstp

Process: You will have a maximum of one week to complete the series of writing steps for the assessment. You will be required to use outside research.

1. In at least one well-developed paragraph, **state and describe** a problem or issue.

2. **Pose a** potential **research question**(s):

3. **Locate two** relevant, credible sources that helps us **understand** the problem or issue. **Cite** and **write a** summary and evaluation **annotation** (4-6 sentence note) **for each** of the two sources.

4. In two paragraphs, state what you think should be done to address the problem or issue, and **support** your reasoned evaluation with **evidence.**

Evaluation: This assignment will be evaluated based on the Critical Thinking Rubric below.

Critical Thinking (address all 4)

Criteria	Proficient 3 points	Developing 2 points	Emerging 1 point	Not Demonstrated or Missing 0 points
CRIT 3.1 Problem Setting Delineate a problem or question appropriate to the context.	Student states, describes and defines components of problem or question appropriate to the context	Student states and defines problem or question appropriate to the context	Student states problem or question appropriate to the context	Not Demonstrated or Missing
CRIT 3.2 Evidence Acquisition Identify and gather the information/data necessary to address the problem or question.	Student identifies problem/questions and systematically gather sufficient evidence to address the problem/question in context without personal bias	Student identifies problem/question and gather evidence associated with problem/question in context with limited personal bias	Student partially identifies problem/question and gather evidence that may not be fully associated with the context. Personal bias may be evident	Not Demonstrated or Missing
CRIT 3.3 Evidence Evaluation Evaluate credible, valid, and relevant information for a situation.	Student evaluates credible, valid, and relevant information for a situation	Student evaluates credible and relevant information for a situation	Student evaluates credible information for a situation	Not Demonstrated or Missing
CRIT 3.4 Reasoning/Conclusion Develop conclusions, solutions, or outcomes that reflect an informed, well-reasoned evaluation.	Student develops strongly supported conclusions, solutions, or outcomes based on strongly supported evidence and a well-reasoned evaluation	Student develops well-supported conclusions, solutions, or outcomes based on evidence and evaluation	Student develops weakly supported conclusions, solutions, or outcomes	Not Demonstrated or Missing