Group names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour: \_\_\_\_\_\_\_

Role playing ethical scenario

12 points

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 3 | 2 | 1 | 0 |
| Use of approaches in ethics examination | Students use SPJ, TUFF or Red Light, Green Light in examining their case and scenario. |  |  | Students have not used SPJ, TUFF or Red Light, Green Light in examining their case and scenario. |
| Crafting arguments | Students have stated and solved the legal and ethical issues of their scenario. Arguments are strong and in their own words. | Students have stated and solved the most of the legal and ethical issues of their scenario. Arguments are strong and in their own words. | Students have stated and solved few of the legal and ethical issues of their scenario. Arguments are strong and in their own words. | Students have stated and solved none of the legal and ethical issues of their scenario. Arguments are strong and in their own words. |
| Scenario presentation | Scenarios were presented thoroughly, professionally and thoughtfully through role play. | Scenarios were presented somewhat thoroughly, professionally and thoughtfully through role play. | Scenarios were presented but not thoroughly, professionally and thoughtfully. Students refused to role play the scenario. | Students refused to present scenario. |
| Class time use | Class time used productively at least 90 percent of the time. | Class time used productively at least 75 percent of the time. | Class time used productively at least 50 percent of the time. | Class time used productively at least 30 percent of the time. |

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