Instructor: R. Volunwell

Module # 29807-1

Rubric-Intellection and Prose

Module # 30149

Rubric-Science and Fiction

**Paper due 4/26-27/18**

**5-6 pg. typed**

**10-12 pages written**

**The following 3 topics are options for Second Term Paper; Choose one of the following response styles:**

* **Proposal-** Implicit ideas about text as thesis explained with support evidenced by works cited
* **Propositional-** Original or independent perspective as thesis with support evidenced in text and by works cited
* **Positional-** Argumentative essay related to subjective observation as thesis with support evidenced by works cited

**Topic-Quantum Physics**

-Does consideration of particle science actually influence real life measurement units? The space-time continuum relies heavily upon the weight of atomic configuration, and in the “Quantum” some of these particles equate to various spin (i.e. 1/2 spin) particles as in gluons. While in Chemistry the particles under contemplation sometimes equate to full or partial atomic weights, which may affect the stability or the plausibility of an element; fusion remains out of the governing bounds for human observers for several reasons; so why is fission more accessible, while radioactive decay gives rise to new perplexing scientific discoveries that allude to the possible existence of negation points and particle displacement? Explain the effect of particle decay and/or culmination and how it is relevant to measurement within the space-time continuum. Explore ideas such as: Planck scale, Hawking’s Radiation, S-matrix, and scientists such as: Schrodinger, Mendeleyev, Gadolin and other astronomers, physicists, and chemists, whereby their works might support concepts such as inverse square law, special relativity, and other Q.P. dis-anomalies.

**Topic-Engel’s Communist Manifesto**

-Deduce connections between interior and exterior concepts and principles depicted in C.M. (i.e. classism, revolutionization, social constructs, and corruptible interpersonal correlations)

-Articulate complicit reasoning for agreement or disagreement with the dialectic of reactionary or proactive modalities in the manifesto as in the communist plan for abolition in favor of associations

-Describe intent, antiquated perspective, and /or appropriate justifications or regard for contemporaneous authors in counterpoise

-Expound practical applicability to present or antiquated notions in general, which take into account socio-political and geo-political climate in lieu of era

**Topic-Hume’s Human Associations**

- Extrapolate the heuristic qualities related to human associations by resemblance, contiguity, and causation

-Indicate empirical ideologies or reasonable impressions associated with the psycho-social experience of attaining knowledge that is either authentic or conceptual detailing contrasted insights

-Definitively analyze, in counterpoise, Hume’s associative absolutist/relativistic dichotomy by drawing connections from his works and other contemporaneous authors who hermetically attribute causation to the psycho-analytic

-Evaluate practical applicability to present or antiquated notions of Hume’s *scepticism*, which take into account the interior and exterior spectra (i.e. objects and substances) from the posture of intrapersonal phenomena

| Score Levels | Content | Conventions | Organization | Presentation |
| --- | --- | --- | --- | --- |
| A | * Is well thought out and supports the solution to the challenge or question
* Reflects application of critical thinking
* Has clear goal that is related to the topic
* Is pulled from a variety of sources
* Correct format APA/MLA works cited
* Is accurate
 | * No spelling, grammatical, or punctuation errors
* High-level use of vocabulary and word choice
 | * Information is clearly focused in an organized and thoughtful manner
* Information is constructed in a logical pattern to support the solution
 | * Multimedia is used to clarify and illustrate the main points
* Format enhances the content
* Presentation captures audience attention
* Presentation is organized and well laid out
 |
| B | * Focus correlates with assigned topic
* Has application of critical thinking that is apparent
* Has clear goal that is related to the topic
* Is pulled from several sources
* Correct APA/MLA works cited
* Is accurate
 | * Few (3) spelling, grammatical, or punctuation errors
* Good use of vocabulary and word choice
 | * Information supports the solution to the challenge or question
* Opening and Closing Statements
* Thesis statements
* Topic Sentences
 | * Multimedia is used to illustrate the main points
* Format is appropriate for the content
* Presentation captures audience attention
* Presentation is well organized
 |
| C | * Supports the solution
* Has application of critical thinking that is apparent
* Has no clear goal
* Is pulled from a limited number of sources
* Incorrect format APA/MLA works cited
* Has some factual errors or inconsistencies
 | * Minimal (5) spelling, grammatical, or punctuation errors
* Low-level use of vocabulary and word choice
 | * Information has a focus but might stray from topic at times
* Mostly Focused Opening and Closing Statements
* Mostly Focused Thesis statements
* Mostly Focused Topic Sentences
* Information loosely supports the solution
 | * Multimedia loosely illustrates the main points
* Format does not suit the content
* Presentation does not capture audience attention
* Presentation is loosely organized
 |
| D | * Provides inconsistent information for solution
* Has no apparent application of critical thinking
* Has no clear goal
* Is pulled from few sources
* Incorrect format APA/MLA works cited
* Has significant factual errors, misconceptions, or misinterpretations
 | * More than (10) spelling, grammatical, or punctuation errors
* Poor use of vocabulary and word choice
 | * Content is unfocused and haphazard
* Information does not support the solution to the challenge or question
* Unclear/Unfocused Opening and Closing Statements
* Unclear/Unfocused Thesis statements
* Unclear/Unfocused Topic Sentences
 | * Presentation appears sloppy and/or unfinished
* Multimedia is overused or underused
* Format does not enhance content
* Presentation has no clear organization
 |

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