

Name: _____ Group: _____ Instructor: _____ LA: _____
AGRI/NRES 103 Prairie Dogs UA4 Due: Friday March 18th, 2016 by 10 p.m. uploaded to Blackboard (40 points)

RUBRIC VERSION

Part II (40 points): Slow-thinking Decision-making Framework Prairie Dogs

In this class you've read articles about this issue and you have had group and class discussions about prairie dog keystone status, prairie dog conservation, and prairie dogs as pests. Now take some time to use the "Slow thinking framework: steps for high quality decision-making" to outline your thoughts about the issue. Your thoughts below should be more clear and thought-out than what you did for group work in class, and will be graded more rigorously. What you write below should represent your own thinking, which may vary from the thinking of your group.

1. Define the issue (2 points). YOU define the problem, then work through the rest of this assignment in the context of your definition of the problem. What is the problem that needs to be solved?

0 – student does not describe the issue

1 – student defines the issue or problem vaguely

2 – student defines clearly and specifically the issue or problem in Nebraska

2. Options (6 points) - List or identify the possible alternative courses of action in considering the problem or issue. Identify at least 3 distinctly different and viable options.

0- student does not describe more than one distinctly different option, or the options are outlandish and non-viable

3- student does not describe more than two distinctly different options, or one of the options is extremely unlikely

6 – student describes three possible and distinctly different options. The options are plans of actions that give a realistic and somewhat detailed course of action (which describes how the option will be implemented and who is involved in the implementation).

(It is not enough to give an option like "list prairie dogs as federally protected" because currently this option would be rejected by the government. So, your option should include how the option would be enacted or could be a step leading to the protection of prairie dogs. It is not enough to give an option like "control prairie dogs" because it is vague and begs the question of how you will control prairie dogs and in what situations.)

3. Criteria (4 points) - Identify suitable criteria for comparing these alternative courses of action. Criteria are statements that say what you value in a potential solution to a problem. *To help you think about possible criteria, ask yourself: how are you going to choose between these options? What are the important things to consider?* Identify at least two criteria.

0 – student does not describes criteria, or offers criteria that are unrelated to the issue.

2 – student describes only one criterion, or the connection to the issue is unclear or not compelling, or the criteria are not wide ranging (missing an important aspect of economics, environment, ethics, society or other).

4—student describes criteria with clear and compelling connections to the issue and uses criteria that demonstrate a wide-ranging view of the issue (examining important aspects of economics, environment, ethics, society or other)

Hint: It might be helpful to think about a criteria statement starting with the following phrases:

Ensure that...

Minimize

Maintain the....

Increase.....

4. Information [11 points total] – What additional information do you need to know about each option? Clarify the information known about possible alternatives, with particular reference to the criteria identified and to any scientific knowledge or evidence.

A) [3 points] What additional information do you need to help you analyze the potential outcome of each option? *The question should be something specific that you could research or look up, and something that you would include in an analysis of your options (step 5 below).* List at least 3 specific questions.

0 – student does not offer questions that are important to the issue, or the question is not apparently related to the students' options or criteria.

1.5 – student offers a questions that are important to analyzing their options based on their criteria, but the questions is so general and vague that it isn't clear how it is relevant to deciding the issue.

3 – student offers detailed questions that are researchable and that are specific to evaluating their options based on their criteria.

****Information that was not covered in class may be assigned a higher point value than information that was presented as part of the lecture or recitation material.*

Take one question that you wrote for A and look for that information. You may use the Internet, library resources, or email someone who might know. Then answer the following questions. If you are unable to find any information to satisfy your question, you may need to choose a different question and start again.

B) [1 point] What information did you look for?

C) [1 point] What information did you find?

D) [1 point] What was the source? (provide a link if applicable, write the complete reference, or explain who the person is and their expertise)

E) [1 point] How did you find it? (include both the **search engine** and what **search terms** you used)

F) [2 points] How will the information you found help you make a choice about the issue [specifically, how does the new information impact your decision, or sway your opinion towards a particular choice]?

0 – The student doesn't explain how the information is connected to their options or criteria.

1 – The student doesn't have clear reasoning that links the information to their options or criteria.

2 – The student has clear reasoning and addresses specifically how the new information changes their decision in terms of their options or criteria

G) [2 points] Do you think the information you found is trustworthy? Why or why not?

0 – *The student only says that it is or isn't trustworthy, but does not support it with clear reasoning.*

1 – *The student says that it is or isn't trustworthy, and supports it with some clear reasoning.*

2 – *The student says that it is or isn't trustworthy, and supports it with clear reasoning.*

Hint: consider the article's relevance, accuracy, reliability and bias (perspective)

Analysis of options based on the criteria (tradeoffs)

5A. (6 points) - Evaluate each option against the criteria identified. Be sure to clearly describe how all of the all of the options you chose in Step 2 meet (or don't meet) all of the criteria you chose in Step 3 (above). You may use the example table as a way to organize your response (optional). In each square of the table: a) discuss how the specific option meets or does not meet the specific criteria, b) assign the criteria with an overall "score" for how well the criteria has been met using a scale from 1 (does not meet criteria) to 5 (meets criteria very well. See the first square for an example.

5B. (2 points) You must include the information found in Step 4 (above) in your analysis of advantages and disadvantages. Use an asterisk (*) to indicate where the information was used in the table. (The information may only be relevant to one square in your table.)

Please be sure to fill in the row and column headers with a short phrase that indicates which option and criteria you are evaluating. Feel free to add more rows or columns to fit the number of options or criteria you have.

	Option #1-- _____	Option #2-- _____	Option #3-- _____
Criteria #1-- _____	"Overall score = 3 <i>This option meets the criteria because....</i> <i>This option does not meet the criteria because...."</i>		
Criteria #2-- _____			
Criteria #3-- _____			

A.

0 – *student does not discuss all of the options they have laid out in #2 or the criteria they have laid out in #3, or the discussion of how well the option meets the criteria use just the overall scoring number or are extremely thin or unrealistic.*

3 – *student discusses all of their options against each criteria, but is missing discussion of significant tradeoffs in terms of at least one option or is not very detailed or vague in the reasons why an option meets the criteria.*

6 – *student thoroughly discusses each option including how well it does and does not meet each criteria. The discussion includes specific reasons why the criteria is or isn't met, and may mention areas where the student is uncertain whether the option meets the criteria and explains why. The overall scoring selected makes sense with the students' analysis of how well the option meets the criteria.*

B.

0 – *student does not include the information they found in the analysis of advantages and disadvantages.*

1 – *student includes the information they found, but it is not used in a way that connects or makes sense to the argument.*

2—student includes the information they found, and it helps to clarify if the option will meet a criteria.

6. Choice (1 points) – A) Choose an “option” based on the analysis undertaken.

B) Why do you think this is the best option?

0—the student does not provide reasoning for their choice, or the reasoning is weak, unclear and disconnected with the criteria and tradeoffs discussed above

.5—the student provides reasoning for their choice that has some weak or unclear connections with the criteria and tradeoffs discussed above

1—the student provides clear and comprehensive reasoning for their choice that clearly links the choice with the criteria and tradeoffs discussed above

7. Review (4 points total) – Reflect on your own decision-making process using these steps.

A) [2 points] What do you think of the decision you have made? How could you improve the way you made the decision?

0—the student offers no reflection or what is offered demonstrates no thoughtfulness

1—the student offers some reflection of how the decision-making could be improved.

2—the student offers reflection that demonstrates thoughtfulness, including specific examples of how they could improve their decision.

B) [2 points] Do you think your decision is viable? Why or why not?

0—the student offers no reflection or what is offered demonstrates no thoughtfulness

1—the student offers some reflection that demonstrates some understanding of the issue, but maintains that an option is viable without careful examination.

2—the student offers reflection that demonstrates a deep enough understanding of the issue to understand what is a viable option, or is thoughtful about what they don’t yet understand to determine what is viable.

8. (2 points) Is there anything you could do to impact this issue? What are some things you could do and how might they impact the issue?

0 – No answer.

1 – the action presented by the student are not clearly related to the issue.

2 – the action presented by the student is clearly related to the issue.

9. (1 point) How important do you think this issue is to you personally? Rank the issue on a scale of 1 (not at all important) to 10 (one of the most important issues). _____

Why?

1- complete answer to the question “why” and a rank given

10. (1 point) How important do you think this issue should be to society? Rank the issue on a scale of 1 (not at all important) to 10 (one of the most important issues). _____

Why?

1- complete answer to the question “why” and a rank given