El Centro College’s Charrette Team Presents

A Collaborative, Multi-disciplinary Assignment Design

Gun Control

**Team Members**

Karen Mongo, Dean of Curriculum and Assessment

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**Edwardo Morales**, Faculty Member, History

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**Rahime-Malik Howard**, Coordinator and Faculty Member, Sociology
Charrette for the NILOA Assignment Library Initiative

Team: Karen Mongo, Cynthia Brown, Rahime-Malik Howard, Eduardo Moralez, Mike Ogbeide
El Centro College

Departments: Curriculum and Assessment, Speech, History, Government, and Sociology

This collaborative assignment design focusing on Gun Rights was developed to introduce students to an important debate in our nation as well as in our state of Texas. Instead of a common prompt, our team chose to contextualize the debate for each discipline (History, Government, Sociology, and Speech Communication) and for each course (US History I, US History II, Federal Government, Texas Government, Introduction to Sociology, and Public Speaking). Since supplementary materials are submitted, requested information is outlined here:

A. DQP Proficiencies Assessed
   Developed by faculty from multiple disciplines, these contextualized assignments will assess students’ abilities to: identify and frame a dilemma or question in designated areas of study (analytic inquiry); develop and present cogent, coherent, and substantially error-free writing (communication fluency); describe how knowledge from different cultures might affect their perceptions of world issues (engaging diverse perspectives); describe, clarify and gauge the source of his or her own perspective on cultural, societal or political issues (engaging diverse perspectives); and describe the ethical issues present in prominent public problems (ethical reasoning). While aligning with the Degree Qualifications Profile (DQP) and focusing on those intellectual skills, this assessment also aligns with the State of Texas’ Core Objectives and assesses some of those skills as well. Refer to the attached crosswalk that identifies the course-level student learning outcomes (as reflected in the State of Texas’ Academic Course Guide Manual for undergraduate courses) that are assessed and are aligned with the Core Objectives and the DQP Intellectual Skills.

B. Background and Context
   Each of the classes in which this signature assignment will be introduced is included in the General Education Core Curriculum. History, Government, and Speech Communication are all considered spine courses because of the role they play in student success. Since this assignment/assessment is just being developed, the challenges are unknown.

C. Builds on Earlier Work
   This assessment is designed to build on students’ knowledge by using the same introductory material (as demonstrated in the attached PowerPoint presentation)
across all classes but then contextualizing students’ approach to the debate as it is most applicable within the courses. Government 2306 is the suggested last course students will take as they complete the General Education Core Curriculum. After having been asked to view this debate rhetorically, sociologically, historically, and nationally, we believe students will be more equipped to tackle it locally – in light of recent laws that will allow for open carry as well as the right to carry on college campuses.

D. **Reflections**
The assignment has not yet been administered, so there is no feedback concerning its use.

E. **VALUE Rubrics to be Used**
- Written Communication
- Ethical Reasoning
- Critical Thinking

F. **The Assignment – See attachments**
- SPCH 1315 – Public Speaking
- GOVT 2305 – Federal Government
- GOVT 2306 – Texas Government
- HIST 1301 - US History I: Up to 1877
- HIST 1302 – US History II: After 1877
- SOCI 1301 – Introduction to Sociology
**Course Name and Number**

**GOVT 2305 Federal Government SLOs**

- Analyze issues and policies in United States politics.
- Demonstrate knowledge of the federal system.
- Demonstrate knowledge of the legislative, executive, and judicial branches of the federal government.

**The Texas Higher Education Coordinating Board’s Core Objectives**

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<tr>
<td>Analyze issues and policies in United States politics.</td>
<td>Evaluate the role of public opinion, interest groups, and political parties in the political system.</td>
<td>Describe the rights and responsibilities of United States citizens.</td>
<td>Analyze issues and policies in United States politics.</td>
<td>Demonstrate knowledge of the legislative, executive, and judicial branches of the federal government.</td>
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### Course Name and Number

<table>
<thead>
<tr>
<th>Course Name and Number</th>
<th>DQP Intellectual Skills Mapped to THECB Core Objectives</th>
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<tbody>
<tr>
<td></td>
<td>Analytical Inquiry</td>
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<tr>
<td><strong>GOVT 2306</strong> Texas Government SLOs</td>
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<td>Demonstrate an understanding of state and local political systems and their relationship to the federal government.</td>
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<td><strong>HIST 1301</strong> United States History I SLOs</td>
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<td>Create an argument through the use of historical evidence.</td>
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“Gun Rights: A Signature Assessment Aligned with the Degree Qualifications Profile and the Texas Higher Education Coordinating Board’s Core Objectives”

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<tr>
<td>HIST 1302 United States History II SLOs</td>
<td>Create an argument through the use of historical evidence.</td>
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<td>Use of Information Resources</td>
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<tr>
<td>SOCI 1301 Introduction to Sociology</td>
<td>Identify the various methodological approaches to the collection and analysis of data in sociology. Compare and contrast the basic theoretical perspectives of sociology.</td>
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<td>Analytical Inquiry</td>
<td>Use of Info. Ren</td>
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<tr>
<td>SPCH 1315 Public Speaking SLOs</td>
<td>Develop, research, organize and deliver formal public speeches.</td>
<td>Apply critical thinking, critical listening, and critical reasoning to evaluation of public speech.</td>
</tr>
</tbody>
</table>

“Gun Rights: A Signature Assessment Aligned with the Degree Qualifications Profile and the Texas Higher Education Coordinating Board’s Core Objectives”
Gun Control in the United States
NILOA Charrette Assignment

Charrette Team
El Centro College
Dallas, Texas

Cindy Brown, Rahime Howard, Karen Mongo, Eduardo Morales, and Mike Ogbeide
Think About These Events in the United States...
Columbine High School Shooting

- On April 20, 1999 two students of the high school, Eric Harris and Dylan Klebold, killed 12 students and 1 teacher, and injured 21 others in an attack on the school with shotguns, hand guns, and knives.

- The shooters committed suicide on site after the attacks.

- The motive for the attack remains unclear.
Virginia Tech Shooting

Shooting at Political Meet and Greet

• On January 8, 2011, 22 year old paranoid schizophrenic, Jared Lee Loughner, killed 6 people and wounded 11 at a political meet and greet at a Tucson, Arizona grocery store. Representative Gabrielle Giffords was shot in the head and survived.

• Loughner is serving life in prison.

• His has stated his disliked Gifford and her political views.
Aurora, Colorado
Movie Theater Shooting

• On July 20, 2012, mentally ill gunman James Holmes, killed 12 people and injured 70 during a midnight movie in Aurora, Colorado.

• Holmes was arrested outside the theater minutes after the attack.

• The motive for the massacre is unclear.

• He is currently serving 12 life sentences for the deaths he caused and 3,318 year for the attempted murders.
Sandy Hook Elementary School Shooting in Newtown, CT.

• On December 14, 2012, autistic gunman Adam Lanza, 20, killed his mother at their home, stole her guns, then proceeded to Sandy Hook Elementary School, where he killed 26 people – including 20 first grade children, injured 2, and then committed suicide.

• The motive is unknown.

To the families of Sandy Hook and Newtown,
We hold your sorrow in our hearts, hoping to ease your burden a tiny bit.
May we continue a vigil of daily prayer, kindness and works of good deed in honor of your lost little ones and their teachers.
We will remember their names.
Shooting at Church in Charleston, S.C.

- Gunman Dylann Roof prayed with parishioners in a prayer group at the Emanuel African Methodist Episcopal Church – a historic black church – prior to killing 9 people and injuring 3 in the group and church.

- Roof is believed to be a white supremacist and said his motive was to ignite a race war.

- He is awaiting a 2016 trial.
Umpqua Community College Shooting

• On October 1, 2015, student Christopher Harper-Mercer, 26, shot and killed 9 people and injured 9 others on the campus of Umpqua Community College during the school day.

• His motive for the shooting is unclear. Some media outlets have reported he suffered from depression and battled mental issues.
What does the Constitution say?

The Second Amendment of the United States Constitution:

“A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.”
What do you say?

Which of these signs will prevent another tragedy?

- All weapons are prohibited on these premises.
- Staff heavily armed and trained. Any attempt to harm children will be met with deadly force.

If guns were as regulated as cars:

- Title and Tag at Each Point of Sale
- Driver Training
- Written Test
- Practical Test
- Health Requirements
- Liability Insurance on Each Vehicle
- Renewals and Inspections at INTERVALS

You can give peace a chance. I'll cover you in case it doesn't work out.

Stop Gun Violence

Imagine a future free of gun violence.
History Assignment

• See separate attachment
Federal Government Assignment

• See separate attachment
Texas Government Assignment

• See separate attachment
Sociology Assignment

• See separate attachment
Speech Assignment

• See separate attachment
Credit for Images

Slide 1 – www.dreamstime.com
Slide 2 – www.ricardoisd.us
Slide 3 – www.lostmedia.wikia.com
Slide 3 – www.acolumbinesite.com
Slide 4 – www.nbcnews.com
Slide 4 – www.crimemagazine.com
Slide 5 – Mugshot photo from US Marshal’s Service.
Slide 5 – www.content.time.com
Slide 6 – www.denverpost.com
Slide 6 – www.deadline.com
Slide 7 – www.foxnews.com
Slide 7 – www.quotesgram.com
Slide 8 – www.salon.com
Slide 8 – www.nbcnews.com
Slide 9 – www.frontpagemag.com
Slide 9 – www.usatoday.com
Slide 10 – www.freedomoutpost.com
Slide 13 – www.ksmleadership.com
Slide 13 – www.modernsurvivoronline.com
Slide 13 – www.congregationbethelohim.org
Slide 13 – www.blackouttees.com
Slide 13 – www.survivallistboards.com
Slide 13 – www.zazzle.com
Overview:

This assignment focuses on the role of gun control in American history. The assignment’s ultimate objective is to strengthen students’ ability to see the connections between the past and present, to identify if gun control played a key role in events that shaped American history, and to compare the role of gun control in society today. The assignment is oriented toward the written communication and ethical reasoning values rubrics.

For written communication students must articulate their viewpoint on paper taking care to cite items correctly. For ethical reasoning students must examine the ethical dimensions of the historical debates over gun control. Critical questions to consider are: Is there a tradition of gun ownership in America? If there is a tradition, what is its historical context? How have broader institutional forces and conventions affected personal beliefs and experiences regarding gun control in America? What are possible social and personal responsibilities at stake?

Assignment:

Consider one of the following periods in American history. Do you think more gun control would have changed the outcome? Do you think less gun control would have changed the outcome? Do you think gun control DID NOT play a significant role? Explain why. Make sure to consider the social, political, and cultural context.

- The expansion of the American frontier after 1608
- King Philip’s War (Metacom’s Rebellion), 1675
- Bacon’s Rebellion, 1676
- The Stono Rebellion, 1739
- The American rebellion against England, 1775
- “Bleeding Kansas” and the Kansas-Nebraska Frontier
- The outbreak of the American Civil War
- American Indian society and resistance on the Great Plains after the Civil War

Sources:

Students have to cite a total of four sources, including one primary source related to the topic they choose. Students may use journals, newspapers, websites – private and government, books, magazines or any print source. Students may NOT use Wikipedia or another encyclopedia.

Format: APA

Length: 3 typed pages, double-spaced.
U.S. History II: After 1877

Overview

This assignment focuses on the role of gun control in American history. The assignment’s ultimate objective is to strengthen students’ ability to see the connections between the past and present, to identify if gun control played a key role in events that shaped American history, and to compare the role of gun control in society today. The assignment is oriented toward the written communication and ethical reasoning VALUE rubrics.

For written communication, students must articulate their viewpoint on paper taking care to cite items correctly. For ethical reasoning, students must examine the ethical dimensions of the historical debates over gun control. Critical questions to consider are: Is there a tradition of gun ownership in America? If there is a tradition, what is its historical context? How have broader institutional forces and conventions affected personal beliefs and experiences regarding gun control in America? What are possible social and personal responsibilities at stake?

Assignment

Consider one of the following periods in American history. Do you think more gun control would have changed the outcome? Do you think less gun control would have changed the outcome? Do you think gun control DID NOT play a significant role? Explain why. Make sure to consider the social, political, and cultural contexts.

- Reconstruction, the KKK, and black gun owners in the South after the Civil War
- Ida B. Wells, the Progressive era, and the right to bear arms
- Race-based segregation, lynching culture, and mob violence in the South after 1900
- Civil Rights, non-violent civil disobedience, and popular resistance
- Black Power, Brown Power, and social change in the 1960s-1970s
- Recent mass shootings and the need for more regulation
- Police brutality and minorities today

Sources

Students must cite a total of four sources, including one primary source related to the chosen topic. Students may use journals, newspapers, websites – private and government, books, magazines, or any print source. Students may NOT use Wikipedia or another encyclopedia.

Format  APA

Length  3 typed pages, double-spaced
GOVT 2306 - Texas Government

Overview

This assignment is intended to enhance your understanding of Texas Government and allow you to explore a current law, form opinions about that law, then argue your viewpoint, backed up by research you conduct. This assignment will allow you to explore the three branches of the Texas Government, show you how the state’s political systems work, how politics can impact the passage of bills, and allow you to analyze a highly contested issue in Texas as well as how the political culture in Texas impacts what bills become laws in Texas.

On June 13, 2015, the Texas Governor signed Senate Bill 11 into law. Senate Bill 11 was passed by the Texas Legislature and allows for the open carry of handguns on public college campuses by those students, faculty and staff that possess a concealed handgun license. The law goes into effect on August 1, 2016 for public four year universities in Texas and August 1, 2017 for public two year colleges in Texas.

Assignment

Review Senate Bill 11 and form an opinion about whether you agree or disagree with this law in Texas. Provide an overview of the law in your own words, explain the arguments in favor of this law, explain the arguments against this law, form a clear opinion the law, and after thinking critically about why you hold that opinion, explain why you hold that opinion.

Sources

The primary source to be used for this paper is Texas Senate Bill 11. The full text of the bill can be found at https://legiscan.com/TX/bill/SB11/2015. Students should cite this source.

Students must also draw on three (3) additional sources. Students may use journals, newspapers, websites – private and government, books, magazines, or any print source. Students may NOT use Wikipedia or another encyclopedia and must go to the primary source.

Students may choose to use information about laws from other states and the federal government laws and court cases to support their opinion on this Texas law if they choose to do so.

Format APA

Length 3 types pages, double-spaced
SOCI 1301 - Introduction to Sociology

Overview

The assignment provides students the opportunity to explore an area of interest in Sociology, Social Policy, or politics. You may approach this topic, Gun Control, from the “Open Carry” HB 910 or SB11 -which can be seen as a current issue or a historical social problem. This signature assignment will assess the following: Critical Thinking, Empirical/Quantitative Skills, and Written Communication.

Assignment

Put your ideas into an organized analysis. Your paper should be argumentative. It's about how society is affected and how the members of society react to the social forces of culture, institutions, and structure. You should discuss how and why? What you believe to be true and what is really true. Gather some information from one: textbook, Internet, newspaper, journal, magazine, etc. to prove your point, or support your argument. You may only use one outside source! This is not a research paper. This is an essay, I have given you a topic, discuss it in your own words!

Also, provide opposing viewpoints; how do those who oppose your point of view see the issue?

Apply at least one Sociological Perspective to support your argument (Conflict Theory, Structural Functionalist Theory, or Symbolic Interaction Theory.)

Lastly, a minimum 50 word interpretation of a visual artifact related to paper content (chart is below.) In other words, tell me what the chart is telling you; what are the numbers telling you? How do what the statistics in the chart(s) support your argument? Please cut and paste the graph directly into your essay.

Example-

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Open carry</th>
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<tbody>
<tr>
<td>Your viewpoint:</td>
<td>For it!-Why? - What it means to you?</td>
</tr>
<tr>
<td>Opposing Viewpoint:</td>
<td>Against it!-Why? What it means to you?</td>
</tr>
<tr>
<td>Sociological Perspective:</td>
<td>Conflict Theory -Discuss how it applies to your argument.</td>
</tr>
</tbody>
</table>

Use either of the included graphs to defend your argument.

Format        APA (if using additional source)
Length        1000 words
**Number of mass shootings since 2000:** 14
**Number of mass shooting perpetrators who used a high-capacity magazine during assault:** 14

**Caliber and gauge**
The larger the caliber, the wider the gun barrel. The smaller the gauge, the wider the gun barrel. Caliber measures the bore of the barrel: A .22 caliber rifle has a .22-inch barrel. Gauge is an old English measure of lead ammunition pellets. The number of pellets of lead it takes to equal a pound is the gauge. The smaller the lead pellets, the larger the gauge of the ammunition. A 12-gauge shotgun would take a shell full of pellets that is .75 of an inch in diameter.

**Purchased hunting licenses**
- 14.1 million
- 16.7 million
- 14.9 million

**The number of guns stolen during burglaries and other property crimes between 2005 and 2010:** 1.4 million

**The percentage not recovered:** 80%

**Concealed Carry and Violent Crime**

Source: Crime, FBI Uniform Crime Statistics
Population, U.S. Census Bureau

www.GunFacts.info
SPCH 1315 - Public Speaking

Overview

This assignment is intended to enhance students understanding of Public Speaking, particularly persuasion, by asking you to analyze an argument using the three modes of proof – ethos, pathos, and logos.

In light of the current Gun Control debate, go to YouTube and listen to one of these speeches on topic:
Wayne LaPierre’s speech to CPAC on April 25, 2014
https://www.youtube.com/watch?v=AsBMuZrcdDk

President Obama’s speech in response to the Oregon shootings on October 1, 2015
https://www.youtube.com/watch?v=6wHrpspY9xl

After reviewing ONE of the speeches, apply the modes of proof to write an analysis.

Assignment

Review the PowerPoint that provides an overview of Gun Control.
Listen to one of the speeches identified above.
Write a five paragraph analysis using the following steps –

I. Introduction to include a thesis statement
II. First main point – Discuss the ethos, credibility, of the Rhetor by analyzing his character, charisma, and competence.
III. Second main point – Discuss the pathos, emotional appeal, used by the Rhetor by referencing Maslow’s Hierarchy of Needs as well as an appeal to emotions
IV. Third main point – Discuss the logos, logical appeal, used by the Rhetor by analyzing use of fallacies (types) and use of evidence (types) while refuting counterargument.
V. Conclusion - Provide a summary along with a critique of the overall effectiveness or impact of the speech.

Sources

In addition to the PowerPoint, the textbook, and the speech, students must also use three (3) additional sources to include journals, newspapers, or magazines. Students may NOT use Wikipedia or another encyclopedia and must go to the primary source.

Format: MLA

Length: 3 types pages, double-spaced
Federal Government
Charette Assignment

Overview:

This assignment is intended to enhance your understanding of The United States Federal Government, explore how the three branches of The United States Government work, allow you to analyze a major law/policy in the United States, critically think about your opinions on the law and explain your position.

In 2008, The United States Supreme Court issued the decision in District of Columbia v. Heller 554 U.S. 570 (2008). Heller is a key case interpreting the Second Amendment into the United States Constitution. The Second Amendment states, “A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.” Prior to Heller there were discussions regarding whether the Second Amendment guaranteed an individual’s right to bear arms or just protected the right of military personnel the right to bear arms in their role in the military. The decision in Heller clarified that an individual has the right to bear arms. There are still unsettled questions in this area and some disagree with the Court’s decision. Do you agree with the decision in Heller or disagree with it and why?

Assignment:

Review the Second Amendment to The United States Constitution. Read District of Columbia v. Heller and analyze the case. Provide an overview of the case in your own words, explain the arguments for and against an individual’s right to bear arms, form a clear opinion on the Court’s holding in Heller, think critically about why you hold that opinion and explain why you hold this opinion.

Sources:

The primary sources to be used for this paper are The Second Opinion to the United States Constitution and The United States Supreme Court case District of Columbia v. Heller. Students should pay attention to the writings of the majority and the dissent in the Court’s opinion and think critically about which side they align themselves with as they read the case. Students should cite these sources.

Students must also draw on three (3) other sources. Students may use journals, newspapers, websites – private and government, books, magazines or any print source. Students may NOT use Wikipedia or another encyclopedia website and must go to the primary source.

Format: APA

Length: 3 types pages, double-spaced.