

Civic Knowledge & Engagement

Essay Prompt:

Share an example of an experience you've had when you used the knowledge and skills you have gained as a college student to engage with the community or address a broader social issue. Provide enough information to convey the full extent of your experience, including details about your role in the experience, the activities in which you participated, and the interactions you had. Reflect on how your experience is connected to the LMU mission of social justice. Write a brief essay that addresses the following:

- Describe the engagement or experience. If you have not engaged in service experiences while at LMU, write about a topic or assignments from a class you took that addressed a social justice issue or concern.
- Do you think your actions benefitted individuals or communities? If so, describe how. If not, describe why not.
- Describe the connections you see between what you've learned at LMU, in both your academic studies and your co-curricular experiences, and this engagement or experience. The connections do not have to be to a specific course you took, but can be themes, concepts or ideas that have come from a combination of educational experiences at LMU.
- Describe how this experience or engagement affected your sense of commitment or responsibility to build a more just world.

Rubric:

| | Accomplished (4) | Proficient (3) | Developing (2) | Novice (1) |
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| Civic Action & Reflection | Demonstrates thoughtful reflective insights or analysis about the aims and accomplishment of their actions. | Demonstrates insights or analysis about the aims and accomplishments of their actions. | Reflects on or describes how their actions may benefit individual(s) or communities. | Shows little understanding of their aims or effects. |
| Interaction of Knowledge from Academic Study | Provides detailed and well developed connections between knowledge (facts, theories, etc.) from their academic studies and/or co-curricular experiences and their engagement experience. | Makes relevant connections between knowledge (facts, theories, etc.) from their academic studies and/or co-curricular experiences. | Cites knowledge (facts, theories, etc.) from their academic studies and/or co-curricular experiences, but does not succeed in drawing a clear or relevant connection between this knowledge and their engagement experience. | Draws connections based on clichés or broad generalizations, rather than knowledge (facts, theories, etc.) gained from their academic studies and/or co-curricular experiences. |
| Civic Identity: when see yourself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes | Describes a clear sense of civic identity and continued commitment to social justice. | Describes a growing sense of civic identity and commitment to social justice, such as by demonstrating a focus beyond their experience. | Description implies the student is beginning to develop a sense of civic identity, but is still primarily focused on their experience. | Provides little evidence of a civic identity. |

Rubric elements borrowed from the *Civic Engagement VALUE Rubric*