

Civic Action Project (CAP)

Complete Assignment Guide - All 39 Activities

Professional Version for Instructor Distribution

Version 3.0 - Complete Edition with Safety-Focused Assignments

Last Updated: April 2026



Document Overview

This comprehensive guide contains **complete, detailed assignment descriptions and rubrics for all 39 CAP activities**. Each assignment includes:

- ✓ Full assignment description
 - ✓ Point value and estimated time
 - ✓ Complete requirements list
 - ✓ Detailed Complete/Incomplete rubric
 - ✓ Teaching tips and implementation guidance
-



Quick Statistics

- **Total Assignments:** 39
 - **Higher Effort Activities:** 14 assignments (20-30 points each)
 - **Medium Effort Activities:** 14 assignments (10-15 points each)
 - **Quick Engagement Activities:** 11 assignments (5-8 points each)
 - **Total Possible Points:** 596 points
 - **Student Requirement:** 100 points minimum
 - **Category Requirement:** Must complete activities from at least 2 different categories
-



Table of Contents

[Higher Effort Activities \(20-30 points\)](#)

1. [Government Meeting Attendance - 25 points](#)
2. [Civic Interview Series #1 - 20 points](#)

3. [Civic Interview Series #2 - 20 points](#)
4. [Public Services Directory - 30 points](#)
5. [Myth Busting Video - 25 points](#)
6. [Public Comment Champion - 25 points](#)
7. [Civic Organization Immersion - 25 points](#)
8. [Naturalization Ceremony Witness - 25 points](#)
9. [Ride-Along Documentary - 30 points](#)
10. [Voter Registration Drive - 30 points](#)

Medium Effort Activities (10-15 points)

1. [Government Services Scavenger Hunt - 15 points](#)
2. [Interview Clip #1 - 10 points](#)
3. [Interview Clip #2 - 10 points](#)
4. [Interview Clip #3 - 10 points](#)
5. [News Connection Journal #1 - 10 points](#)
6. [News Connection Journal #2 - 10 points](#)
7. [News Connection Journal #3 - 10 points](#)
8. [Regulation Detective - 12 points](#)
9. [Democracy in Action Video Series - 12 points](#)
10. [Government Failure Investigation - 15 points](#)

Quick Engagement Activities (5-8 points)

1. [Personal Impact Reflection #1 - 5 points](#)
2. [Personal Impact Reflection #2 - 5 points](#)
3. [Personal Impact Reflection #3 - 5 points](#)
4. [Personal Impact Reflection #4 - 5 points](#)
5. [Personal Impact Reflection #5 - 5 points](#)
6. [60-Second Government Impact #1 - 8 points](#)
7. [60-Second Government Impact #2 - 8 points](#)
8. [60-Second Government Impact #3 - 8 points](#)
9. [60-Second Government Impact #4 - 8 points](#)

Safety-Focused Activities (added April 2026)

1. [Campus Emergency Preparedness Audit - 8 points](#)
2. [Know Your Rights: Police Encounter Preparation - 8 points](#)
3. [Tenant Safety Rights Investigation - 10 points](#)
4. [Workplace Safety Deep Dive - 15 points](#)
5. [Community Traffic Safety Analysis - 15 points](#)

6. [Financial Predator Mapping - 15 points](#)
7. [Food Security Resource Navigation - 20 points](#)
8. [Crisis Resource Training - 25 points](#)
9. [Emergency Management Agency Visit - 25 points](#)
10. [Campus Safety Policy Brief - 30 points](#)

Implementation Guidelines

- [Checkpoint Systems \(8-week & 16-week\)](#)
 - [Canvas Setup Instructions](#)
 - [Grading System Explanation](#)
-

HIGHER EFFORT ACTIVITIES

These activities require substantial time (2-10 hours) and demonstrate deep civic engagement.

1. Government Meeting Attendance

Points: 25

Estimated Time: 3-4 hours total

Best For: Students who want to observe democracy in action

Assignment Description

Attend a public government meeting (city council, school board, county commissioners, planning commission, or similar legitimate public body) and write a structured 500-word reflection connecting your observations to course concepts. This activity helps students see how theoretical government concepts play out in real decisions affecting their communities.

Requirements

- Attend a legitimate public government meeting
- Write a 500-word minimum reflection
- Provide proof of attendance (photo, program, screenshot, signed sheet)
- Identify at least 3 specific issues discussed
- Connect observations to at least 2 course concepts

Complete/Incomplete Rubric

Students earn COMPLETE (25 points) when ALL criteria below are met:

Attendance Evidence ✓

- Proof of attendance provided (photo, program, screenshot, signed sheet, etc.)
- Meeting date clearly identified
- Meeting location clearly identified
- Meeting was a legitimate public government meeting (city council, school board, county commissioners, planning commission, etc.)

Reflection Quality (500 words minimum) ✓

- Meets or exceeds 500-word requirement
- Demonstrates actual attendance with specific details about meeting content

- [] Identifies at least 3 specific issues discussed during the meeting
- [] Makes clear connections to at least 2 course concepts (federalism, representation, checks and balances, etc.)
- [] Shows analysis beyond basic summary (personal insights, surprises, questions raised)
- [] Uses proper grammar and organization

Course Connection ✓

- [] Explicitly connects observations to specific concepts from readings/lectures
- [] Goes beyond surface-level connections to show deeper understanding

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

Teaching Tips

- **Provide Meeting Lists:** Share local government meeting schedules at course start
- **Timing Guidance:** Encourage students to attend early in semester (meetings can be rescheduled/cancelled)
- **Virtual Options:** Many governments now stream meetings - these count!
- **Common Pitfalls:** Students often confuse community forums with official meetings - clarify the difference
- **Assessment Focus:** Look for genuine understanding, not just attendance

2. Civic Interview Series #1

Points: 20

Estimated Time: 2-3 hours

Best For: Students who enjoy personal conversations

Assignment Description

Conduct a structured 15-20 minute interview with a community member about how government impacts their work, business, or daily life. This activity helps students understand that government affects everyone differently and develops their ability to gather and analyze primary source information.

Requirements

- Conduct a 15-20 minute interview
- Provide recording/transcript OR detailed notes
- Write a 300-word analysis
- Ask all required questions plus additional meaningful questions
- Clearly identify interviewee's role/background

Complete/Incomplete Rubric

Students earn COMPLETE (20 points) when ALL criteria below are met:

Interview Documentation ✓

- Interview lasted 15-20 minutes (or detailed notes indicate substantial conversation)
- Recording/transcript OR detailed notes provided
- Interviewee's role/background clearly identified
- All required questions asked plus additional meaningful questions

Required Questions Addressed ✓

- How does government regulation directly impact your work/life?
- Have changes in policy at any level affected you in the past few years?
- Do you feel your interests are well-represented in government decisions?
- What government policies would you change if you could?

Analysis Component (300 words minimum) ✓

- Meets word count requirement
- Identifies key insights from the interview
- Connects interviewee's experiences to course concepts
- Shows thoughtful reflection on what was learned
- Demonstrates understanding of how government impacts different groups

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

Teaching Tips

- **Interview Subject Suggestions:** Small business owners, healthcare workers, teachers, nonprofit directors
- **Privacy Note:** Students can use first names only if privacy is a concern
- **Documentation Flexibility:** Some interviewees prefer not to be recorded - detailed notes are acceptable
- **Assessment Focus:** Look for genuine curiosity and analysis

3. Civic Interview Series #2

Points: 20

Estimated Time: 2-3 hours

Best For: Students who completed Interview #1

Assignment Description

Conduct a second interview with a DIFFERENT community member from Interview #1. This allows students to compare perspectives and understand how government impacts different sectors or demographics in varied ways.

Requirements

- Interview DIFFERENT person than Interview #1
- Conduct a 15-20 minute interview
- Provide recording/transcript OR detailed notes
- Write a 300-word analysis
- Compare insights with Interview #1

Complete/Incomplete Rubric

Students earn **COMPLETE (20 points)** when **ALL** criteria below are met:

Interview Documentation ✓

- Different interviewee than Interview #1
- Interview lasted 15-20 minutes
- Recording/transcript OR detailed notes provided
- Interviewee's role/background clearly identified

Required Questions Addressed ✓

- How does government regulation directly impact your work/life?
- Have changes in policy affected you in the past few years?
- Do you feel your interests are well-represented?
- What government policies would you change?

Analysis Component (300 words) ✓

- Meets word count requirement
- Identifies key insights from interview
- Connects experiences to course concepts
- Shows thoughtful reflection
- Compares/contrasts with Interview #1 insights

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

Teaching Tips

- **Encourage Diversity:** Suggest interviewing people from different sectors than first interview
- **Comparative Thinking:** The analysis should synthesize insights, not just describe two interviews
- **Assessment Focus:** Look for genuine comparative thinking

4. Public Services Directory

Points: 30

Estimated Time: 4-5 hours

Best For: Students who like research

Assignment Description

Research and create a comprehensive guide to local government services for a specific target audience (college students, families with young children, small business owners, senior citizens, etc.). This activity helps students understand the scope of government services while creating a practical resource.

Requirements

- Research minimum 10 different government services
- Include services from federal, state, and local levels
- Provide accurate contact information for each service
- Create user-friendly guide format
- Include eligibility requirements and application processes
- Focus on a specific target audience

Complete/Incomplete Rubric

Students earn **COMPLETE (30 points)** when **ALL** criteria below are met:

Scope and Research ✓

- Includes minimum 10 different government services
- Services span multiple levels of government (federal, state, local)
- Focus area clearly identified (students, families, small business, etc.)
- All services relevant to target audience

Information Quality ✓

- Accurate contact information (phone, website, address)
- Eligibility requirements clearly explained
- Application/access process described
- Hours of operation included where relevant
- Cost information provided if applicable

Presentation and Usability ✓

- Well-organized and easy to navigate
- Professional formatting
- Clear categories or sections

- Includes helpful tips for accessing services
- Could actually be used by someone needing these services

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

Teaching Tips

- **Target Audience Examples:** College students, families, small businesses, seniors, veterans
- **Service Categories:** Healthcare, housing, education, business support, food assistance
- **Format Flexibility:** Accept Word docs, Excel spreadsheets, Google Docs, or websites
- **Assessment Focus:** Is this actually useful?

5. Myth Busting Video

Points: 25

Estimated Time: 3-4 hours

Best For: Students who enjoy video creation

Assignment Description

Create a 3-5 minute video that debunks a common misconception about government using credible research. This activity helps students develop media literacy, research skills, and the ability to communicate complex information clearly.

Requirements

- Create a 3-5 minute video
- Research and cite minimum 3 credible sources
- Include visual aids to enhance understanding
- Clearly state the myth and explain the truth
- Connect to course concepts

Complete/Incomplete Rubric

Students earn **COMPLETE (25 points)** when **ALL** criteria below are met:

Research Quality ✓

- Minimum 3 credible sources cited
- Sources are authoritative and recent
- Myth clearly stated at beginning
- Correct information thoroughly explained

Video Production ✓

- Video is 3-5 minutes in length
- Audio is clear and understandable
- Visual aids enhance understanding
- Logical flow from intro to conclusion
- Production quality adequate

Content & Course Connection ✓

- Relates to course topics
- Demonstrates understanding
- Explains why misconception exists
- Shows why truth matters
- Makes explicit course connections

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

Teaching Tips

- **Good Myth Topics:** "Congress gets free healthcare for life," "President can declare war alone," "Your vote doesn't matter"
- **Technical Support:** Direct students to campus media labs
- **Assessment Focus:** Is information accurate? Are sources credible?

6. Public Comment Champion

Points: 25

Estimated Time: 4-5 hours total

Best For: Students who want direct participation

Assignment Description

Research a local issue, prepare public comments following official meeting rules, and deliver those comments at 2 different government meetings. This activity provides firsthand experience with civic participation.

Requirements

- Research an issue affecting your community
- Prepare 3-minute public comments following meeting rules
- Deliver comments at 2 different meetings (or submit written)
- Document other citizens' comments and officials' responses

- Write 600-word reflection comparing the two experiences

Complete/Incomplete Rubric

Students earn **COMPLETE (25 points)** when **ALL** criteria below are met:

Research and Preparation ✓

- Issue thoroughly researched with credible sources
- Comments follow meeting's time limits and rules
- Professional, respectful tone maintained
- Clear ask or position stated
- Supporting evidence included

Delivery and Documentation ✓

- Comments delivered at 2 different meetings
- If too anxious, written comments submitted properly
- Other citizens' comments documented
- Officials' responses recorded
- Meeting procedures observed and noted

Reflection (600 words) ✓

- Meets word count requirement
- Compares effectiveness of comments at both meetings
- Analyzes officials' responsiveness
- Connects to concepts of citizen participation
- Evaluates impact of public comment process
- Shows understanding of democratic engagement

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

Teaching Tips

- **Anxiety Accommodation:** Allow written comments instead of oral delivery
- **Issue Selection:** Best issues are specific, local, and actionable
- **Assessment Focus:** Did student genuinely engage with democratic process?

7. Civic Organization Immersion

Points: 25

Estimated Time: 10+ hours volunteer time plus documentation

Best For: Students who want sustained engagement

Assignment Description

Volunteer minimum 10 hours with a civic organization to understand how citizens organize to influence government. This activity provides deep insight into grassroots democracy and advocacy strategies.

Requirements

- Volunteer minimum 10 hours with approved civic organization
- Attend at least one organizational meeting
- Help with one project or event
- Interview leadership about advocacy strategies
- Create 'How to Get Involved' guide for other students

Complete/Incomplete Rubric

Students earn **COMPLETE (25 points)** when **ALL** criteria below are met:

Volunteer Documentation ✓

- 10+ hours completed and verified
- Organization is legitimate civic group
- Multiple activities documented
- Photos or supervisor verification provided
- Consistent engagement shown

Organizational Understanding ✓

- Meeting attendance documented
- Project/event participation described
- Organization's mission clearly understood
- Relationship with government explained
- Advocacy methods identified

Leadership Interview ✓

- Interview with leader/officer conducted
- Questions about advocacy strategies asked
- Challenges facing organization discussed

- Success stories documented
- Insights about civic engagement gained

Student Guide Creation ✓

- Professional 'How to Get Involved' guide created
- Contact information included
- Meeting times and locations provided
- Volunteer opportunities explained
- Could actually be used by another student

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

Teaching Tips

- **Appropriate Organizations:** League of Women Voters, environmental groups, neighborhood associations
- **Not Appropriate:** Partisan political campaigns (unless specifically allowed)
- **Timing:** This takes longest - encourage early start
- **Assessment Focus:** Did student genuinely engage?

8. Naturalization Ceremony Witness

Points: 25

Estimated Time: 3-4 hours plus writing

Best For: Students interested in citizenship and immigration

Assignment Description

Attend a citizenship naturalization ceremony and interview new citizens about their journey to understand the meaning of citizenship. This activity helps students appreciate civic participation from immigrant perspectives.

Requirements

- Attend public naturalization ceremony at courthouse
- Document the ceremony process and oath
- Interview 2-3 new citizens about their journey
- Research citizenship test requirements
- Write 600-word reflection on meaning of citizenship

Complete/Incomplete Rubric

Students earn COMPLETE (25 points) when ALL criteria below are met:

Ceremony Attendance ✓

- Attendance at actual naturalization ceremony verified
- Date, time, and location documented
- Number of new citizens noted
- Ceremony procedures described
- Oath of Allegiance text included

Citizen Interviews ✓

- 2-3 new citizens interviewed
- Countries of origin identified
- Journey to citizenship discussed
- Reasons for seeking citizenship explored
- Challenges in process documented
- Respectful, sensitive approach shown

Citizenship Test Research ✓

- Current test requirements researched
- Sample questions reviewed
- Pass rates and statistics found
- Preparation resources identified
- Difficulty level assessed

Reflection (600 words) ✓

- Meets word count requirement
- Personal definition of citizenship developed
- Compares natural-born vs. naturalized perspectives
- Connects to course concepts about civic participation
- Shows empathy and understanding
- Meaningful insights about American identity

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

Teaching Tips

- **Finding Ceremonies:** Check federal courthouse websites for public ceremony schedules
- **Sensitivity:** Emphasize respectful, appreciative approach
- **Timing:** Ceremonies happen periodically - students need to plan ahead
- **Assessment Focus:** Does student show genuine appreciation for citizenship?

9. Ride-Along Documentary

Points: 30

Estimated Time: 4-6 hours plus documentation

Best For: Students interested in policy implementation

Assignment Description

Arrange and document a ride-along or job shadow with a government employee to see policy implementation at street level. This activity provides unique insight into bureaucracy in action.

Requirements

- Arrange ride-along with government employee
- Document full shift (4-6 hours)
- Create photo essay showing 'day in the life'
- Interview employee about policy implementation
- Write 500-word analysis of street-level bureaucracy

Complete/Incomplete Rubric

Students earn **COMPLETE (30 points)** when **ALL** criteria below are met:

Arrangement and Preparation ✓

- Proper permissions obtained
- Background check/waivers completed if required
- Appropriate dress and behavior
- Safety protocols followed
- Employee role clearly identified

Shift Documentation ✓

- 4-6 hour shift completed
- Multiple activities observed
- Challenges documented
- Citizen interactions noted
- Decision-making processes observed

Photo Essay Creation ✓

- 8-10 quality photos taken
- Permission obtained for photos

- Captions explain government work
- 'Day in the life' story told visually
- Professional presentation

Employee Interview ✓

- How policies affect daily work discussed
- Discretion in implementation explored
- Biggest challenges identified
- Public misconceptions addressed
- Job satisfaction factors discussed

Analysis (500 words) ✓

- Meets word count requirement
- Street-level bureaucracy concept applied
- Policy vs. practice gaps identified
- Employee discretion analyzed
- Connects to course concepts
- Shows understanding of implementation challenges

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

Teaching Tips

- **Good Options:** Police officers, code enforcement, sanitation workers, social workers
- **Liability:** Ensure students complete all required waivers
- **Timing:** Requires advance planning and approval
- **Assessment Focus:** Does student understand gap between policy and practice?

10. Voter Registration Drive

Points: 30

Estimated Time: 6-8 hours across multiple events

Best For: Students interested in elections and civic engagement

Assignment Description

Organize and run a voter registration drive to understand civic engagement and democratic participation. This hands-on activity teaches students about barriers to voting and electoral participation.

Requirements

- Get trained as volunteer deputy registrar (where applicable)
- Set up registration at 3+ locations
- Register at least 10 new voters (or document attempts)
- Create social media campaign for promotion
- Analyze barriers to registration in community

Complete/Incomplete Rubric

Students earn **COMPLETE (30 points)** when **ALL** criteria below are met:

Training and Preparation ✓

- Proper training completed (or state requirements met)
- Registration forms and materials obtained
- Legal requirements understood
- Nonpartisan approach maintained
- Locations strategically chosen

Registration Events ✓

- 3+ registration events held
- Different locations used
- Professional setup maintained
- Engagement strategies documented
- Weather/challenges overcome

Registration Results ✓

- 10+ registrations or substantial attempts documented
- Demographics of registrants noted (anonymously)
- Common questions recorded
- Reasons for not registering documented
- Follow-up information provided

Social Media Campaign ✓

- 3+ social media posts created
- Registration deadlines highlighted
- Location/times promoted
- Engagement metrics tracked
- Nonpartisan tone maintained

Barriers Analysis ✓

- Common registration barriers identified
- Demographics of non-registered analyzed
- Solutions proposed
- Comparison to national trends
- Connects to voting rights concepts

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

Teaching Tips

- **Training Resources:** Contact county elections office
 - **Timing:** Best during election season but can be done anytime
 - **Nonpartisan Requirement:** Emphasize absolutely no partisan advocacy
 - **Assessment Focus:** Did student understand barriers to participation?
-

MEDIUM EFFORT ACTIVITIES

These activities require moderate time (1-4 hours) and engagement.

11. Government Services Scavenger Hunt

Points: 15

Estimated Time: 2-3 hours total

Best For: Students who want to recognize government daily presence

Assignment Description

Document 5 different government services/interactions over 2 weeks, analyzing which level of government is responsible. This activity helps students recognize government's pervasive presence.

Requirements

- Document exactly 5 government services
- Take photos of each interaction
- Occur over minimum 2-week period
- Write 250-word reflection
- Identify government level for each

Complete/Incomplete Rubric

Students earn COMPLETE (15 points) when ALL criteria below are met:

Documentation Requirements ✓

- Exactly 5 different services documented
- Photo provided for each interaction
- Interactions occurred over minimum 2-week period
- Services represent diverse government functions

Analysis for Each Service ✓

- Correctly identifies which level of government is responsible
- Explains how the service is funded (if determinable)
- Describes impact on community
- Shows understanding of service's role in daily life

Reflection Component (250 words) ✓

- Meets word count requirement
- Discusses overall impact of government services
- Shows surprise/new awareness
- Makes connections to course concepts about federalism

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

Teaching Tips

- **Good Examples:** Food safety, traffic signals, park maintenance, postal service
- **Common Issues:** Students often don't realize which level does what
- **Assessment Focus:** Is student genuinely discovering government's presence?

12. Interview Clip #1

Points: 10

Estimated Time: 1-2 hours

Best For: Students who prefer shorter video projects

Assignment Description

Create 2-3 minute video interview with peer/community member about government topics. This scaled-down interview allows for quick engagement.

Requirements

- Create 2-3 minute video
- Include 3 structured questions
- Feature on-camera introduction and conclusion
- Write 150-word analysis

Complete/Incomplete Rubric

Students earn COMPLETE (10 points) when ALL criteria below are met:

Video Requirements ✓

- Video is 2-3 minutes in length
- Includes on-camera introduction by student
- Features interview with peer/community member
- Includes on-camera conclusion with student's analysis

Interview Content ✓

- Uses 3 structured questions about government topic
- Questions relate to course concepts
- Interviewee provides substantive responses
- Student demonstrates good interview skills

Analysis Component ✓

- Written analysis (150+ words) accompanies video
- Compares interviewee's views to course concepts
- Shows student's reflection on perspectives shared
- Demonstrates understanding of diverse viewpoints

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

Teaching Tips

- **Topic Suggestions:** Healthcare, education, taxes, local issues
- **Technical:** Canvas Studio makes this easy
- **Assessment:** Look for genuine conversation

13. Interview Clip #2

Points: 10

Estimated Time: 1-2 hours

Best For: Students continuing interview series

Assignment Description

Second interview clip with different person. Same requirements as Clip #1.

Requirements

- Different interviewee than Clip #1
- Create 2-3 minute video
- Include 3 structured questions
- Write 150-word analysis

Complete/Incomplete Rubric

Students earn COMPLETE (10 points) when ALL criteria below are met:

Video Requirements ✓

- Different person interviewed than Clip #1
- Video is 2-3 minutes in length
- Includes introduction and conclusion
- Clear audio and video quality

Interview Content ✓

- Uses 3 structured questions
- Questions relate to course concepts
- Substantive responses obtained
- Professional interview conduct

Analysis Component ✓

- Written analysis (150+ words)
- Compares perspectives from both interviews
- Shows reflection on different viewpoints
- Connects to course materials

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

14. Interview Clip #3

Points: 10

Estimated Time: 1-2 hours

Best For: Students continuing interview series

Assignment Description

Third interview clip with different person. Same requirements as Clips #1 & #2.

Requirements

- Different interviewee than Clips #1 & #2
- Create 2-3 minute video
- Include 3 structured questions
- Write 150-word analysis comparing all three

Complete/Incomplete Rubric

Students earn COMPLETE (10 points) when ALL criteria below are met:

Video Requirements ✓

- Different person than previous interviews
- Video is 2-3 minutes in length
- Professional presentation
- High-quality audio and video

Interview Content ✓

- Uses 3 structured questions
- Questions show progression/depth
- Meaningful responses captured
- Excellent interview skills demonstrated

Analysis Component ✓

- Written analysis (150+ words)
- Synthesizes insights from all three interviews
- Identifies patterns or contrasts
- Shows deep reflection on diverse perspectives

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

15. News Connection Journal #1

Points: 10

Estimated Time: 1-1.5 hours

Best For: Students who follow current events

Assignment Description

Connect current news article to course concepts and personal experience.

Requirements

- Article from last 30 days
- Write 450 words total (3 sections)
- Include photo of local impact
- Link to original article

Complete/Incomplete Rubric

Students earn COMPLETE (10 points) when ALL criteria below are met:

Article Requirements ✓

- Article published within last 30 days
- Article relates clearly to course topics
- Link to original article provided
- Article from credible news source

Written Components (450 words total) ✓

- Article summary (150 words) - demonstrates understanding
- Course connections (150 words) - links to specific concepts
- Personal impact analysis (150 words) - explains relevance
- All sections meet word count requirements

Visual Evidence ✓

- Photo or screenshot showing local impact
- Image is relevant and clearly connected
- Caption explains connection between image and article

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

16. News Connection Journal #2

Points: 10

Estimated Time: 1-1.5 hours

Best For: Students continuing news journal series

Assignment Description

Second news journal with different article. Same requirements as Journal #1.

Requirements

- Different article than Journal #1
- Article from last 30 days
- Write 450 words total
- Include photo evidence

Complete/Incomplete Rubric

Students earn COMPLETE (10 points) when ALL criteria below are met:

Article Requirements ✓

- Different article than Journal #1
- Published within last 30 days
- Clear relevance to course topics
- From credible news source

Written Components (450 words) ✓

- Article summary (150 words)
- Course connections (150 words)
- Personal impact (150 words)
- Professional writing quality

Visual Evidence ✓

- Relevant photo or screenshot
- Clear connection to article
- Appropriate caption included

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

17. News Connection Journal #3

Points: 10

Estimated Time: 1-1.5 hours

Best For: Students continuing news journal series

Assignment Description

Third news journal with different article. Same requirements as Journals #1 & #2.

Requirements

- Different article than Journals #1 & #2
- Article from last 30 days
- Write 450 words total
- Include photo evidence

Complete/Incomplete Rubric

Students earn COMPLETE (10 points) when ALL criteria below are met:

Article Requirements ✓

- Different from previous journals
- Published within last 30 days
- Strong connection to course
- High-quality source

Written Components (450 words) ✓

- Excellent summary (150 words)
- Deep course connections (150 words)
- Meaningful personal impact (150 words)
- Outstanding writing quality

Visual Evidence ✓

- Compelling photo/screenshot
- Clear relevance demonstrated
- Thoughtful caption provided

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

18. Regulation Detective

Points: 12

Estimated Time: 2-3 hours

Best For: Students interested in business regulation

Assignment Description

Trace how government regulations affect a local business by documenting all required compliance and licensing.

Requirements

- Choose a local restaurant, salon, daycare, or shop
- Interview owner about licenses, permits, inspections
- Photograph visible compliance (permits, grades, etc.)
- Create flowchart of all government touchpoints
- Write 400-word analysis on regulation vs. free enterprise

Complete/Incomplete Rubric

Students earn COMPLETE (12 points) when ALL criteria below are met:

Business Selection and Access ✓

- Appropriate local business chosen
- Owner/manager interview conducted
- Permission obtained for documentation
- Professional approach maintained

Regulatory Documentation ✓

- All required licenses identified
- Permit costs documented
- Inspection schedules noted
- Compliance costs estimated
- Multiple government levels identified

Visual Evidence ✓

- Photos of posted permits/licenses
- Health grades or inspection certificates shown
- Compliance notices documented
- Clear, readable images

Flowchart Creation ✓

- Professional flowchart created
- All government touchpoints included
- Federal, state, local levels distinguished
- Timeline of compliance shown
- Easy to understand format

Analysis (400 words) ✓

- Meets word count requirement
- Balance of regulation vs. free enterprise discussed
- Owner's perspective included
- Consumer protection considered
- Course concepts applied
- Thoughtful evaluation of tradeoffs

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

Teaching Tips

- **Good Business Types:** Restaurants, salons, daycares, food trucks
 - **Interview Tips:** Help students prepare professional questions
 - **Assessment Focus:** Understanding regulatory tradeoffs
-

19. Democracy in Action Video Series

Points: 12

Estimated Time: 2-3 hours total

Best For: Students interested in social media and civic education

Assignment Description

Create 3-4 short social media videos teaching peers about democratic participation.

Requirements

- Create 3-4 videos (30-45 seconds each)
- Topics: voter registration, finding polling place, ballot info, contacting reps
- Platform-appropriate format (TikTok/Instagram style)
- Local information featured
- Track engagement metrics

Complete/Incomplete Rubric

Students earn **COMPLETE (12 points)** when **ALL** criteria below are met:

Video Production ✓

- 3-4 videos created
- Each 30-45 seconds long
- Clear audio and visuals
- Platform-appropriate style
- Engaging presentation

Content Requirements ✓

- How to register to vote locally
- Finding polling place demonstrated
- Local ballot information explained
- Contacting representatives shown
- Accurate information provided

Local Relevance ✓

- Local registration deadlines included
- County clerk info provided
- Local election dates mentioned
- District representatives identified
- Community-specific details featured

Engagement and Impact ✓

- Videos actually posted (or ready to post)
- Engagement metrics tracked if posted
- Peer feedback gathered
- Shareable format created
- Call to action included

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

Teaching Tips

- **Platform Guidance:** Help students choose appropriate social media
- **Local Information:** Provide county/city election resources
- **Assessment Focus:** Is information accurate and locally relevant?

20. Government Failure Investigation

Points: 15

Estimated Time: 3-4 hours

Best For: Students interested in accountability

Assignment Description

Research a local government project that failed or went over budget to understand accountability and oversight.

Requirements

- Find news articles about failed/over-budget project
- Attempt FOIA request for documents
- Interview affected citizens
- Write 'lessons learned' report
- Connect to accountability concepts

Complete/Incomplete Rubric

Students earn COMPLETE (15 points) when ALL criteria below are met:

Project Research ✓

- Specific failed project identified
- Multiple news sources consulted
- Timeline of failure documented
- Budget overruns calculated
- Key players identified

FOIA/Document Request ✓

- FOIA request attempted (even if denied)
- Process documented
- Public documents found
- Meeting minutes reviewed if available
- Budget documents analyzed

Citizen Impact ✓

- 2+ affected citizens interviewed
- Impact on community documented
- Tax implications discussed
- Alternative solutions explored
- Public sentiment captured

Lessons Learned Report ✓

- Professional report format
- Clear failure points identified
- Accountability gaps highlighted
- Recommendations provided
- Similar failures researched

Course Connections ✓

- Oversight mechanisms discussed
- Accountability concepts applied
- Checks and balances evaluated
- Democratic remedies suggested
- Shows understanding of government limitations

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

Teaching Tips

- **Finding Projects:** Local news archives are good sources
 - **FOIA Timing:** Requests take time - start early
 - **Assessment Focus:** Quality of accountability analysis
-

QUICK ENGAGEMENT ACTIVITIES

These activities require minimal time (30-60 minutes) but regular engagement.

21. Personal Impact Reflection #1

Points: 5

Estimated Time: 30-45 minutes

Best For: Students wanting to recognize government's daily presence

Assignment Description

Identify specific ways weekly topics directly affect your life.

Requirements

- Write 150-word reflection
- Include photo evidence
- Identify specific government policy/agency
- Connect to weekly topic

Complete/Incomplete Rubric

Students earn **COMPLETE (5 points)** when **ALL** criteria below are met:

Written Reflection (150 words) ✓

- Meets word count requirement
- Identifies specific government policy or agency
- Explains concrete impact on student's life
- Evaluates whether impact is positive, negative, or mixed
- Shows clear connection to weekly course topic

Visual Evidence ✓

- Photo represents the government impact described
- Image is original (taken by student)
- Clear connection between photo and reflection

Course Connection ✓

- References specific course concepts or readings
- Goes beyond surface-level observation

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

22. Personal Impact Reflection #2

Points: 5

Estimated Time: 30-45 minutes

Requirements

- Different topic than Reflection #1
- Write 150-word reflection
- Include photo evidence
- Connect to course

Complete/Incomplete Rubric

Same as Reflection #1, plus: - Topic is different from Reflection #1 - Analysis shows growth from earlier reflection

23. Personal Impact Reflection #3

Points: 5

Estimated Time: 30-45 minutes

Requirements

- Different topic than previous reflections
- Write 150 words
- Include photo
- Show growth in understanding

Complete/Incomplete Rubric

Same as Reflection #1, plus: - Unique topic from previous reflections - Shows progression in thinking - Multiple course concepts referenced

24. Personal Impact Reflection #4

Points: 5

Estimated Time: 30-45 minutes

Requirements

- New topic
- 150 words
- Photo evidence
- Advanced analysis

Complete/Incomplete Rubric

Same as Reflection #1, plus: - [] Fresh perspective on new topic - [] Nuanced understanding demonstrated - [] Sophisticated analysis

25. Personal Impact Reflection #5

Points: 5

Estimated Time: 30-45 minutes

Requirements

- Culminating topic
- 150 words
- Photo evidence
- Synthesis of learning

Complete/Incomplete Rubric

Same as Reflection #1, plus: - [] Sophisticated analysis - [] Mastery demonstrated - [] Deep synthesis of semester learning

26. 60-Second Government Impact #1

Points: 8

Estimated Time: 45-60 minutes

Best For: Students who prefer video to writing

Assignment Description

Create concise video explaining government's impact on your week.

Requirements

- 60-second video (55-65 seconds)
- Identify specific government impact
- Include visual evidence
- Connect to course concept

Complete/Incomplete Rubric

Students earn **COMPLETE (8 points)** when **ALL** criteria below are met:

Video Requirements ✓

- Video is approximately 60 seconds (55-65 seconds acceptable)
- Student clearly explains one government impact from their week
- Audio is clear and understandable
- Visual evidence included in video

Content Quality ✓

- Specific government impact identified (not vague)
- Connection to course concept clearly stated
- Shows understanding of government's role
- Demonstrates personal engagement with topic

Presentation ✓

- Format is engaging
- Student appears confident and knowledgeable
- Video flows logically
- Brief written explanation (2-3 sentences) provided

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

27. 60-Second Government Impact #2

Points: 8

Estimated Time: 45-60 minutes

Requirements

- Different topic than Video #1
- 60-second video

- Visual evidence
- Course connection

Complete/Incomplete Rubric

Same as Video #1, plus: - [] Different topic from Video #1 - [] Improved delivery from Video #1

28. 60-Second Government Impact #3

Points: 8

Estimated Time: 45-60 minutes

Requirements

- New topic
- 60 seconds
- Strong visuals
- Clear connections

Complete/Incomplete Rubric

Same as Video #1, plus: - [] Unique content from previous videos - [] Professional presentation - [] Multiple course connections

29. 60-Second Government Impact #4

Points: 8

Estimated Time: 45-60 minutes

Requirements

- Culminating topic
- 60 seconds
- Professional quality
- Synthesis shown

Complete/Incomplete Rubric

Same as Video #1, plus: - [] Original approach to topic - [] Mastery demonstrated - [] Outstanding quality

SAFETY-FOCUSED ACTIVITIES

Added based on Ballard, Cohen, & Littenberg-Tobias (2016): action civics projects focused on safety themes produced the strongest and most consistent effects on civic commitment, civic self-efficacy, and civic knowledge. These ten assignments adapt that finding for community college students, who have distinct safety concerns as commuters, working adults, parents, renters, and individuals navigating financial pressures.

30. Campus Emergency Preparedness Audit

Points: 8

Estimated Time: 30-45 minutes

Category: Quick Engagement (Safety-Focused)

Assignment Description

Complete the college's emergency notification sign-up (TCC Alert), then physically locate and photograph three emergency resources on your campus (AED locations, emergency call boxes, evacuation maps, tornado shelter areas). Reflect on whether the campus adequately communicates safety resources to students. Builds awareness of how institutions protect citizens and meets students where they spend their week.

Requirements

- Sign up for TCC Alert (or equivalent campus emergency notification)
- Photograph three different emergency resources on campus
- Provide caption identifying the location of each
- Write a 150-word reflection on campus safety communication

Complete/Incomplete Rubric

Students earn COMPLETE (8 points) when ALL criteria below are met:

Documentation ✓

- Screenshot of TCC Alert enrollment confirmation provided
- Three photos of distinct campus emergency resources
- Each photo captioned with specific building and location
- Photos are original (taken by student)

Reflection (150 words) ✓

- Meets word count requirement
- Evaluates whether campus communicates safety resources adequately

- Identifies at least one specific strength or gap
- Connects to course concepts about institutional responsibility

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

31. Know Your Rights: Police Encounter Preparation

Points: 8

Estimated Time: 45-60 minutes

Category: Quick Engagement (Safety-Focused)

Assignment Description

Review your legal rights during three types of police encounters (traffic stop, pedestrian stop, home visit) using resources from the ACLU or similar organizations. Create a wallet card or phone note summarizing key phrases and rights. Reflect on what you learned and how this knowledge affects your sense of safety. Builds constitutional literacy through personally relevant application.

Requirements

- Research rights during traffic stop, pedestrian stop, and home visit
- Use credible sources (ACLU, state bar association, or similar)
- Create a wallet card or phone note with key rights and phrases
- Write a 200-word reflection
- List sources consulted

Complete/Incomplete Rubric

Students earn COMPLETE (8 points) when ALL criteria below are met:

Research and Sources ✓

- Three encounter types covered (traffic, pedestrian, home)
- At least 2 credible sources cited
- Sources are authoritative (ACLU, bar association, government, etc.)
- Information is accurate and current

Wallet Card or Phone Note ✓

- Photo or screenshot of finished card or note provided
- Key constitutional rights summarized clearly
- Useful phrases included for each encounter type
- Format is practical and accessible

Reflection (200 words) ✓

- Meets word count requirement
- Connects to specific constitutional amendments (4th, 5th, 6th)
- Reflects on how knowledge affects sense of safety
- Goes beyond surface-level summary

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

32. Tenant Safety Rights Investigation

Points: 10

Estimated Time: 1-2 hours

Category: Medium Effort (Safety-Focused)

Assignment Description

Research Texas tenant rights related to safety (required locks, smoke detectors, security devices, landlord entry notice, right to repair and deduct). Identify the government agency that handles tenant complaints in Tarrant County and document the process for reporting violations. Builds practical legal literacy directly relevant to community college students who are renters.

Requirements

- Research at least three Texas tenant safety rights
- Provide legal citations (statute or code section)
- Identify relevant complaint agency in Tarrant County
- Document step-by-step reporting process
- Submit one-page summary

Complete/Incomplete Rubric

Students earn COMPLETE (10 points) when ALL criteria below are met:

Research Quality ✓

- Three or more tenant safety rights identified
- Each right has a legal citation (Texas Property Code or similar)
- Sources are credible and current
- Information is accurate

Agency Identification ✓

- Correct Tarrant County or local complaint agency identified
- Contact information provided (phone, address, website)
- Step-by-step reporting process documented
- Process is clear enough to actually follow

Course Connection ✓

- Connects to course concepts about regulation or civil law
- Shows understanding of how laws protect residents
- Identifies the government level responsible (state or local)

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

33. Workplace Safety Deep Dive

Points: 15

Estimated Time: 2-3 hours

Category: Medium Effort (Safety-Focused)

Assignment Description

Research OSHA's role in protecting workers, then investigate safety requirements specific to your current or intended occupation. Identify how to file a workplace safety complaint and what protections exist against retaliation. Interview one working adult about a workplace safety concern they have experienced. Connects federal regulatory action to lived workplace experience.

Requirements

- Research OSHA's role and authority
- Identify safety requirements for your occupation (current or intended)
- Document the complaint process and whistleblower protections
- Interview one working adult about a workplace safety concern
- Write a 400-word report

Complete/Incomplete Rubric

Students earn COMPLETE (15 points) when ALL criteria below are met:

OSHA Research ✓

- OSHA's role and federal authority clearly explained

- Occupation-specific safety requirements identified
- Complaint filing process documented accurately
- Whistleblower or anti-retaliation protections explained

Worker Interview ✓

- Interview with a working adult conducted
- Date and interviewee role documented (name not required)
- Concrete safety concern discussed
- Interviewee perspective integrated into report

Report (400 words) ✓

- Meets word count requirement
- Connects findings to federal regulatory authority
- Discusses how worker advocacy historically shaped safety law
- Shows analytical depth beyond summary

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

34. Community Traffic Safety Analysis

Points: 15

Estimated Time: 2-3 hours

Category: Medium Effort (Safety-Focused)

Assignment Description

Identify a dangerous intersection, crosswalk, or road segment in your daily commute or neighborhood. Document the hazard with photos or video. Research who is responsible for traffic safety improvements (city, county, TxDOT) and find the formal process for requesting safety improvements. Draft a formal request letter to the appropriate agency. Activates the full action civics cycle: identify, research, act.

Requirements

- Identify a specific dangerous location in your daily life
- Document the hazard with photos or video
- Research the responsible government agency
- Draft a ready-to-send formal request letter
- Write a 200-word reflection

Complete/Incomplete Rubric

Students earn COMPLETE (15 points) when ALL criteria below are met:

Hazard Documentation ✓

- Specific location identified with address or coordinates
- Photos or video clearly show the hazard
- Brief explanation of why the location is dangerous
- Personal connection to commute or neighborhood demonstrated

Agency Research ✓

- Correct agency identified (city, county, or TxDOT)
- Contact information provided
- Formal request process documented
- Multi-jurisdictional considerations noted where relevant

Formal Request Letter ✓

- Letter is professional and ready to send
- Includes specific location and hazard description
- Makes a clear ask
- References supporting evidence

Reflection (200 words) ✓

- Meets word count requirement
- Discusses citizen petition processes
- Connects to local government responsibilities
- Shows understanding of how infrastructure decisions are made

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

35. Financial Predator Mapping

Points: 15

Estimated Time: 2-3 hours

Category: Medium Effort (Safety-Focused)

Assignment Description

Research predatory financial services targeting vulnerable populations (payday lenders, title loans, rent-to-own, for-profit colleges). Map locations of such businesses within 2 miles of your campus or home. Investigate what regulations exist (or do not) in Texas compared to one other state. Analyze whether current laws adequately protect consumers and what role government should play.

Requirements

- Research at least 4 types of predatory financial services
- Map locations within 2 miles of campus or home
- Compare Texas regulations with one other state
- Write a 400-word analysis

Complete/Incomplete Rubric

Students earn **COMPLETE (15 points)** when **ALL** criteria below are met:

Research and Mapping ✓

- Four or more types of predatory services identified
- Map shows locations within 2-mile radius
- Map is annotated with business types
- Original screenshot or hand-drawn map (not stock image)

Comparative Regulation ✓

- Texas regulations on predatory lending documented
- One other state's regulations documented for comparison
- Specific legal differences identified
- Sources cited

Analysis (400 words) ✓

- Meets word count requirement
- Evaluates current consumer protection landscape
- Identifies specific gaps in protection
- Takes a clear position on government's role
- Connects to state vs. federal regulation concepts

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

36. Food Security Resource Navigation

Points: 20

Estimated Time: 3-4 hours

Category: Higher Effort (Safety-Focused)

Assignment Description

Investigate food assistance resources available to community college students (SNAP eligibility, campus food pantries, community resources). Determine eligibility requirements, application processes, and barriers students face. Visit one resource in person and document the experience. Reflect on how accessible these safety-net programs are for students.

Requirements

- Identify at least 5 food assistance options for TCC students
- Document eligibility, application process, location, and hours for each
- Visit one resource in person (food pantry, SNAP office, WIC clinic, etc.)
- Document the visit (photo, business card, or staff contact)
- Write a 400-word reflection

Complete/Incomplete Rubric

Students earn **COMPLETE (20 points)** when **ALL** criteria below are met:

Resource Guide ✓

- Five or more food assistance options listed
- Eligibility requirements documented for each
- Application process described for each
- Location and hours included
- Information is accurate and current

In-Person Visit ✓

- Visit to one resource completed
- Documentation provided (photo, card, or contact)
- Date and location recorded
- Respectful and professional approach demonstrated

Reflection (400 words) ✓

- Meets word count requirement
- Discusses accessibility and barriers
- Connects to federal nutrition program policy

- Reflects on the politics of public assistance
- Shows empathy and analytical depth

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

37. Crisis Resource Training

Points: 25

Estimated Time: 4-6 hours

Category: Higher Effort (Safety-Focused)

Assignment Description

Complete a training or orientation session with a local organization that addresses domestic violence, sexual assault, or crisis intervention (SafeHaven of Tarrant County, Rape Crisis Center, NAMI, Crisis Text Line, or similar). Learn about available resources and how to support someone in crisis. Combines safety-focused civic engagement with sustained relational engagement and structured service preparation.

Requirements

- Complete a training or orientation with an approved organization
- Obtain documentation of completion (certificate, email, signed letter)
- Understand the public policy and funding context
- Write a 500-word reflection

Complete/Incomplete Rubric

Students earn **COMPLETE (25 points)** when **ALL** criteria below are met:

Training Completion ✓

- Documentation of training provided (certificate, email, or letter)
- Organization is legitimate and addresses crisis intervention
- Date of training documented
- Scope of training explained

Policy Context ✓

- Connects services to relevant federal law (VAWA, etc.)
- Discusses how federal funding flows to local services
- Identifies the role of nonprofits in public safety
- Mandatory reporting laws acknowledged where relevant

Reflection (500 words) ✓

- Meets word count requirement
- Describes specific knowledge gained
- Discusses how this knowledge could help others
- Shows empathy and ethical maturity
- Connects to course concepts about government-nonprofit relationships

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

38. Emergency Management Agency Visit

Points: 25

Estimated Time: 3-4 hours

Category: Higher Effort (Safety-Focused)

Assignment Description

Arrange a visit to or interview with a representative from Tarrant County Emergency Management, Fort Worth Office of Emergency Management, or a local fire department's community outreach division. Prepare five questions about how they prepare for disasters, coordinate with other agencies, and communicate with the public. Builds direct understanding of intergovernmental coordination and emergency preparedness.

Requirements

- Arrange visit or interview with emergency management agency
- Prepare 5 substantive questions
- Document the visit (photo, email, or signed confirmation)
- Summarize responses received
- Write a 500-word reflection

Complete/Incomplete Rubric

Students earn COMPLETE (25 points) when ALL criteria below are met:

Arrangement and Documentation ✓

- Visit or interview successfully arranged
- Documentation provided (photo, email exchange, or confirmation)
- Agency clearly identified
- Representative role identified

Questions and Responses ✓

- Five prepared questions submitted
- Questions are substantive and not boilerplate
- Responses summarized clearly
- Specific examples or details captured

Reflection (500 words) ✓

- Meets word count requirement
- Discusses intergovernmental coordination (federal, state, local)
- Addresses public communication during emergencies
- Identifies what surprised you
- Connects to FEMA and federalism concepts

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

39. Campus Safety Policy Brief

Points: 30

Estimated Time: 5-7 hours

Category: Higher Effort (Safety-Focused)

Assignment Description

Obtain and analyze TCC's Clery Act crime statistics and campus safety policies. Compare TCC's safety resources and reporting with one other Texas community college. Attend a campus safety event or meet with TCC Police. Develop three evidence-based recommendations for improving student safety and produce a formal 2-3 page policy brief suitable for presentation to campus administration. The flagship safety assignment: full action civics cycle plus policy advocacy.

Requirements

- Review TCC's Annual Security Report (Clery Act data)
- Compare with one other Texas community college
- Attend a campus safety event OR meet with TCC Police
- Develop three evidence-based recommendations
- Produce a 2-3 page policy brief
- Write a 200-word process reflection

Complete/Incomplete Rubric

Students earn **COMPLETE (30 points)** when **ALL** criteria below are met:

Data Analysis ✓

- TCC Annual Security Report reviewed
- Key crime statistics summarized accurately
- Patterns or concerns identified
- Comparison institution selected and justified

Comparative Research ✓

- Peer Texas community college identified
- Comparable Clery data obtained
- Specific differences in safety resources documented
- Analytical (not just descriptive) comparison

Direct Engagement ✓

- Attended campus safety event OR met with TCC Police
- Documentation provided (photo, email, sign-in sheet)
- Insights from engagement integrated into brief

Policy Brief (2-3 pages) ✓

- Executive summary included
- Analysis of TCC's current safety landscape
- Three specific, evidence-based recommendations
- Recommendations are actionable and realistic
- Professional formatting suitable for administration
- References Clery Act as federal mandate

Process Reflection (200 words) ✓

- Meets word count requirement
- Reflects on policy brief writing process
- Discusses challenges encountered
- Connects to student advocacy concepts

INCOMPLETE Status: If any criteria are not met, student receives specific feedback and may revise within one week.

IMPLEMENTATION GUIDELINES

Checkpoint Systems

For 8-Week Courses

- **Week 2:** 15 points minimum (gets students started)
- **Week 3:** 30 points minimum (building momentum)
- **Week 5:** 60 points minimum (halfway point)
- **Week 7:** 100 points complete (final deadline)

Bonus Points: - 3 bonus points if 20+ points by Week 2 - 5 bonus points if 100 points by Week 6

For 16-Week Courses

- **Week 3:** 15 points minimum (gets students started)
- **Week 6:** 30 points minimum (steady progress)
- **Week 9:** 50 points minimum (building momentum)
- **Week 12:** 75 points minimum (three-quarter mark)
- **Week 15:** 100 points complete (final deadline)

Bonus Points: - 3 bonus points if 25+ points by Week 4 - 5 bonus points if 100 points by Week 13

Canvas Setup

Option A: Drop Lowest Scores Method (Recommended)

1. Create Assignment Group: "Civic Action Project (CAP)" - 40% of grade
2. Set "Drop Lowest: 15" (so only top activities count)
3. Create all 29 assignments in this group
4. Students complete what they want, lowest scores drop automatically

Option B: Menu Method

1. Create single Assignment with instructions
 2. Students submit activities through this main assignment
 3. Track manually which activities completed
 4. More instructor management required
-

Grading System

Complete/Incomplete Philosophy

All CAP activities use **Complete/Incomplete** grading: - Students either meet ALL rubric criteria → Full points - Or receive specific feedback → One revision opportunity within 7 days

Benefits

- Clear expectations
 - Faster grading
 - Better quality work
 - Reduced grade disputes
 - Genuine learning through revision
-

Quick Reference: All Activities

| # | Activity | Points | Time | Category |
|----|---------------------------|--------|--------|----------|
| 1 | Government Meeting | 25 | 3-4h | Higher |
| 2 | Civic Interview #1 | 20 | 2-3h | Higher |
| 3 | Civic Interview #2 | 20 | 2-3h | Higher |
| 4 | Public Services Directory | 30 | 4-5h | Higher |
| 5 | Myth Busting Video | 25 | 3-4h | Higher |
| 6 | Public Comment | 25 | 4-5h | Higher |
| 7 | Civic Organization | 25 | 10+h | Higher |
| 8 | Naturalization Ceremony | 25 | 3-4h | Higher |
| 9 | Ride-Along | 30 | 4-6h | Higher |
| 10 | Voter Registration | 30 | 6-8h | Higher |
| 11 | Scavenger Hunt | 15 | 2-3h | Medium |
| 12 | Interview Clip #1 | 10 | 1-2h | Medium |
| 13 | Interview Clip #2 | 10 | 1-2h | Medium |
| 14 | Interview Clip #3 | 10 | 1-2h | Medium |
| 15 | News Journal #1 | 10 | 1-1.5h | Medium |

| # | Activity | Points | Time | Category |
|----|----------------------------|--------|--------|----------|
| 16 | News Journal #2 | 10 | 1-1.5h | Medium |
| 17 | News Journal #3 | 10 | 1-1.5h | Medium |
| 18 | Regulation Detective | 12 | 2-3h | Medium |
| 19 | Democracy Videos | 12 | 2-3h | Medium |
| 20 | Government Failure | 15 | 3-4h | Medium |
| 21 | Impact Reflection #1 | 5 | 30-45m | Quick |
| 22 | Impact Reflection #2 | 5 | 30-45m | Quick |
| 23 | Impact Reflection #3 | 5 | 30-45m | Quick |
| 24 | Impact Reflection #4 | 5 | 30-45m | Quick |
| 25 | Impact Reflection #5 | 5 | 30-45m | Quick |
| 26 | 60-Second Video #1 | 8 | 45-60m | Quick |
| 27 | 60-Second Video #2 | 8 | 45-60m | Quick |
| 28 | 60-Second Video #3 | 8 | 45-60m | Quick |
| 29 | 60-Second Video #4 | 8 | 45-60m | Quick |
| 30 | Campus Emergency Audit | 8 | 30-45m | Quick |
| 31 | Know Your Rights | 8 | 45-60m | Quick |
| 32 | Tenant Safety Rights | 10 | 1-2h | Medium |
| 33 | Workplace Safety | 15 | 2-3h | Medium |
| 34 | Traffic Safety Analysis | 15 | 2-3h | Medium |
| 35 | Financial Predator Map | 15 | 2-3h | Medium |
| 36 | Food Security Navigation | 20 | 3-4h | Higher |
| 37 | Crisis Resource Training | 25 | 4-6h | Higher |
| 38 | Emergency Mgmt Visit | 25 | 3-4h | Higher |
| 39 | Campus Safety Policy Brief | 30 | 5-7h | Higher |

Total Possible: 597 points | **Student Requirement:** 100 points

End of Complete CAP Assignment Guide - All 39 Activities

Version 3.0 | Complete Edition with Safety-Focused Assignments | April 2026