

## PCPS Community Based Learning Capstone Assignment

*Service of Faith and the Promotion of Justice*

*The University of Scranton strives to graduate “men and women for others.”*

*Dedication to service, a concern for the common good, and a commitment to promoting justice have always been implicit in the Jesuits’ works and world view. In recent decades, Jesuits and their colleagues have made more explicit these dimensions of their shared ministries. At a worldwide meeting in 1975, Jesuit leaders posed the question, “What is it to be a companion of Jesus today?”*

*Their answer echoes on our campus, shaping our priorities in teaching, research and institutional initiatives: To be a companion of Jesus today “is to engage, under the standard of the Cross, in the crucial struggle of our time: the struggle for faith and that struggle for justice which it includes.” This assertion continues to reinvigorate Jesuits and those with whom they labor so that all people might participate in the promise of Christ, who came that we “may have life and have it to the full” (John 10:10).*

**The following assignment is part of the PCPS Community Based Learning Requirement for Graduation.**

In a 1-2 page typed essay,

- reflect on your community based learning experiences over the last 4 years, and
- describe how the Jesuit Mission of social justice can be made manifest in your future role as a professional.
- Convey your meaning clearly in writing with attention to sentence structure and punctuation.

**Rubric for PCPS Community Based Learning Capstone Assignment**

<b>Category</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Points</b>
Understanding of Jesuit Mission of Social Justice	Understands most aspects of the Jesuit Mission of Social Justice (deep versus surface)	Understands several key components of the Jesuit Mission of Social Justice	There is minimal reference to the Jesuit Mission of Social Justice or there is only an inaccurate understanding.	No reference to the Jesuit Mission of Social Justice.	
Reflections on four years of community based learning experiences	Describes the community based learning experiences and provides thoughtful insights about how the experience was transformative, what was learned, etc., linking the experiences where relevant to the Jesuit mission.	Describes the community based learning experiences and provides insights about what was learned.	Lists the community based learning experiences, but without reflective insights beyond the most vague comments; no insight into what was learned.	No reference to community based learning experiences.	
Plan for implementing Jesuit Mission of Social Justice as a professional	Describes in clear and detailed ways how the mission can be lived as a significant part of his/her future professional role, at the interpersonal, institutional, or societal levels.	Describes how the mission can be lived as a part of his/her future professional role, occasionally lacking detail and/or lacking a clear sense of its significance.	Vaguely describes how the mission can be lived as a part of his/her future professional role.	No reference to how the mission can be lived as a part of his/her future professional role.	
Sentence Structure	The essay contains no errors of sentence structure* and clearly conveys what the author is trying to communicate.	The essay contains some errors of sentence structure but conveys what the author is trying to communicate.	The essay contains some errors of sentence structure that distract from what the author is trying to communicate.	N/A	
Punctuation	The essay contains no errors of punctuation** and clearly conveys what the author is trying to communicate.	The essay contains some errors of punctuation but conveys what the author is trying to communicate.	The essay contains some errors of punctuation that distract from what the author is trying to communicate.	N/A	

<b>TOTAL</b>		
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\*Sentence structure includes tense choice, tense form, articles and word order.

\*\*Punctuation includes the variety of punctuation marks, spelling, and capitalization.