Unit V Essay

Using the list of states identified on page 321 of your textbook, select a state that has laws that address discrimination on the basis of sexual orientation. Summarize those laws by addressing the following questions:

  How do those laws define discrimination based on sexual orientation?

  What remedy do those laws provide when there has been discrimination based on sexual orientation?

  Are those laws successfully addressing discrimination based on sexual orientation?

Your response should be a minimum of 400 words in length. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations per APA guidelines.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below:

[Top](https://mycsu.columbiasouthern.edu/student/policies/grading-rubric/new/#top)

Research Projects

The Research Projects Rubric may be utilized as the grading rubric for Research Projects, Article Critiques, Article Reviews, PowerPoint Presentations, Case Studies, and other assignments. However, please refer to your Syllabus to ensure that you are using the correct grading rubric.

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| **Content** | **Excellent40 - 38 points** | **Proficient37 - 35 points** | **Acceptable34 - 32 points** | **Limited31 - 1 points** | **Not Attempted0** |
|  | The content is exceptionally clear, focused, and controlled.  Main ideas are relevant, thoughtfully selected, and strongly supported by exceptional support that are appropriate for the objectives of the assignment.Content exceeds required length. | The content is clear and focused. The reader can easily understand the main ideas.  Supporting details are relevant, but may be general or limited in places.Content meets minimum required length. | The reader can understand the main ideas, although the ideas may be overly broad or limited.  The supporting details are often limited, insubstantial, overly general, or slightly off-topic.Content meets 75% of minimum required length. | The main ideas and purpose are  unclear or underdeveloped.  Irrelevant details are provided that clutter the text.Content meets 50% or less of minimum required length. | No assignment was submitted. |
| **Organization** | **Excellent20 - 18 points** | **Proficient17 - 15 points** | **Acceptable14 - 12 points** | **Limited11 - 1 points** | **Not Attempted0** |
|  | The organization enhances the central idea(s) and supports the development of the topic. The order and structure are strong and enable the reader to move through the text effortlessly. The content contains effective sequencing and transitions. | The content draws in the reader and provides a satisfying sense of resolution or closure. An attempt has been made to organize the content; however, the overall structure is inconsistent or underdeveloped. | The content lacks a clear organizational structure. An occasional organizational device is discernible; however, the content is difficult to follow. The reader has to reread substantial portions. | The content lacks coherence, and/or the organization seems haphazard and disjointed. Even after rereading, the reader remains confused as a lack of organization that ultimately obscures or distorts the main point.  | No assignment was submitted. |
| **Grammar & Style Conventions** | **Excellent20 - 18 points** | **Proficient17 - 15 points** | **Acceptable14 - 12 points** | **Limited11 - 1 points** | **Not Attempted0** |
|  | The text demonstrates exceptionally strong control of Standard Written English (SWE) (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. | The text demonstrates control of Standard Written English (SWE) (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage), although a wide range of these conventions is not demonstrated. Minor errors, while perhaps noticeable, do not impede readability.  | The text demonstrates limited control of Standard Written English (SWE) (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors somewhat impede readability.  | The text demonstrates little control of Standard Written English (SWE) (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Text contains frequent, significant errors that impede readability. | No assignment was submitted. |
| **Resources & References** | **Excellent20 - 18 points** | **Proficient17 - 15 points** | **Acceptable14 - 12 points** | **Limited11 - 1 points** | **Not Attempted0** |
|  | The source material is properly acknowledged and cited appropriately using APA format. Source material includes an appropriate reference list that contains all of the sources that are cited within the text of the content. Content includes varying and correct quotation integration (ie: paraphrased and directly quoted material is used and cited properly). Sources used are at the appropriate academic level.  | The source material is identified and cited; however, the APA format is incorrect. In-text citations are unpredictable in format demonstrating an attempt to give attribution to author; a reference list exists, but is not complete. Majority of source materials selected are at the appropriate academic level.  | The source material is partially identified; however, the APA format is inconsistent. Source material is missing in-text citations or reference list. Multiple sources used are not at the appropriate academic level. | An attempt is made to acknowledge sources, but format struggles to identify individual components of sources. The majority of sources used are not at the appropriate academic level. | No assignment was submitted.No attempt was made to incorporate sources or citations. |

Content + Organization + Grammar/Style + Resources/References = Final Score