Establishing Your Ethos Video & Poster Board Reflection

Each criterion must be fully met as specified. If any element is absent, vague, or incorrect →
Not Met.

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1. Explanation of Maslow's Hierarchy of Needs

Met: The video clearly and systematically explains all five tiers of Maslow's hierarchy
(physiological, safety, love/belonging, esteem, self-actualization) in correct order, with specific,
accurate details about each level (not mere labels). The explanation must go beyond naming
the levels by describing what kinds of needs or behaviors correspond to each tier, and it must
use precise examples or theory-based definitions. The explanation needs coherence, logical
flow, and full coverage without omission or factual error.

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2. Critical Perspective on Maslow's Theory

Met: The student researches and presents a credible critical perspective (for example, the
argument about Indigenous influence on Maslow's model), names the source(s), and cites them
properly (in-text, full reference). The critique must be correctly described and meaningfully
connected to Maslow's traditional framework, showing how it challenges assumptions or origins
of the theory. The student must analyze the implications of this critique rather than just mention
it, explaining how it reshapes or complicates understandings of Maslow's work. Citations
included in description box and/or on the screen.

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3. Definitions of Ethos, Pathos, Logos

Met: In the video (or reflection), the student provides definitions of **ethos**, **pathos**, and **logos**,
citing credible sources, and restating each in their own words with clarity and precision. Each
definition must capture the rhetorical concept accurately (e.g. ethos = credibility/character,
pathos = emotional appeal, logos = logical appeal). The student must show they understand
nuanced differences and not simply recite textbook definitions. Each term must be properly cited
and integrated into the reflection.Citations included in description box and/or on the screen.

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4. Ethos (Poster Board)

Met: The student clearly identifies their personal ethos (a guiding principle, value, or identity claim) and explains *why* they chose it. The justification must be substantive: it should connect to their life, values, or identity in specific and meaningful ways. The ethos must appear on the poster (top or bottom) and must be coherently integrated with the rest of the poster's content. Citations included in description box and/or on the screen.

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5. Pathos (Poster Board / Images)

Met: The student explains how the images on their poster embody *pathos* (emotional appeal) and, where applicable, connects them to their personal narrative. The explanation must be specific and grounded: the student must discuss particular images, how they evoke emotional resonance, what emotions they intend, and how they relate to their life or message. Generic statements like "these images are meaningful" without elaboration are insufficient. Citations included in description box and/or on the screen.

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6. Logos (Poster Board / Pyramid & Practices)

Met: The student explicitly explains how the visual pyramid (Maslow's hierarchy) functions as **logos** (a logical structure) in their poster design. They must then apply the model by describing how they currently meet each level of need (with detailed, real-life examples) and propose new, specific practices for meeting each need more effectively. The responses must avoid vagueness (e.g. "I'll exercise more") and instead name concrete, actionable steps (e.g. "I plan a 15-minute mindfulness meditation each morning to support self-actualization"). All five levels must be addressed with both existing practices and proposed practices.

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7. Inclusion of Required Concepts & Reflection

Met: The student must explicitly discuss **all** of the following concepts: ethnocentrism, "Know Thyself," being a critical thinker vs being a contrarian, the spotlight effect, the better-than-average effect, and the Dunning-Kruger effect. Each concept must be connected to the student's life and their poster/video content—not just listed. The reflection must show deliberate engagement with these ideas, using them to deepen understanding of ethos, bias, perception, or identity. Citations included in description box and/or on the screen.

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8. Video Submission & Technical Requirements

Met: The student submits a working link to a YouTube video (must be uploaded before due date, unlisted or public, no access restrictions) via Blackboard. The video must be at least **10 minutes long**, clearly recorded (legible visuals, audible voice), and must fully address all prompts. Videos requiring special permissions, broken or private links, or videos uploaded after the deadline automatically result in failure, so the student must ensure full compliance. Citations included in description box and/or on the screen.our face must actually be in the videos the entire time. Not a voice over. Not anything in your likeness (i.e. an ai avatar). Not someone else standing in for you. Your actual face must be in the camera.

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9. Personal Engagement & Specificity

Met: Throughout the video and reflection, the student must engage personally and specifically with the prompts. That means using concrete, lived examples (not hypotheticals) when discussing how they meet or plan to meet needs, how effects (like spotlight or better-than-average) show up in their life, and how ethos/pathos/logos visuals reflect their experiences. Vague or generic statements are not acceptable. The student must demonstrate critical thinking, self-awareness, and reflective insight—merely narrating or summarizing is insufficient.

✅ **Scoring / Compliance:**

- All criteria must be *Met* exactly as described.
- If **even one** criterion is *Not Met* in any respect (missing, vague, incorrect, or technically noncompliant) → the assignment fails.