This is a level 3 writing activity. Your audience is the instructor. Answer the following questions in an essay. You may use your book and internet sources to help you answer the questions. Be sure to reference every source used. Your answer will require a minimum of 75 words but be sure to fully develop your essay with an introduction, a thesis sentence, and a conclusion. Be sure to use Standard English and grammar and the vocabulary learned in this section.

1. How does comparative morphology provide evidence for evolution?

2. What can the presence of homologous structures signify? (The following may help you to develop this portion of your essay.)

Think of two animals that have parts which have similar structures, but have very different functions.

   What are the two animals?

   What parts do they have that are similar?

   What function does each part have that is different?

3. What can the presence of analogous structures signify? (The following may help you to develop this portion of your essay.)

Think of two animals that have parts which do the same thing, but have very different structures.

   • What are the two animals?

   • What do they do that is similar?

   • What structure does each one have that is different?
## Similarities and differences: understanding homology and analogy essay rubric

<table>
<thead>
<tr>
<th></th>
<th>Poor/Unsatisfactory 1 pts</th>
<th>Fair/Satisfactory 2 pts</th>
<th>Good/Solid 3 pts</th>
<th>Excellent/Expert 4 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connections</strong></td>
<td>Connections makes connections between the similarities and the differences between inherited characteristics.</td>
<td>Connections between the classroom instruction, the on-line activity and the broader ideas are loose and/or unclear.</td>
<td>Connections between the classroom instructions, the on-line activity may be mentioned, but they are not developed fully.</td>
<td>Connections between the classroom instruction, the on-line activity are the major focus of the paper. It is very well developed in the essay.</td>
</tr>
<tr>
<td><strong>Depth</strong></td>
<td>Ideas from classroom instruction, the on-line activity are mentioned but not backed up or elaborated on.</td>
<td>Ideas from classroom instruction, the on-line activity are mentioned and there is a small attempt made to back up the ideas.</td>
<td>Ideas from classroom instruction, the on-line activity are fully backed up, although there may be: - too much repetition - not enough examples to support the ideas fully.</td>
<td>Ideas from the classroom instruction, the on-line activity are fully backed up with appropriate examples.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The essay is missing more than 4 of the “excellent” organizational elements. AND The essay does not meet the word count requirement.</td>
<td>The essay is missing 2-3 parts of the “excellent” organizational elements AND/OR The essay does not meet the word count requirement.</td>
<td>The essay is missing 1 of the “excellent” organizational elements. OR The essay does not meet the word count requirement.</td>
<td>The essay has all of the following elements: - an introduction - at least 2 body paragraphs with supporting evidence - a conclusion.</td>
</tr>
<tr>
<td><strong>Language Use</strong></td>
<td>The essay has not been spell-checked or proof-read, and has 14 or more errors.</td>
<td>The essay has possibly been spell-checked and proof-read, but has 8-13 errors.</td>
<td>The essay has been spell-checked and proof-read, and has 3-7 errors.</td>
<td>The essay has been spell-checked and proof-read, and has 2 or fewer errors.</td>
</tr>
</tbody>
</table>

R campus Rubric Modified to fit this activity.

Rubric assessed on November 13, 2010