

Texas A&M University Central Texas
SOCK 3308
Deviant Behavior
Fall 2017

Professor: Michelle Dietert, PhD

Office Location: Founders Hall Room 217-J

Office Hours: Thursdays from 11:00am to 5:00pm (Please email to schedule an appointment during my office hours)

E-mail: dietert1@tamuct.edu

Class Time and Location - Online (August 28 – December 15)

Use this link to access this course: *This course is a 100% online course and uses the TAMUCT Canvas Learning Management System:* [<https://tamuct.instructure.com>]

Required Texts

Textbook (Required):

Adler, Patricia and Peter Adler. 2016. *Constructions of Deviance: Social Power, Context and Interaction*. Cengage Learning. (978-1-305-09354-6) - **YOU MUST USE THE 8TH EDITION OF THE TEXTBOOK.**

Book Review (Required):

Erikson, Kai T. 2005. *Wayward Puritans*. Macmillan Publishing Company. (9780205424030).

The library has provided a link to access the book.

http://tamuct.libguides.com/er.php?course_id=36520

Your password is: deviant

For Referencing (Required)

American Sociological Association. 2014. *American Sociological Association Style Guide (5th)*. American Sociological Association Publisher. (978-0912764214)

Your textbook is a reader which is edited by Adler and Adler (2016). This means that the book contains readings written by other authors. In addition to your ASA manual, you can also refer to my notes contained in this syllabus (located after the grading rubrics) that goes over proper referencing.

Course Description

An examination of the factors and conditions leading to behaviors that violate and deviate from fundamental social values. The relationship of personal and social maladjustment is addressed in relation to the various theories of deviant behavior.

Course Objectives

1. Understand the nature of deviant behavior.
2. Identify and understand current perspectives and theories on deviant behavior.

3. Describe and understand the social organization and forms of deviance, including violent behavior, white collar crime, drug and alcohol deviant behavior, sexual deviance and suicide.
4. To develop critical thinking skills by integrating a “sociological perspective” into your oral and written communications.

Class/Instructor Policies

Taking a Sociological Perspective: I encourage questions and discussion concerning course material and sharing personal observations and experiences. However, since you are enrolled in a sociology course, the main goal is to utilize a sociological perspective. This means that you should try to analyze various topics with an objective point of view. Objective point of view means looking through the lens of sociology. How does sociology utilize objectivity, you might be asking? Sociology is a social science – qualitative and quantitative research techniques are used to collect data about the social world. Sociologists must always strive to maintain an objective outlook when observing the social world. Therefore, in this course, you will be challenged to look within the layers of a social phenomenon or put another way, to look beyond what you see on the surface. In addition, you will not agree with everything you hear in class from the professor or your classmates. Part of becoming educated requires that your ideas are challenged. As a college-level student, you should be able to see different points of view of the same issue. I expect students to be respectful towards every person in this classroom, even if they disagree with certain viewpoints.

The role of the instructor is to present critical ideas, to offer an analytical framework for understanding the course material, to work with students in providing an inspiring learning environment, and to provide and receive constructive feedback. It is not the instructor’s role to tell the student what to think. The student’s responsibility is to read the readings with a critical mind, to question, to complete assignments on time, to participate in the exchange of ideas, and to work toward an inspiring learning environment. It is the responsibility of all of us to create a safe learning environment free of racism, sexism, classism, ageism, ableism, homophobia, transphobia and heterosexism.

Late Work: I will NOT be accepting late work under any circumstances. If you are turning in assignments, your work must be uploaded in Canvas at the specified due date and time. I will not accept that assignment through email. You will earn a zero for the assignment and/or paper.

Additional Help: If you need additional help on assignments, papers, or any materials covered in class, you are more than welcome to set up an appointment with me during my office hours or at a time that we can both agree on. The best way to get in touch with me is through email. I no longer have an office phone.

Incomplete Grades: I DO NOT GIVE OUT INCOMPLETE GRADES. ALL ASSIGNMENTS AND TESTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course

instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

In addition, the professor does not allow students to record lectures on any device. If you have any questions, please let me know.

Copyright. 2017 by Dr. Michelle Dietert at Texas A&M University-Central Texas, Arts and Sciences; 1001 Leadership Place, Killeen, TX 76549; 254-519-5441; Fax 254-519-5781; dietert1@tamuct.edu.

University Policies/Services

911 Cellular

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

If you do plagiarize, I will 1) fail you for the assignment and/or the course, and 2) initiate an Academic Dishonesty action against you.

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](#) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lmDavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online

tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

Course Requirements

1. **Book Review – (100 points) - Due on Friday December 1 by 11:59pm:** The instructions for the book review are posted in Canvas. Please follow the book review guidelines as specified. **Please use the headings (Introduction, Brief Description of the Book, Critical Review, Closing Comments and Reflections) to organize your review.** Please upload your book review under the appropriate link. Your review should be double-space, written in Times New Roman 12 point font, and uploaded in a Word Document.
2. **Essay Papers (6 x 25 pts each = 150 total points)** - Please write a two page essay paper focusing on a topic or topics from your readings that pertains to deviant behavior. You want to focus on the readings for that particular week. Your essay papers will be due on Fridays by 11:59pm. Please check the tentative course schedule below for due dates.
 - Your papers should be no less than 500 words and in Times New Roman 12 point font. Please double-space your essays.
 - For these papers, you must also reference correctly. If you take information from a source, you must give credit to your reference. **If you turn in an essay without referencing, you will earn a zero for that assignment.**
 - Please use **ASA (American Sociological Association)** referencing style. The ASA reference guide is listed under required texts on the first page of your syllabus. After the grading rubrics in this syllabus, I have also included some tips on how to properly reference your textbook.
 - I will be grading on your writing, correct referencing, organization (introduction, body and conclusion) and the content of your essay. Please see your rubric at the end of this syllabus.

- Your papers should be uploaded in Canvas under the proper assignment link. I will not accept your work through email. I will not accept late work under any circumstances.
3. **Final Exam (100 points) – Due on Monday December 11 at 8:00am.** Your final will be an essay exam worth 100 points. I will grade on content, organization, proper referencing and your writing skills. The final essay exam will bring together what you have learned in the course with a length of no less than 1250 words, double-spaced in 12 point font. When you reference, you will use ASA referencing style.
4. **Postings (13 Postings x 13 points each = 169 total points):**
- You will have 13 postings for this course. You will be required to comment on a question (s) that I post and then respond to three of your classmates. You will receive a total of 13 points for providing a substantive post, responding to three classmates, presenting good writing skills and adhering to deadlines. A one sentence response will not earn you the points. Put thought into your responses to your classmates. Put effort into your postings.
 - You will post to questions that will cover material from your readings and various topics that we discuss in this class. Since the postings cover your readings, I would like you all to use your book as a reference. **I do not want information cut/pasted from the internet such as Wikipedia. If you do so, you will not earn points for that posting.**
 - All posts must be substantive and demonstrate to me that you have done all the reading associated with the discussion. In order to get full credit for your individual post, you must answer each question that I pose to you. In order to get the points in responding to your classmates, you must put thought and effort into your response. A thin answer such as “I totally agree with you” or “That was a really cool post” will not be considered for credit.
 - **I also expect you to use proper spelling, grammar and sentence structure in your postings and replies to other students. You will earn points for your writing.**
 - In your tentative schedule below, you will find the dates and times when postings open for discussion and when they are no longer available. “No longer available” means that **once the discussion is closed, you will not be able to make up those points.** Weekly posts will open up on Mondays at 8:00am and close on Thursdays at 11:59pm.
 - Finally, your postings and your essay paper are two different assessments. Do not copy your essay into the discussion board. If you do, you will not earn discussion points for that particular week.

****GRADING RUBRICS FOR COURSE REQUIREMENTS CAN BE FOUND AT THE END OF YOUR SYLLABUS**

Grading Scale

- A = 467 – 519 (Excellent)
- B = 373 – 466 (Better than Average)
- C = 260 – 372 (Average)
- D = 155 – 259 (Below Average)
- F = 154 and below (Failing)

Tentative Course Schedule

WEEK 1: Course Introduction

Monday August 28 - Sunday September 3

Posting 1

- Posting open at 8am on Monday
- All posts due by Thursday at midnight

Readings

- **General Introduction**

No Essay due This Week

WEEK 2: Defining Deviance and Three Perspectives

Monday September 4 – Sunday September 10

Posting 2

- Posting open at 8am on Monday
- All posts due by Thursday at midnight

Readings

- **Part I**

Essay 1 Due Friday September 8 by midnight

WEEK 3: Theories of Deviance

Monday September 11 - Sunday September 17

Posting 3

- Posting open at 8am on Monday
- All posts due by Thursday at midnight

Readings

- **Part II**

No Essay due This Week

WEEK 4: Studying Deviance

Monday September 18 – Sunday September 24

Posting 4

- Posting open at 8am on Monday
- All posts due by Thursday at midnight

Readings

- **Part III**

Essay 2 Due Friday September 22 at midnight

WEEK 5: Constructing DevianceMonday September 25 – Sunday October 1**Posting 5**

- Posting open at 8am on Monday
- All posts due by Thursday at midnight

Readings

- **Part IV**
 - 15, 16, 17, 18

No Essay due This Week**WEEK 6: Constructing Deviance cont.**Monday October 2 – Sunday October 8**Posting 6**

- Posting open at 8am on Monday
- All posts due by Thursday at midnight

Readings

- **Part IV continued**
 - 19, 20, 21, 22

Essay 3 Due Friday October 6 by midnight**WEEK 7: Deviant Identity**Monday October 9 – Sunday October 15**Posting 7**

- Posting open at 8am on Monday
- All posts due by Thursday at midnight

Readings

- **Part V**
 - 23, 24, 25, 26, 27, 28

No essay due this week**WEEK 8: Deviant Identity cont.**Monday October 16 – Sunday October 22**Posting 8**

- Posting open at 8am on Monday
- All posts due by Thursday at midnight

Readings

- **Part V continued**
 - 29, 30, 31, 32, 33

Essay 4 due Friday October 20 by midnight

WEEK 9: The Social Construction of DevianceMonday October 23 – Sunday October 29**Posting 9**

- Posting open at 8am on Monday
- All posts due by Thursday at midnight

Readings

- **Part VI**
 - 34, 35, 36

No Essay due This Week**WEEK 10: The Social Construction of Deviance cont.**Monday October 30 - Sunday November 5**Posting 10**

- Posting open at 8am on Monday
- All posts due by Thursday at midnight

Readings

- **Part VI continued**
 - 37, 38, 39

Essay 5 Due by Friday November 3 by midnight**WEEK 11: Structure of the Deviant Act**Monday November 6 – Sunday November 12**Posting 11**

- Posting open at 8am on Monday
- All posts due by Thursday at midnight

Readings

- **Part VII**
 - 40, 41, 42, 43, 44

No Essay due This Week**WEEK 12: Deviant Careers**Monday November 13 - Sunday November 19**Posting 12**

- Posting open at 8am on Monday
- All posts due by Thursday at midnight

Readings

- **Part VIII**
 - 45, 46, 47, 48, 49

Essay 6 Due by Friday November 17 at midnight

WEEK 13: Enjoy Your Holiday

Monday November 20 – Sunday November 26

No Essay and Posting due This Week

WEEK 14: Final Posting and Book Review Due

Monday November 27 – Sunday December 3

Posting 13

- Posting open at 8am on Monday
- All posts due by Thursday at midnight

Readings

- No Readings for this week – discuss the book review

Book Review Due Friday December 1 by midnight

WEEK 15

Monday December 4 – Sunday December 10

Final Exam Available on Monday December 4 at 8:00am

WEEK 16

Monday December 11 – Friday December 15 – Finals Week

Final Exam Due on Monday December 11 at 8:00am

***Professor reserves the right to amend this syllabus at any time.**

Grading Rubric for Essay Papers

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
Spelling, Grammar, & Sentence Structure	<p><i>Many</i> spelling, grammar, or sentence structure errors (0 – 2 pts)</p> <p><i>Score:</i></p>	<p><i>Some</i> spelling, grammar, or sentence structure errors (3pts)</p> <p><i>Score:</i></p>	<p><i>Few</i> spelling, grammar, or sentence structure errors (4 pts)</p> <p><i>Score:</i></p>	<p><i>No</i> spelling, grammar, or sentence structure errors (5 pts)</p> <p><i>Score:</i></p>
Proper Referencing Format (ASA required)	<p>Referencing not used in essay where appropriate (0 - 2 pts)</p> <p><i>Score:</i></p>	<p>Minimal use of referencing in essay where appropriate (3 pts)</p> <p><i>Score:</i></p>	<p>Good/average use of referencing in essay where appropriate (4pts)</p> <p><i>Score:</i></p>	<p>No referencing errors in essay (5 pts)</p> <p><i>Score:</i></p>
Structure and Organization of Paper	<p>Does not clearly develop and organize introduction, body, and conclusion (0-2 pts)</p> <p><i>Score:</i></p>	<p>Minimal development and organization of introduction, body, and conclusion (3 pts)</p> <p><i>Score:</i></p>	<p>Average development and organization of introduction, body, and conclusion (4 pts)</p> <p><i>Score:</i></p>	<p>Accurate development and organization of introduction, body, and conclusion (5 pts)</p> <p><i>Score:</i></p>
Content of Paper	<p>Information and evidence are not accurate, appropriate, and integrated effectively. (0-3 pts)</p> <p><i>Score:</i></p>	<p>Information and evidence is minimally accurate, appropriate, and integrated effectively. (4-6 pts)</p> <p><i>Score:</i></p>	<p>Information and evidence averagely accurate, appropriate, and integrated effectively. (7-9 pts)</p> <p><i>Score:</i></p>	<p>Information and evidence is exceptionally accurate, appropriate, and integrated effectively. (10pts)</p> <p><i>Score:</i></p>

Grading Rubric for Book Review

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
Spelling, Grammar, & Sentence Structure 10%	<i>Many</i> spelling, grammar, or sentence structure errors (0 – 3 pts) <i>Score:</i>	<i>Some</i> spelling, grammar, or sentence structure errors (4-7 pts) <i>Score:</i>	<i>Few</i> spelling, grammar, or sentence structure errors (8-9 pts) <i>Score:</i>	<i>No</i> spelling, grammar, or sentence structure errors (10 pts) <i>Score:</i>
Introduction 15%	Does not clearly develop an introduction (0-5 pts) <i>Score:</i>	Minimal development of introduction (6-10 pts) <i>Score:</i>	Average development of introduction (11-14pts) <i>Score:</i>	Accurate development of introduction (15 pts) <i>Score:</i>
Brief Description of Book 15%	Does not clearly develop a brief description of the book (0-5 pts) <i>Score:</i>	Minimally develops a brief description of the book (6-10 pts) <i>Score:</i>	Averagely develops a brief description of the book (11-14 pts) <i>Score:</i>	Accurately develops a brief description of the book (15 pts) <i>Score:</i>
Critical Review of Some Major Themes Utilizing Page Numbers to Illustrate 40%	Does not clearly develop the critical review (0-12 pts) <i>Score:</i>	Minimally develops the critical review (13-25 pts) <i>Score:</i>	Averagely develops the critical review (26-39 pts) <i>Score:</i>	Accurate development of the critical review (40pts) <i>Score:</i>
Closing Comments and Reflections 20%	Does not clearly conclude arguments and critiques (0-6 pts) <i>Score:</i>	Minimally concludes arguments and critiques (7-13 pts) <i>Score:</i>	Averagely concludes arguments and critiques (14-19 pts) <i>Score:</i>	Accurately concludes arguments and critiques (20pts) <i>Score:</i>

Grading Rubric for Deviant Behavior Final Exam

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
Spelling, Grammar, & Sentence Structure 10%	<i>Many</i> spelling, grammar, or sentence structure errors (0-4 pts) <i>Score:</i>	<i>Some</i> spelling, grammar, or sentence structure errors (5-7pts) <i>Score:</i>	<i>Few</i> spelling, grammar, or sentence structure errors (8-9 pts) <i>Score:</i>	<i>No</i> spelling, grammar, or sentence structure errors (10 pts) <i>Score:</i>
Proper Referencing Format (ASA) 10%	Not used in text and reference page (0-4pts) <i>Score:</i>	Used in text but not in reference page or used in reference page but not in text of paper (5-7 pts) <i>Score:</i>	ASA style utilized with few errors both within the text of the paper and in reference page (8-9 pts) <i>Score:</i>	No errors in reference page and in text citation (10 pts) <i>Score:</i>
Structure and Organization of Paper 20%	Does not clearly develop and organize introduction, body, and conclusion (0-11 pts) <i>Score:</i>	Minimal development and organization of introduction, body, and conclusion (12-15 pts) <i>Score:</i>	Average development and organization of introduction, body, and conclusion (16-19 pts) <i>Score:</i>	Accurate development and organization of introduction, body, and conclusion (20 pts) <i>Score:</i>
Content of Paper 60%	Information and evidence are not accurate, appropriate, and integrated effectively. (0-39 pts) <i>Score:</i>	Information and evidence is minimally accurate, appropriate, and integrated effectively. (40-49 pts) <i>Score:</i>	Information and evidence averagely accurate, appropriate, and integrated effectively. (50-59 pts) <i>Score:</i>	Information and evidence is exceptionally accurate, appropriate, and integrated effectively. (60 pts) <i>Score:</i>

Discussion Rubric

Worth 13 total points

Levels of Achievement

<i>Criteria</i>	Does Not Meet Criteria	Needs Improvement	Excellent
Substantive Response	0-1 point Response too short, based on personal views only, with no references to the text or the concepts learned from the material covered	2 - 4 points Response too short. Not a clear indication of an understanding of the readings	5 points A substantive response, citing the textbook and demonstrating full understanding of the course content
Replies to Classmates	0-1 points No or just one response, with no significant comments to improve the conversation	2 points Only two responses to others' entries	3 points Three substantive posts were responded to, with comments advancing the conversation
Adhering to Deadlines	0 points Substantive response OR replies to others do not meet deadline	0 points Substantive response OR replies to others do not meet deadline	2 points All entries posted by the deadline.
Writing Skills	0-1 points <i>Many</i> spelling, grammar, or sentence structure errors	2 points <i>Some</i> spelling, grammar, or sentence structure errors	3 points <i>No</i> spelling, grammar, or sentence structure errors

ASA Examples Using Adler and Adler (2016)

Referencing Parts From the Text Written by the Editors:

The Adler and Adler (2016) text is a reader. This means that in this book, there are readings from other authors. Adler and Adler (2016) are the editors who in the beginning of each Part of the book provide an introduction. For instance, from page 11 to page 15, Adler and Adler (2016) provide their introduction. If you take information from the introduction, you reference Adler and Adler (2016). Then in your reference page, you reference the entire book like so:

Adler, Patricia, and Peter Adler. 2016. *Constructions of Deviance: Social Power, Context and Interaction*. Australia: Cengage Learning.

How to list a book in your reference page can be found on page 48 for your ASA guide.

In text, you do the following if directly quoting:

According to Adler and Adler (2016), “When we speak of deviance, we refer to violations of social norms” (p. 11).

OR

“When we speak of deviance, we refer to violations of social norms” (Adler and Adler 2016:11).

If you are paraphrasing, you would do the following:

When social norms are violated, most often this is referred to as deviance (Adler and Adler 2016).

OR

According to Adler and Adler (2016), when social norms are violated, most often this is referred to as deviance.

Referencing Your Readings:

If you reference one of the readings, you include the name of the author(s) in the text of your paper and list the reading as a chapter from a book. An example can be found on page 50 of your ASA guide.

So say that you reference the first reading found on page 17 by Kai Erickson (2005). In text, you would say:

According to Erikson (2005), “In each of the three situations he is required to use a different set of criteria to decide whether or not the behavior in question exceeds tolerable limits” (p. 18).

OR

“In each of the three situations he is required to use a different set of criteria to decide whether or not the behavior in question exceeds tolerable limits” (Erikson 2005:18).

If paraphrasing, you can place (Erikson 2005) at the end of the sentence or say According to Erickson (2005)...

Since you are not directly quoting when you paraphrase, technically you do not need to provide a page number.

Information on all readings can be found at the bottom of the page of each reading. This is where you find the year of publication etc.

If you come across a reading that does not provide the year in which the reading was written, you do the following:

“Positive deviance is a contested term in the sociology of deviance” (Heckert and Heckert N.d.:27).

Or when you paraphrase:

According to Heckert and Heckert (N.d.), positive deviance is sometimes considered to be a contested term.

N.d. stands for “no date.”

In our reference page, the reading should be listed **as a chapter from a book** found on page 50 of your ASA guide. Using Erikson (2005) as an example, you would do the following in your reference page:

Erikson, Kai. 2005. “On the Sociology of Deviance.” Pp. 17-24 in *Constructions of Deviance: Social Power, Context, and Interaction*, edited by P. Adler and P. Adler. Australia: Cengage Publishing.

Using Herkert and Heckert (N.d.) you would do the following in your reference page.

Heckert, Alex, and Druann Maria Heckert. N.d. “Applying an Integrated Typology of Deviance to Middle-Class Norms.” Pp. 25-39 in *Constructions of Deviance: Social Power, Context and Interaction*, edited by P. Adler and P. Adler. Australia: Cengage Publishing.