

Texas A & M University Central Texas
SOCI 4301
Military Family
Spring 2018

Professor: Michelle Dietert, PhD

Office Location: Founders Hall Room 217-J

Office Hours: Mondays and Wednesdays 1:00pm to 2:30pm, Thursdays 1:00pm to 4:00pm
And by appointment

E-mail: dietert1@tamuct.edu

Class Time and Location - Online (16 weeks)

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>]

Readings

Text (Required):

Blaisure, Karen Rose, Tara Saathoff-Wells, Angela Pereira, Shelley MacDermid Wadsworth and Amy Laura Dombro. 2016. *Serving Military Families: Theories, Research, and Application*. New York: Routledge. (ISBN: 978-1-138-84125-3)

Book Review (Required):

Lemmon, Gayle Tzemach. 2015. *Ashley's War: The Untold Story of a Team of Women Soldiers on the Special Ops Battlefield*. Harper Collins Publishers. (ISBN: 978-0-06-233381-0)

For Referencing (Required)

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

Course Description

This course covers the relationship between the work organization and the family in the armed forces of the U.S. This course will further analyze and discuss contemporary issues, situations, problems, and policies relevant to military families utilizing a sociological perspective.

Course Overview

Work and family are the two most important life domains for most people. While both have been traditional areas of sociological study, they were separate areas of research. Growing emphasis is being placed on the relationship between these two major social institutions in contemporary society and therefore in social science. This course covers the relationship between the work organization of the military and the impact on family life.

Some topics to be covered include: theoretical approaches to the study of work and family; demographic profiles of military families; analysis of the military family life style; the effects of organizational demands on service members and their families; individual and family deployment in the military; roles of military spouses; children and youth in military families; coping with stress in military families; military family well-being; women in the military and women veterans, veterans and their families, family policy in the military (including family support programs); civilian supports for military families.

Course Objectives

Knowledge Outcomes:

1. Students will develop knowledge as it applies to the full scope of the sociological analysis of military families.
2. Students will understand the relationship between work and family in the military with work and family relations in civilian society.
3. Students will learn how race, social class, gender, age, and sexual orientation affect people's experiences in military families.
4. Students will learn how to explain the relationship between work and family in the armed forces of the United States (and perhaps other nations).

Skills Outcomes:

1. Students will be able to compare the relationship between work and family in the military with work and family relations in civilian society.
2. Students will be able to describe and synthesize sociological concepts, principles, and theories used in the study of the relationship between the military and family institutions.
3. Students will be able to evaluate methodology and findings of social science research on military families.
4. Student will be able to analyze and discuss contemporary issues, situations, problems, and policies relevant to military families using a sociological perspective.
5. Students will use and develop writing skills through various writing projects.

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, they must be uploaded at the specified due date and time in Canvas. 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 or we can talk via email. Since this is an online class and you may not be in the area, email and/or talking on the phone may be the best solution. I am available equally to all of my students.

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.

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University Policies/Services

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) [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 Academic 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.

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>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

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 Dr. DeEadra Albert-Green at deeadra.albertgreen@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.

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 Monday-Thursday 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 [WOnline](#) at [<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

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

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

Other 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.

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.

Course Requirements

1. 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 military families. You want to focus on the readings for that particular week. Your essay papers will be due on Fridays by midnight. Please check the tentative course schedule below for due dates. Some weeks, you will not be required to turn in an essay. This will be a great opportunity to work on your final research paper.
- Your papers should be no less than 500 words and in Times New Roman 12 point font.
- 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 format since you will be using this style in your final paper. The ASA reference guide is listed under required texts on the first page of your syllabus. Purchasing the ASA guide will provide you with all of the ASA requirements needed to complete your work.
- 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. I will not accept your work through email. I will not accept late work under any circumstances.

2. Final Exam (100 points) – Due on Monday May 7 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. If you reference, you will use ASA referencing style. Your final exam will be available in Canvas by Monday April 30 at 8:00am.

3. Book Review – (100 points) - Due on Friday April 20 by midnight: The instructions for the book review are posted in Canvas. Please follow the book review guidelines as specified. I will take off points accordingly. **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.

4. **Postings (14 Postings x 13 points each = 182 total points):**

- You will have 14 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 = 479 – 532 (Excellent)
- B = 382 – 478 (Better than Average)
- C = 267 – 381 (Average)
- D = 160 – 266 (Below Average)
- F = 159 and below (Failing)

Tentative Course Schedule

WEEK 1

Monday January 15 - Sunday January 21

Readings:

- No readings for Week 1

Posting 1

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

WEEK 2

Monday January 22 – Sunday January 28

Readings:

- Chapter 1: An Introduction to Military Culture and Military Families

Posting 2

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

Essay Paper #1 Due Friday January 26

WEEK 3

Monday January 29 - Sunday February 4

Readings:

- Chapter 2: An Overview of Military Personnel and Their Families

Posting 3

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

No Essay Paper Due

WEEK 4

Monday February 5 – Sunday February 11

Readings:

- Chapter 3: Defining Features of Military Family Life

Posting 4

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

Essay Paper #2 Due on Friday February 9

WEEK 5

Monday February 12 – Sunday February 18

Readings:

- Chapter 4: Children and Youth in Military Families

Posting 5

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

No Essay Paper Due

WEEK 6

Monday February 19 – Sunday February 25

Readings:

- Chapter 5: Ways of Thinking About Family Stress and Resilience

Posting 6

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

Essay Paper #3 Due on Friday February 23

WEEK 7

Monday February 26 – Sunday March 4

Readings:

- Chapter 6: Individual and Family Development in the Military

Posting 7

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

No Essay Paper Due

WEEK 8

Monday March 5 – Sunday March 11

Readings:

- Chapter 7: The Effects of War on Service Members

Posting 8

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

Essay Paper #4 Due on Friday March 9

WEEK 9

Monday March 12 – Sunday March 18 – **SPRING BREAK!**

WEEK 10

Monday March 19 - Sunday March 25

Readings:

- Chapter 8: The Effects of War on Families

Posting 9

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

No Essay Paper Due

WEEK 11

Monday March 26 – Sunday April 1

Readings:

- Chapter 9: Women in the Military and Women Veterans

Posting 10

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

Essay Paper #5 Due on Friday March 30

WEEK 12

Monday April 2 - Sunday April 8

Readings:

- Chapter 10: Veterans and Families

Posting 11

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

No Essay Paper Due

WEEK 13

Monday April 9 – Sunday April 15

Readings:

- Chapter 11: Policies and Programs that Support Military Families

Posting 12

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

Essay Paper #6 Due on Friday April 13

WEEK 14

Monday April 16 – Sunday April 22

Readings:

- Chapter 12: Civilian Organizations that Support Military Families

Posting 13

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

Book Review Due on Friday April 20

WEEK 15

Monday April 23 – Sunday April 29

Readings:

- Chapter 13: Involving Families in Systems and Strategies of Care
- Chapter 14: Serving Military Families

Posting 14

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

No Essay Paper Due

WEEK 16

Monday April 30 – May 6

Final Exam Available Monday April 30th at 8:00am

WEEK 17

Monday May 7 – Sunday May 13 – Finals Week

Final Exam due Monday May 7th at 8:00am

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

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

Grading Rubric for Essay Papers – Military Family

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

Grading Rubric for Book Reviews

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

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

