

Texas A & M University – Central Texas
SOCI 4312
Gender in Society
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 – Face to face (1st 8 weeks)

Use this link to access this course: [This course meets face-to-face, \(with supplemental materials made available online\).](#)

Required Texts

Text (Required)

Kimmel, Michael. 2016. *The Gendered Society*. New York: Oxford University Press. (ISBN: 978-0-19-026031-6) - **YOU MUST USE THIS CURRENT EDITION OF THE TEXTBOOK.**

Book Review (Required)

Parrenas, Rhacel. 2015. *Servants of Globalization: Migration and Domestic Work*. Stanford, CA: Stanford University Press. (978-0-80-479614-90)

For Referencing (Required)

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

Course Overview

Socialization to sex roles; male/female differences in family, work, and political behavior; male/female inequality; effects of gender in education and religion; and current changes in sex role definitions.

Course Description

This course focuses on the sociological study of gender as a basic dimension of social life and social relations. *Gender*, understood as the collection of behaviors, attitudes, attributes and assumptions about what it means to be a man or a woman, relates to social identity and social status. *Gender roles* are the social roles that are prescribed for a society's members, depending on their perceived *sex* category (the biological or physiological categories of male, female, etc.). *Sexuality* refers to sexual orientation, preference, and practice.

We will consider the gender *ideologies*, or social meanings and implications of being male, female, masculine and feminine. In considering how society and its members think about sex and gender attributes, we will focus on how these attributes shape and constrain attitudes, social behavior and beliefs.

Sociologists are concerned with the *social construction of gender*, which refers to how expectations associated with being male and female are created, reinforced and transmitted throughout our society. We will deconstruct the meaning of gender and sex in Western culture to illustrate how identities continue to evolve and challenge the binary notion of gender and sexuality.

Sociologists are interested in examining how gender norms affect our expectations for social interaction, and how individuals actively (and unintentionally) reinforce gender expectations by “doing” gender-related things and by expecting gender difference in relations with others. In addition, sociologists study how beliefs about gender difference help shape the structure and process of social institutions, and how these institutions in turn affect men's and women's status in social, economic and political hierarchies. Gender difference is often

used within societies as a justification for *patriarchy* and for greater male access to economic resources, power and status. We will explore how such systems of *gender inequality* shape our perception and understanding of gender difference.

Course Objectives

Knowledge Outcomes:

1. Students will understand basic approaches to the role of gender to include biological, psychological, cultural, social and postmodern perspectives.
2. Students will understand how gender acts as an organizing force in social institutions as these relate to economics, politics, religion, education, the workplace, and the media.
3. Students will gain some understanding of gender inequality on a micro and macro level of analysis.

Skills Outcomes:

1. Students' critical thinking skills will be enhanced to the extent that they learn about themselves, their social worlds, and their relation to culture.
2. Students will be able to discuss gender from a sociological perspective.
3. Students will learn to evaluate the role of gender in their lives from both a micro and macro perspective.
4. Students will be able to use technical sociology vocabulary.
5. Students will use and develop writing skills through essay papers, writing a research paper and book review.
6. Student's communication skills will be enhanced through classroom discussions.

Value Outcomes:

1. Students will gain some appreciation and understanding of an array of sexes and genders.
2. Students will develop the capacity to appreciate other ways of living and thinking that are necessary in a global world.

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.

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Attendance and Participation

Attendance and participation are very important. One of the goals for this class will be to stimulate creative and critical thinking which requires being involved in the analysis and discussion of various topics. Participation means being prepared by doing the readings before class and offering substantive insights and comments during class discussions. I will hand out an attendance sheet before each class. Please make sure that you sign in – you will not be allowed to sign in after the fact. You will earn points for attendance so please see specific details under the Course Requirements section of this syllabus.

Other Relevant Issues

- If you have to leave early, please let me know before class begins.
- Please do not come to class late. Not only does this cause disruption but coming in late is disrespectful to the professor and your classmates.
- If you do not sign in for a particular day, I will not allow you to come back later to sign the attendance sheet. It is your responsibility to sign in when you attend class.
- No texting or playing on social media while class is in session. No Facebook or other forms of social media during class time. If so, I will ask you to leave the class and you will not earn attendance credit.

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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), 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](https://tamuct.mywconline.com/) 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. Research Paper (200 points) - Due Wednesday March 7th at 8am: You will choose one topic relevant to gender and complete a research project that addresses aspects of that topic that you find important.

- Your research project should be no less than 10 pages in length (approximately 2500 words). This length requirement **does not include** your title page, abstract or your reference page.
- You must use no less than 7 - 10 **scholarly** references, but feel free to use more. Scholarly references are those found in social science journals or other scholarly journals. You can also utilize a book or two but the main focus should be on finding sources that have researched your topic.
- Please use **ASA (American Sociological Association)** referencing format. The ASA reference guide is listed under required texts on the first page of your syllabus.
- As I stated above, your references must be scholarly research articles or more specifically, peer reviewed articles. If you want to use a reference such as a website and you are unsure if it is acceptable, please feel free to discuss the reference with me.

- In addition, **I do not accept “recycled” papers or more specifically, papers that have been written for another class! Also, please do not cut/paste any of your essays into your final paper. Either way, you will make a zero on this paper.**
 - Please submit your double-spaced paper in Times New Roman using 12 point font.
 - When you submit your papers into the canvas system, **VeriCite** will generate an “originality report.” This report provides a percentage of your work cited from different sources. **You do not want your paper to go beyond 20%.** Please let me know if you have any questions about percentages.
- 2. Book Review (100 points) - Due on Sunday February 18th by midnight.** I will post the required documents in Canvas that will assist you in writing your book review. **Please follow the book review guidelines as specified. I will take off points accordingly.** Please use the headings in your book review outline to help organize your review. Please submit your paper in a Microsoft Word document (docx). Use Times New Roman with 12 point font.
- 3. Essay Questions (5 x 25 points each = 125 points):**
- There are five topical discussions due in this course. Each question will be focused on the material covered for that week. Discussion questions for each week are worth 25 points and will be due each Friday at 12 midnight.
 - When writing your essays, focus on writing a solid introduction, body and conclusion. I will also take off points for spelling, grammar and sentence structure errors. You must reference correctly. I will also consider the overall content of your essay and will grade accordingly.
 - Your textbook is your resource for writing your essays. If you take any information directly from the book, please reference correctly. **Please use ASA reference style when referencing.** The ASA reference guide is listed under required texts on the first page of your syllabus. You are required to use this ASA guide.
 - Please submit your paper in a Microsoft Word document. Your discussion question should be no less than 500 words. Please use 12 point font with Times New Roman. Double-space all papers.
 - In your tentative course schedule below, you will find the discussion questions listed for each week. In order to keep up with your papers, you must keep up with your readings. **I will NOT accept late papers. If you send late paper through email, I will not grade them.**
- 4. Attendance (65 points):** Starting the first week of classes, I will take attendance using a sign-in sheet. The class will meet approximately 13 times. You will earn 5 points per day. Therefore, total number of attendance points that you can earn is $13 \times 5 = 65$ points. I consider all absences legitimate so I do not differentiate by labeling some types as excused and others unexcused; all absences are counted the same way. Please note: If you miss a class, you are responsible for getting notes or other materials from other students in the class. **If you come in late to class, you will not be allowed to sign in at the end of class. No exceptions.**

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

Grading Scale

- A = 441 – 490 (Excellent)
- B = 352 – 440 (Better than Average)
- C = 246 – 351 (Average)
- D = 147 – 245 (Below Average)
- F = 146 and below (Failing)

Tentative Course Schedule

WEEK 1: Monday January 15 – Wednesday January 17

Course Introduction

Monday January 15th – No Class – MLK Day ☺

For Wednesday January 17th – Go over syllabus, referencing and discuss Chapter 1

Readings

- **Chapter 1** - Introduction: Human Beings: An Engendered Species

WEEK 2: Monday January 22 – Wednesday January 24

Explanations of Gender: Biology, Culture

Readings

- **Text: Chapter 2** – Ordained by Nature: Biology Constructs the Sexes
- **Text: Chapter 3** – Spanning the World: Culture Constructs Gender Difference

Essay Paper #1 Due Friday January 26 by midnight:

Biological models assume that our gender identity should align with our biological sex. But is biology really our only destiny? Please provide examples to support your answer. Remember that you want to take a sociological perspective. The sociological perspective is outlined in your syllabus under Course Policies.

WEEK 3: Monday January 29 – Wednesday January 31

Explanations of Gender: Psychology, Social Constructionism

Readings

- **Text: Chapter 4** – “So, That Explains It”: Psychoanalytic and Developmental Perspectives on Gender
- **Text: Chapter 5** – The Social Construction of Gender Relations

Essay Paper #2 Due Friday February 2 by midnight:

West and Zimmerman argue that “a person’s gender is not simply an aspect of what one is, but, more fundamentally, it is something that one does, and does recurrently, in interaction with others.” We are constantly “doing” gender, performing the activities and exhibiting the traits that are prescribed to us. Discuss how we “do” gender. Furthermore, how is doing gender tied to social constructionism? Please provide examples in your discussion.

WEEK 4: Monday February 5 – Wednesday February 7

Gendered Identities, Gendered Institutions – Family, Education

Readings

- **Text: Chapter 6** – The Gendered Family: Biology Constructs the Sexes
- **Text: Chapter 7** – The Gendered Classroom

Essay Paper #3 Due Friday February 9 by midnight:

The interplanetary theory of gender tells us that boys and girls are fundamentally different and categorically different. At the same time, of course, we sit in the same classroom, read the same books, listen to the same teachers, and are supposedly graded by the same criteria. That said, tell me how your educational experiences have been gendered. These experiences can be those when growing up and/or during college. In your essay, you

can also integrate issues of race, class and/or sexual orientation as these variables might also be relevant to your experiences.

WEEK 5: Monday February 12 – Wednesday February 14
Gendered Identities, Gendered Institutions – Religion, Workplace

Readings

- **Text: Chapter 8** – Gender and Religion
- **Text: Chapter 9** – Separate and Unequal: The Gendered World of Work

Essay Paper #4 Due Friday February 16 by midnight:

According to Kimmel (2016), “Institutions create gendered normative standards, express gendered institutional logic, and are major factors in the reproduction of gender inequality.” The workplace is one such ‘gendered institution’. Discuss some of the ways in which gender discrimination is perpetuated in the workplace. In your discussion, provide examples. If you have any personal examples of workplace discrimination, please feel free to integrate this in your discussion.

Book Review Due Sunday February 18 at midnight

WEEK 6: Monday February 19 – Wednesday February 21
Gendered Identities, Gendered Institutions – Politics
Gendered Interactions – The Media, Gendered Intimacies

Readings:

- **Text: Chapter 10** – The Gender of Politics and the Politics of Gender
- **Text: Chapter 11** – The Gendered Media
- **Text: Chapter 12** - Gendered Intimacies: Friendship and Love

Essay Paper #5 Due by Friday February 23 by midnight:

Psychologist Robert Lewis examined four “barriers” to emotional intimacy among men. One of the four barriers includes homophobia, which inhibits the display of affection toward other men. For this question, briefly explain what homophobia is. Then focus specifically on homophobia and how this barrier might impact the ability for men to form close relationships. How might hyper-masculinity contribute to this homophobia?

WEEK 7: Monday February 26 – Wednesday February 28
Gendered Interactions – The Body, Violence, Degendered Society

Readings:

- **Text: Chapter 13** – The Gendered Body
- **Text: Chapter 14** – The Gender of Violence
- **Text: Epilogue:** "A Degendered Society"?

***No essay paper due. Work on your research paper.**

WEEK 8: Monday March 5 – Wednesday March 7

- **Final Research Paper Due On Wednesday March 7th 8:00am.**

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

Grading Rubric for Final Research Paper

Name:

Date:

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
Spelling, Grammar, & Sentence Structure 10%	<i>Many</i> spelling, grammar, or sentence structure errors (0 pts)	<i>Some</i> spelling, grammar, or sentence structure errors (10pts)	<i>Few</i> spelling, grammar, or sentence structure errors (16 pts)	<i>No</i> spelling, grammar, or sentence structure errors (20 pts)
Proper Referencing Format (ASA) 10%	Not used in text and reference page (0 pts)	Used in text but not in reference page or used in reference page but not in text of paper (10 pts)	ASA style utilized with few errors both within the text of the paper and in reference page (16pts)	No errors in reference page and in text citation (20 pts)
Structure and Organization of Research Paper 20%	Does not clearly develop and organize introduction, body, and conclusion (0-23 pts)	Minimal development and organization of introduction, body, and conclusion (24 pts)	Average development and organization of introduction, body, and conclusion (32 pts)	Accurate development and organization of introduction, body, and conclusion (40 pts)
Content of Research Paper 60%	Information and evidence are not accurate, appropriate, and integrated effectively. (0-79 pts)	Information and evidence is minimally accurate, appropriate, and integrated effectively. (80 pts)	Information and evidence averagely accurate, appropriate, and integrated effectively. (100 pts)	Information and evidence is exceptionally accurate, appropriate, and integrated effectively. (120 pts)

Grading Scale:

A= 180 – 200 (90-100%)

B= 160 – 179 (80-89%)

C= 140 – 159 (70-79%)

D= 120 – 139 (60-69%)

F ≤ 119

Grading Rubric for Book Review

Name:

Date:

<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 pts)
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)

Grading Rubric for Essay Papers

Name:

Date:

<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 format)	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)

