

Texas A & M University – Central Texas
SOCI 4310
Sociology of the Body
Fall 2019

Professor: Michelle Dietert, PhD

Office Location: HH 204A

Office Hours: Monday 11:30am to 2:30pm (1st 8 Weeks), Tuesday and Thursday 1:00pm to 2:30pm (2nd 8 Weeks) and by appointment

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Class Time and Location – Tuesdays and Thursdays from 2:30pm to 5:15pm - Oct 21 to Dec 13 (2nd 8 Week Course)

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

Required Texts

Main Text:

Malacrida, Claudia and, Jacqueline Low. 2016. *Sociology of the Body: A Reader*. Canada: Oxford University Press. (ISBN: 978-0-19-901923-6)

Book Review:

Rohrer, Megan and Zander Keig. 2011. *Letters for My Brothers: Transitional Wisdom in Retrospect*. Wilgefortis. (ISBN: 9781257765416)

For Referencing (Required)

American Sociological Association. 2019. *American Sociological Association Style Guide* (6th). American Sociological Association Publisher. (978-0-912764-55-9)

Your textbook is a reader which is edited by Malacrida and Low (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

What is a body and what is its relationship to the self? What are the social forces that shape human bodies and bodily experience? How do these forces vary in different societies and historical periods? How are different types of bodies perceived, valued and treated? In this course, we will examine the body not through the lens of the physical or biological sciences but as the product of complex social arrangements and processes. We will study the body as the container and expression of the self, as the object of social control, and the body as it relates to race, gender, sex, class, age, ability, sexuality, and transgender identities, to name a few.

Course Objectives

Knowledge Outcomes:

1. Students will examine the body through the sociological lens as the product of complex social arrangements and processes.
2. Students will discuss the body as it relates to classical, contemporary and postmodern theories.
3. Students will explore bodies from a historical context.
4. Students will study the body as the container and expression of the self.
5. Students will examine the body as an object of social control.
6. Students will consider how different bodies are perceived, valued and treated.
7. Students will explore topics as these relate to the body including but not limited to: presentation of the body, medical social control of the body, gendered bodies, transgressive bodies, risky bodies, reproductive bodies, children's bodies, working bodies, disabled bodies, sporting bodies, racialized bodies, consumer bodies, aging bodies, and postmodern bodies.

Skills Outcomes:

1. Students will learn how to analyze the body from a sociological perspective.
2. Students' critical thinking skills will be enhanced to the extent that they learn about themselves and their social worlds.
3. Students will be able to use technical sociology vocabulary.
4. Students will use and develop writing skills by completing weekly essay papers, a written book review and writing a research paper.

Value Outcomes:

1. Students will gain some appreciation and understanding of cultural diversity - To appreciate diversity (age, race, ethnicity, sex, gender, social class, sexual orientation) in individuals.
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. Please do not listen to music while sitting in my class. I will ask you to leave the class and you will not earn attendance credit.
- **The use of computers are not allowed in the classroom. However, if you have any special requests please let me know.**

University Policies/Services

Warrior Shield:

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

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, 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.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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 Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

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 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. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have 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 from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 UWC is here to help!

Students may arrange a one-to-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/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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 85,000 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 24 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

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/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email 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]

Course Requirements

1. **Research Paper (200 points) – Due Tuesday December 10 by 8:00am:** You will choose one topic relevant to sociology of the body 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 or more specifically, 2500 words. This length requirement **does not include** your title page, abstract or your reference page. Please submit your double-spaced paper in Times New Roman using 12 point font.
 - 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 do not get all of your sources from online websites and cut/paste into your paper. Again, you should integrate **scholarly** research articles into your dialog/analysis. Please let me know if you have questions.
 - Please use **ASA (American Sociological Association)** referencing format. The ASA reference guide is listed under required texts on the first page of your syllabus.
 - Not only must you reference correctly, but you must include a reference page and reference your sources within the text of your paper. For instance, **if you write a paper but do not provide references within the text of your paper and/or provide a reference sheet, you will earn a zero for the paper.**
 - In addition, I do not accept “recycled” papers or more specifically, papers that have been written for another class.
 - Once you upload your paper, make note of the report generated by **Vericite**. Vericite will pinpoint exactly what text used in your paper comes from other sources. The system will also provide a percentage designating how much of your text comes from other sources. Please stay under 20%.
2. **Essay Questions (4 x 25 points each = 100 points):**
 - Please write a two page essay paper focusing on a topic or topics from your readings that pertains to sociology of the body. You want to focus on the readings for that particular week. In your essay, you may just focus on one of your readings or integrate more than one within your dialog but I am looking for you to write an essay using an introduction, body and conclusion. 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. I want you all to use your textbook as your main reference rather than finding internet sources. If you do use another source, the information should support your dialog. But what I do not want is information cut/pasted from the internet. **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. I have also included in this syllabus some information about how to reference your textbook. This information is located at the end of your syllabus.

- 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. Book Review – (100 points) - Due on Friday November 29 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.**
- 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.**

****ALL GRADING RUBRICS ARE LOCATED AT THE END OF THIS SYLLABUS****

Grading Scale

- A = 419 – 465 (Excellent)
 B = 334 – 418 (Better than Average)
 C = 233 – 333 (Average)
 D = 139 – 232 (Below Average)
 F = 138 and below (Failing)

Tentative Course Schedule

WEEK 1: Tuesday October 22 – Thursday October 24

Tuesday

- Course Requirements
- Referencing
- Class Introductions

Readings for Thursday

- Introduction (p. x)
- Part I: Sociological Understanding of the Body

❖ **No Essay Due This Week**

WEEK 2: Tuesday October 29 – Thursday October 31

Readings for Tuesday

- Part II: Bodies in Historical Context

Readings for Thursday

- Part III: The Medicalized Body

❖ **Essay Paper 1 - Due on Friday November 1 by Midnight**

WEEK 3: Tuesday November 5 – Thursday November 7

Readings for Tuesday

- Part IV: the Shape/ing of Bodies

Readings for Thursday – No Class – Online Assignment

- Part V: Bodies and Difference

❖ **Essay Paper 2 - Due on Friday November 8 by Midnight**

WEEK 4: Tuesday November 12 – Thursday November 14

Readings for Tuesday

- Part VI: Sexual Bodies

Readings for Thursday

- Part VII: Reproductive Bodies

❖ **Essay Paper 3 - Due on Friday November 15 by Midnight**

WEEK 5: Tuesday November 19 – Thursday November 21

Readings for Tuesday – No Class – Online Assignment

- Part VIII: Bodies across the Lifespan

Readings for Thursday

- Part IX: Working Bodies

❖ **Essay Paper 4 - Due on Friday November 22 by Midnight**

WEEK 6: Tuesday November 26 – Thursday November 28**Readings for Tuesday**

- Part X: Sporting Bodies
- Part XI: Media, Representation, and the Body

Readings for Thursday

- ❖ **Book Review – Due on Saturday November 30 by Midnight**

WEEK 7: Tuesday December 3 – Thursday December 5**Readings for Tuesday**

- Part XII: The Body as Project

Thursday

- Discuss Book Review – Letters for My Brothers
- ❖ **No Essay Question – Take this time to work on your final research paper due on Tuesday December 10 by 8:00am.**

WEEK 8: Tuesday December 10 – Thursday December 12

- **Final Research Paper Due by Tuesday December 10 at 8am**

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

Grading Rubric for Final Research Paper

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

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 Essay Papers – Sociology of the Body

<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 is 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 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>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>

ASA Examples Using Malacrida and Low (2016)

Referencing Parts From the Text Written by the Editors:

The Malacrida and Low (2016) text is a reader. This means that in this book, there are readings from other authors. Malacrida and Low (2016) are the *editors* who in the beginning of each *Part* of the book provide an introduction. For instance, the Introduction to the book and all other Parts (I – XII) are written by Malacrida and Low (2016). If you take information from these sections to include in your essay, you reference Malacrida and Low (2016). Then in your reference page, you reference the entire book like so:

Malacrida, Claudia and, Jacqueline Low. 2016. *Sociology of the Body: A Reader*. Canada: Oxford University Press.

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 Malacrida and Low (2016), “Before we can begin to examine specific aspects of social bodies, it is important to understand the theories that sociologists have used to understand the body” (p. 1).

OR

“Before we can begin to examine specific aspects of social bodies, it is important to understand the theories that sociologists have used to understand the body” (Malacrida and Low 2016:1).

If you are paraphrasing, you would do the following:

Sociologists use theories to help us understand how the body is shaped by society (Malacrida and Low 2016).

OR

According to Malacrida and Low (2016), sociologists use theories to help us understand how the body is shaped by society.

Since you are not directly quoting in the two above examples, technically you do not need to provide a page number.

Referencing Your Readings/Chapters:

If you reference one of the readings/chapters, you can find all of the author(s) used by Malacrida and Low (2016) beginning on page 349 at the end of your textbook. Malacrida and Low's (2016) references are not listed in ASA but you can convert the information using ASA style. For example, say you want to include information from Chapter 1 in your essay. You will find information on the Michel Foucault reading on page 349. List this reading like so in your reference page:

Foucault, Michel. 1977. "Docile Bodies." Pp. 5-9 in *Sociology of the Body: A Reader*, edited by C. Malacrida and J. Low. Canada: Oxford University Press.

When you are constructing your references, just remember that you need the author (s) who wrote the reading, date, name of the reading/chapter, pages that the reading is listed in your textbook, the name of the textbook in italics, the editors, the location of the publisher and the publisher.

Instructions on how to reference a chapter from a book can be found on page 50 of your ASA guide.

If you want to directly quote from the Foucault reading, you would do the following:

According to Foucault (1977), "The classical age discovered the body as object and target of power" (p. 5).

OR

"The classical age discovered the body as object and target of power" (Foucault 1977:5).

If paraphrasing, you can place (Foucault 1977) at the end of the sentence or say According to Foucault (1977)...

Here are a couple of examples:

The classical age relates to the body (Foucault 1977).

OR

According to Foucault (1977), the classical age relates to the body.

Again, since you are not directly quoting in the two above examples, technically you do not need to provide a page number.