

**Texas A & M University Central Texas**  
**SOCI 4301**  
**CRN: 10462**  
**Military Family**  
**Spring 2019**

Professor: Michelle Dietert, PhD

Office Location: HH 204A

Office Hours: Thursdays 10:00am 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: Use this link to access this course: [This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System \[https://tamuct.instructure.com/\].](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* (5<sup>th</sup>). 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

### **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 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [https://www.tamuct.edu/police/911cellular.html] can be downloaded and installed on your mobile device from Google Play or Apple Store.

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

### **Academic Integrity.**

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

For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel), [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel]. 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 at (254) 519-5797. 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) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

### **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 the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [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 online](https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [https://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 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.

### **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.

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](mailto: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 FREE online tutoring and writing support. 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-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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](mailto: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.*

## **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 6 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 29 at 8:00am.
  3. **Book Review – (100 points) - Due on Friday April 19 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.
    - 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 Fridays at 11:59pm. Your main posting will be due by Wednesday evening at midnight. If you main posting is not submitted on time, you will not earn all points. Additionally, you will have until Friday at midnight to complete all replies to at least three classmates.**
    - 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.
    - Whenever you post, I also want you to reference using ASA. Remember that anytime you take information from a source (either directly quoting or paraphrasing), you must reference even if you are doing so in a 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.

- Finally, your postings and your essay papers are two different assessments. Do not copy your essays 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 14 - Sunday January 20

**Readings:**

- No readings for Week 1

**Posting 1 Due – Please see instructions under Course Requirements**

**WEEK 2**

Monday January 21 – Sunday January 27

**Readings:**

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

**Posting 2 Due - Please see instructions under Course Requirements**

**Essay Paper #1 Due Friday January 25**

**WEEK 3**

Monday January 28 - Sunday February 3

**Readings:**

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

**Posting 3 Due - Please see instructions under Course Requirements**

**No Essay Paper Due**

#### **WEEK 4**

Monday February 4 – Sunday February 10

##### **Readings:**

- Chapter 3: Defining Features of Military Family Life

**Posting 4 Due - Please see instructions under Course Requirements**

**Essay Paper #2 Due on Friday February 8**

#### **WEEK 5**

Monday February 11 – Sunday February 17

##### **Readings:**

- Chapter 4: Children and Youth in Military Families

**Posting 5 Due - Please see instructions under Course Requirements**

**No Essay Paper Due**

#### **WEEK 6**

Monday February 18 – Sunday February 24

##### **Readings:**

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

**Posting 6 Due - Please see instructions under Course Requirements**

**Essay Paper #3 Due on Friday February 22**

#### **WEEK 7**

Monday February 25 – Sunday March 3

##### **Readings:**

- Chapter 6: Individual and Family Development in the Military

**Posting 7 Due - Please see instructions under Course Requirements**

**No Essay Paper Due**

#### **WEEK 8**

Monday March 4 – Sunday March 10

##### **Readings:**

- Chapter 7: The Effects of War on Service Members

**Posting 8 Due - Please see instructions under Course Requirements**

**Essay Paper #4 Due on Friday March 8**

## **WEEK 9**

**Monday March 11 – Sunday March 17 – SPRING BREAK!**

## **WEEK 10**

**Monday March 18 - Sunday March 24**

### **Readings:**

- Chapter 8: The Effects of War on Families

**Posting 9 Due - Please see instructions under Course Requirements**

**No Essay Paper Due**

## **WEEK 11**

**Monday March 25 – Sunday March 31**

### **Readings:**

- Chapter 9: Women in the Military and Women Veterans

**Posting 10 Due - Please see instructions under Course Requirements**

**Essay Paper #5 Due on Friday March 29**

## **WEEK 12**

**Monday April 1 - Sunday April 7**

### **Readings:**

- Chapter 10: Veterans and Families

**Posting 11 Due - Please see instructions under Course Requirements**

**No Essay Paper Due**

## **WEEK 13**

**Monday April 8 – Sunday April 14**

### **Readings:**

- Chapter 11: Policies and Programs that Support Military Families

**Posting 12 Due - Please see instructions under Course Requirements**

**Essay Paper #6 Due on Friday April 12**

**WEEK 14**

Monday April 15 – Sunday April 21

**Readings:**

- Chapter 12: Civilian Organizations that Support Military Families

**Posting 13 Due - Please see instructions under Course Requirements**

**Book Review Due on Friday April 19**

**WEEK 15**

Monday April 22 – Sunday April 28

**Readings:**

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

**Posting 14 Due - Please see instructions under Course Requirements**

**No Essay Paper Due**

**WEEK 16**

Monday April 29 – May 5

**Final Exam Available Monday April 29<sup>th</sup> at 8:00am**

**WEEK 17**

Monday May 6 – Sunday May 12 – Finals Week

**Final Exam due Monday May 6<sup>th</sup> 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
<b>Spelling, Grammar, &amp; Sentence Structure</b> 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)
<b>Proper Referencing Format (ASA)</b> 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)
<b>Structure and Organization of Paper</b> 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)
<b>Content of Paper</b> 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
<b>Spelling, Grammar, &amp; Sentence Structure</b>	<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)
<b>Proper Referencing Format (ASA)</b>	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)
<b>Structure and Organization of Essay</b>	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)
<b>Content of Essay</b>	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
<b>Spelling, Grammar, &amp; Sentence Structure</b> 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)
<b>Introduction</b> 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)
<b>Brief Description of Book</b> 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)
<b>Critical Review of Some Major Themes Utilizing Page Numbers to Illustrate</b> 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)
<b>Closing Comments and Reflections</b> 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
<b>Substantive Response</b>	<b>0-1 point</b> Response too short, based on personal views only, with no references to the text or the concepts learned from the material covered	<b>2 - 4 points</b> Response too short. Not a clear indication of an understanding of the readings	<b>5 points</b> A substantive response, citing the textbook and demonstrating full understanding of the course content
<b>Replies to Classmates</b>	<b>0-1 points</b> No or just one response, with no significant comments to improve the conversation	<b>2 points</b> Only two responses to others' entries	<b>3 points</b> Three substantive posts were responded to, with comments advancing the conversation
<b>Adhering to Deadlines</b>	<b>0 points</b> Substantive response OR replies to others do not meet deadline	<b>0 points</b> Substantive response OR replies to others do not meet deadline	<b>2 points</b> All entries posted by the deadline.
<b>Writing Skills</b>	<b>0-1 points</b> <i>Many</i> spelling, grammar, or sentence structure errors	<b>2 points</b> <i>Some</i> spelling, grammar, or sentence structure errors	<b>3 points</b> <i>No</i> spelling, grammar, or sentence structure errors

