

Texas A & M University – Central Texas
SOCI 4312
CRN: 10465
Gender in Society
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: Mondays and Wednesdays 2:30pm to 5:15pm

Course – March 18 to May 10 (2nd 8 weeks)

Use this link to access this course: *This course meets face-to-face (when and where), with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System* [<https://tamuct.instructure.com/>].

Required Texts

Text (Required)

Ryle, Robyn. 2018. *Questioning Gender: A Sociological Exploration*. Los Angeles: Sage. (ISBN: 978-1-5063-2547-7)

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

911 Cellular: Emergency Warning System for Texas A&M University-Central Texas

911 Cellular 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.

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 [911 Cellular](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 911 Cellular, 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](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 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.

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 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>].

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>]

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

Course Requirements

- 1. Research Paper (200 points) - Due Wednesday May 8th 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 April 21 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):**
 - Please write a two page essay paper focusing on a topic or topics from your readings that pertains to gender. 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.
 - 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.
- 4. Attendance (70 points):** Starting the first week of classes, I will take attendance using a sign-in sheet. The class will meet approximately 14 times. You will earn 5 points per day. Therefore, total number of attendance points that you can earn is 14x5=70 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 = 446 – 495 (Excellent)
B = 356 – 445 (Better than Average)
C = 249 – 355 (Average)
D = 149 – 248 (Below Average)
F = 148 and below (Failing)

Tentative Course Schedule

WEEK 1: Monday March 18 – Wednesday March 20

Monday March 18 - Course Introduction – Go over syllabus, referencing, introductions

For Wednesday March 20 – Introducing Gender

Readings

- **Chapter 1** – What is Gender and Why Should We Care about It? Introducing Gender.

WEEK 2: Monday March 25 – Wednesday March 27

Understanding Gender from a Sociological Perspective and Additional Theoretical Approaches

Readings

- **Chapter 2** – What’s the “Sociology” in the Sociology of Gender? Understanding Sociology and Gender
- **Chapter 3** – How Do Disciplines Outside Sociology Study Gender? Some Additional Theoretical Approaches

Essay Paper #1 Due Friday March 29 by midnight:

WEEK 3: Monday April 1 – Wednesday April 3

Learning Gender; Gender and Sexuality

Readings

- **Chapter 4** – How Do We Learn Gender? Gender and Socialization
- **Chapter 5** – How Does Gender Matter for Whom We Want and Desire? The Gender of Sexuality

Essay Paper #2 Due Friday April 5 by midnight:

WEEK 4: Monday April 8 – Wednesday April 10

Friendship and Dating; Gendered Bodies

Readings

- **Chapter 6** – How Does Gender Impact the People You Spend Your Time With? The Gender of Friendship and Dating
- **Chapter 7** – How Does Gender Matter for How We Think About Our Bodies? The Gender of Bodies and Health

Essay Paper #3 Due Friday April 12 by midnight:

WEEK 5: Monday April 15 – Wednesday April 17

Marriage and Families; Gender of Work

Readings

- **Chapter 8** – How Does Gender Impact the People We Live Our Lives With? The Gender of Marriage and Families
- **Chapter 9** – How Does Gender Affect the Type of Work We Do and the Rewards We Receive for Our Work? The Gender of Work

Essay Paper #4 Due Friday April 19 by midnight:

Book Review Due Sunday April 21 at midnight

WEEK 6: Monday April 22 – Wednesday April 24

Gender, Culture and the Media, Film

Readings:

- **Chapter 10** – How Does Gender Affect What You Watch, What You Read, and What You Play? The Gender of Media and Popular Culture

Essay Paper #5 Due by Friday April 26 by midnight:

WEEK 7: Monday April 29 – Wednesday May 1

Politics and Power

Readings:

- **Chapter 11** – How Does Gender Help Determine Who Has Power and Who Doesn't? The Gender of Politics and Power

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

WEEK 8: Monday May 6 – Wednesday May 8

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

***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>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

<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

<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)

