

**Texas A&M University Central Texas**  
**SOCI 3308**  
**Deviant Behavior**  
**Fall 2021**

Professor: Michelle Dietert, PhD

Office Location: HH 204A

Office Hours: Available by appointment. Contact me through email and I will respond within 24 hours.

E-mail: dietert1@tamuct.edu

Class Location and Time: Online from August 23 – December 10 (16 weeks)

Use this link to access this course: *This course is a 100% online course and uses the TAMUCT Canvas Learning Management System:* [<https://tamuct.instructure.com>]

**Required Texts**

Adler, Patricia and Peter Adler. 2016. *Constructions of Deviance: Social Power, Context and Interaction*. Cengage Learning. (978-1-305-09354-6) - **YOU MUST USE THE 8<sup>TH</sup> EDITION OF THE TEXTBOOK.**

**For Referencing (Required)**

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

**Course Description**

An examination of the factors and conditions leading to behaviors that violate and deviate from fundamental social values. The relationship of personal and social maladjustment is addressed in relation to the various theories of deviant behavior.

**Course Objectives**

1. Understand the nature of deviant behavior.
2. Identify and understand current perspectives and theories on deviant behavior.
3. Describe and understand the social organization and forms of deviance.
4. To develop critical thinking skills by integrating a “sociological perspective” into your oral and written communications.

**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:** When 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.

**However, if you are having an issue with an assignment, let me know ahead of time and I will do what I can to accommodate you.**

**Additional Help:** If you need additional help on assignments, papers, or any materials covered in class, please do not hesitate to contact me. The best way to get in touch with me is through email.

**Incomplete Grades:** I DO NOT GIVE OUT INCOMPLETE GRADES. ALL ASSIGNMENTS AND TESTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS.

**Posting of Grades:** Normally, I grade on most weekends. My goal is to grade your assignments the same week that they are turned in, if possible. If I am running behind, I will send out an email letting students know the status of their assignments. Because I expect all students to improve on each writing assignment as they progress through the semester, I strive to get your grades with comments to you as soon as I can.

### **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**

### **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://www.tamuct.edu/police/911cellular.html) [https://www.tamuct.edu/police/911cellular.html] 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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.

## **Tutoring**

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@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 except writing support. Access Tutor.com through Canvas.

## **University Writing Center**

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University—Central Texas (A&M—Central Texas) is a free service open to all A&M—Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 making an appointment via WOnline at <https://tamuct.mywconline.com/>. 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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

### 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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams 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. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

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.

### Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

### 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.*

### Important University Dates

*Important University dates can be found at: <https://www.tamuct.edu/registrar/academic-calendar.html>*

## Course Requirements

### 1. Postings (11 Postings x 13 points each = 143 total points):

- You will have 11 postings for this course. For your weekly postings, you will take something interesting that you found from the readings for that week and post this information to your classmates. In your tentative course schedule below, you will find which chapters that we are covering for the week. 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.
- **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 your 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.**
- **On the weeks that you have exams (weeks 4, 8, 12, and 16), you will not have to complete postings. I want you all to focus on your readings and preparing for your exam.**
- Your postings will cover material from your readings. 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.
2. **EXAMS (4 exams = 275 points):** You will have four exams in this class. **You will have 1 hour to complete each exam.** Also located in your tentative course schedule below, the following are the specifics about each exam:
- **EXAM 1 (70 multiple choice) – Covers Part I and II of your textbook. The exam is available to complete from Thursday September 16<sup>th</sup> at 8:00am until Sunday September 19<sup>th</sup> at midnight.**
  - **EXAM 2 (65 multiple choice) – Covers Part III and IV of your textbook. The exam is available to complete from Thursday October 14<sup>th</sup> at 8:00am until Sunday October 17<sup>th</sup> at midnight.**
  - **EXAM 3 (70 multiple choice) – Covers Part V and VI of your textbook. The exam is available to complete from Thursday November 11<sup>th</sup> at 8:00am until Sunday November 14<sup>th</sup> at midnight.**
  - **EXAM 4 (70 multiple choice) – Covers VII and VIII from your textbook. The exam is available to complete from Monday December 6<sup>th</sup> at 8:00am until Friday December 10<sup>th</sup> at midnight.**
3. **Essays (4 essays X 25 points each = 100 total points)**
- You are required to write and turn in a total of four essays. **Each paper should be no less than 500 words.** The due dates and questions are included below. When you write your essays, you will organize your dialog using an introduction, body and conclusion format. In the introduction paragraph, you want to introduce the topic and tell the reader what you will cover in the body of your essay. Those points will make up the body of your essay, using paragraphs where appropriate. Finally, you will provide a conclusion paragraph bring back your main thesis full circle. I’ll be looking for good writing skills. **(See grading rubric at the end of this syllabus for specific details on how I will grade your papers.)**
  - For these papers, you are required to use 12 point font in Times New Roman and set all margins to 1 inch. Please double-space your papers. **When referencing, you must use ASA referencing style.**
  - You must also reference within the text of the essay in order to support your dialog. You do not need to over-reference but you do want to reference something. Anytime that you take information from your book whether you are paraphrasing and/or directly quoting, you must reference. **See some samples on referencing located at the end of your syllabus.** The following are the questions with due dates:

1. Describe the function(s) of boundary maintaining for a community. How are boundaries maintained and why is this important for a social group? What if any is the downside to this social process? (Chapter 1) **Essay 1 Due by Friday September 3<sup>rd</sup> at midnight**
2. Discuss the various roles and stages connected with participant observation and investigative field research, drawing on the Adler article. Do you agree that only research of this type can produce valid and reliable knowledge of social deviance? Why or why not? (Chapter 14) **Essay 2 Due by Friday October 1 at midnight**
3. Discuss the process of developing a “fat identity” as presented by Degher and Hughes in their study. What do you see as the major advantage of viewing the issue of obesity in this way? Explain. (Chapter 23) **Essay 3 Due by Friday October 29 at midnight**
4. In what ways do iDollators in Herman-Kinney et al.’s study differ from the stereotypical portrayal of “doll lovers” as creeps and perverts? To what extent do celebrities who have come out as iDollators (e.g., Howard Stern, Charlie Sheen, etc.) help the cause? Explain and provide examples. (Chapter 40) **Essay 4 Due by Friday November 19<sup>th</sup> at midnight**

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

### **Grading Scale**

A = 466 – 518 (Excellent)  
 B = 372 – 465 (Better than Average)  
 C = 260 – 371 (Average)  
 D = 155 – 259 (Below Average)  
 F = 154 and below (Failing)

### **Tentative Course Schedule**

#### **WEEK 1: Course Introduction**

Monday August 23 - Sunday August 29

#### **Readings**

- General Introduction

#### **Posting 1**

#### **WEEK 2: Defining Deviance**

Monday August 30 – Sunday September 5

#### **Readings**

- Part I
  - Chapters 1 and 2

#### **Posting 2**

**Essay 1 Due by Friday September 3<sup>rd</sup> at midnight**



**WEEK 3: Three Perspectives and Theories of Deviance**Monday September 6 – Sunday September 12**Readings**

- **Part I**
  - Chapters 3, 4, 5
- **Part II**
  - Chapters 6, 7

**Posting 3****WEEK 4: Theories of Deviance cont., Exam 1**Monday September 13 – Sunday September 19**Readings**

- **Part II**
  - Chapters 8, 9, 10, 11

**NO POSTING**

**EXAM 1 – Covers Part I and II of your textbook. The exam is available to complete from Thursday September 16<sup>th</sup> at 8:00am until Sunday September 19<sup>th</sup> at midnight.**

**WEEK 5: Studying Deviance**Monday September 20 – Sunday September 26**Readings**

- **Part III**
  - Chapters 12, 13, 14

**Posting 4****WEEK 6: Constructing Deviance**Monday September 27 – Sunday October 3**Readings**

- **Part IV**
  - Chapters 15, 16, 17

**Posting 5**

**Essay 2 Due by Friday October 1 at midnight**

**WEEK 7: Constructing Deviance cont.**Monday October 4 – Sunday October 10**Readings**

- **Part IV**
  - Chapters 18, 19, 20

**Posting 6**

**WEEK 8: Constructing Deviance cont., Exam 2**Monday October 11 – Sunday October 17**Readings**

- **Part IV**
  - Chapters 21, 22

**NO POSTING**

**EXAM 2 – Covers Part III and IV of your textbook. The exam is available to complete from Thursday October 14<sup>th</sup> at 8:00am until Sunday October 17<sup>th</sup> at midnight.**

**WEEK 9: Deviant Identity**Monday October 18 – Sunday October 24**Readings**

- **Part V**
  - Chapters 23, 24, 25, 26, 27, 28

**Posting 7****WEEK 10: Deviant Identity cont.**Monday October 25 - Sunday October 31**Readings**

- **Part V**
  - Chapters 29, 30, 31, 32, 33

**Posting 8****Essay 3 Due by Friday October 29 at midnight****WEEK 11: The Social Construction of Deviance**Monday November 1 – Sunday November 7**Readings**

- **Part VI**
  - 34, 35, 36

**Posting 9****WEEK 12: The Social Construction of Deviance cont., Exam 3**Monday November 8 - Sunday November 14**Readings**

- **Part VI continued**
  - 37, 38, 39

**NO POSTING**

**EXAM 3 – Covers Part V and VI of your textbook. The exam is available to complete from Thursday November 11<sup>th</sup> at 8:00am until Sunday November 14<sup>th</sup> at midnight.**

**WEEK 13: Structure of the Deviant Act**

Monday November 15 – Sunday November 21

**Readings**

- **Part VII**
  - 40, 41, 42, 43, 44

**Posting 10**

**Essay 4 Due by Friday November 19<sup>th</sup> at midnight**

**WEEK 14: Holiday Week**

Monday November 22 – Sunday November 28

**WEEK 15: Deviant Careers**

Monday November 29 – Sunday December 5

**Readings**

- **Part VIII**
  - 45, 46, 47, 48, 49

**Posting 11**

**WEEK 16**

Monday December 6 – Friday December 12

**EXAM 4 – Covers VII and VIII from your textbook. The exam is available to complete from Monday December 6<sup>th</sup> at 8:00am until Friday December 10<sup>th</sup> at midnight.**

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

## ASA Examples Using Adler and Adler (2016)

### Referencing Parts From the Text Written by the Editors:

The Adler and Adler (2016) text is a reader. This means that in this book, there are readings from other authors. Adler and Adler (2016) are the **editors** who in the beginning of each Part of the book provide an introduction. For instance, from page 11 to page 15, Adler and Adler (2016) provide their introduction. If you take information from the introduction, you reference Adler and Adler (2016). Then in your reference page, you reference the entire book like so:

Adler, Patricia, and Peter Adler. 2016. *Constructions of Deviance: Social Power, Context and Interaction*. Australia: Cengage Learning.

How to list a book in your reference page can be found on page 57 of your ASA guide.

In text, you do the following if directly quoting:

According to Adler and Adler (2016), “When we speak of deviance, we refer to violations of social norms” (p. 11).

OR

According to Adler and Adler (2016:11), “When we speak of deviance, we refer to violations of social norms.”

OR

“When we speak of deviance, we refer to violations of social norms” (Adler and Adler 2016:11).

If you are paraphrasing, you would do the following:

When social norms are violated, most often this is referred to as deviance (Adler and Adler 2016).

OR

According to Adler and Adler (2016), when social norms are violated, most often this is referred to as deviance.

### Referencing Your Readings:

If you reference one of the readings, you include the name of the author(s) in the text of your paper and list the reading as a chapter from a book.

So say that you reference the first reading found on page 17 by Kai Erickson (2005). In text, you would say:

According to Erikson (2005), “In each of the three situations he is required to use a different set of criteria to decide whether or not the behavior in question exceeds tolerable limits” (p. 18).

OR

“In each of the three situations he is required to use a different set of criteria to decide whether or not the behavior in question exceeds tolerable limits” (Erikson 2005:18).

OR

According to Erikson (2005:18), “In each of the three situations he is required to use a different set of criteria to decide whether or not the behavior in question exceeds tolerable limits.”

If paraphrasing, you can place (Erikson 2005) at the end of the sentence or say According to Erickson (2005)...

Since you are not directly quoting when you paraphrase, technically you do not need to provide a page number.

Information on all readings can be found at the bottom of the page of each reading. This is where you find the year of publication etc.

If you come across a reading that does not provide the year in which the reading was written, you do the following:

“Positive deviance is a contested term in the sociology of deviance” (Heckert and Heckert N.d.:27).

Or when you paraphrase:

According to Heckert and Heckert (N.d.), positive deviance is sometimes considered to be a contested term.

N.d. stands for “no date.”

In our reference page, the reading should be listed **as a chapter from a book** found on page 59 of your ASA guide. Using Erikson (2005) as an example, you would do the following in your reference page:

Erikson, Kai. 2005. “On the Sociology of Deviance.” Pp. 17-24 in *Constructions of Deviance: Social Power, Context, and Interaction*, edited by P. Adler and P. Adler. Australia: Cengage Publishing.

Using Herkert and Heckert (N.d.) you would do the following in your reference page.

Heckert, Alex, and Druann Maria Heckert. N.d. "Applying an Integrated Typology of Deviance to Middle-Class Norms." Pp. 25-39 in *Constructions of Deviance: Social Power, Context and Interaction*, edited by P. Adler and P. Adler. Australia: Cengage Publishing.

## Grading Rubric for Essay Papers

Name:

Date:

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
<b>Spelling, Grammar, &amp; Sentence Structure</b>	Many spelling, grammar, or sentence structure errors (0 – 2 pts)	Some spelling, grammar, or sentence structure errors (3pts)	Few spelling, grammar, or sentence structure errors (4 pts)	No spelling, grammar, or sentence structure errors (5 pts)
<b>Proper Referencing Format (ASA required)</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)

## 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>1 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