

Texas A & M University – Central Texas
SOCI 4310
Sociology of the Body
Spring 2023

Professor: Michelle Dietert, PhD

Office Location: HH 204A

Office Hours: There will be no face-to-face office hours. Email is the best way to contact me. Or if you prefer, we can make an appointment to meet in person or via WebEx by directly contacting me at the email below. Additionally, you can contact me through Canvas email.

E-mail: dietert1@tamuct.edu

Class Location and Time: Online (January 17 – May 12)

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/>].

Required Texts

Main Text:

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

Book Review:

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

For Referencing (Required)

American Sociological Association. 2022. *American Sociological Association Style Guide* (7th). American Sociological Association Publisher. (978-0-912764-58-0)

Your textbook is a reader which is edited by Malacrida and Low (2016). This means that the book contains readings written by other authors. In addition to your ASA manual, you can also refer to my notes contained in this syllabus (located after the grading rubrics on page 18) that goes over proper referencing.

Course Description

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

Course Objectives

Knowledge Outcomes:

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

Skills Outcomes:

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

Value Outcomes:

1. Students will gain some appreciation and understanding of cultural diversity - To appreciate diversity (age, race, ethnicity, sex, gender, social class, sexual orientation) in individuals.
2. Students will develop the capacity to appreciate other ways of living and thinking that are necessary in a global world.

Class/Instructor Policies

Taking a Sociological Perspective: I encourage questions and discussion concerning course material and sharing personal observations and experiences. However, since you are enrolled in a sociology course, the main goal is to utilize a sociological perspective. This means that you should try to analyze various topics with an objective point of view. Objective point of view means looking through the lens of sociology. How does sociology utilize objectivity, you might be asking? Sociology is a social science – qualitative and quantitative research techniques are used to collect data about the social world. Sociologists must always strive to maintain an objective outlook when observing the social world. Therefore, in this course, you will be challenged to look within the layers of a social phenomenon or put another way, to look beyond

what you see on the surface. In addition, you will not agree with everything you hear in class from the professor or your classmates. Part of becoming educated requires that your ideas are challenged. As a college-level student, you should be able to see different points of view of the same issue. I expect students to be respectful towards every person in this classroom, even if they disagree with certain viewpoints.

The role of the instructor is to present critical ideas, to offer an analytical framework for understanding the course material, to work with students in providing an inspiring learning environment, and to provide and receive constructive feedback. It is not the instructor's role to tell the student what to think. The student's responsibility is to read the readings with a critical mind, to question, to complete assignments on time, to participate in the exchange of ideas, and to work toward an inspiring learning environment. It is the responsibility of all of us to create a safe learning environment free of racism, sexism, classism, ageism, ableism, homophobia, transphobia and heterosexism.

Late Work: I will NOT be accepting late work under any circumstances. If you are turning in assignments, your work must be uploaded in Canvas at the specified due date and time. I will not accept that assignment through email. You will earn a zero for the assignment and/or paper.

Additional Help: If you need additional help on assignments, papers, or any materials covered in class, 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.

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

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/)
[https://www.tamuct.edu/covid19/]

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 Warrior Center for Student Success, Equity 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]

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 referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, 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, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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. [Schedule an appointment here](https://tamuct.libcal.com/appointments) [https://tamuct.libcal.com/appointments]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/index) [https://tamuct.libguides.com/index]

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. 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](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the

UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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

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

You can find important university dates at the following link:

<https://www.tamuct.edu/registrar/academic-calendar.html>]

Course Requirements

1. **Research Paper (200 points) – Due Tuesday May 9 by midnight:** You will choose one topic relevant to sociology of the body and complete a research project that addresses aspects of that topic that you find important. Remember that you want to **narrow down your topic** enough to provide an extensive analysis of the social issue.
 - Your research paper should be approximately 2500 words. This length requirement **does not include** your title page, abstract or your reference page.
 - When thinking about how to organize and write your research paper, you do the following:

- Provide an introduction that defines the social problem/issue for the reader. If available, provide some statistics so that the reader can better understand the topic. Before you go into your review of the literature section, tell the reader what you will cover in your research paper. After you have written your review of the literature, provide a final discussion/conclusion section to talk about any observations that you found in the literature. Also, provide any final thoughts, including any future research that is needed on your topic. Finally, you will provide your reference page. ***Remember that you must use ASA referencing style within the text of your paper and when constructing your reference page. All citations must be scholarly.*** You are also allowed to use headings as needed, which will positively contribute to the organization of your paper.
- You must use no less than 7 - 10 **scholarly** references. Scholarly references are those found in social science journals or other scholarly journals.
- 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, one-inch margins using 12 point font.
- When you submit your papers into the canvas system, **Turnitin** 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. Essay Questions (3 x 25 points each = 75 points):

- Please write a 500 word essay focusing on a topic or topics from your readings that pertains to sociology of the body. You want to focus on the readings for that particular week. In your essay, you may just focus on one of your readings or integrate more than one within your dialog but I am looking for you to write an essay using an introduction, body and conclusion format. Your essay papers will be due on Fridays by 11:59pm. Please check the tentative course schedule below for due dates.
- Your papers should be no less than 500 words and in Times New Roman 12 point font. Please double-space your essays and set all margins to one inch.
- For these papers, you must also reference correctly. I want you all to use your textbook as your main reference rather than finding internet sources. If you do use another source, the information should support your dialog. But what I do not want is information cut/pasted from the internet. **If you turn in an essay without referencing, you will earn a zero for that assignment.**
- Please use **ASA (American Sociological Association)** referencing style. The ASA reference guide is listed under required texts on the first page of your syllabus. I have also included in this syllabus some information about how to reference your textbook. This information is located at the end of your syllabus.
- I will be grading on your writing, correct referencing, organization (introduction, body and conclusion) and the content of your essay. Please see your rubric at the end of this syllabus.
- Your papers should be uploaded in Canvas under the proper assignment link. I will not accept your work through email.

- Finally, Canvas will generate a turnitin report. Please keep your percentage to no more than 20%.
- 3. Book Review – (100 points) - Due on Friday April 7 by midnight:** I will post the required documents in Canvas that will assist you in writing your book review. **Please follow the book review guidelines as specified. I will take off points accordingly. Please use the headings in your book review outline to help organize your review.**
- 4. Postings (14 Postings x 13 points each = 182 total points):**
- 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 essays and readings 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 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.**
 - 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.

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

Grading Scale

- A = 501 – 557 (Excellent)
 B = 400 – 500 (Better than Average)
 C = 279 – 399 (Average)
 D = 167 – 278 (Below Average)
 F = 166 and below (Failing)

Tentative Course Schedule

WEEK 1: Monday January 16 – Sunday January 22

Readings:

- Introduction to textbook (p. x - xviii)

Posting 1

WEEK 2: Monday January 23 – Sunday January 29

Readings:

- Part I: Sociological Understanding of the Body

Posting 2

❖ **Essay Paper 1 - Due on Friday January 27 by Midnight**

WEEK 3: Monday January 30 – Sunday February 5

Readings:

- Part II: Bodies in Historical Context

Posting 3

WEEK 4: Monday February 6 – Sunday February 12

Readings:

- Part III: The Medicalized Body

Posting 4

WEEK 5: Monday February 13 – Sunday February 19

Readings:

- Part IV: The Shape/ing of Bodies

Posting 5

❖ **Essay Paper 2 - Due on Friday February 17 by Midnight**

WEEK 6: Monday February 20 – Sunday February 26**Readings:**

- Part V: Bodies and Difference

Posting 6**WEEK 7: Monday February 27 – Sunday March 5****Readings:**

- Part VI: Sexual Bodies

Posting 7**WEEK 8: Monday March 6 – Sunday March 12****Readings:**

- Part VII: Reproductive Bodies

Posting 8

❖ **Essay Paper 3 - Due on Friday March 10 by Midnight**

Week 9: Monday March 13 – Sunday March 19 – SPRING BREAK**Week 10: Monday March 20 – Sunday March 26****Readings:**

- Part VIII: Bodies across the Lifespan

Posting 9**Week 11: Monday March 27 – Sunday April 2****Reading:**

- Part IX: Working Bodies

Posting 10**Week 12: Monday April 3 – Sunday April 9****Readings:**

- Work on book review - *Letters for My Brothers: Transitional Wisdom in Retrospect.*

Posting 11

❖ **Book Review Due by Friday April 7 at midnight**

Week 13: Monday April 10 – Sunday April 16

Readings:

- Part X: Sporting Bodies

Posting 12

Week 14: Monday April 17 – Sunday April 23

Readings:

- Part XI: Media, Representation, and the Body

Posting 13

Week 15: Monday April 24 – Sunday May 30

Readings:

- Part XII: The Body as Project

Posting 14

Week 16: Monday May 1 – Sunday May 7

Work on your final paper.

Week 17: Monday May 8 – Friday May 12 – FINALS WEEK

❖ **Final Research Paper Due on Tuesday May 9 at midnight**

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

Grading Rubric for Final Research Paper

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

A= 180 – 200 (90-100%)

B= 160 – 179 (80-89%)

C= 140 – 159 (70-79%)

D= 120 – 139 (60-69%)

F ≤ 119

Grading Rubric for Essay Papers

<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>Score:</i>	<i>Some</i> spelling, grammar, or sentence structure errors (3pts) <i>Score:</i>	<i>Few</i> spelling, grammar, or sentence structure errors (4 pts) <i>Score:</i>	<i>No</i> spelling, grammar, or sentence structure errors (5 pts) <i>Score:</i>
Proper Referencing Format (ASA required)	Referencing not used in essay where appropriate (0 - 2 pts) <i>Score:</i>	Minimal use of referencing in essay where appropriate (3 pts) <i>Score:</i>	Good/average use of referencing in essay where appropriate (4pts) <i>Score:</i>	No referencing errors in essay (5 pts) <i>Score:</i>
Structure and Organization of Paper	Does not clearly develop and organize introduction, body, and conclusion (0-2 pts) <i>Score:</i>	Minimal development and organization of introduction, body, and conclusion (3 pts) <i>Score:</i>	Average development and organization of introduction, body, and conclusion (4 pts) <i>Score:</i>	Accurate development and organization of introduction, body, and conclusion (5 pts) <i>Score:</i>
Content of Paper	Information and evidence are not accurate, appropriate, and integrated effectively. (0-3 pts) <i>Score:</i>	Information and evidence is minimally accurate, appropriate, and integrated effectively. (4-6 pts) <i>Score:</i>	Information is evidence averagely accurate, appropriate, and integrated effectively. (7-9 pts) <i>Score:</i>	Information and evidence is exceptionally accurate, appropriate, and integrated effectively. (10pts) <i>Score:</i>

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>Score:</i>	<i>Some</i> spelling, grammar, or sentence structure errors (4-7 pts) <i>Score:</i>	<i>Few</i> spelling, grammar, or sentence structure errors (8-9 pts) <i>Score:</i>	<i>No</i> spelling, grammar, or sentence structure errors (10 pts) <i>Score:</i>
Introduction 15%	Does not clearly develop an introduction (0-5 pts) <i>Score:</i>	Minimal development of introduction (6-10 pts) <i>Score:</i>	Average development of introduction (11-14pts) <i>Score:</i>	Accurate development of introduction (15 pts) <i>Score:</i>
Brief Description of Book 15%	Does not clearly develop a brief description of the book (0-5 pts) <i>Score:</i>	Minimally develops a brief description of the book (6-10 pts) <i>Score:</i>	Averagely develops a brief description of the book (11-14 pts) <i>Score:</i>	Accurately develops a brief description of the book (15 pts) <i>Score:</i>
Critical Review of Some Major Themes Utilizing Page Numbers to Illustrate 40%	Does not clearly develop the critical review (0-12 pts) <i>Score:</i>	Minimally develops the critical review (13-25 pts) <i>Score:</i>	Averagely develops the critical review (26-39 pts) <i>Score:</i>	Accurate development of the critical review (40pts) <i>Score:</i>
Closing Comments and Reflections 20%	Does not clearly conclude arguments and critiques (0-6 pts) <i>Score:</i>	Minimally concludes arguments and critiques (7-13 pts) <i>Score:</i>	Averagely concludes arguments and critiques (14-19 pts) <i>Score:</i>	Accurately concludes arguments and critiques (20pts) <i>Score:</i>

Discussion Rubric

Worth 13 total points

Levels of Achievement

<i>Criteria</i>	Does Not Meet Criteria	Needs Improvement	Excellent
Substantive Response	0-1 point Response too short, based on personal views only, with no references to the text or the concepts learned from the material covered	2 - 4 points Response too short. Not a clear indication of an understanding of the readings	5 points A substantive response, citing the textbook and demonstrating full understanding of the course content
Replies to Classmates	0-1 points No or just one response, with no significant comments to improve the conversation	2 points Only two responses to others' entries	3 points Three substantive posts were responded to, with comments advancing the conversation
Adhering to Deadlines	0 points Neither the substantive response OR replies met the deadline	1 points Substantive response OR replies to others do not meet deadline	2 points All entries posted by the deadline.
Writing Skills	0-1 points <i>Many</i> spelling, grammar, or sentence structure errors	2 points <i>Some</i> spelling, grammar, or sentence structure errors	3 points <i>No</i> spelling, grammar, or sentence structure errors

ASA Examples Using Malacrida and Low (2016)

Referencing Parts From the Text Written by the Editors:

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

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

How to list a book in your reference page can be found on page 59 for your ASA guide.

In text, you do the following if directly quoting:

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

OR

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

OR

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

If you are paraphrasing, you would do the following:

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

OR

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

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

Referencing Your Readings/Chapters:

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

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

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

Instructions on how to reference a chapter from a book can be found on page 61 of your ASA guide.

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

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

OR

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

OR

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

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

Here are a couple of examples:

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

OR

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

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

Please understand though that you will need your ASA manual throughout the semester. For will need to be familiar with how to cite and list different kinds of citations. Remember that I am here to help so please do not hesitate to ask.