



**Psychology & Sociology of Diverse Populations (Soc 310)**  
**Course Syllabus – Summer I, 2016**  
**June 6, 2016 – July 9, 2016**

**Instructor:** Dr. Willie Edwards, Associate Professor of Soc/CJ  
**Office Location:** Ferguson Hall Rm 217  
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**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

**Textbook(s) Required:** Conrad P. Kottak & Kathryn A. Kozaitis (2012). *On Being Different: Diversity & Multiculturalism in the North American Mainstream*. 4<sup>th</sup> Edition, New York: McGraw-Hill; ISBN-13:978-0-07-811701-5.

**Supplementary Readings:** Several additional readings will be provided by the Professor of this class. In most cases they will either be research articles from professional journals or will come from other books published on the subject of diverse populations.

**Topic Oriented Journals:**

*Journal of Ethnic & Cultural Diversity in Social Work*  
*Journal of Ethnic and Migration Studies*  
*Journal of International Diversity*

*Race, Gender and Class*  
*Ethnic & Racial Studies*  
*Journal of Cultural Diversity*

**Course Description:**

Since this class is being presented as an online class the professor will present and introduce information through the use of several methods – lecture notes (written form) and other ideas through either as handouts sent as PDF or as notes attached to specific weeks of the course; use of power point presentations; use of additional readings sent to students electronically; use of assigned readings from several sources such as textbooks, appropriate research article; and video material where/when possible.

Students will have an opportunity to participate in class discussions and share their comments on various topics throughout the course by using the electronic means provided by ecollege. Several of these discussions and comments will be developed as assignment which will be graded. **Students missing discussion and comment opportunities for whatever reason will not be able to make them up. There will be no make-up for these types of assignments. The professor will attempt to build in some flexibility with these types of assignments, but there will be no opportunity for discussion or comment make-up work.**

This course will examine a number of subcultures or diverse groupings that exist within the American Society. The American society or population can be divided into a number of smaller loose type groupings. It is the endeavor of this class to examine or investigate a number of these diverse groupings.

This course will employ a number of techniques or methods by which to explore, and to examine these identified groupings or subcultures. In addition to studying in a brief form race and ethnic diversity, this course will look at other social factors or characteristics by which the population of America can be divided, such as disabilities, sex orientation, gender/sex, economic (SES) status, and many other examples whether natural in origin or self-made.

The concept multiculturalism is a primary focus of this class. We will look at how multiculturalism in America differs from multiculturalism in other countries. We will employ the concept multiculturalism as we look beyond race and ethnicity, as we divide the American society into parts, subcultures, voluntary and involuntary characteristics on which a population can be divided.

In this course we will examine what it means to exist in a pluralistic society.

### **Course Objectives:**

The course objectives will be more descriptive in what the professor plan to achieve within this course and also assist in declaring what and how the student learning outcomes will be accomplished. Through presentation of information either through lecture notes, readings, discussion and comments the class will pursue these board objectives:

1. Provide an overview of culture, and subculture which allow us to consider the variation that exist within a society
2. Provide an overview of multiculturalism and its existence in a pluralistic society
3. Examine the nature, causes and effects of racism, prejudice, and discrimination within a multicultural society
4. To become knowledgeable of the impact of social class, race, ethnicity, gender, and age in a multicultural society
5. To explain then reduce ethnocentrism and stereotypical thinking about people who differ from you (us) for any reason
6. To explore globalization in the process of studying diverse population
7. To cultivate an educational environment so that learning takes place and that students learn to express their ideas in a respectful, sensitive, and logical manner

### **Student Learning Outcomes:**

1. Students will be able to define a number of concepts associated with the study of diverse population, such as multiculturalism, discrimination, prejudice, racism and sexism
2. Students will demonstrate critical thinking skills as they are introduced to ideas that may challenge their prior learning, thoughts, perceptions or beliefs
3. Students will be able to describe why multiculturalism exist more or less in some societies

<b>COURSE REQUIREMENTS</b>
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### **Instructional / Methods / Activities Assessments**

The assignments for this class will be as follows:

#### **(1) Chapter Discussion within textbook:**

A discussion grade will be earnable during the five weeks of the course. There are twelve (12) chapters the class will be responsible for reading in the textbook. These chapters are identified in the class course outline/calendar which begins on page nine (9) of the syllabus.

Of the twelve chapters, every student must discuss (react to) at least ten (10) of the chapter statements created by the professor. Discussions or reactions to the statement(s) created by the professor, as a result of what is stated in the chapter, must be posted by **two dates**. **Any five chapter discussions must be place**

in a dropbox by June 19, 2016 by 11:59pm; and the other five must be place in a dropbox by July 3, 2015 by 11:59pm. Each discussion will be worth ten (10) points. Students cannot discuss more than ten of the chapter exercises.

It is the student's responsibility to make sure the discussion is posted in the proper dropbox. Improper posting will be cause for lost points.

You notice that this is a written discussion and differ from the Comment assignment that will be presented later in this section. Each written discussion **must be place within a single dropbox**.

This complete assignment will total one hundred points, representing one of five grades for this class.

Points to consider for maximum grade achievement:

- Posted discussion should be no less than 50 words
- Student must demonstrate he/she has read the chapter by employing noticeable concepts and ideas related to the chapter
- In the discussion the student must demonstrate an understanding of the information in the chapter
- If sources or references are used then proper citations should be employed. Bibliographical information must also be provided

**(2) Research Article Exercise:** (Reading and Writing Short Answers):

This assignment will entail students reading designated research articles then writing a response to a question or task as constructed by the professor. There will be five (5) articles to be read, one for each week. These articles are identified in each week on the Course Outline Calendar. These articles will be sent to all students enrolled in the class as PDF files.

Students should save the articles in some manner or print them. Students are encouraged to completely read each article.

The reply to the research article question must be placed in the appropriate dropbox by 11:59pm on Thursday of each week. The last research article reply/answer is due July 7, 2016. Students may write the reply to the article's question earlier if so desired, but please remember to place your response within the proper dropbox. The assignment may be posted early but it cannot be late. Each response has its own dropbox, please make sure it is placed in the proper dropbox. The article and the response are numbered according to the week in which they occur and that corresponds with the dropbox number.

The writing exercise for each article will be worth twenty (20) points each. The total of this grade will be one hundred (100) points.

Points to consider for maximum grade achievement:

- Clarity of student's reply to task
- Student's written reply reflects having read the research article
- The quality of the reply is acceptable

**(3) Comments on Diverse Groups:**

The professor will introduce during the week information on a different diverse or subculture group. This group will be introduced on a Monday and all students are responsible for sharing some thought and/or additional information on each diverse group introduced. When possible the student should provide or contribute information on the group that has been printed or published. [Please understand that this professor is suspect of those websites or URLs that are not peer reviewed or sponsored by legitimate organizations.] The student should present the source of the information which he/she is contributing, plagiarizing will cost a student points.

This assignment is a threaded discussion, no dropbox exists for this assignment. Students will click on the appropriate navigator under each specific week and write their comment on the specific group introduced by the professor. Since it is a threaded discussion, all classmates will be able to see and read each classmate's response.

The key to doing well on this assignment is that you show you have read something on the topic and that your comment (sharing idea here) is intelligent, thought-worthy and of college quality.

This assignment will be worth seven (7) points per week. The Comment should be made no later than Friday night of each week by 11:59pm. Late comments will not be accepted or read.

#### **(4) Class Exam:**

There will be one exam in this class. The one exam will be an objective type (multiple choice). The objective test will be administered as the final exam.

The objective exam (final) will be available on July 9, at 12:00am and close on July 11 2015 at 11:59pm. The multiple choice exam will test for application and inference.

#### **Grading Information**

Course Possible Points:

10 Discussion @ 10 pts each	=	100pts
5 Research article exercises @ 20 pts each	=	100pts
5 Comments @ 7 pts each	=	35pts
1 Exam @ 100pts	=	100pts
	Total	335pts

Grading Scale:

A	=	335 - 285 pts
B	=	284 - 234 pts
C	=	233 - 185 pts
D	=	184 - 134 pts
F	=	133 and below

### **TECHNOLOGY REQUIREMENTS**

1. You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- Any current Flash-compliant browser (eg. Internet Explorer 7 or Firefox 3.0)
- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required – courses are heavily video intensive
- Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution
- A sound card and speakers or headphones

Current anti-virus software ought be installed and kept up to date

Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.

2. At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff.

Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

For those of you who are not familiar with eCollege, I suggest you take the tutorial offered online. Should you have any questions, feel free to contact the folks in Technology Services.

## ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System. To log in to eCollege/the course start out with the home page (university web site – [www.tamuc.edu](http://www.tamuc.edu)) or with <https://leo.tamuc.edu>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu). Once you log in to eCollege, click on My Courses and select Soc 310 Psychology & Sociology of Diverse Populations.

Please note that this is an online course and as such, **all** aspects of the course (including assignments/discussions/comments/exams) will be turned in or completed through eCollege. Your grades will also be available in eCollege.

This class will run on a 7-day, Monday-Sunday schedule. After logging in to the course, students will notice that the weekly/unit content area is located on the left navigation bar. These weekly/unit content areas are identified as Week 1, Week 2, etc. (this corresponds to the course schedule located in the syllabus.)

Students should access course materials by clicking on the proper weekly/unit content area. Students should read the weekly overview that contains information about what is to be covered in class, along with a series of weekly tasks (these tasks correspond to the links available in each weekly unit and to what appears in the syllabus).

Students will complete and submit assignments by clicking on the **Assignments** link that will be visible if an assignment is scheduled for that week. Students should be sure to submit all assignments as attachments (do not cut and paste your assignment) and submit the assignment into the properly named/numbered dropbox.

Students will complete assigned exams by clicking on the **Exam** link that will be visible if an exam is scheduled for that week.

## COMMUNICATION AND SUPPORT

My primary form of communication with the class will be through Announcements in eCollege and Email. Any changes to the syllabus or other important information critical to the class will be disseminated to students via Announcements and your official University Email address available to me through MyLeo. It will be your responsibility to regularly check your University Email.

Students who wish to discuss an issue with me personally should do so through Email. Students are encouraged to discuss issues/questions that are relevant to the class through the eCollege **Virtual Office**.

Students who Email me can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

### **eCollege Student Technical Support:**

It is reassuring to know that technical support is available to make your online learning experience convenient. All you have to do is call or email and a knowledgeable representative will help you solve your technical issues.

### **myLeo Support:**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

### **Student Support Services:**

#### **eCollege Technical Concerns:**

Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org). You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511 or 720-931-3847 (direct), or through the Online Chat by clicking on the "Tech Support" tab within your eCollege course.

#### **Course Concerns:**

If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

#### **Other Questions/Concerns:**

Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

**Internet Access:** An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

#### **Interaction with Instructor Statement:**

You should make it a habit to check for emails using your University Email address available through MyLeo. If it becomes necessary to communicate with you either as a class or individually, I will use your University Email address. You may likewise contact me through my email.

I will admit that I will not be on my computer twenty-four hours a day or seven days a week. I will reply to your email or communication within 24 hours M-F. I will particularly be close to my computer and telephone during what I have posted as my Office Hours – Tuesday, 2:00pm – 5:00pm..

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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**Course Specific Procedures:**

This may be an ideal time to remind the student that since this course is internet based (online), and since the student will have limited contact with the professor, I encourage each of you to take your time, class work and the deadlines or due dates very seriously.

**If an assignment is missed or late the professor reserves the right not to accept the assignment. No excuses will be acceptable. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments.**

No extra credit work assignments are planned, but if they are then every student will be allowed to participate or it will be their option to complete the assignment. There will be no individual extra credit work allowed, especially after a student realizes that he/she has not made the grade desired by that student.

**Reporting Problems with eCollege:**

If a student encounters an eCollege-based problem while taking a test or turning in an assignment he/she must contact the helpdesk and seek assistance.

- Students are encouraged to go through the tutorial training for using eCollege.
- When a problem occurs the student must contact the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511. Please do not contact me at that point because I may not be available at that point. Always contact the helpdesk first.
- After contacting the helpdesk the student should make sure he/she obtains a helpdesk ticket number.
- Even if the problem is solved by the helpdesk and especially if the assignment is turned in late, the student should retain the ticket number and email me explaining the problem. If necessary I will contact the helpdesk and I will need to refer to your helpdesk ticket number.

**\*I want to reiterate that personal computer/access problems will not be an acceptable excuse for failing to turn in assignments on time or meeting the deadlines. Again, make use of the eCollege tutorial program. You want to be familiar with any limitations you or your computer may have. If your internet access is frequently interrupted then you will want to have a backup or alternative plan so that you can make all deadlines.**

All students must take each test at the scheduled time, and complete all assignments as scheduled. Any student missing a test must take a comprehensive test at the end the class session. This will be in addition to the already scheduled final test. Any missed assignments will be a zero. A student missing the final test will receive a zero for that grade.

**University Specific Procedures:****Academic Dishonesty:**

This department has a strong policy and intense reaction toward cheating, plagiarism, collusion or any other type of dishonesty in terms of academic participation. This professor will react to such behavior in a firm manner, and it will be his choice whether to pass the incident on to the Department Head or Dean of Students for further disciplinary action.

*Academic Honesty:*

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms

the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In **ALL** instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

*Cheating* is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

*Plagiarism* is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

*Collusion* is defined as:

- Collaborating with another, without authorization, when preparing an assignment
- If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Students should also reference the following link for more detailed information.

<http://web.tamuc.edu/academics/colleges/artsSciences/departments/sociologyCriminalJustice/frequentlyaskedQuestions/academicHonesty/default.aspx>

### **Statement on Student Behavior:**

As stated in the student handbook: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct, for more information.) Students are expected to be adult and respectful in their dealing with one another, and toward those in position of authority.

### **Students with Disabilities:**

#### ***ADA Statement:***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

#### ***Student Conduct:***

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

A&M Commerce will comply in the classroom, and in online courses, with all federal and state laws



prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Withdrawal from Class:**

It is the student's responsibility to be aware of the rules or policies relating to withdrawal or "X." You are encouraged to follow the appropriate procedures of the university as they relate to this matter. I will be as helpful and understanding where possible, but please be aware that this professor does not like to give an incomplete as a grade.

### **Communication:**

As stated earlier, you should make it a habit to check for emails using your University Email address available through MyLeo. If it becomes necessary to communicate with you either as a class or individually I will use your University Email address. You may likewise contact me through my email. I will admit that I will not be on my computer twenty-four hours a day or seven days a week. I will reply to your email or communication within a reasonable time.

The professor believes that RESPECT for each other's opinions is very important and must be paramount within this particular class. I do not want to discourage anyone from saying or stating what they believe or feel, but I also want each of us to think perhaps about what we want to say before we say it, and to be conscious of how it may impact others. I also want to encourage each of you (us) to be open to those ideas that may challenge your (our) thinking and maybe what we have even come to learn as "truth." I hope we can value the diversity that exists within our class and on this campus, our community, and our society. I know that some topics may be more sensitive to some than others, however, I encourage, no, I will demand that we approach every topic in a mature and sensitive manner. I hope, if we are not already there, that we can learn to appreciate diversity.

Your feedback will always be welcome (whether positive or negative). If you feel that you are not being given respect then please let me know. I also ask that we try not to be overly sensitive and as is said "carry your feelings around on our shoulders."

**Let's enjoy the class and learn something in the process!**

<b>COURSE OUTLINE / CALENDAR</b>
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### **WEEK ONE - June 6, - June 12, 2016**

- (1) **Textbook Reading** (complete by June 10, 2016)
  - Chapter 1 – Introduction
  - Chapter 2 – Culture
  - Chapter 3 – Globalization & Identity
  - Chapter 4 – The Multicultural Society
- (2) Comments due by Friday, June 10, 2016 by 11:59pm
- (3) **Any FIVE Chapter Discussions must be posted by Sunday, June 19, 2016 by 11:59pm and the remaining FIVE by Sunday, July 3, 2016.**
- (4) Terms and concepts to be emphasized this week: culture, subculture, multiculturalism, diversity, globalization, postmodernity, cultural universal

- (5) **Research Article:** "Media, cultural diversity and globalization: Challenges and opportunities." *Journal of Cultural Diversity* 18(2):48-54, 2011.

Student's reply to the question developed by the professor on the above article must be posted by Thursday, June 9, 2016 by 11:59pm.

**WEEK TWO – June 13, - June 19, 2016**

- (6) **Textbook Reading** (complete by June 17, 2016)  
Chapter 5 – Ethnicity  
Chapter 9 – Gender

- (7) Comments due by Friday, June 17, 2016 by 11:59pm

- (8) **Any FIVE Chapter Discussions must be posted by Sunday, June 19, 2016 by 11:59pm and the remaining FIVE by Sunday, July 3, 2016.**

- (9) Terms and concepts to be emphasized this week: stereotype, prejudice, discrimination, racism, ethnicity, gender/sex, ethnocentrism

- (10) **Research Article:** "Diversity, culture and the glass ceiling." *Journal of Cultural Diversity* 21(3):83-89, 2014.

Student's reply to the question developed by the professor on the above article must be posted by Thursday, June 16, 2016 by 11:59pm.

**WEEK THREE – June 20, - June 26, 2016**

- (11) **Textbook Reading** (complete by June 24, 2016)  
Chapter 10 – Sexual Orientation  
Chapter 11 – Age and Cohort  
Chapter 12 – Bodies, Fitness, & Health (pp. 215-224)

- (12) Comments due by Friday, June 24, 2016 by 11:59pm

- (13) **Any FIVE Chapter Discussions must be posted by Sunday, June 19, 2016 by 11:59pm and the remaining FIVE by Sunday, July 3, 2016.**

- (14) **Research Article:** "The relationship of prejudicial attitudes to psychological, social, and physical well-being within a sample of college students in the United States." *Journal of Cultural Diversity* 21(2):56-66, 2014.

Student's reply to the question developed by the professor on the above article must be posted by Thursday, June 23, 2016 by 11:59pm.

**WEEK FOUR – June 27, - July 3, 2016**

- (15) **Textbook Reading** (complete by June 30, 2016)  
Chapter 13 - Class  
Chapter 14 – Places and Spaces

- (16) Comments due by Friday, July 1, 2016 by 11:59pm

- (17) **Any FIVE Chapter Discussions must be posted by Sunday, June 19, 2016 by 11:59pm and the remaining FIVE by Sunday, July 3, 2016.**

- (18) **Research Article:** "Common goals and golden opportunities: Evaluations of diversity education in academic and organizational settings." *Academy of Management Learning & Education* 7(3):309-331, 2008.

Student's reply to the question developed by the professor on the above article must be posted by Thursday, June 30, 2016 by 11:59pm.

**WEEK FIVE - July 4, - July 7, 2016**

- (19) **Textbook Reading** (completed by July 7, 2016)  
Chapter 17 – Conclusion

- (20) **Research Article:** "Managing and valuing diversity: Challenges to public managers in the 21st century." *Public Personnel Management* 42(2):107-122, 2013.

Student's reply to the question developed by the professor on the above article must be posted by Thursday, July 7, 2016 by 11:59pm.

- (21) Comments due by Friday, July 8, 2016 by 11:59pm

- (22) **Any FIVE Chapter Discussions must be posted by Sunday, June 19, 2016 by 11:59pm and the remaining FIVE by Sunday, July 3, 2016.**

- (23) **Final Exam** available (Thursday) July 7, 2016 12:00am, access to exam will close (Saturday) July 9, 2016 at 11:59pm; this exam must be completed by (Saturday) July 9, 2016, 11:59pm

### Attachment A: Points to consider for maximum grade achievement

	65 - 60 points	59 -50 points	49 – 35 or below points
	Very Good	Moderate	Poor/ Weak
Thesis / Argument	Clearly describes central issues or thesis Develops thesis with supporting arguments Well argued Critiques, compares multiple perspectives Interesting, original, thought provoking	General, weak thesis Straight-forward, somewhat simple arguments Thesis gets lost in paper Aware of only one perspective	Thesis or central themes unclear Central themes not explained from the beginning Poor arguments, little critical thinking
Organization			
Introduction	Clear thesis/ main themes Organization stated	Topics noted	Thesis unclear Organization unclear
Body	Makes substantiating arguments in support of thesis or main theme Connects and synthesizes complex ideas Detailed, with citations	Little organizational continuity Disjointed General, unspecific Little use of reading sources	No clear organization Repetitive Lacks detail No Citations
Conclusion	Draws conclusions about the argument Briefly summarizes body	A Summary; no conclusions Summary digressed from argument	Conclusion missing Summary unrelated to central argument
Evidence	Thorough, Detailed, Specific Numerous examples from reading and lecture materials	Moderate use of supporting evidence and examples Try to be more detailed and specific	Repetitive, General, Simplistic Incorrect examples, false data
Sources/ Citations	Thorough, critical engagement of relevant readings/sources Professional Journals and texts Numerous citations	Basic, simple use of reading materials Few citations Relies too heavily on internet or encyclopedias	Little use of assigned reading sources or outside research No citations Need Works Cited page <b>Plagiarism! (automatic F)</b>
Language / Mechanics Rhetorical Quality Grammar/ Spelling	Well written, clear, concise argumentation Clear paragraphs Grammatical writing Correct spelling No contractions	General, unspecific writing Awkward grammar, some grammatical errors Some spelling errors Use of conjunctions	Unclear, awkward, repetitive language