

**Columbia College**  
**Introduction to Gender and Women Studies (SOCI255)**

**Lecture 1**

**Course Outline**

Semester Dates: November 18, 2019 to December 21, 2019

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: :Anshu Stephens

Email: anshu.stephen@columbia.ca

Class Time: 8:30 AM to 12:30 PM (Tue./Thurs.)

Room: Building 805 Room 119

**Mastery Learning (if required):** 1:00 PM - 3:00 PM

Credit: 3

Prerequisite: None

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Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

**Course Description:**

This course informs and engages students on issues, theories and concepts and trends in gender and women's studies. The course examines various spectrums in the field, such as government policies, technology and the media and impacts on women and gender. Women's theories, such as feminism, current and historical movements, as well as their influences are analyzed. Issues of sexuality, including reproduction, gender violence and gender relations are also explored, for example: What is gender equality? What is gender power?

**Learning Outcomes:**

As a result of active participation in these sessions, a student can expect to:

- Demonstrate an understanding that gender operates on four different dimensions within our society: individual, interactional, institutional, and socio-cultural dimension
- Identify how family of origin affects one's perspective on gender
- Identify how the socio-cultural landscape is gendered and shapes our experience
- Describe the two key "lenses of gender" in our culture as they relate to difference and inequality
- Trace the development of feminism and identify their positions in terms of inequality and the rearrangement of the positions of women and men in society
- Analyze the stereotypes about the qualities of women and men as normative expectations against which people judge themselves and others
- Analyze how language and the media plays a major role in transmitting culture and shaping the gendered socio-cultural landscape
- Explain the impact of socialization creates gendered individuals who at adulthood perform gender in the course of making decisions about their lives
- Analyze how social structure and social institutions shape our actions and beliefs and how we choose our beliefs and ways of acting

## **Course Format:**

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

## **Required Textbooks and Equipment:**

Wade, L. & Ferree, M.M (2019). *Gender: ideas, interactions and institutions*. New York: W.W. Norton & Company

## **Recommended Readings and Resources:**

Students may consider using Google Scholar.

## **Homework Assignment Due for the First Class:**

- Read this course outline and be prepared to discuss.
- Read chapters 1 and 2 in the text, *Gender: ideas, interactions and institutions*.
- As a result of your reading assignment, write down at least three questions that you would want clarified in class.
- Prepare for a graded test on chapters 1 and 2

### Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily Tests	Classes 1-10	25%
Assignment 1	Class 6	20%
Assignment 2	The Thursday after Classes 2, 4, 6, and 8	25%
Final Project	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

### Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

#### Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "C+" (a minimal pass).

### Submission and Completion of Assignments:

You are expected to submit assignments on the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

### **Attendance Requirements:**

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

### **Academic Integrity:**

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

### **Student Conduct:**

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P079)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

**Important Dates:**

**Description**

**Date**

Last to add/drop courses

5 school operating days from the start of the semester  
OR before the third scheduled class, whichever is  
greater

Last day to withdraw without academic  
penalty

50% or less of the semester has been completed

**Appeals:**

Please refer to the *Student Appeal Policy (ADM-P177)*.

**Students with Temporary or Permanent Disabilities or Medical Condition:**

Students with temporary or permanent disabilities may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing [accessibilityservices@columbia.ab.ca](mailto:accessibilityservices@columbia.ab.ca). The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Student Accommodation Policy (ADM-P188)* and *Student Guide to Accessibility Services (SSCM-001)*.

**Student Support:**

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

## Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
<b>Class 1</b>	<ul style="list-style-type: none"> <li>• Course overview</li> <li>• Chapter 1: Introduction</li> <li>• Chapter 2: Ideas</li> <li>• Chapter 3: Bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Chapters 2 &amp; 3</li> </ul>
<b>Class 2</b>	<ul style="list-style-type: none"> <li>• Chapter 4: Performances</li> <li>• Chapter 5: Intersections</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 4 &amp; 5</li> <li>• <b>Gender Observation Journal Due</b></li> </ul>
<b>Class 3</b>	<ul style="list-style-type: none"> <li>• Chapter 6: Inequalities: Men and Masculinities</li> <li>• Chapter 7: Inequalities: Women and Feminists</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 6 &amp; 7</li> </ul>
<b>Class 4</b>	<ul style="list-style-type: none"> <li>• Chapter 8: Institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 8</li> <li>• <b>Gender Observation Journal Due</b></li> </ul>
<b>Class 5</b>	<ul style="list-style-type: none"> <li>• Chapter 9: Change</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 9</li> </ul>
<b>Class 6</b>	<ul style="list-style-type: none"> <li>• Chapter 10: Sexualities</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 10</li> <li>• <b>Gender Observation Journal Due</b></li> </ul>
<b>Class 7</b>	<ul style="list-style-type: none"> <li>• Chapter 11: Families</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 11</li> <li>• <b>Assignment 1 due</b></li> </ul>
<b>Class 8</b>	<ul style="list-style-type: none"> <li>• Chapter 12: Work</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 12</li> <li>• <b>Gender Observation Journal Due</b></li> </ul>
<b>Class 9</b>	<ul style="list-style-type: none"> <li>• Chapter 13: Politics</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 13</li> </ul>
<b>Class 10</b>	<ul style="list-style-type: none"> <li>• Chapter 14: Conclusion</li> <li>• Summary/Discussion of Women and Gender Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 14</li> <li>• <b>Final Project due</b></li> </ul>

## Appendix 1 Assignment Outlines

**Please note: Students must complete all assignments, tests, and final projects in order to pass this course.**

**Mastery Learning:** As part of the Mastery Learning model, if you do not meet the minimum 70% on a given daily test, you are required to stay for tutoring to meet the standards of the program.

### **Daily Tests:**

**Due Date: Each class from classes 1 through 10.**

**Weight: 25%**

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

### **Assignment 1: Television Gender Study**

**Due Date: Class 6**

**Weight: 20%**

Students are required to write about on gender roles/representation based off of a fictional TV series. Students should comment critically on the portrayal of gender of one or two regular or occasional characters on the series; students might center on the representation of male and/or female characters or characters who transcend the gender binary of male/female. In addition, students may also look at the ways that gender intersects with race/ethnicity/age/sexuality-sexual orientation in the portrayal of a particular character(s) – their occupational roles, relationship and family roles, etc.

Some issues to consider when analyzing characters:

- a) Roles and occupations within the series (leading, secondary?) and genre (e.g., crime, medical, family sitcom, etc.); roles in relation to other characters
- b) Age and physical appearance/attention to appearance;
- c) Depiction of sexuality/sexual relationships
- d) Representation of friendship
- e) Parenthood/family-work dynamics
- f) Education/school issues
- g) Explicit discussion of gender issues

Students may write about a single episode as typical of the series or write about the series as a whole. Examples from the TV series should be supported by information from the class textbook. Students will be assessed using the Critical Analysis Writing Marking Rubric.

### **Assignment 2: Gender Observation Journal**

**Due Date: Electronically on the Wednesday after Classes 2, 4, 6, and 8 at 11:59 pm.**

**Weight: 25%**

Students will be required to keep of a journal of their observations of gender in everyday life. Since gendered expectations and practices have become normalized and naturalized in our lives, they remain largely invisible when left unquestioned. Thus, the journal will assist students in becoming more aware of how gendered expectations affect them and others on a day-to-day basis. Observations each week should pertain to the topic covered in class that week as indicated in the course outline and should be illustrative of concepts, debates, ideas, controversies, etc. discussed in class. Observations can include the behavior of others, but should also take into account their own gendered practices. Students should submit each observation weekly to the facilitator by Wednesday at 11:59 pm and should use the template provided below. Students will be graded on a total of four observations.

Name: \_\_\_\_\_

Week #: \_\_\_\_\_

Observation #: \_\_\_\_\_

### **GENDER OBSERVATION JOURNAL:**

Keep of a journal of your observations of gender in everyday life. Since gendered expectations and practices have become normalized and naturalized in our lives, they remain largely invisible when left unquestioned. Thus, the journal will assist you in becoming more aware of how gendered expectations affect you and others on a day-to-day basis.

*Expectations:* Observations each week should pertain to the topic covered in class this week as indicated in the course outline and should be illustrative of **concepts, debates, ideas, controversies**, etc. discussed in class. Observations can include the behavior of others, but should also take into account your own gendered practices.

Each entry should be a minimum of 250 words and a maximum of 500 words.

Observations:	
Connections and supporting examples to concepts, debates, ideas, and controversies from readings and class:	
Summary of Reflections:	

### **Writing Assignment Expectations:**

- **Objective:** The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment should be typed and double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one inch margins on each side. 12 point Times New Roman font is preferred. Each assignment should have a minimum length of 250 words but is not to exceed 500 words. Students will be evaluated according to the attached rubric: Journal Observation Rubric.



## How to avoid plagiarism?

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a “References” page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge

### Final Project

**Due Date: Class 10**

**Weight: 30%**

Students will choose one of the following topics to reflect on. Each critical analysis should be supported by information from the class textbook. Students will be assessed using the Critical Analysis Writing Marking Rubric.

Content analysis is a method of analysis that enables the social researcher to delve beneath the surface level of social representations.

- 1) Explore what sociologists can learn about gender through content analysis of the mass media, drawing upon at least five examples from popular culture.
- 2) Evaluate the degree to which current research supports (or does not support) the following statement: “As the media has inundated its consumers with images of emaciated women, eating disorders amongst girls and women have also increased.”
- 3) Develop a research essay that traces the historical (and ongoing) struggles for maternity and paternity leaves in Canada. Consider the relationship between concrete changes and the necessary shifts in understanding that must accompany such changes.

### Writing Assignment Expectations:

- **Objective:** The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment should be typed and double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one inch margins on each side. 12 point Times New Roman font is preferred. Each assignment should have a minimum length of 750 words but is not to exceed 1000 words. Students will be evaluated according to the attached rubric: Journal Observation Rubric.

## How to avoid plagiarism?

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a “References” page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge.

**Appendix 2  
Assignment Rubrics**

**Columbia College  
Critical Writing Response Marking Rubric  
Revised Jan. 2018**

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
	<b>A</b>	<b>B</b>	<b>C-D</b>	<b>F</b>	<b>Score</b>
	10-9	8-7	6-5	4-0	
<b>Quality of Response Content/Ideas</b>	<ul style="list-style-type: none"> <li>• Demonstrates reflection, insight, and accurate interpretation of assignment.</li> <li>• States main idea/opinion clearly.</li> <li>• Provides support for the main idea through numerous, relevant sources and/or references to the course readings.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates reflection and accurate interpretation of assignment.</li> <li>• States main idea /opinion clearly.</li> <li>• Provides support for the main idea through number of relevant sources and/or references to the course readings.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited response to assignment.</li> <li>• Partly identifies main idea/opinion.</li> <li>• Attempts some support for the main idea, but it is limited in applicability.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates limited response that is hard to follow.</li> <li>• Main idea/opinion not identified.</li> <li>• Uses little to no references to support opinion.</li> </ul>	
<b>Analysis</b>	<ul style="list-style-type: none"> <li>• Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples.</li> <li>• Demonstrates sound logic.</li> <li>• Demonstrates excellent critical thinking and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores issue well, developing an original position with and good examples.</li> <li>• Demonstrates good logic.</li> <li>• Demonstrates very good critical thinking and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines the issue, but explores it inadequately.</li> <li>• Uses examples inconsistently and/or examples are lacking.</li> <li>• Demonstrates weakness in logic.</li> <li>• Demonstrates weak critical thinking and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines issue inadequately, demonstrating a simplistic view.</li> <li>• Lacks logic.</li> <li>• Demonstrates poor critical thinking and problem solving skills.</li> </ul>	

	<b>A</b>	<b>B</b>	<b>C-D</b>	<b>F</b>	<b>Score</b>
	10-9	8-7	6-5	4-0	
<b>Style Expression of Ideas</b>	<ul style="list-style-type: none"> <li>• Uses highly effective, clearly focused, varied sentences, addressing audience and purpose.</li> <li>• Incorporates knowledge of stylistic techniques.</li> <li>• Conveys all ideas with originality and clarity.</li> <li>• Uses rich, accurate and effective word choice.</li> <li>• Consistently demonstrates original, sincere and compelling personal voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose.</li> <li>• Demonstrates use of particular stylistic techniques.</li> <li>• Conveys most ideas with originality and clarity.</li> <li>• Uses accurate and effective word choice.</li> <li>• Mostly demonstrates original, sincere personal voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited attempts at creating varied sentences to address audience and purpose.</li> <li>• Often sentences are somewhat awkward.</li> <li>• Little attempt at using stylistic techniques.</li> <li>• Conveys some ideas clearly.</li> <li>• Uses vague, ineffective word choice.</li> <li>• Demonstrates little to no development of a personal voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simplistic sentence structures that are awkward and do not address audience and purpose.</li> <li>• No stylistic devices attempted.</li> <li>• Most ideas are not conveyed clearly.</li> <li>• Inadequate word choice.</li> <li>• No evidence of a personal voice.</li> </ul>	
<b>Organization and Structure</b>	<ul style="list-style-type: none"> <li>• Creates a sophisticated, well developed beginning, middle and conclusion.</li> <li>• Connects all ideas logically.</li> <li>• Uses a variety of carefully crafted sentence structures.</li> <li>• Consistently establishes appropriate paragraphing and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a well-developed beginning, middle, and conclusion.</li> <li>• Connects most ideas logically.</li> <li>• Uses a variety of well-structured sentence</li> <li>• Most of the time establishes appropriate paragraphing and transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Creates an unfocused beginning, middle and a simple conclusion.</li> <li>• Creates answer that is poorly structured.</li> <li>• Uses some sentence variety with errors that begin to interfere with meaning.</li> <li>• Shows faulty paragraphing and lack of transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a limited response with no clear beginning, middle, and conclusion.</li> <li>• Creates confusion in structure.</li> <li>• Uses little to no sentence structure variety.</li> <li>• Many structural errors</li> <li>• Weak to no paragraphing or transition.</li> </ul>	

	<b>A</b>	<b>B</b>	<b>C-D</b>	<b>F</b>	<b>Score</b>
	10-9	8-7	6-5	4-0	
<b>Mechanics, Grammar, Professional Format</b>	<ul style="list-style-type: none"> <li>Mainly error free.</li> <li>Uses APA citation correctly where applicable for referencing sources.</li> <li>Meets and exceeds all requirements for an excellent academic response.</li> <li>Meets and exceeds all requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>A few minor errors in usage, grammar, or mechanics.</li> <li>Generally uses APA citation correctly where applicable for referencing sources.</li> <li>Meets most requirements for a well written academic response.</li> <li>Meets most requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper.</li> <li>Uses APA citation inconsistently and with errors when sources are used.</li> <li>Meets a few requirements for an acceptable academic response.</li> <li>Meets a few requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper.</li> <li>Many errors in APA citation, demonstrating lack of citation knowledge when sources are used.</li> <li>Meets few requirements for an acceptable academic response.</li> <li>Meets little to no requirements of the assignment.</li> </ul>	

**Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.**

**Total Score out of 50:**

**Facilitator/Evaluator’s Comments:**

**Columbia College**  
**Journal Observation Rubric**  
 Last Revised: January 22, 2018

Student's Name	Course Code	Date	Facilitator/Evaluator's Name			
<b>Area</b>	<b>A</b> 10-9	<b>B</b> 8-7	<b>C-</b> 6-5	<b>D</b> 4-3	<b>F</b> 2-0	<b>Score</b>
<b>Appropriate Details</b>	<ul style="list-style-type: none"> <li>Thoughtful choice of details maximizes interest and understanding</li> </ul>	<ul style="list-style-type: none"> <li>All relevant details presented, but details not critical to understanding omitted</li> </ul>	<ul style="list-style-type: none"> <li>Enough critical details presented for understanding, unnecessary details generally omitted</li> </ul>	<ul style="list-style-type: none"> <li>Most important details included but may include too much or too little detail for easy understanding</li> </ul>	<ul style="list-style-type: none"> <li>Some critical details missing, unnecessary details may be present</li> </ul>	
<b>Statement of Context, Relevance</b>	<ul style="list-style-type: none"> <li>All journal entries clearly described, illuminating links to concepts, debates, ideas, controversies, etc. discussed in class</li> </ul>	<ul style="list-style-type: none"> <li>Most journal entries clearly described, some reference to concepts, debates, ideas, controversies, etc. discussed in class</li> </ul>	<ul style="list-style-type: none"> <li>Some journal entries described a few concepts, debates, ideas, controversies, etc. discussed in class</li> </ul>	<ul style="list-style-type: none"> <li>Attempt made to place concepts, debates, ideas, controversies, etc. discussed in class but not done quite appropriately</li> </ul>	<ul style="list-style-type: none"> <li>No attempt made to describe context of study</li> </ul>	
<b>Overall Organization</b>	<ul style="list-style-type: none"> <li>Overall purpose, methods, results and conclusions of entries clearly stated; seemingly effortless and seamless logical flow</li> </ul>	<ul style="list-style-type: none"> <li>Overall purpose, methods, results and conclusions of entries clearly stated; logical flow always easy to follow</li> </ul>	<ul style="list-style-type: none"> <li>Purpose, methods, results and conclusions clearly stated; most of journal entry flows logically</li> </ul>	<ul style="list-style-type: none"> <li>Purpose, methods, results and conclusions stated; possibly some awkwardness in logical flow</li> </ul>	<ul style="list-style-type: none"> <li>Major sections missing or lack of logical flow</li> </ul>	
<b>Clarity of Explanations</b>	<ul style="list-style-type: none"> <li>Sophisticated use of language maximizes interest, enjoyment and comprehension; explanations very clear, factually correct</li> </ul>	<ul style="list-style-type: none"> <li>All explanations clear and easy to understand, factually correct</li> </ul>	<ul style="list-style-type: none"> <li>Most explanations clear and easy to understand, mostly factually correct</li> </ul>	<ul style="list-style-type: none"> <li>Overall meaning is understandable; possibly some areas of slight confusion or minor factual errors</li> </ul>	<ul style="list-style-type: none"> <li>Serious difficulty explaining ideas, major factual errors; lack of comprehensibility</li> </ul>	
<b>Use of Terminology</b>	<ul style="list-style-type: none"> <li>Correct use of all terminology, attention to nuances of meaning, judicious use of clearly defined jargon</li> </ul>	<ul style="list-style-type: none"> <li>All technical terms used correctly and defined clearly, including terms with different common meanings; overuse of jargon avoided</li> </ul>	<ul style="list-style-type: none"> <li>Few errors in use of terminology; definitions provided for technical terms, overuse of jargon avoided</li> </ul>	<ul style="list-style-type: none"> <li>Most terms used correctly, possibly some incorrect usage or use of unnecessary or undefined jargon</li> </ul>	<ul style="list-style-type: none"> <li>Jargon terms used incorrectly, without definition; attempting to sound "scientific" without understanding meaning of terms</li> </ul>	

Area	A 10-9	B 8-7	C- 6-5	D 4-3	F 2-0	Score
<b>Writing Style</b>	<ul style="list-style-type: none"> <li>Sophisticated, elegant style, complex yet lucid sentence structure, flawless grammar</li> </ul>	<ul style="list-style-type: none"> <li>Error-free, easy to read writing style, well-practiced and polished use of language</li> </ul>	<ul style="list-style-type: none"> <li>Good basic writing style, easy to read, few errors, almost entirely in author's own words, little paraphrasing or unnecessary quotation</li> </ul>	<ul style="list-style-type: none"> <li>Mostly basic, correct writing style, relatively few errors and little awkwardness, minimal use of unnecessary quotation or paraphrasing</li> </ul>	<ul style="list-style-type: none"> <li>Serious errors and awkwardness, excessive</li> <li>use of quotation in place of author's own words, excessive paraphrasing</li> </ul>	

**Plagiarism:** A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

**Total out of 60:**

**Comments:**