WOMEN’S STUDIES SS/DV 1500
Introduction to Women’s Studies
Fall, 2012, 12:00 – 1:15 pm T/TH

Instructor: Becky Johns, Ph.D.
Office: Elizabeth Hall 337
Office Hours: T/TH 2:00-4:00 pm or by appointment (use bjohns@weber.edu)
E-Mail: bjohns@weber.edu
Phone: 626-6026 (Department of Communication)

Women’s Studies Mission Statement: Women's Studies is an interdisciplinary program devoted to the academic study of the roles, contributions, and scholarship of women. It explores issues of race, class, sexual preference and gender as they impact women's lives in a variety of cultural contexts. Its goals are:

1. to build on the existing body of scholarship as the program develops an interdisciplinary curriculum about women gender issues,
2. to encourage variety in pedagogical methods for teaching,
3. to transform traditional disciplines through continuing consideration of new data, methods, theories, and analytical frameworks generated by Women's Studies scholarship, helping to correct long-standing oversight of the study of women's contributions to societies throughout the world.

Women's Studies is devoted to the academic study of the roles, contributions, and scholarship of women. Women's Studies takes its place in the academic community by promoting new areas of research, discovering lost contents of human history, identifying women's place in contemporary life and encouraging a sense of empowerment among women through analysis of their commonality of experience. The Women's Studies Program prepares students to pursue graduate work for employment in professional and community organizations, with an emphasis on critical self-reflection and responsible decision-making.

Women’s Studies and the College of Social and Behavioral Sciences: In accordance with its mission and in alignment with WSU and the College of Social and Behavioral Sciences’ mission and student learning outcomes, the specific goals of Women’s Studies in relationship with the College of Social and Behavioral Sciences are to provide its students with the following:

LO1 knowledge of the main social, economic, political and psychological issues of contemporary women's lives globally and locally;
LO2 knowledge of the main topics in theories and methodologies of feminisms;
LO3 knowledge of women's class, sexual orientation and cultural (historically "racial") diversity;
LO4 in-depth knowledge of one aspect of women's experience learned through (for example) a literary genre, a time period, a geographic region, or focus on a very narrow topic;
LO5 ability to connect ideas and concepts from various fields about oppression and patriarchy as these affect women to common themes or topics;
LO6 ability to write a focused and coherent analytical essay based upon and sustained by evidence;
LO7 ability to design and implement a project demonstrating studied topics.

WS 1500 Course Learning Objectives and Alignment with the Above SLO's:
By the end of the course, students will be expected to:

1. Define and describe the field of Women’s Studies.
2. Demonstrate an understanding of the theoretical frameworks underlying Women’s Studies, such as power, oppression, domination and feminisms. LO5
3. Identify and describe the effects of the social construction of gender, such as male and female roles, images, and stereotypes as well as some of the origins of these constructions, and personal and societal responses to these social constructions. LO3
4. Define and explain the implications of the intersectionality of gender, race, class and sexual orientation. LO1
5. Identify and write a focused and coherent analytical essay on historical and current issues of particular interest to women, such as violence against women, reproduction issues, sexuality, gender roles, health issues, looksism, ageism, the feminization of poverty, the commodification of women in pornography, prostitution, sexual slavery, and advertising; the roles relegated to women and women’s impact upon such institutions as family, work, government, education, and religion; and the effects of mass media imagery and marketing on women’s lives. LO1 and LO5 and LO6
6. Identify and explain the effects of globalization on women and women’s issues.
7. Create and articulate personal and political/social change strategies and identify “next steps” in helping the world to better become a place of safety, sustainability and equality for all people everywhere. LO7

Assessment of Student Learning Objectives and Outcomes:

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<tr>
<th>Objectives</th>
<th>Assessment Measure</th>
<th>Proficiency Goal</th>
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<tbody>
<tr>
<td>Course SLO 1</td>
<td>Pre- and Post-Semester writing assignment</td>
<td>At least a “C” grade as determined by instructor</td>
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<td>(see writing rubric tool attached)</td>
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<td>At least a “C” grade as</td>
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<tr>
<td>Course SLO’s 2, 3, 4 and 6</td>
<td>Informed discussion comments in class</td>
<td>determined by instructor (see discussion rubric tool attached)</td>
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<tr>
<td>Course SLO’s 2, 3, 4 and 6 (cont.)</td>
<td>Small Writing assignments based on assigned reading, films, Diversity Conference attendance, and speakers</td>
<td>At least a “C” grade as determined by instructor (see writing and discussion rubric tools attached)</td>
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<tr>
<td>Course SLO 1-6</td>
<td>Receive at least a “C” grade on Mid-term and Final Exams</td>
<td>“C” grade = 70% correct answers</td>
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<tr>
<td>Course SLO’s 5 and 7</td>
<td>Successful completion of Final Project and Presentation</td>
<td>At least a “C” grade as determined by instructor (see writing and presentation rubric tools attached)</td>
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**Course Management System:** Login at canvas.weber.edu or through the WSU student portal. All course materials, including this syllabus, course calendar, assignments, grades and important announcements are available in the canvas system under the course listed as WS DV 1500 CRN: 23309. Please let me know if you need help in learning how to use or navigate the canvas system.

**Course Requirements:**

All students are expected to:

1. Read textbooks and any other assigned materials prior to the day the material will be discussed.

2. Attend class and participate in class and occasional out-of-class activities and
discussions, including some part of WSU’s Diversity Conference

3. Complete approximately 12 small writing assignments based on reading, films, diversity conference or speakers.

4. Successfully complete mid-term and final exams.

5. Complete final paper and present findings as described below.

**Instructional Style:**

The course will be directed in an experiential/discussion format. A significant portion of the course will be the viewing and discussion of educational films. Please do not ask to skip class and see the film elsewhere as we will be discussing the films in class on the days scheduled. Many discussions and activities include information not contained in the textbook. Other activities will parallel the textbook and assume you have read the relevant chapters. The instructor is open to hearing to all students’ questions or concerns. Students are expected to participate in frequent in-class and out-of-class exercises and in sharing your questions, insights and concerns.

**Grading Components and Absence Policy:**

Your final grade will be based on the accumulation of points earned in the graded components of the course. You will complete eight chapter response papers, one final paper and presentation and participate in class activities and discussions. You must complete all required assignments for this course in order to pass. Missing a major assignment (defined as missing more than 75% of (a), and all of the other components listed b-e) will not result in a reduced grade; it will constitute a failing grade.

After three excused or unexcused absences and continuing in progressions of three, your attendance grade and if necessary, your total point distribution will be lowered by 25 points. Thus, if you missed 12 class sessions you would lose all 100 points of your attendance grade. If more than 12 class sessions are missed then 25 points will be deducted from your total points accumulated for each class session missed. Please do not ask about exceptions to this rule as there are none. Three tardies will constitute one absence. Leaving early will be treated the same as a tardy. No extra credit is allowed except if the instructor notes an important speaker, film, or activity distributed on campus or nearby (does not include Diversity Conference as it is mandatory to attend
some part of the conference). Any extra credit points for attendance of such will be open to all students. Point distribution will be thus:

- (a) Approx. 12 small writing assignments @ 10 pts. ea. = 120 approx.
- (b) Class discussions, activities and attendance = 100
- (c) Two Exams (mid-term and final) @ 100 pts. ea. = 200
- (d) Final Semester paper = 200
- (e) Presentation of Semester Paper = 50

Total 670 pts. approx.

Final grades will not be based on a curve but rather will be determined by points possible. For example, 90-100% of points possible = A or A-, 80-89% of points possible = B range, etc.

As some topics in this course are controversial, the following constitute guidelines for classroom discussion. Please respect these:
- Respect the confidentiality of what is said in class, in other words, what is said here, stays here.
- Listen to the comments of others completely before beginning your response.
- Try to learn the names of class members and use those names in discussion.
- Avoid personal conversations during class discussion, direct your comments to the entire class or group and endeavor to stay on the topic.
- The instructor reserves the right to regulate “heated” or extended discussions. Demonstrate respect to all speakers.

**Tentative Course Outline**

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<tr>
<th>Week One</th>
<th>Introductions, class organization and discussion of the concept of Women’s Studies and critical and personal inquiry</th>
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<tr>
<td>Aug. 26</td>
<td>Read pp. 3-18 in Textbook for Aug. 28</td>
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<td>Aug. 28</td>
<td>Discussion of pp. 3-18</td>
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<td>Film and discussion</td>
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<td>Assignment regarding film due Sept. 4</td>
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<td>Read Section 1 (pp. 18-25), Section 4 (pp. 29-30), Section 7 (pp. 38-49) in Textbook for Sept. 4 Discussion</td>
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<tr>
<th>Week Two</th>
<th>Discussion of Sections 1, 4 and 7</th>
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<tr>
<td>Sept. 4</td>
<td>Film Assignment due</td>
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<td>Sept. 6</td>
<td>Film and discussion</td>
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<td>Week</td>
<td>Topic</td>
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<td>Week Three</td>
<td>Discussion of pp. 51-63 and Sections 8, 10 and 11</td>
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<td>Sept. 11</td>
<td>Assignment regarding film or speaker due Sept. 18</td>
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<tr>
<td>Sept. 13</td>
<td>Film or Speaker and discussion</td>
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| Week Four | Discussion of pp. 91-104 and Sections 12 and 13                      | Film or speaker assignment due                                                   |
| Sept. 18  | Assignment regarding film or speaker due Sept. 18                      | Read pp. 149-160 and Section 18 (161-164) and Section 19 (164-167) for Sept. 25 |
| Sept. 20  | Film and discussion                                                  | Assignment regarding film due Sept. 25                                           |
| Oct. 2    | Assignment regarding film due Oct. 2                                  | Read pp. 207-224 and Section 25 (224-231) and Section 30 (250-255)              |

| Week Six  | Discussion of pp. 27-224 and Sections 25 and 30                      | Film Assignment due                                                             |
| Oct. 4    | Assignment regarding Diversity Conference due Oct. 9                 | Assignment regarding Diversity Conference due Oct. 9                           |
| Oct. 9    | Assignment regarding Diversity Conference due                        | Assignment regarding Diversity Conference due Oct. 9                           |
| Oct. 11   | Assignment regarding film due Oct. 11                                 | Assignment regarding Diversity Conference due Oct. 9                           |
Read pp. 301-317 and Section 38 (pp. 328-337) and Section 39 (pp. 337-346)

Week Eight
Oct. 16
Discussion of pp. 301-317 and Sections 38 and 39

Oct. 18
Film or Speaker and Discussion
Film or Speaker Assignment due Oct. 23
Read pp. 371-392 and Section 44 (pp. 401-410) and Section 48 (pp. 438-441)

Week Nine
Oct. 23
Discussion of pp. 371-392 and Sections 44 and 48
Film or Speaker Assignment due

Oct. 25
Film and Discussion
Film Assignment due Oct. 30
Read pp. 443-457 and Section 50 (pp. 466-469) and Section 52 (pp. 474-476) and Section 53 (pp. 476-481)

Week Ten
Oct. 30
Discussion of pp. 443-457 and Sections 50, 52, and 53
Film Assignment due

Nov. 1
Film or speaker and Discussion
Film or speaker Assignment due Nov. 6
Read pp. 493-511 and Section 57 (pp. 516-519) and Section 58 (pp. 519-525)

Week Eleven
Nov. 6
Discussion of pp. 493-511 and Sections 57 and 58
Film or Speaker Assignment due

Nov. 8
Film and Discussion
Film Assignment due Nov. 13
Read pp. 535-549 and Section 63 (pp. 559-562) and Section 66 (pp. 567-574)

Week Twelve
Nov. 13
Discussion of pp. 535-549 and Sections 63 and 66
Film Assignment due

Nov. 15
Film or speaker and Discussion
Film or Speaker Assignment due Nov. 27
Read pp. 583-598 and Section 71 (pp. 616-621) and Section 74 (pp. 629-636)

Week Thirteen
Nov. 20
NO CLASS- HAVE A GREAT THANKSGIVING!
November 22  Thanksgiving No class

Week Fourteen  Discussion of pp. 583-598 and Sections 71 and 74
November 27  Film or Speaker Assignment due

November 29  Student Presentations of Research Paper

Week Fifteen  Student Presentations of Research Paper
December 4  Research Paper due

December 6  Student Presentations
  Post-Semester Reflection assignment due

  Final Exam covering material since mid-term will be available in testing centers Dec. 7-Dec. 13

THE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS TENTATIVE COURSE SCHEDULE IF NECESSARY.

Course Policies:

All assignments, calendar, this syllabus and all else concerning this class not found in your textbook are found on the Canvas Course Website CRN 23309. Please access all information there and turn in all assignments which are not completed during class there. Exams will be brief answer essays and will be taken in testing centers (all centers will have exams for your convenience). Please consult the calendar associated with this course for dates when exams are available and the due dates for all assignments.

1) COPIES OF WORK. Students should make copies of all written work before turning them in, including those submitted through the Canvas Management system. All assignments should be computer-generated; no handwritten assignments will be accepted unless we do an activity in class.

2) LATE ASSIGNMENTS will receive a deduction of points per each day late. (Ten percent of possible points lost per day late.) Please know that you are responsible for making sure I have all assignments on time. This applies even if you use Canvas or e-mail.

3) CHECKING E-MAIL. Occasionally I will communicate to the whole class and to you individually, if necessary, by e-mail, so I expect you to check your Canvas Weber e-mail regularly and respond, if necessary, immediately. E-mail messages may include attendance questions, upcoming assignment announcements, guest speakers, etc. I will use only your university Canvas e-mail when sending group e-mails so please expect
messages only at that address. However, with the Canvas system you can now forward your Canvas e-mail to your most favored e-mail address.

(4) If we experience a campus-wide shut down due to any emergency, please check your Canvas Weber e-mail for instructions as to how we will continue the course.

(5) INSTRUCTOR ACCESS: Please see my office hours above. If you need to contact me immediately, please use my Groupwise e-mail: bjohns@weber.edu as that goes to my phone and I generally have it with me.

(6) PLAGIARISM AND UNETHICAL WORK means, simply, cheating and will not be tolerated. Any case will result in the student receiving a failing grade for the course and possibly further University disciplinary action (Student code, Section IV, D & X: A & B). “UNWITTING” PLAGIARISM. Students sometimes plagiarize without understanding that they are doing so. This can also result in a failing grade. Examples include extensive quoting of an author without showing it as "direct quotes" with a source and page number. (Just citing the author and date indicates that you have paraphrased the source and it is your words, not the author's words verbatim.) Another example is citing a secondary source as though it is a primary source. For example, if a textbook (Brown, 2002) cites (Smith, 1991, p. 63) and you use that same quote with that citation without going to the source itself, you have plagiarized Brown. The correct citation should read "(Smith, 1991, cited in Brown 2002)" and then only Brown will be in your Bibliography. Please also recognize that while I encourage students to study and work on assignments together or in groups, final student assignments must be original and no part of any final, individual assignment may be duplicated or paraphrased from others’ work.

Educate yourself regarding what plagiarism is and how to avoid it; you cannot plead ignorance if you are found plagiarizing. Three particularly good web sites on plagiarism where you can get detailed and more extensive help are:

http://www.indiana.edu/~wts/wts/plagiarism.html
http://owl.english.purdue.edu/handouts/research/r_plagiar.html
http://sja.ucdavis.edu/avoid.htm

If your writing appears plagiarized, or if sources are not documented properly, you may receive an “F” in the course and your name will be forwarded to the university’s due process officer. I will be using Turnitin.com, a plagiarism detection device, for all assignments.

(7) CLASS CONDUCT: You must be respectful of your classmates and professor at all times. CELL PHONES and all other electronic noise-making devices must be turned off or have the ringer silenced. Please do not read or compose text-messages during class. I will point at you if you are using your cell phone the first time, the second time, I will just ask you to leave. Food and drinks are permitted in class as long as they do not create disturbances. Young children are permitted only with prior authorization. Recording devices and laptops, ipads, etc., are allowed only for class-related activities. Full attention should be paid to whatever is going on in class and whoever is speaking (no talking, side conversations, reading the Signpost, or doing homework from another
class, etc.) Please do not wear ear phones or buds or anything in your ears unless you are hearing impaired. I will warn you only once. If I see the behavior again, your grade will be reduced or you may be asked to leave the class.

(8) **CONFLICT RESOLUTION:** Weber State University recognizes that there are times when course content may differ from a student’s core beliefs. Faculty, however, have a responsibility to teach content that is related to the discipline and that has a reasonable relationship to pedagogical goals. If you, as a student, believe that the content of the course conflicts with your ability to pursue the topic, you may request a resolution from the instructor: no resolution is guaranteed. (See PPM 6-22.)

(9) **USE OF POTENTIALLY OFFENSIVE LANGUAGE:** You will be expected to refrain from using language in class discussions and all written work that might reasonably be considered offensive to specific groups of people (women, racial and ethnic groups, religious groups, gays, lesbians, transgendered and bisexuals, the elderly, etc.). Flagrant or continued disregard of this expectation will have a negative effect on my assessment of your work and may result in having your name reported to the Dean of Students for appropriate university action.

(10) **NOTE ON SPECIAL NEEDS:** Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Services Center prior to beginning this course and deliver a written statement to me from SSD in order to receive accommodations. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

(11) **SCHOOL SAFETY ISSUES:** Any disclosure by a student, orally or in writing, whether related to class assignments or not, that communicates the possibility of imminent danger to the student or others will be shared with appropriate authorities.

**GOOD WRITING**
(adapted from material from Drs. Becky Johns and Susan Hafen)

All assignments must be word-processed, double-spaced, one-inch margins, error-free, follow APA or MLA citations and formatting and use 12 point font. Number all pages. Do not bind or put in folders; just staple pages together and be sure your name is on top sheet. Check our Canvas Course Assignments pages for more explicit information on topic and length.

As writing is an integral part of this course, please pay attention to the following material. Writing and speaking well are both essential to nearly every social and professional activity. Whether the paper is on physics or modernist fiction, how you write your paper (spelling, grammar, overall structure and organization, word choice, use of passive and active voice, descriptive subheadings, references, etc.) will strongly
influence how the reader assesses the content of your paper. So you should not separate these in your mind as you write; papers get good grades, and are considered interesting and credible, based on both content and form. So here are my general criteria for well-written papers:

Writing Essentials:

1. Each assignment is due at the beginning of class on the date indicated. Late papers will be penalized. You must complete ALL assignments in order to pass this course. Do not miss class to work on your assignments; you lose both ways.

2. Written assignments should be computer-generated (with dark print so I can read it) and stapled (no binders, folders, plastic sleeves, etc.). Just staple together and put our name in the top left-hand corner or use a cover sheet for longer written work.

3. Type papers with one-inch margins. Number your pages and use 12 point typeface. Double space throughout. NO triple or quadruple spacing between paragraphs or sections.

4. Demonstrate an awareness and understanding of the relevant theories, concepts, reading, facts, etc., by specifically mentioning them in your paper. Do not make hyper-generalizations or unsupported claims.

5. If using the textbook or other materials, cite the source and be very careful not to plagiarize.

6. When citing sources (in a longer writing project), use an APA or MLA style manual. Don’t rely on your memory for format. Look it up – there are many helps for this on the internet. Ask me if you need help. Make certain that every source you cite is in the bibliography, and every reference in the bibliography has been quoted in your paper.

7. Provide your own unique contribution in this paper through analysis, critique, associations, and extensions. That is, just summarizing what is in textbook or film isn't a unique contribution and doesn't necessarily show that you have a good grasp of the course material.

8. Critical thinking can help you work through your writing projects as well as help you to answer essay questions on exams in other courses. Here are some critical thinking tips: Recall facts, procedures, rules, and formulas; think about similarities; notice differences; think through causes and effects; find the best idea to match the example or examples given; support your ideas with examples; and evaluate your writing BEFORE YOU TURN IT IN.

9. Use action words that make your writing concrete, for example: analyze, argue, compare, contrast, criticize, define, describe, discuss, enumerate, list, identify, explain, evaluate, illustrate, interpret, outline, prove, review, state, summarize, trace, etc.
10. Provide the reader with a well-organized, structured and formatted paper. Begin with an attention-getter, just like you do with a speech. End your introduction with a preview. Next, your paper should have a body or the main points you are making. Think of these main points as arguments you are making and that must be supported by examples, expert testimony, or other supporting material. Avoid bald assertions which demonstrate little thinking and analysis. Provide a summary of key ideas at the end. If paper is 7 pages or more use subheadings that are underlined or in bold. Provide transitions between sections and points of the paper. And please paginiate, meaning provide page numbers.

11. Provide the reader with a paper free of spelling errors, typographic errors, grammatical errors, etc. (A spell-checker and style-checker will catch only some of these problems!) Carefully edit your own paper for such errors before turning in and use your friends or the WSU Writing Center to help you formulate and edit your paper. Avoid using passive voice whenever possible. Example common problems/confusions to look out for include:

- its/it's
- your/you're
- their, they're, there
- unnecessary commas
- sexist language
- principle/principal
- not matching plural/singular subject/verb
- who v. that
- receive/receive
- effect/affect
- run-on sentences
- incomplete sentences
- except/accept
- which v. that
- commas/periods inside quotation marks

12. Do not use "hanging quotes." Quotes cannot stand alone. They must be preceded or followed with a phrase. **Example:** Johns states, "Power is hegemonic and hidden when no one notices it, but everyone complies with it nonetheless" (2003, pp. 7-8). **Wrong:** "Power is hegemonic and hidden when no one notices it, but everyone complies with it nonetheless. (2003, pp. 7-8)"

13. Avoid sentence fragments.

14. Use transitional sentences between sections.

15. Avoid quotes that are too long—paraphrase more than quote, or quote part of the paragraph or sentence.

16. **Everything should be double spaced!**

17. Ideas should be coherent; not confusing and misleading.

18. Provide lots of examples and explanations—complex ideas without explanations are problematic, especially when quoting or paraphrasing
19. Avoid colloquial language when inappropriate.

20. Avoid paragraphs that are a full page long (2-3 paragraphs per page minimum).

21. Avoid one sentence paragraphs (2 sentence minimum).

22. Avoid redundancy—stating the same idea in many different places and/or ways.

23. Avoid too many "as was stated earlier..." and the "royal we" or "preachy you."

HELP: Weber State University offers a free writing consulting service for students in the Student Services Building. If you have any doubts about your writing, take a draft of your writing to the Writing Center.

HOW ASSIGNMENTS WILL BE GRADED:

A Papers
An A paper should demonstrate a level of sophistication and proficiency in both content and mechanics well beyond that of the average student. It should be marked not by simple comprehension of the subject matter, but by the ability to penetrate, analyze, and synthesize the material in order to arrive at new and deeper levels of understanding and insight. Moreover, such a paper is not merely grammatically correct, but its vocabulary, its sentence structure, and its paragraphing are marked by a complexity and appropriateness commensurate with the highest expectations for thinking and writing at that particular course level.

B Papers
A B paper demonstrates good control of both content and mechanics. It surpasses the average paper in its attempt to move beyond an obvious, commonplace, or conventional response to an assignment; such a paper, then, reveals insight and imagination grounded in and informed by a consistent and specific use of the assignment's source material. The writing of this paper will be careful, controlled, and, essentially, error free. The more successfully the student establishes and supports a compelling and complex argument, the more sophisticatedly he or she conveys it, in all components of writing, the closer he or she will have come to writing an A paper.

C Papers
A C paper demonstrates, overall, satisfactory control of both content and mechanics. Because a C paper represents the average work of a college student, it is, for some professors, the beginning point or basis from which he or she determines exceptional strengths or chronic weaknesses; in other words, while some students will either move beyond or fall below a C performance, most will and should do average work. Students should, however, keep in mind that the expectations for assignments at the college level are, of course, higher than those at the secondary level, that a paper that might earn an A or B in a high school course will most likely earn a C in a college course. This grade of C reflects competence in the handling and organizing of an argument and in the demonstrated understanding and use of primary and secondary materials. Such a paper
will be, for the most part, free of grammatical and mechanical errors. Those errors that do appear in a C paper will be occasional and few, indicative of neither habitual weaknesses nor gross failure to proofread.

D/F Papers
D or F papers reveal fundamental weaknesses in either content or mechanics. In the former case, the essay may demonstrate misunderstanding of the assignment or a failure to grasp relevant concepts; it may lack appropriate textual support or operate at such a level of generality as to be meaningless; it may proceed without logical or coherent development. In the latter case, the essay will be marked by chronic errors in grammatical and mechanical correctness.

"A" graded assignments demonstrate more work, but more than that, more thoughtful work. The length of the assignment is unimportant compared to the quality of the content. "Fluff" will not be graded "A" work. Keep in mind that grading is always subjective; this is particularly true of grading written work. Please feel free to discuss with me your problems with the grades you receive but be prepared to justify your points with reasoned arguments. Just telling me you had hoped for a better grade or you think you deserve a better grade is insufficient. Saying things like: "I've never received a "C" (or "A-") before," are not reasoned arguments. Saying "I really worked hard on this," is not a reasoned argument either. Work (or what you may consider work) and performance are not necessarily correlated. You must demonstrate to me how you have met the grading guidelines detailed herein and therefore should receive a certain different grade. Please do not “grovel for grades” or “grade manage.” This kind of behavior is inappropriate in a university classroom and embarrasses me and should embarrass you.

Every writing assignment will be graded using the following writing rubrics.
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<tr>
<td>Included facts, quotes, and paraphrasing from reliable sources. Included research from subject-matter experts.</td>
<td>Included facts, conclusions, and opinions from reliable sources.</td>
<td>Included a mixture of facts from reputable sources and opinions from unreliable sources.</td>
<td>Included more opinion than fact. Information was taken from unreliable sources.</td>
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<tr>
<td>Writing-Ideas: Interesting, informative details</td>
<td>All details were unique, interesting, and related to and supported the profile idea. Writing included information based on fact.</td>
<td>Writing had many interesting details which supported the profile idea. Writing included interesting information.</td>
<td>Writing had three or more details that supported the main idea.</td>
<td>Writing had few details.</td>
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<td>Content-Creativity: Unique delivery</td>
<td>Project demonstrated student's own interpretation and expression of research material. Used pictures, images, or other visual aids to display information in multiple ways.</td>
<td>Used student-created materials as well as existing material from other sources. Student devised a creative way to design or deliver the project.</td>
<td>Information was factual but showed little student interpretation. Project based primarily on sample work. Student added one or more original ideas.</td>
<td>Project was built from a template, designed only as prescribed, or was based entirely on sample work.</td>
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<tr>
<td>Organization-Time Management: Uses time wisely</td>
<td>Used time well. Work was turned in early or on time.</td>
<td>Most work was done on time.</td>
<td>Some work was not done on time. Monitored progress occasionally. Did not change work habits or schedule accordingly. Worked frantically to finish project on time.</td>
<td>Did not use time well. Little or no work was done on time. Did not monitor progress adequately. Project was not completed on time.</td>
</tr>
<tr>
<td>Design-Layout and Organization: Organized and easy to read</td>
<td>Content was well organized with headings and subheadings. Text and graphics were neatly organized and made the project easy to read.</td>
<td>Project was organized with headings and subheadings. Text and graphics were placed to make the project easy to read.</td>
<td>Most of the project was organized. The placement of text and graphics sometimes made the project hard to read.</td>
<td>Project was hard to read. There is no clear structure. Text and graphics were randomly placed.</td>
</tr>
</tbody>
</table>

Grading Rubric for Class Discussion

Class participation as a component of grading is based on several important ideas: to practice reflective thinking you must *take the risk of sharing* your perceptions and interpretations and *receive feedback* from others on their soundness; we construct knowledge and *learn from each other*, and if you don't speak, others don't learn from you--and vice versa; the evaluation of your performance is based on what can be *demonstrated* and *observed*-- you need to show what you know. The following may seem overly detailed but this is a communication course and oral communication skills are among our most important.
<table>
<thead>
<tr>
<th>Factor</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Desired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of participation</td>
<td>Does not contribute or alternately dominates discussion</td>
<td>Irregularly participates</td>
<td>Initiates questions and comments</td>
</tr>
<tr>
<td>Relevance &amp; value</td>
<td>Tangential or pedantic</td>
<td>Contributes on portions or segments, but misses the big picture</td>
<td>Comments are pertinent to topic and add important facts and perspectives</td>
</tr>
<tr>
<td>Argument Style</td>
<td>Argues opinion or emotion without evidence</td>
<td>Provides weak or inconsistent evidence or reasoning</td>
<td>Gives evidence supporting assertions, argues logically, gives examples</td>
</tr>
<tr>
<td>Inclusion</td>
<td>Does not mention others or further develop ideas previously discussed</td>
<td>Implies contributions of others and bases argument on previous contributions</td>
<td>Builds on and relates to points made by other contributors, summarizes, contrasts, harmonizes, etc.</td>
</tr>
<tr>
<td>Articulation</td>
<td>Mispronunciation, poor use of words, poorly organized ideas</td>
<td>Uses jargon, common expressions rather than appropriate technical terms</td>
<td>Clear and organized use of language, expresses ideas fluently, visual supplements</td>
</tr>
<tr>
<td>Presentation</td>
<td>Speaks too softly for all to hear, addresses only the instructor, monotone, upspeak, mannerisms</td>
<td>Inconsistent in presentation, needs reminding, variable style</td>
<td>Eye contact, address all of class, audible volume, interest &amp; inflection in voice</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Uses cliche's, mundane vocabulary, uses terms incorrectly</td>
<td>Inconsistent in use of proper terms</td>
<td>Demonstrates knowledge and accurate use of terms</td>
</tr>
<tr>
<td>Receptive</td>
<td>Defensive, demeans others' comments, talks over them, or disregards feedback</td>
<td>Is respectful and listens, but does not apply feedback</td>
<td>Accurately listens to and considers feedback from others</td>
</tr>
<tr>
<td>Preparation</td>
<td>Makes spontaneous but uninformed comments</td>
<td>Comments are informed but lack completeness of comprehensive</td>
<td>Has read assigned material and relates comments to it</td>
</tr>
<tr>
<td>Performance Element</td>
<td>Distinguished</td>
<td>Proficient</td>
<td>Apprentice</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Awareness of Audience</strong></td>
<td>Significantly increases audience understanding and knowledge of topic; Effectively convinces an audience to recognize the validity of a point of view.</td>
<td>Raises audience understanding and awareness of most points; Clear point of view, but development or support is inconclusive and incomplete.</td>
<td>Raises audience understanding and knowledge of some points; Point of view may be clear, but lacks development or support.</td>
</tr>
<tr>
<td><strong>Strength of Material, Organization</strong></td>
<td>Clear purpose and subject; Pertinent examples, facts, and/or statistics; Conclusions/ideas are supported by evidence; Major ideas summarized and audience left with full understanding of presenter’s position.</td>
<td>Has some success defining purpose and subject; Some examples, facts, and/or statistics support the subject; Includes some data or evidence which supports conclusions or ideas; May need to refine summary or final idea.</td>
<td>Attempts to define purpose and subject; Weak examples, facts, and/or statistics, which do not adequately support the subject; Includes very thin data or evidence in support of ideas or conclusions; Major ideas may need to be summarized or audience is left with vague idea to remember.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Relaxed, self-confident and</td>
<td>Quick recovery from minor</td>
<td>Some tension or indifference</td>
</tr>
</tbody>
</table>

Oral Presentation Rubric for Final Paper Presentation:
| Appropriately dressed for purpose or audience; Builds trust and holds attention by direct eye contact with all parts of audience; Fluctuation in volume and inflection help to maintain audience interest and emphasize key points; | Mistakes; Appropriately dressed; Fairly consistent use of direct eye contact with audience; Satisfactory variation of volume and inflection. | Apparent and possible inappropriate dress for purpose or audience; Occasional but nonsustained eye contact with audience; Uneven volume with little or no inflection. | Inappropriately dressed for purpose or audience; No effort to make eye contact with audience; Low volume and/or monotonous tone cause audience to disengage. |