

SSCI 105: Writing in the Social Sciences

Section 01B Fall 2013
Tuesday and Thursday 9:25-10:40 AM
Instructor: Isaac Emrick
Email: isaacemrick@ucwv.edu
Office Hours: 10:50-12:00, Location TBA



**UNIVERSITY OF
CHARLESTON**

COURSE DESCRIPTION

This course provides students with the foundational skills and the knowledge needed to successfully meet the foundational Citizenship Outcomes with critical thinking, communication, and research skills necessary for college success. In particular, this course will force you to ask yourself: Why do people do the things they do? What are social institutions? How do social institutions/socialization impact who we are – as an individual, as a group, as a nation? What is culture? What is citizenship? These questions may serve as writing prompts for writing assignments and class discussion.

This course explores social institutions through the issue of social problems. Each student will be required to demonstrate knowledge of social institutions, foundational historical understanding, and global awareness through the various essays associated with this course. Further, at least two of the four essays associated with the course must also demonstrate foundational critical thinking. Students may choose which rhetorical modes to demonstrate said Liberal Learning Outcomes (LLOs).

All assignments will be graded using the appropriate SSCI 105 combined rubric to assess understanding of said LLOs. This course will allow you to develop as a critical thinker through the development of the social sciences perspective. This course will allow you to develop metacognitively as you will begin to ask the questions: Why are things the way they are?; Why have I come to think this and/or in this way? This course will allow you to deconstruct the social environment and come to develop more holistic, sophisticated thinking.

REQUIRED TEXTS

- Henslin, James. *Life in Society*. 10th Ed. Boston: Pearson, 2011. ISBN 10: 0-205-78041-5.
 - Textbooks can be purchased <http://eagleshop.ucwv.edu> or 1-877-393-5014.
- There will be additional pdf format materials on eLearn.
- You will also be accessing study plans, primary documents, and other items via hyperlinks that can be accessed through our class page.

LEARNING LIBERAL OUTCOMES

- Understand and examine the rights and responsibilities that are associated with social, political, and economic communities that an individual demonstrates as an engaged and knowledgeable member of a society.
- Understand that human behavior is a product of socialization, the influence of social institutions and individual psychology.
- Identify and explain the disciplines of the Social Sciences.
- Refine the ability to effectively communicate with a variety of audiences and purposes.
- Examine the process of reflection, reasoning and imagining, through which the individual willingly, systematically, and habitually examines and explores statements, problems, issues, beliefs, and social constraints.
- Demonstrate an attitude of intellectual inquiry, information literacy, critical, analytical, and reflective thinking skills.

COURSE REQUIREMENTS

Attendance/Participation (50pts)

7 In-Class Quizzes (150pts)

5 Reading Quizzes	20each	Syllabus Quizzes	25	Academic Integrity	25
-------------------	--------	------------------	----	--------------------	----

4 In-Class Assignments (100pts)

Critical Analysis	25	Source Evaluation	25	Archaeology of a Doc.	25	Trash Analysis	25
-------------------	----	-------------------	----	-----------------------	----	----------------	----

10 Discussion Boards (100pts)

2 Exams (200pts)

5 Papers (510pts)

<i>Paper 1</i>	<i>100</i>	<i>Paper 2</i>	<i>100</i>	<i>Paper 3</i>	<i>110</i>	<i>Paper 4</i>	<i>150</i>
Pre-write	15	Pre-write	15	Pre-write	15	Pre-write	15
Rough Draft	10	Rough Draft	10	Rough Draft	10	Data/Bib	25
Peer Review	25	Peer Review	25	Peer Review	25	Rough Draft	10
Final Draft	50	Final Draft	50	Rough Draft 2	10	Peer Review	25
				Final Draft	50	Final Draft	75
<i>Reflection & Introduction</i>							
		50					

Attendance/Participation (50pts) Lecture material, classroom videos, and other visual materials go beyond the text and required readings, so it is imperative that you attend class. Attendance will be recorded at every class. You only have three absences during the semester. Students must be present for all peer reviews, assignments, and exams. Any unexcused absences over three will deduct one point from your final participation grade. Please notify me if you are unable to attend class. Absences because of University sanctioned events, i.e. sporting or band events, will not count against you. If a student fails to engage in activities during the first week, he or she is considered ‘non-attending’. If you do not attend the course as stated above, the Registrar’s Office will be notified and you may be dropped from the class roster.

Reading Quizzes (100pts) There will be 5 in-class unannounced reading quizzes each worth 20 points. These will consist of short answer questions to be answered in complete sentences. These are **NOT** open book. As attendance is mandatory, there will be **NO** make-ups.

Syllabus and Academic Integrity Quizzes (50pts) There will be 2 in-class administrative quizzes to show understanding of course expectations, worth 25pts. These will consist of short answer questions to be answered in complete sentences. As attendance is mandatory, there will be **NO** make-ups.

In Class Assignments (100pts) There will be four 25pt scheduled in-class assignments as listed above and on the schedule. The directions for these assignments will be distributed in-class on the day of the assignment.

Discussion Boards (100pts) We will be discussing readings and other topics in class. The eLearn discussion boards are meant to begin the process of gathering your thoughts about the reading prompts and to see ideas from fellow students. Please read the Discussion Board Best Practices on page 4. You must put up an initial post and at least one response to another student’s post to receive full credit for each discussion board topic. If you only post an initial response to the question or topic, you will only receive 8/10 points. If we have a discussion board, please make sure that you have read the documents so that you will be ready to post your initial response to the discussion board on (or before) days marked “DB” on the class schedule. DBs are due by midnight on the day it is due.

Exams (200pts) There will be two in-class exams (**October 10 and December TBA**). The exams are not cumulative. Each exam will be worth 100 points and must be written in a blue book. Blue books must be NEW large sized (8.5” by 11”). Exams will consist of multiple choice, matching, and short answer questions. The tests are NOT open book. You have one class session of 90 minutes for each exam. If you are unable to attend an exam for a legitimate reason please email me BEFORE the exam day. A student who misses an exam without an excuse will receive a zero.

Essays (460pts) You will be writing **FOUR** major essays this semester. The instructions will be found in the Essay folder and will be due by class time unless otherwise indicated (**Sept. 17, Oct. 1, Oct. 22, Nov. 26, and Dec. 3**). The essays must be submitted in an eLearn email as an attachment, AND a printed copy in class. An essay is a formal paper and must conform to proper standards of academic writing, (i.e.: typed, double-spaced, twelve point font, 1” margins, etc). Please support your arguments with specific examples from the readings, lectures, and additional research. All papers must be fully documented and cited. Failure to cite sources constitutes plagiarism and will result in a "zero" on the assignment. No late papers will be accepted.

Essay	Name	101	102	Rubric
1	Single Story	Definition	Persuasive	Writing
2	Who are you?	Informative	Research	Writing
3	Adler-Adler article	Critique	Critique	Writing & Citizenship/SSCI 105
4	Artifacts	Descriptive	Compare and Contrast	Writing
R/I	Reflection/Intro			Writing

In order to receive credit for the LLO, you must generally receive at least a 3 out of 5 on the University LLO rubric. With regard to the Comm 101 and 102 portfolio grade, you must also receive a cumulative 3 (grade of C) on the portfolio to pass the course.

GRADE SCALE

A 100-90, B 89-80, C 79-70, D 69-60, F 59-0

CLASS COMMUNICATION

Please log into the class site daily, even if there is not anything due that day. I frequently send out announcements in regards to class assignments. Sometimes, I send out information that clarifies or answers questions that students send that I think might be helpful for everyone to know. Also, be sure to check your email. All email must come through eLearn email. I will check my email each weekday evening. Thus, you can expect a response to your questions after noon. Please send me any questions that you have as soon as possible. I will frequently send additional information and instructions to the class, either as announcements or emails.

eLEARN

Understanding eLearn will be extremely important to your success in this class. This syllabus will always be available on eLearn, therefore you should always be aware of what is on the syllabus. You should check eLearn daily for updates on class questions and ALL email correspondence. Grades will be posted on eLearn when possible and appropriate. Please email me if you have any further questions about eLearn. Through eLearn, you will be able to view study guides, maps, worksheets, and additional documents. You will need to utilize all the available resources on eLearn to study for the exams and papers.

COMPUTER REQUIREMENTS

eLearn is a web-based service. Students should have a reliable internet connection, preferably high-speed to accommodate streaming media and large file downloads. Students may choose their own internet browser. Browsers and operating systems should be up-to-date, with all the most recent patches installed. The minimum browser requirements include:

[Firefox](#) 4, [Safari](#) 5, [Chrome](#) 11, [Opera](#) 9

[Internet Explorer](#) 8 (although IE 10 is required for some features)

It is recommended that students have at least two browsers available to use, in case there are problems with one. Mozilla Firefox appears to work the best with eLearn on a consistent basis. Students will be required to download files and should have the following programs installed on their computers:

[Adobe Flash](#)

[Adobe Reader](#) (or another software that can open pdf documents)

[Microsoft Office](#) (or a compatible software such as [OpenOffice](#))

DISCUSSION BOARD BEST PRACTICES

In order to be successful in the course, it is critical that you follow the following rules of posting and etiquette for our online forum:

1. All posts are important – please take all posts seriously and respond appropriately. At times, it can be hard at times to see that all posts are important, but as the course is completed, it is much easier to see the overall intent.
2. Please refrain from any negative personal commentary on the forum. This type of behavior can be grounds for dismissal from the course.
3. Please be sure that all posts are explicitly related to the course content. No off topic posting permitted.
4. Grammar/mechanics matter!

TIMELINESS OF INTERACTION AND ASSIGNMENTS

You are expected to regularly attend and sign in to the eLearn course to participate in learning activities, respond to discussions, and submit assignments. Assignment due dates are there to ensure appropriate progression in the learning process. Therefore any assignment, including your response in discussions, must be posted by the due date. Late assignments will only be accepted with a valid, university approved excuse. And, except for very exceptional cases, I expect to be apprised in advance that a student will submit late work.

UNIVERSITY ACADEMIC INTEGRITY

For a community of learners to thrive, all members must engage in the educational process with honesty and integrity. The University of Charleston community holds firmly to the belief that all members of the community are responsible for promoting and protecting academic integrity. Cheating, plagiarism, fabrication, or facilitating academic dishonesty will not be tolerated. Please see the academic catalog for more information. Faculty may submit any assignment including discussion posts and papers to Turnitin.com, a web-based plagiarism detection software, for comparison to web pages, papers, and publications.

The University of Charleston believes that students learn and develop greater knowledge of academic integrity as part of our educational process. The Academic Integrity process is designed to facilitate a student's development of this understanding while requiring accountability for violation of this policy. Please see the academic catalog for more information on the academic dishonesty levels, procedure, and appeal process.

COURSE DROP

You must initiate an Add/Drop Form in order to be dropped from this course on or before the published deadline. The last day to drop can be found in the academic calendar. All add/drop Forms must be received on or before the last day to drop. The academic calendar and add/drop forms are available on the University website.

COURSE WITHDRAWAL

You must initiate a Withdrawal Permit in order to withdraw from this course on or before the published deadline. The last day to withdraw can be found in the academic calendar. All withdrawal permits must be received on or before the last day to withdraw. Students will receive a "W" on their academic transcript. Students who withdrawal after the published day will receive a WF (withdraw failing) unless it is approved medically. Failure to begin attending or ceasing to attend does not constitute official notice of withdrawal. Students who do not officially withdraw are required to pay all charges to their accounts.

STUDENT EXPECTATIONS AND ACCOUNTABILITY

All students are responsible for knowing and following University of Charleston's student expectations and accountability, which describes the University's rules and regulations for academic honesty and personal conduct. It also describes the process through which students are charged with violations, the disciplinary sanctions that may be imposed for violations, and the appeals process. The Student Code of Conduct is available in the Student Handbook and on the UC website.

POLICY FOR STUDENTS WITH DISABILITIES

It is the policy of the University of Charleston to provide reasonable accommodations for qualified individuals with documented disabilities. This college will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as regards to affording equal educational opportunity. It is the student's responsibility to contact the disability coordinator and provide current documentation from appropriate credentialed persons. The disability coordinator will assist students and faculty in arranging appropriate accommodations. This is in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Disability Coordinator Contact Information: Allison Grassie, allisongrassie@ucwv.edu, (304)347-6993

FAIRNESS

University of Charleston is committed to social justice. I concur with this commitment and will strive to maintain a positive learning environment based on open communication and mutual respect and non-discrimination. I will appreciate and consider suggestions on extending and enhancing such an environment. As the instructor I maintain the ability to alter the schedule and assignments to best manage the course materials and student needs.

STUDENT RESOURCES

Online Homework Help:

All UC students have access to the Smarthinking online tutoring tool. A link to this resource is now on the Current Student page at <http://www.ucwv.edu/Students/> under Online Resources.

The USERNAME for students to log on is UCFirstnameLastname. The password is RIVER.

Tutoring through Smarthinking is provided in the following ways:

- Connect with an e-structor now! is used when you want tutoring right away.
- Submit your writing is used to send the draft of an essay or paper for e-structor review.
- Schedule a personal session is used when you want to make an appointment for future tutoring.
- Submit a question is used when you wait for a delayed response, rather than take time for a live session.
- Academic resources are used to look for answers to your questions before engaging a tutor.

Library Resources:

The UC library provides electronic access to several online resources through its website at <http://library.ucwv.edu/databases>.

To call the Beckley library, dial 1-877-678-5427 or 304-929-1367.

To call Charleston, dial 304-457-4780. To e-mail questions, send an e-mail to librarian@ucwv.edu

To access the electronic resources, you must have a UC user name and barcode. Contact librarian@ucwv.edu for more information.

Citation Style:

I generally try to work with the student to exploit the reference style they will be working with in their major. I am pretty well versed in APA, MLA, AMA, Chicago Style, and end noting. Let's have a discussion about what will work best in the first week of classes. The library staff is a very knowledgeable reference for you on these matters. In addition, the following websites are very reliable sources of information:

<http://owl.english.purdue.edu/>

<http://owl.english.purdue.edu/owl/section/2/>

<http://www.easybib.com/>

<http://writingcenter.unc.edu/handouts/>

COURSE SCHEDULE

Henslin – Textbook reading; <i>Doc1</i> – Online Document; Research – Hyperlinked Document <i>DB1</i> – Online Grade; Paper 1 – In-Class Grade		
Week	Tuesday August 27	Thursday August 29
1	Introduction to the Course, Communications Portfolio, and Social Science	“Single Story” video Writing Prompt, Seminar and Discussion Practice
	September 3	September 5
2	Syllabus Quiz Academic Integrity/Citation techniques Begin Paper 1 <i>Doc1 - DB1</i> (Midnight)	Paper 1 Prewriting Check DB1 discussion Critical Analysis of Documents Assignment Social Sciences WS
	September 10	September 12
3	Academic Integrity Quiz Writing Workshop/ Peer Review Paper 1 Henslin: 1-11; DB2 (Midnight) Rough Draft 1 submit to Thinksmart (Midnight)	NO Class Email Thinksmart Paper 1 Rough Draft to Instructor
	September 17	September 19
4	Paper 1 Final due (email & paper) Identity, Culture and Cultural Relativism Lecture DB2 discussion; Begin Paper 2 <i>Doc2 - DB3</i> (Midnight)	Paper 2 Prewriting Check Examples of Cultural Relativism Discussions Doc3
	September 24	September 26
5	Epistemology of Social Science: Evidence Lecture Research Website : Foundations Henslin: 50-61; DB4 (Midnight) Rough Draft 2 submit to Thinksmart (Midnight)	DB4 Topic Discussion Evidence, Inductive and Deductive Discussion Peer Review Paper 2 Email Thinksmart Paper 2 Rough Draft
	October 1	October 3
6	Paper 2 Final due (email & paper) Begin Paper 3 Henslin: 183-193; DB5 (Midnight)	Paper 3 Prewriting Check DB5 discussion; Reread <i>Doc1</i> and Henslin: 50-61 Quantitative and Qualitative Research Lecture
	October 8	October 10
7	Source Evaluation Assignment Study Guide Discussion Board Rough Draft 3 submit to Thinksmart (Midnight)	Mid Term Exam 1 Email Thinksmart Paper 3 Rough Draft
	October 15	October 17
8	Peer Review 3	No Class Email Paper 3 Second Rough Draft
	October 22	October 24
9	Paper 3 Final due (email & paper) Research Website : Sampling, Etc. Archaeology of a Document Assignment Begin Paper 4; <i>Doc3 - DB 6</i> (Midnight)	Paper 4 Prewriting Check DB 6 discussion Landscape as a Cultural Expression Lecture
	October 29	October 31
10	Paper 4 Compare-Contrast Workshop (102 only) <i>Doc4 - DB7</i> (Midnight)	Data sheet/Bibliography due DB 7 discussion, Economy as Cultural Expression Trash Analysis Assignment
	November 5	November 7
11	Paper 4 Descriptive Workshop (101 only) Henslin: 194-201; DB8 (Midnight)	DB8 discussion, <i>Doc5</i> Practicing Religious Cultural Relativism

12	November 12	November 14
	<i>Rough Draft 4</i> submit to Thinksmart (Midnight) Rhetoric and Logical Fallacies Bingo	<i>Email Thinksmart Paper 4 Rough Draft</i> <i>Peer Review 4</i>
13	November 19	November 21
	Music as Cultural Expression; <i>DB9</i> (Midnight) YouTube: Handel , Datsik , Gamelan , Rosenberg	DB9 discussion; Art as Culture Expression <i>Doc6</i>
14	November 26	November 28
	Paper 4 Final due (email & paper) Henslin: 173-182; DB10 (Midnight)	No Class
15	December 3	December 5
	DB10 discussion Portfolio Review and Posting Practice Reflection and Intros Due (email & paper)	Portfolio Clean-up Workshop
16	December 9	December 13
	Exam 2 TBA	

ACADEMIC INTEGRITY

For a community of learners to thrive, all members must engage in the educational process with honesty and integrity. The University of Charleston community holds firmly to the belief that all members of the community are responsible for promoting and protecting academic integrity. Cheating, plagiarism, fabrication, or facilitating academic dishonesty will not be tolerated.

It should be noted that a hearing involving academic dishonesty – discussed below – is an academic matter, and not a criminal or civil legal proceeding. Rather, it is a process unique to the community of scholars that comprise a university. It is designed to protect the rights of the students accused of violating integrity standards, to educate students, and to deter further violations. Faculty members may use evidence and their professional judgment to determine whether a student has violated academic integrity. The expectation is to follow the rules of “preponderance of evidence” rather than “evidence beyond a reasonable doubt” in the process described below. The University of Charleston believes that students learn and develop greater knowledge of academic integrity as part of our educational process. The Academic Integrity process is designed to facilitate a student’s development of this understanding while requiring accountability for violation of the policy. The following is an outline of the levels of academic integrity infractions and sanctions:

Academic Dishonesty Levels

1) Minor Infraction

- a. Examples include but are not limited to:
 - i. Repetitive improperly formatted citations
 - ii. Omission of reference(s)
 - iii. Partial paraphrase, makes an attempt but lacks understanding
- b. Consequences
 - i. First infraction-training
 - ii. Second infraction-Failure of assignment or exam
 - iii. Third and all subsequent minor infractions - See section 2-c-i

2) Standard Academic Violations

- a. Cheating, Plagiarism, fabrication, facilitating academic dishonesty
- b. Examples include but are not limited to:
 - i. Methodical omission of sources
 - ii. Cut and paste w/o proper citation
 - iii. Cheating on exam
 - iv. Giving away answers
 - v. False insertion of citation
 - vi. Third minor infraction
- c. Consequences
 - i. First infraction (or third minor infraction) - Failure of course with dishonor (FX). A student can repeat the course but the grade will remain on the student’s transcript and will be calculated in their GPA.
 - ii. Second infraction - See section 3-c-i

3) Egregious Academic Violations

- a. Above and beyond standard academic violations
- b. Examples include but are not limited to:
 - i. Second standard academic violation
 - ii. Providing exams or class work for the purpose of cheating
 - iii. Stealing/copying exams
 - iv. Impersonating another student
 - v. Buying work from another student or source and using as own
 - vi. Widespread collusion of student violators
- c. Consequences
 - i. Failure of course with dishonor (FX) and expulsion from the university

PROCEDURE

If a faculty member has reason to believe that a student may have committed a violation of the Academic Integrity Policy, the faculty member will conduct an investigation to confirm or deny the violation. If the violation is confirmed then the faculty must make a reasonable effort to notify the student within two business days. The faculty member should schedule a meeting with the student within two business days of the notification.

When the student meets with the faculty member, the student should be presented with the evidence of the violation, told the level of infraction and the sanction for that infraction. The faculty member should also inform the student of his/her right to appeal the decision. If the student should choose to appeal, he/she should notify the Dean of the instructor's school in writing within two business days of the meeting. If the student does not appeal within two business days, the decision will be upheld and the infraction/sanction will be recorded.

Appeal Process

During an appeal process, the student should continue to attend class until a decision is rendered. The Academic Integrity Review Board will oversee the appeal hearings for all undergraduate and graduate students. The board will be made up of eight faculty members; two faculty from the School of Business, two from the School of Pharmacy, two from the School of Health Sciences and two from the School of Arts and Sciences. The members will be appointed by the Dean of each school.

If the student notifies the Dean of his/her intent to appeal, the Dean will notify the Chair of the Academic Integrity Review Board. Within two business days of receipt of the appeal, the chair of the Academic Integrity Review Board or his/her designee will send a letter to the student to inform him/her of the date of the appeal hearing.

If the violation is a minor infraction, one person from the committee will meet with the student, review the appeal and decide whether or not to uphold the faculty member's decision or to reverse the decision. The student will be notified of the decision by the chair of the Academic Integrity Board or his/her designee. If the decision is upheld, the infraction/sanction will be recorded into the student's record. If the decision is reversed, the student's record will reflect the reversal.

If the violation is a standard infraction, three people from the committee will review the appeal and decide whether or not to uphold the faculty member's decision or to reverse the decision. The committee's decision will be based upon a two-thirds majority. The student will be notified of the decision by the chair of the Academic Review Board or his/her designee. If the decision is upheld, the infraction will be recorded and the student will receive an "FX" in the course. If the decision is reversed, the student's record will reflect the reversal.

If the violation is an egregious infraction, the entire committee will review the appeal and decide whether or not to uphold the faculty member's decision or to reverse the decision. The committee's decision will be based upon a two-thirds majority. The student will be notified of the decision by the chair of the Academic Review Board or his/her designee. If the decision is upheld, the infraction will be recorded, the student will receive an "FX" in the course and the student will be expelled from the university. If the decision is reversed, the student's record will reflect the reversal.

Note on timing: It is recognized that there may be times that, due to illness, travel, scheduled breaks, etc., the precise schedules indicated in the preceding paragraphs may not be achievable. In such cases, all participants must make good faith efforts to come as close to the schedules as possible. Hearings for alleged integrity violations that occur at the end of the spring semester present special challenges. For returning students, the schedule in the preceding paragraphs will remain in effect. Students suspected of violating academic integrity must work with faculty to attempt to resolve the integrity issue within two weeks of the last official day of the semester or wait until the beginning of the following semester to seek resolution. For a graduating senior suspected of violating academic integrity, he/she may walk at graduation if all other academic requirements have been met, but he/she will not receive a diploma until the integrity matter has been resolved.

Name	Date Due	Points Received	Total Points	%
Syllabus Quiz	3-Sep		25	
DB1	3-Sep		10	
Paper 1 Pre-write	5-Sep		15	
Critical Analysis Assmt	5-Sep		25	
DB2	10-Sep		10	
Academic Integrity Quiz	10-Sep		25	
Paper 1 Peer Review	10-Sep		25	
Paper 1 Rough Draft	12-Sep		10	
Paper 1 Final Draft	17-Sep		50	
DB3	17-Sep		10	
Paper 2 Pre-write	19-Sep		15	
DB4	24-Sep		10	
Paper 2 Rough Draft	26-Sep		10	
Paper 2 Peer Review	26-Sep		25	
Paper 2 Final Draft	1-Oct		50	
DB5	1-Oct		10	
Paper 3 Pre-write	3-Oct		15	
Source Evaluation Assmt	8-Oct		25	
Paper 3 Rough Draft	10-Oct		10	
Exam 1	10-Oct		100	
Midterm Calculation	10-Oct		475	

Name	Date Due	Points Received	Total Points	%
Paper 3 Peer Review	15-Oct		25	
Paper 3 Rough Draft 2	17-Oct		10	
Paper 3 Final Draft	22-Oct		50	
Archaeology of Doc. Assmt	22-Oct		25	
DB6	22-Oct		10	
Paper 4 Pre-write	24-Oct		15	
DB7	29-Oct		10	
Trash Assignment	31-Oct		25	
Paper 4 Data (101)/Bib (102)	31-Oct		25	
DB8	5-Nov		10	
Paper 4 Rough Draft	14-Nov		10	
Paper 4 Peer Review	14-Nov		25	
DB9	19-Nov		10	
Paper 4 Final Draft	26-Nov		75	
DB10	26-Nov		10	
Reflection/Intros	3-Dec		50	
Exam 2	9-Dec		100	
Reading Quiz 1			20	
Reading Quiz 2			20	
Reading Quiz 3			20	
Reading Quiz 4			20	
Reading Quiz 5			20	
Attendance	12-Dec		25	
Participation	12-Dec		25	
Total	12-Dec		1110	

Citizenship

Citizenship Competency 1.1 / Civic Literacy

The graduate demonstrates an understanding of social, political, and economic institutions.

Criteria	Insufficient (1)	Emerging (2)	Acceptable (3)	Proficient (4)	Exemplary (5)	Score 1-5
Understands the relationship between social institutions and a society	<ul style="list-style-type: none"> Unable to identify social institutions 	<ul style="list-style-type: none"> Identifies social institutions 	<ul style="list-style-type: none"> Identifies social institutions and understands the relationship between social institutions and a society 	<ul style="list-style-type: none"> Analyzes the interrelationship between social institutions and a society 	<ul style="list-style-type: none"> Evaluates the interrelationship between social institutions and a society 	
Understands the relationship of social institutions to societal problems	<ul style="list-style-type: none"> Fails to recognize a connection between social institutions and a society 	<ul style="list-style-type: none"> Recognizes a connection between social institutions and a society 	<ul style="list-style-type: none"> Applies the relationship of social institutions and a society to a clearly defined problem 	<ul style="list-style-type: none"> Applies the relationship of social institutions and a society to ill defined problems 	<ul style="list-style-type: none"> Analyzes the relationship of social institutions and a society to ill defined problems 	
Understands the historical evolution of social institutions	<ul style="list-style-type: none"> Has little or no understanding of the historical evolution of social institutions. 	<ul style="list-style-type: none"> Recognizes the historical evolution of social institutions 	<ul style="list-style-type: none"> Explains the historical evolution of social institutions 	<ul style="list-style-type: none"> Examines the influences guiding the historical evolution of social institutions 	<ul style="list-style-type: none"> Evaluates the impact of influences guiding the historical evolution of social institutions 	
Understands social institutions in a global context	<ul style="list-style-type: none"> Has little or no understanding of social institutions in a global context. 	<ul style="list-style-type: none"> Identifies the global connections with a society's social institutions 	<ul style="list-style-type: none"> Employs a global context to explain a society's social institutions 	<ul style="list-style-type: none"> Distinguishes the development of social institutions in one society from their development in another 	<ul style="list-style-type: none"> Interprets the development of social institutions in one society through their interaction with social institutions in other societies 	
Student:	Course:		Assignment:	Faculty:	Date:	Total Score:
Table of Contents ID #: 6182-Civic Literacy (1.1) Foundational						

Writing Rubric *Communication Competency 2.1 / Writing*

Criteria	Insufficient (1)	Emerging (2)	Acceptable (3)	Proficient (4)	Exemplary (5)	1 - 5
Demonstrates comprehension of focus and purpose.	<ul style="list-style-type: none"> ■ Purpose is confused ■ Almost no attention to audience ■ Assignment not addressed 	<ul style="list-style-type: none"> ■ Purpose is evident but may not be consistent (e.g., switching between informing, persuading, entertaining, etc.) ■ Some attempt to address the assignment, but may be inconsistent ■ May shift topic, focus, point of view (e.g., shifts from 3rd person [he, she] to 2nd person [you]) 	<ul style="list-style-type: none"> ■ Maintains clear purpose most of the time ■ Demonstrates awareness of audience most of the time ■ Addresses assignment 	<ul style="list-style-type: none"> ■ Maintains clear purpose ■ Demonstrates effective awareness of audience ■ Remains on topic ■ Addresses assignment thoughtfully 	<ul style="list-style-type: none"> ■ Maintains strong purpose (e.g., inform, persuade, entertain, etc.) ■ Demonstrates keen awareness of audience ■ Strong sense of topic ■ Addresses assignment beyond expectation 	
Demonstrates the ability to develop and support ideas	<ul style="list-style-type: none"> ■ Fails to remain on topic ■ Very little development of ideas ■ Details are lacking or irrelevant 	<ul style="list-style-type: none"> ■ Attempts to address topic but may occasionally deviate ■ Contains ideas, but may lack development or support ■ Provides details but some may not be relevant to topic 	<ul style="list-style-type: none"> ■ Remains mostly on topic ■ Contains mostly well-developed and supported ideas ■ Many details relevant to topic 	<ul style="list-style-type: none"> ■ Contains well-developed and supported ideas ■ Most details relevant to topic 	<ul style="list-style-type: none"> ■ Contains a wide variety of well-developed and supported ideas ■ Includes many specific and illustrative details relevant to topic 	
Utilizes effective organizational methods	<ul style="list-style-type: none"> ■ Disorganized and difficult to follow ■ Very little logical order ■ Almost no transitions among sentences or between paragraphs 	<ul style="list-style-type: none"> ■ Has a beginning, middle and end but may not be developed adequately ■ Order is present but may be confusing to reader ■ Transitions evident, but may not be appropriate (contrived, illogical, inconsistent) 	<ul style="list-style-type: none"> ■ Has a beginning, middle and end ■ Has some logical order ■ Includes mostly appropriate transitions among sentences and between paragraphs 	<ul style="list-style-type: none"> ■ Has a developed beginning, middle and end ■ Has a strong logical order ■ Includes appropriate transitions among sentences and paragraphs 	<ul style="list-style-type: none"> ■ Has a clear, effective and developed beginning, middle and end ■ Has highly-developed logical order ■ Includes sophisticated and smooth transitions among sentences and between paragraphs 	
Demonstrates a quality style and voice	<ul style="list-style-type: none"> ■ Word choice is repetitive, vague, or simplistic; uses non-standard English ■ Inappropriately; fails to leave any impression on the reader ■ Voice is bland, nondescript, or inappropriate to assignment's purpose and audience ■ No attempt to vary sentence length and structure 	<ul style="list-style-type: none"> ■ Most word choice is repetitive or simplistic ■ Voice is evident but may not be appropriate to assignment's purpose and audience ■ Attempts to vary sentence length and structure not particularly effective 	<ul style="list-style-type: none"> ■ Some word choice is effective ■ Voice in the paper is mostly appropriate to assignment's purpose and audience ■ Some sentences varied in length and structure 	<ul style="list-style-type: none"> ■ Most word choice is effective ■ Voice in the paper is appropriate to assignment's purpose and audience ■ Most sentences varied in length and structure 	<ul style="list-style-type: none"> ■ Word choice is effective, vivid, and leaves a strong impression on the reader ■ Voice (i.e., tone, personality) is appropriate to assignment, purpose and audience and is consistent throughout writing ■ Varies sentence length and structure in a sophisticated way (rhythm, parallel structure, varied sentence beginnings, etc.) 	
Utilizes standard, accepted conventions	<ul style="list-style-type: none"> ■ Fails to use standard English ■ Errors in spelling and capitalization; mechanics; and usage and they do distract from the overall impression ■ Material not cited properly 	<ul style="list-style-type: none"> ■ Uses standard English most of the time but lapses into misuse; somewhat distracting ■ Errors in spelling, capitalization, mechanics, and usage that border on distracting from the overall impression 	<ul style="list-style-type: none"> ■ Uses standard English; little or no distraction from message ■ May contain errors in spelling and capitalization; mechanics; and usage but they do not distract overall 	<ul style="list-style-type: none"> ■ Uses standard English ■ May contain errors in spelling and capitalization; mechanics; and usage but they do not detract from the overall impression 	<ul style="list-style-type: none"> ■ Uses standard English ■ Contains few or no errors in spelling and capitalization; mechanics (punctuation); and usage (e.g., proper verb tenses, subject/verb agreement, pronoun/antecedent agreement, etc.) 	
Student Name:	Course:		Assignment:		Faculty:	
Table of Contents ID #: 6191-Foundational (COMM 101) / 6192-Foundational (COMM 102) / 6193-Mid-Level / 6194-Advanced (2.1A)						
Comments:						Total Score: