

# SOCI 101: Principles of Sociology

**Prerequisite(s): None**

**Credits: 3**



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## **I. Course Description**

An introduction to the basic concepts, terminology, and research in the field of sociology. The focus is upon the ways the unique sociological perspective can provide understanding of group behavior and human relationships.

## **II. Course Objectives**

At the completion of the course, students will:

1. Describe what sociology is and what function sociologists perform in today's society.
2. List the basic components of social science research.
3. Demonstrate how social forces shape individual personality and behavior.
4. Analyze the basic components of sociocultural systems and the mechanisms of social change.
5. Apply the foundational theories of sociology to analysis of a subtopic in the field.
6. Examine the connection between the Christian faith and sociology.

## **III. Course Textbooks and Reading Materials**

**The Real World: An Introduction to Sociology** 5<sup>th</sup> edition

Kerry Ferris and Jill Stein

ISBN: 9780393239886

E-book version. Inquizitive included to supplement learning.

Print version: ISBN: 9780393264302

This course includes materials provided by the publisher, which are intended to enhance your online learning experience. These materials are available to you through the **Course Materials** tab on your navigation menu and include chapter outline/study notes, flashcards, vocabulary and review practice quizzes and tests. Completion of the assessments contained in the Course Materials section of your course is not required and will not count toward your grade. They are for review purposes only.

Each Learning Module contains a READ & STUDY section, which holds your weekly reading assignment and Lectures. Also included in this section are **AUDIO CHAPTER**

**OUTLINES**, included as an audio alternative to the PowerPoint presentations. You may choose to complete one or the other. Completion of both is NOT required.

#### **IV. Weekly Information**

##### **Module One – Week 1**

##### **Thinking Sociologically and Doing Sociology**

##### **Objectives**

At the end of this Module, you should be able to:

- Define sociology and related concepts
- Explain the importance of sociology in today's world
- Discuss various sociological theories
- Describe social responsibility
- Articulate the differences between qualitative and quantitative research
- Identify five types of sociological research

##### **Reading**

Chapter 1: Sociology and the Real World, pp. 6 - 34

Chapter 2: Studying Social Life: Sociological Research Methods, pp. 38 - 63

##### **Lecture and Audio Outline**

Chapters 1 and 2

Both audio and visual lectures are included in this module. Choose the format you prefer.

##### **Deliverables**

Discussion: Student Introductions

Discussion: Defining Sociology

Written Assignment: Ethical Standards in Research (Essay)

Quiz One: 20 Multiple Choice Questions from Chapters 1 and 2

##### **Module Two – Week 2**

##### **Framing Social Life**

##### **Module Objectives**

At the end of this Module, you should be able to:

- Define culture
- Distinguish between ethnocentrism and cultural relativism

- Identify the components of culture
- Articulate the nature versus nurture debate
- Explain how emotions are socially constructed
- Describe the pros and cons of social networking sites
- Discuss anomie and how face-to-face groups may have been replaced by virtual communities
- Compare the different types of power, authority, and leadership
- Identify the sociological definition of deviance and deviant behavior
- Recognize the impact of stigma, including the processes of passing, in-group orientation, deviance avowal, and voluntary outsiders

### **Reading**

Chapter 3: What is Culture? pp. 70 - 91

Chapter 4: Socialization, Interaction, and the Self, pp. 94 - 117

Chapter 5: Separate and Together: Life in Groups, pp. 120 - 145

Chapter 6: Deviance, pp. 148 - 171

### **Lecture and Audio Outline**

Chapters 3, 4, 5, and 6

Both audio and visual lectures are included in this module. Choose the format you prefer.

### **Deliverables**

Discussion: Statements

Quiz Two: 30 multiple choice and true-false test bank questions from Chapters 3 – 6

## **Module Three – Week 3**

### **Understanding Inequality**

### **Objectives**

At the end of this Module, you should be able to:

- Define and explain social stratification and social inequality.
- Apply the theories of social class of Marx, Weber, Davis and Moore, Bourdieu, Sudnow, and Goffman.
- Explain poverty: relative deprivation, absolute deprivation, and the federal poverty line.
- Discuss the sociological definition of minority.
- Apply the three main theoretical paradigms to race and ethnicity.
- Distinguish between gender and sex.

- List and explain the four major agents of socialization: families, schools, peers, and the media.

### **Reading**

Chapter 7: Social Class: The Structure of Inequality pp. 175 - 209

Chapter 8: Race and Ethnicity as Lived Experience pp. 212 - 237

Chapter 9: Constructing Gender and Sexuality pp. 240 - 267

### **Lecture and Audio Outline**

Chapters 7, 8, and 9

Both audio and visual lectures are included in this module. Choose the format you prefer.

### **Deliverables**

Discussion: Social Classes

Written Assignment: "In the Future"

Quiz Three: 20 question multiple choice and true-false test bank questions from

Chapters 7 – 9

## **Module Four – Week 4**

### **Social Institutions and the Micro-Macro Link**

### **Objectives**

At the end of this Module, you should be able to:

- Explain why politics, education, and religion are grouped together in one chapter
- Apply the links between micro and macro analyses of American education
- Distinguish American religious affiliation trends, including fundamentalism and unchurched spirituality
- Compare the major economic systems of capitalism and socialism as well as explaining how the United States is a capitalist system with some socialist attributes
- Define concepts of the family, including the official U.S. Census definition, extended family, kin, and nuclear family
- Detail how the family acts as an agent of socialization through the various life courses with an emphasis of the problems facing families as America's population ages

### **Reading**

Chapter 10: Social Institutions: Politics, Education and Religion pp. 274 - 311

Chapter 11: The Economy and Work, pp. 314 – 345

Chapter 12: Life at Home: Families and Relationships, pp. 348 - 369

### **Lecture and Audio Outline**

Chapters 10, 11, and 12

Both audio and visual lectures are included in this module. Choose the format you prefer.

### **Deliverables**

Discussion: Domestic Violence

Written Assignment: American Family Trends (Essay)

Quiz Four: 20 question multiple choice and true-false test bank questions from Chapters 10 – 12

## **Module Five – Week 5**

### **Social Media**

### **Objectives**

At the end of this Module, you should be able to:

- Explain how the study of leisure has become an important facet of sociology in contemporary society
- Demonstrate how recreational choices can form bonds with others: role-model relationships, communitarianism, lifestyle enclaves, collector and hobbyist relationships, and hangouts
- List the six major media conglomerations
- Describe how medicine, health, and illness are sociological phenomena
- Distinguish between an epidemic and pandemic
- Relate how our experiences of health and illness are shaped by race, gender, and socioeconomic status
- List five major issues in health care reform in the United States
- Define the problems with end-of-life care

### **Reading**

Chapter 13: Leisure and Media, pp. 372 - 399

Chapter 14: Health and Illness, pp. 402 - 425

### **Lecture and Audio Outline**

Chapters 13 and 14

Both audio and visual lectures are included in this module. Choose the format you prefer.

### **Deliverables**

Discussion: Las Vegas Shooting Investigation

Written Assignment: Conditions and Behaviors

Quiz Five: 20 question multiple choice and true-false test bank questions from Chapters 13 and 14

## **Module Six – Week 6**

### **Envisioning the Future and Creating Social Change**

### **Objectives**

At the end of this Module, you should be able to:

- Explain demography including the concept of fertility rates, mortality rates, life expectancy, and migration
- Define urbanization and the terms Metropolitan Statistical Area (MSA), agglomeration, megalopolis, megacity, global city, and urban density
- Describe environmental sociology including the focus on the political economy of the environment, environmental attitudes, the environmental movement, and sustainable development.
- Demonstrate knowledge of social movements including mass society theory, relative deprivation theory, and resource mobilization theory
- Identify the stages in a social movement, who takes part in social movements, and emerging social movements
- Define social change on multiple levels and dimensions

### **Reading**

Chapter 15: Populations, Cities, and the Environment, pp. 429 - 461

Chapter 16: Social Change, pp. 464 - 486

### **Lecture and Audio Outline**

Chapters 15 and 16

Both audio and visual lectures are included in this module. Choose the format you prefer.

### **Deliverables**

Discussion: Personal Social Environmental Statement

Written Assignment: Internet Research/MSA Location

Quiz 6: 20 question multiple choice and true-false test bank questions from Chapters 15 and 16

### **Module Seven – Week 7**

#### **Sociology – Bringing it all Together**

#### **Objectives**

At the end of this Module, you should be able to:

- Apply the basic components of social science research to a selected topic.
- Practically apply one of the four research methods for conducting a study.
- Utilize the information gathered through your research to compose a sociological research paper.
- Demonstrate why your chosen topic is important to today's college students.

#### **Reading**

There is no assigned reading this week. Please use this time to review Chapters 1-16 in preparation for your final exam, conduct your research, and compose your Sociology paper.

#### **Lecture and Audio Outline**

None

#### **Deliverables**

Discussion: None

Written Assignment: Sociology Paper

Final Exam: 50 multiple choice and true-false questions from Chapters 1 - 16

### **V. Course Information and Grading**

#### **Course Requirements (Weekly)**

Each Module will be based on the inclusion and grading of the following segments: Discussion Boards, Written Assignments, Quizzes.

#### **Class Discussions**

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
  - a. Undergraduate Word Count Requirements:
    - i. Initial post must be >200 words
    - ii. Responses must be >150 words
  - b. Graduate Word Count Requirements:
    - i. Initial post must be >250 words
    - ii. Responses must be >200 words
2. Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.
3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

### **Late and Make-up Assignments**

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date with prior written approval (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.
2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).
3. No work may be submitted after the last day of the course.
4. See Class Discussions for late discussion post policy.

### **Written Work**

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current



published edition. (current, 7<sup>th</sup> edition) (Except for English courses that specify use of MLA format.)

- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

### **Grading Scale and Assigned Letter Grades**

Charleston Southern Online Undergraduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the Module. No grades will be given to students over the phone.

A = 90-100

B+ = 87-89

B = 80-86

C+ = 77-79

C = 70-76

D = 60-69

F = <60

### **Undergraduate Discussion Board Rubric – Introduction (First week only)**

<b>Criteria</b>	<b>Minimal</b>	<b>Effective</b>
Percent Possible: 0 or 50  Initial Post  Introduction.	Percent Possible: 0  No post or did not follow instructions at all.	Percent Possible: 50  Posted following instructions.
Percent Possible: 0 or 50  <b>Response Posts</b>  Welcome.	Percent Possible: 0  No post or did not follow instructions at all.	Percent Possible: 50  Posted following instructions.

### Discussion Board Initial Post Rubric – Undergraduate

Initial Post Rubric	Content	Support & References	Mechanics & Length
<b>Mastery 90-100%</b>	<ul style="list-style-type: none"> <li>• Relevant and thought-provoking viewpoints</li> <li>• Innovative and indicates a high level of thought</li> <li>• High level of critical thought, analysis, and application of concepts and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Student cites 2 peer-reviewed sources in the body of the posts</li> <li>• Proper APA format</li> </ul>	<ul style="list-style-type: none"> <li>• Post exceeds 200 words</li> <li>• Very well written</li> </ul>
<b>Effective 80-89%</b>	<ul style="list-style-type: none"> <li>• Advances the discussion and body of knowledge providing relevant, original thoughts to the question</li> <li>• Conveys thoughts in a well-rounded manner that show understanding, critical thought, and application of concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Student cites 2 peer-reviewed sources in the body of the post</li> <li>• Not in appropriate APA format</li> </ul>	<ul style="list-style-type: none"> <li>• Post 178-200 words</li> <li>• Well written</li> </ul>
<b>Competent 70-79%</b>	<ul style="list-style-type: none"> <li>• Makes mostly complete response to the questions</li> <li>• Mostly restatement of materials</li> <li>• Conveys thoughts adequately; however, need to further develop critical aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Student cites 1 peer-reviewed source.</li> <li>• Not in appropriate APA format</li> </ul>	<ul style="list-style-type: none"> <li>• Post is 158-178 words</li> <li>• A few writing errors</li> </ul>
<b>Minimal 0-69%</b>	<ul style="list-style-type: none"> <li>• Provides weak contribution to the discussion board</li> <li>• Does not convey concept understanding</li> <li>• Shows evidence of critical thought but is not concise or complete</li> </ul>	<ul style="list-style-type: none"> <li>• Does not cite any peer-reviewed sources</li> <li>• Addresses questions in a manner that is unclear</li> <li>• Not appropriate APA format</li> </ul>	<ul style="list-style-type: none"> <li>• Post is less than 158 words</li> <li>• Poorly written</li> <li>• 0 points for posts submitted after 11:59 PM EST on Thursday</li> </ul>

### Discussion Board Peer Response Rubric – Undergraduate

Peer Response Rubric	Content	Support & References	Mechanics & Length
<b>Mastery 90-100%</b>	<ul style="list-style-type: none"> <li>Advances discussion providing additional commentary that is relevant or offers an alternative</li> <li>Critical thought development is evidenced by thoughtful and meaningful responses</li> <li>Source is relevant and published in last 3 years</li> </ul>	<ul style="list-style-type: none"> <li>Student cites 2 peer-reviewed sources in the body of the posts</li> <li>Proper APA format</li> </ul>	<ul style="list-style-type: none"> <li>Post exceeds 150 words</li> <li>Very well written</li> </ul>
<b>Effective 80-89%</b>	<ul style="list-style-type: none"> <li>Advances discussion providing additional commentary and critique</li> <li>Responses are correct but mostly restate the peers' viewpoints without development of critical thought</li> <li>Source is relevant and published in last 3 years</li> </ul>	<ul style="list-style-type: none"> <li>Student cites 2 peer-reviewed sources</li> <li>Not in appropriate APA format</li> </ul>	<ul style="list-style-type: none"> <li>Post is 133-150 words</li> <li>Well written</li> </ul>
<b>Competent 70-79%</b>	<ul style="list-style-type: none"> <li>Shows adequate understanding of the knowledge and concepts posted by peers</li> <li>Responses are mostly, "I agree..."</li> <li>Source is somewhat relevant and published in last 5 years</li> </ul>	<ul style="list-style-type: none"> <li>Student cites 1 peer-reviewed source</li> <li>Not in appropriate APA format</li> </ul>	<ul style="list-style-type: none"> <li>Post is 118-132 words</li> <li>A few writing errors.</li> </ul>
<b>Minimal 0-69%</b>	<ul style="list-style-type: none"> <li>Shows minor comprehension of concepts and viewpoints from peers.</li> <li>Responses are vague and do not show understanding or comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Does not cite any peer-reviewed sources</li> <li>Not appropriate APA format</li> </ul>	<ul style="list-style-type: none"> <li>Post 0-118 words</li> <li>Poorly written</li> <li>0 points for posts submitted after 11:59 PM EST on Sunday</li> </ul>

### Assignment/Case Study/Course Project Rubric

Assignment Rubric	Critical Thinking	References & Organization
<b>Mastery 90-100%</b>	<ul style="list-style-type: none"> <li>• Relevant use of vocabulary throughout</li> <li>• Demonstrates superior knowledge of concepts and theories</li> <li>• Addresses problem/issue directly</li> <li>• Demonstrates active critical thinking relevant to problem identification and effective solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Professional writing structure.</li> <li>• Well-organized response.</li> <li>• Student cites appropriate, current peer-reviewed sources</li> <li>• Proper APA format</li> <li>• Exceeds 500 words</li> </ul>
<b>Effective 80-89%</b>	<ul style="list-style-type: none"> <li>• Demonstrates satisfactory understanding</li> <li>• Lacks answer to all questions/full scenario</li> <li>• Demonstrates some knowledge of content and professional vocabulary</li> <li>• Content needs additional focus for innovative responses other than restatement of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student cites some relevant, current peer-reviewed sources.</li> <li>• Follows directions</li> <li>• APA formatting demonstrated but not extensive.</li> <li>• 450-500 words</li> </ul>
<b>Competent 70-79%</b>	<ul style="list-style-type: none"> <li>• Inconsistent comprehension</li> <li>• Marginal responses</li> <li>• Content, concepts, ideas/responses are not fully developed</li> </ul>	<ul style="list-style-type: none"> <li>• Sources are outdated or ineffective.</li> <li>• Lacks focus on content</li> <li>• Unorganized</li> <li>• Some writing errors</li> <li>• Not in appropriate APA format.</li> <li>• 400-449 words</li> </ul>
<b>Minimal 0-69%</b>	<ul style="list-style-type: none"> <li>• Consistently below expectations</li> <li>• Lacks significant details of the assignment</li> <li>• Lacks critical thought, analysis, and application.</li> <li>• Partially addresses the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Does not cite any peer-reviewed sources</li> <li>• Not appropriate APA format</li> <li>• 0-399 words</li> <li>• Poorly written.</li> <li>• 0 points for late assignments</li> </ul>



### Final Paper Rubric

Assignment Rubric	Critical Thinking	References & Organization
<b>Mastery 90-100%</b>	<ul style="list-style-type: none"> <li>• Relevant use of vocabulary throughout</li> <li>• Demonstrates superior knowledge of concepts and theories</li> <li>• Addresses problem/issue directly</li> <li>• Demonstrates active critical thinking relevant to problem identification and effective solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Professional writing structure.</li> <li>• Well-organized response.</li> <li>• Student cites appropriate, current peer-reviewed sources</li> <li>• Proper APA format</li> <li>• Exceeds 1250 words</li> </ul>
<b>Effective 80-89%</b>	<ul style="list-style-type: none"> <li>• Demonstrates satisfactory understanding</li> <li>• Lacks answer to all questions/full scenario</li> <li>• Demonstrates some knowledge of content and professional vocabulary</li> <li>• Content needs additional focus for innovative responses other than restatement of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student cites some relevant, current peer-reviewed sources.</li> <li>• Follows directions</li> <li>• APA formatting demonstrated but not extensive.</li> <li>• 1000-1250 words</li> </ul>
<b>Competent 70-79%</b>	<ul style="list-style-type: none"> <li>• Inconsistent comprehension</li> <li>• Marginal responses</li> <li>• Content, concepts, ideas/responses are not fully developed</li> </ul>	<ul style="list-style-type: none"> <li>• Sources are outdated or ineffective.</li> <li>• Lacks focus on content</li> <li>• Unorganized</li> <li>• Some writing errors</li> <li>• Not in appropriate APA format.</li> <li>• 800-999 words</li> </ul>
<b>Minimal 0-69%</b>	<ul style="list-style-type: none"> <li>• Consistently below expectations</li> <li>• Lacks significant details of the assignment</li> <li>• Lacks critical thought, analysis, and application.</li> <li>• Partially addresses the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Does not cite any peer-reviewed sources</li> <li>• Not appropriate APA format</li> <li>• &lt; 800 words</li> <li>• Poorly written.</li> <li>• 0 points for late assignments</li> </ul>

### Short Answer Rubric – Undergraduate

Short Answer Rubric	Clarity	Depth	Quality
<b>Mastery 90-100%</b>	<ul style="list-style-type: none"> <li>• Relevant use of vocabulary throughout</li> <li>• Demonstrates superior knowledge of concepts and theories</li> <li>• Addresses problem/issue directly</li> <li>• Demonstrates active critical thinking relevant to problem identification and effective solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Articulates critical thoughts &amp; analysis throughout the answer</li> <li>• Obvious use of outside resources to supplement resources</li> </ul>	<ul style="list-style-type: none"> <li>• Professional writing structure</li> <li>• Well-organized response</li> <li>• Free of grammatical, spelling, &amp; formatting errors</li> </ul>
<b>Effective 80-89%</b>	<ul style="list-style-type: none"> <li>• Demonstrates satisfactory understanding</li> <li>• Lacks answer to all questions/full scenario</li> <li>• Demonstrates some knowledge of content and professional vocabulary</li> <li>• Content needs additional focus for innovative responses other than restatement of text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated some form of outside material used</li> <li>• Shows some critical thinking and active thought</li> </ul>	<ul style="list-style-type: none"> <li>• Follows assignment instructions</li> <li>• Well-written</li> <li>• Few writing errors</li> </ul>
<b>Competent 70-79%</b>	<ul style="list-style-type: none"> <li>• Inconsistent comprehension</li> <li>• Marginal responses</li> <li>• Content, concepts, ideas/responses are not fully developed</li> </ul>	<ul style="list-style-type: none"> <li>• Provided enough detail for marginal requirement</li> <li>• “Textbook” in nature (restatement of what was in textbook)</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks focus on content</li> <li>• Some writing errors</li> </ul>
<b>Minimal 0-69%</b>	<ul style="list-style-type: none"> <li>• Consistently below expectations</li> <li>• Lacks significant details of the assignment</li> <li>• Lacks critical thought, analysis, and application</li> <li>• Partially addresses the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Lacked detail that demonstrates active thought</li> <li>• One-sentence answer</li> </ul>	<ul style="list-style-type: none"> <li>• Unorganized and poorly written</li> <li>• 0 points for late assignments</li> </ul>

### Sociology 101: Final Paper Grading Rubric (150 points total)

Criteria	Minimal	Competent	Effective	Mastery
<b>Pts Possible: 0 - 50</b>  <b>Critical &amp; Clear</b>  <b>Addresses the Problem/Issue presented directly. Demonstrates active critical thinking relevant to problem identification and effective solutions.</b>	Pts Possible: 0 - 12  Work did not consistently meet expectations, as significant details of the assignment are not addressed. Lacks critical thought, analysis and application	Pts Possible: 13-25  Comprehension is not shown consistently throughout the assignment. Marginal responses; content, concepts, ideas/responses not fully developed.	Pts Possible: 26-39  Demonstrates satisfactory understanding but does not answer all questions/scenario in full. Demonstrates some knowledge of the content and business vocabulary.	Pts Possible: 40-50  Relevant use of vocabulary applied throughout the assignment. Demonstrates superior knowledge of concepts and theories.
Pts Possible: 0 – 25  <b>Properly Written</b>  Structure and Writing include effective use of peer-reviewed resources and APA 6 <sup>th</sup> edition formatting.	Pts Possible: 0 - 9  Work does not meet expectations. Relevant critical thought/analysis is not demonstrated in the assignment. Partially addresses the topic. Does not follow APA 6 <sup>th</sup> edition. <b>No use of peer-reviewed resources.</b> <b>&lt;800</b>	Pts Possible: 10 - 14  Comprehension is not demonstrated. Grammar/spelling errors; unorganized deliverable. Lacks focus on content. Does not follow APA 6 <sup>th</sup> edition.  <b>Peer-reviewed resources are not current or are not effective.</b> <b>800 - 999 words</b>	Pts Possible: 15 - 19  Organized deliverable, directions followed. Content needs additional focus for innovative responses other than restatement of text. Appropriate APA formatting is seen, but not extensive. <b>Provides some relevant, current peer-reviewed resources.</b> <b>1000 - 1250 words</b>	Pts Possible: 20 - 25  Relevant use of vocabulary and professional writing structure. Well-organized response of at least 1-full page that fully and completely addressed all the criteria/questions using proper APA 6 <sup>th</sup> edition formatting. <b>Provides appropriate, relevant and current peer-reviewed sources as directed in the assignment.</b> <b>&gt;1250 words</b>

Using a 12 pt. font and double spacing (APA format) there are approximately 250 words to fill a page.  
 Sources must be cited using APA 6<sup>th</sup> edition formatting guidelines.