



## SOC 360EL: Race and Ethnic Relations

### Class FAQ's:

#### What is this class about?

This class is a study of race and ethnic relations in the United States and other countries. The course examines the origins of ethnic conflict, the establishment of ethnic group stratification and the factors that perpetuate ethnic group conflict. Special emphasis will be given to the experience of African Americans.

#### What are the student learning outcomes for this class?

Glad you asked :) By the end of the course you will:

By the end of the semester, you will be expected to:

- learn how sociologists approach the topic of racial and ethnic intergroup relations
- learn how sociologists and other professionals measure race and ethnicity
- learn the racial and ethnic composition of U.S. society
- learn sociological concepts and theories applied to the study of race and ethnicity
- develop a greater understanding of how your race and ethnicity has impacted your life
- develop greater skills in assessing evidence, analyzing data, and using discipline specific writing conventions (e.g., ASA writing style)

#### Is there a prerequisite for the class?

Yes. You are required to have completed SOC 150 Introduction to Sociology before taking this class.

#### Do I need any books for this class?

There is no textbook required for this course. Instead, readings will be posted on Blackboard.

#### What will make up my grade in the course?

Exams: Two exams will be given throughout the semester. The exams will be subjective (essay) consisting of four questions per exam. You will have four days to complete each exam (including weekends).

*I believe that all  
men, black, brown,  
and white, are  
brothers.  
-W.E.B. Du Bois*

Syllabus quiz: You will be required to take a quiz over the information from this syllabus.

3-2-1 reading assignments (adapted from Geraldine Van Gyn):  
Students will be required to complete 10 3-2-1 reading assignments over the course of the semester. The 3-2-1 consists of identifying 3 main points from the reading, 2 things you thought were confusing about the reading, and 1 question you would ask the author that goes above and beyond what's in the text. These assignments are designed to introduce you to the material, create opportunities for you to interact with primary texts, and develop a greater awareness of your comprehension of the reading.

Discussion boards: You are also required to participate in an asynchronous discussion covering the course material. Discussion boards require that students reflect on an exercise, assignment, or movie they've watched/completed. You will be required to post to the discussion board a total of twenty times throughout the semester. For each of the discussion board thread (there are 10) you will be required to post: 1) an original response to a question(s) that I've developed and 2) a response to a student's post. **Posts should incorporate material (readings, activities, supplemental materials, etc.) from the class.**

Racial and Ethnic Autobiography: You will be required to complete an essay in which you describe your racial and ethnic background and the impact that it has had on your life.

Book review: You will be required to read and analyze one influential book on the topic of race and ethnicity (I've provided a list of appropriate books).

Class attendance: Frequent "attendance" to our class is *essential* to do well in the course. Students are required to sign into our Blackboard page every three days (unless prior arrangements have been made). I will do eight random checks (every week) of your attendance.

***In summary, your grade will be based upon:***

|                          | <b>Points</b> |
|--------------------------|---------------|
| Syllabus quiz            | 5             |
| Exam 1                   | 100           |
| Exam 2                   | 100           |
| 3-2-1's (11 points each) | 110           |
| Discussion boards        | 200           |
| Racial autobiography     | 50            |
| Book review              | 50            |
| Class attendance         | 80            |
| <b>TOTAL</b>             | <b>695</b>    |

Your grade: (accumulated points/695) \* 100

**The idea of "race" represents one of the most dangerous myths of our time.  
-Ashley Montagu**

## What grading scale will you use?

|         |    |        |    |
|---------|----|--------|----|
| 93-100% | A  | 77-80% | C+ |
| 90-93%  | A- | 74-77% | C  |
| 87-89%  | B+ | 70-73% | C- |
| 84-87%  | B  | 60-69% | D  |
| 80-83%  | B- | 0-59%  | F  |

## The Token System

The what? I will be using the Token System to allow for life's unexpected events and slip ups. Students will be given three tokens at the beginning of the semester to trade in for a missed deadline throughout the semester. Tokens allow you to turn in work late, they don't excuse you from any assignments. *They may not be used for late exams.*

## How do I know when to turn in my work?

Deadlines are listed in the course schedule.

## What requirements are there for written work?

All communication with faculty and your peers is expected to be courteous and professional—including emails and discussion boards. Students should always use correct spelling and grammar and *real* words (no texting language).

Instructions for the assignments are included at the end of this syllabus and posted on Blackboard. Discussion board questions are posted on Blackboard. Exam questions will be posted on Blackboard at the appropriate time. All work will be turned in through Blackboard.

All written work must be in the American Sociological Association style. See Blackboard for directions. Be sure to give credit where credit is due—cite ideas, words, etc. that are not your own. Academic dishonesty will not be tolerated.

## How will my work be evaluated?

Rubrics are used for all assignments and exams. These are included at the end of this syllabus and can also be found on Blackboard.

## What is your policy for academic dishonesty?

Any student detected of academic dishonesty will receive the appropriate sanctions, which can include a failing grade ("F") for the course. In cases of serious violations, additional sanctions (such as academic probation or suspension) are possible.

## **What if I have a documented disability?**

In accordance with the Americans with Disabilities Act (ADA), McKendree University provides services, auxiliary aids, and accommodations to meet the unique learning needs of students with disabilities. Students with officially documented disabilities, medical needs, legal problems, or who are the victims of crimes may qualify for educational accommodations. A student requiring assistance should contact the McKendree Student Success and Advising Center (SSAC). The SSAC provides coordination and implementation of special accommodations for students with documented disabilities. Students requiring accommodations for other issues should contact their instructor, Student Affairs, or Health Services. For further information regarding university or course policies, please consult with your instructor and/or refer to the catalog.

## **What rights do I have to challenge my grade in this (and all) classes?**

Students who think their work has been improperly evaluated or who think they have been unfairly treated in any academic decision may use the grievance procedures found in the McKendree catalog.

## **Will you expect me to check Blackboard and my email regularly?**

Yes, all students are responsible for checking Blackboard and their McKendree email accounts regularly. Failure to read university communications (including those from me) does not absolve students from knowing and complying with the content of these communications.

## **How can I be successful in this class?**

This course is an accelerated (8 week) upper level 3 credit-hour course and you should expect to spend at least eighteen hours per week on course work. Here are some other suggestions for success:

- Check into our course page every day. It's important to stay on top of all assignments, discussion boards, etc. Be sure you set aside enough time to complete all of the course requirements.
- Work in a quiet, distraction free environment. Research shows that you're not as good at multitasking as you think you are.
- Write up your discussion board in Word (with spell check) and copy and paste them into the discussion board. We tend to think of discussion boards as more informal than research papers or course assignments. They're not. These are the assignments/papers of our course.
- Be sure you use course material (evidence) to support your ideas. Opinions on the subject matter will not suffice.
- Read through all of the rubrics that will be used to evaluate (grade) your work. I want you to do well in the course.
- Be open to changing the way you think about race and ethnicity.

## **Is there anything else?**

If, at any time, over the course of the semester, you are in need of help or guidance, please do not hesitate to visit my office during my scheduled office hours or to set up an appointment with me at a time that may be more convenient for you. If you are concerned with any aspect of this course please contact me. My goal is to make this course a satisfying and enriching experience for you.

**3-2-1 Rubric**

| Part                                 | Exemplary  | Sufficient   | Insufficient   |
|--------------------------------------|--|--|--|
| Author's 3 most important points     | The student's points are relevant and reflect a good attempt to understand the reading. The student has written a minimum of three sentences for each point.<br><br><i>6 points</i>  | The student's points are relevant and reflect an adequate attempt to understand the reading. The student has written two sentences for each point.<br><br><i>4 points</i>  | The student's points are not relevant nor do they reflect an adequate attempt to understand the reading. The student has written one sentence for each point.<br><br><i>2 points</i>   |
| 2 confusing things about the reading | The student's confusion is appropriate, reflects a good attempt to understand the reading, and demonstrates an awareness about how well they read and comprehend material. The student has written a minimum of two sentences for each point.<br><br><i>4 points</i> | The student's confusion is appropriate, reflects an adequate attempt to understand the reading, and demonstrates an adequate awareness about how well they read and comprehend material. The student has written one sentence for each point.<br><br><i>2 points</i> | The student's confusion is not appropriate, does not reflect an attempt to understand the reading, and does not demonstrate an awareness about how well they read and comprehend material. The student has written one sentence for each point.<br><br><i>0 points</i> |
| 1 question to the author             | The student's question reflects the application of the reading to new situations such as: current events, other social issues, etc.<br><br><i>1 point</i>  |  | The student's question does not reflect the application of the reading to new situations such as: current events, other social issues, etc.<br><br><i>0 point</i>  |

Total possible: *11 points*

**Discussion Board Rubric**

| Criteria  | Levels of Achievement  |   |  |   |
|---|--|---|--|---|
|   | <i>Superior</i>  | <i>Good</i>   | <i>Fair</i>  | <i>Needs Work</i>   |
| Use and reflection of (on) course material  | Discussion board posts incorporate much material from this weeks' videos, websites, activities, Power Points and text.<br><br><i>3 points</i>                                    | Discussion board posts incorporate some material from this weeks' videos, websites, activities, Power Points and text.<br><br><i>2 points</i>   | Discussion board posts incorporate little material from this weeks' videos, websites, activities, Power Points and text.<br><br><i>1 point</i>   | Discussion board posts incorporate no material from this weeks' videos, websites, activities, Power Points and text.<br><br><i>0 points</i>   |
| Thoroughness of posts   | Discussion board posts addressed all the components of the question; student stayed on topic. Total discussion board posts contain 400 or more words.<br><br><i>3 points</i>     | Discussion board posts addressed most of the components of the question; student stayed on topic most of the time. Total discussion board posts contain 300-399 words.<br><br><i>2 points</i> | Discussion board posts addressed some components of the question; student stayed on topic some of the time. Total discussion board posts contain 200-299 words.<br><br><i>1 point</i>      | Discussion board posts did not address the components of the question; student did not stay on topic. Total discussion board posts contain less than 200 words.<br><br><i>0 points</i>        |
| Furthered discussion  | Discussion board posts furthered the discussion by adding new perspectives and specifically addressed other student comments.<br><br><i>3 points</i>                             | Discussion board posts furthered the discussion by adding some new perspectives and mostly addressed other student comments.<br><br><i>2 points</i>   | Discussion board posts furthered the discussion by adding few new perspectives and somewhat addressed other student comments.<br><br><i>1 point</i>  | Discussion board posts repeated content/the perspective of other students; did not address other student comments.<br><br><i>0 points</i>   |
| Correct grammar and appropriate citation; followed "rules" for a meaningful dialogue. | Discussion board posts included correct grammar and appropriate citation. Student followed the "rules" for a meaningful dialogue about race and ethnicity.<br><br><i>1 point</i> | Discussion board posts contained few grammatical errors and appropriate citation. Student followed the "rules" for a meaningful dialogue about race and ethnicity.<br><br><i>1 point</i>      | Discussion board posts contained many grammatical errors and appropriate citation. Student followed the "rules" for a meaningful dialogue about race and ethnicity.<br><br><i>0 points</i> | Discussion board posts were inappropriately cited and/or student did not follow the "rules" for a meaningful dialogue about race and ethnicity.<br><br><i>- 10 points or greater sanction</i> |

**Essay Exam Rubric**

| <b>Criteria</b>  | <b>A<br/>(5 points)</b>   | <b>B<br/>(4 points)</b>   | <b>C<br/>(3 points)</b>  | <b>D/F<br/>(2-0 points)</b>   |
|--|---|---|--|---|
| Expertise with material<br><b>(5 points)</b>   | Demonstrated a thorough familiarity with the issue  | Demonstrated an adequate familiarity with the issue   | Demonstrated some familiarity with the issue   | Did not demonstrate much familiarity with the issue   |
| Incorporated material from the readings<br><b>(5 points)</b>                         | Consistently used material from the readings/online content/discussion                            | Frequently used material from the readings/online content/discussion  | Sometimes used material from the readings/online content/discussion  | Rarely/never incorporated material from the readings/online content/discussion                            |
| Demonstrated critical thinking; used a sociological perspective<br><b>(5 points)</b> | Answers were consistently insightful and thoughtful; consistently used a sociological perspective | Answers were frequently insightful and thoughtful; frequently used a sociological perspective               | Answers were sometimes insightful and thoughtful; sometimes used a sociological perspective                    | Answers were rarely/never insightful or thoughtful; rarely used a sociological perspective                |
| Organization; Used correct spelling and grammar<br><b>(5 points)</b>                 | Always stayed on track; answers were always well-organized; always used correct spelling/grammar  | Frequently stayed on track; answers were generally well-organized; frequently used correct spelling/grammar | Strayed from the question a lot; answers were frequently disorganized; sometimes used correct spelling/grammar | Didn't address the question at all; Answer was not organized at all; rarely used correct spelling/grammar |
| Adequate citation of others' ideas<br><b>(5 points)</b>                              | Always provided adequate citation   | Frequently provided adequate citation   | Sometimes provided adequate citation   | Did not provide adequate citation   |
| <b>Total points possible for each question</b>                                       | <b>25</b>   |   |  |   |

**Weekly Online Attendance Rubric**

| <b>Criteria</b>                  | <b>Levels of Achievement</b>  |  |   |  |
|----------------------------------|---|--|---|--|
|                                  | <i>Superior</i>   | <i>Good</i>  | <i>Fair</i>   | <i>Needs Work</i>  |
| Regular check in with Blackboard | Student has logged onto our Blackboard page within the last three days<br><br><i>4 points</i> |  |   | <i>Student has not logged onto our Blackboard page within the last three days</i><br><br><i>0 points</i> |
| Power Points                     | Student has explored all required Power Points<br><br><i>3 points</i>                         | Student has explored most required Power Points<br><br><i>2 points</i> | Student has explored some required Power points<br><br><i>1 point</i> | Student has explored no required Power Points<br><br><i>0 points</i>                                     |
| Related content                  | Student has explored all related content<br><br><i>3 points</i>                               | Student has explored most related content<br><br><i>2 points</i>       | Student has explored some related content<br><br><i>1 point</i>       | Student has explored no related content<br><br><i>0 points</i>   |

## Racial and Ethnic Autobiography

(Based upon an assignment from the Pacific Educational Group)

This assignment is designed to help you accomplish the following student learning outcome:

- Develop a greater understanding of how your race and ethnicity has impacted your life

**Directions:** Students will be required to complete a 5-6 page paper describing how their race and ethnicity affects their lives. All written work must be typed and double-spaced with 1" margins and correct spelling and grammar. Be sure to give credit where credit is due—cite ideas, words, etc. that are not your own. Plagiarism will not be tolerated.

You will need to do some research to complete your paper. Be sure you use good, quality information (no Wikipedia!). You may use the readings and Power Points as sources. Be sure you cite appropriately and include the references at the end of the paper.

Use the following outline to write your paper. Think of this as a guide—don't feel you have to address every item listed here. As you write your paper, write it in essay form. Don't simply answer these questions one right after the next. You may use the first person ("I . . ."). Think of this as telling your story. Be careful not to get side-tracked. Stay focused on the issue of race and ethnicity in your life.

### I. Introduction:

- What is race and ethnicity?
- In general, how does race and ethnicity affect an individual's life?
- Thesis statement: What kind of impact has *your* race and ethnicity had on *your* life (this is the statement that you are trying to "prove" throughout the paper).

### II. Your story:

- Your race and ethnicity
  - How do you self-identify your race and/or ethnicity? Is this a strong part of your identity? Is this important to you?
  - What was your first awareness of race (when you realized that not everyone shared your race and ethnicity)?
  - Describe your first encounters with individuals of another race.
- Your family
  - What is the racial and ethnic background of your family (your parents, siblings, extended family)?
  - Do you discuss racial/ethnic issues with your family? In what context do you discuss these issues (watching the news, etc.)
  - What kind of attitudes does your family hold about racial and ethnic groups—ones they belong to and ones they don't belong to?

### III. The larger context:

- Your neighborhood

- What is the racial and ethnic makeup of your neighborhood (previous and current)?
- What is the racial and ethnic makeup of the larger community (metropolitan area)?
- What type of stores and services are available in your community (for example, are there Mexican grocery stores, etc.)?
- School:
  - What was the racial makeup of your elementary, junior high, and high schools (students, teachers, and staff)?
  - What was the curriculum like? Did you learn about African Americans? Native Americans? Asian Americans? What kind of perspective was presented?
  - (At school) how did you celebrate Thanksgiving? How did you celebrate Martin Luther King Day?
  - Did you participate in any school organizations/clubs/teams (honor society, soccer team, etc.)? What was the racial and ethnic makeup of these groups?
  - Did you participate in any organizations/clubs/teams outside of school (Girl Scouts, etc.)? What was the racial and ethnic makeup of these groups?
  - How would you describe intergroup relations? Was there interracial dating? Was there conflict between members of other racial and ethnic groups?
  - Did you ever feel stigmatized because of your race?
- Employment
  - If you've held a job, describe the racial and ethnic makeup of your coworkers (your peers, your boss).
  - Were there any patterns associated with who (racial and ethnic group) performed certain duties (did the whites wait on tables while other racial groups performed different tasks)?
- Cultural influences
  - What kind of messages did you get about racial and ethnic groups from: TV, advertising, novels, music, movies, etc.
  - If appropriate, what color was God presented to you as? Angels? Santa Claus? Action figures and dolls?

#### IV. Conclusion

- How was your life influenced by your racial and ethnic biography?
- Has your background affected your values?
- Has your background affected your position in society today? That is, do you think you benefitted from privilege? If so, how? Have you ever felt subordinated because of your race? Is so, how?
- Has your background affected the amount and type of interaction you have with others from different racial and ethnic backgrounds? What is the quality of those interactions?

**Racial and Ethnic Autobiography Rubric**

|   | Superior   | Good   | Fair   | Needs Work   |
|---|--|--|--|--|
| Informative content<br>15 points  | Exhaustive and thorough description of: student's race/ethnicity, family, neighborhood, school, employment, and cultural influences; Student has written 5+ pages<br><br>15 points | Good description of: student's race/ethnicity, family, neighborhood, school, employment, and cultural influences; Student has written 4 pages<br><br>12 points | Adequate description of: student's race/ethnicity, family, neighborhood, school, employment, and cultural influences; Student has written 3 pages<br><br>10 points | Inadequate description of: student's race/ethnicity, family, neighborhood, school, employment, and cultural influences; Student has written 2 or fewer pages<br><br>0-9 points |
| Sociological Analysis<br>15 points  | Exhaustive and thorough analysis of how student's race and/or ethnicity has impacted their life<br><br>15 points   | Good analysis of how student's race and/or ethnicity has impacted their life<br><br>12 points  | Adequate analysis of how student's race and/or ethnicity has impacted their life<br><br>10 points  | Inadequate analysis of how student's race and/or ethnicity has impacted their life<br><br>0-9 points   |
| Writing quality<br>10 points  | Correct spelling and grammar throughout; good transitions between paragraphs and use of subheadings<br><br>10 points   | 1-2 spelling and/or grammatical errors; some transitions between paragraphs and use of subheadings<br><br>8 points   | 3-5 spelling and/or grammatical errors; few transitions between paragraphs and minimal use of subheadings<br><br>5 points  | 6 or more spelling and/or grammatical errors; no transitions between paragraphs and use of subheadings.<br><br>0-4 points  |
| Appropriate citation (inappropriate citation can result in a zero or failing course ☹)<br>10 points | All facts and quotes are appropriately cited and a list of references appears at the end of the paper<br><br>10 points   | Most facts and quotes are appropriately cited and a list of references appear at the end of the paper<br><br>5 points  | Most facts and quotes are appropriately cited without a list of references appearing at the end of the paper<br><br>3 points                                       | Inadequate citation (with or without references appearing at the end of the paper)<br><br>0 points (or worse)  |

## Book review

(Adapted from SociologySouce.org and Paul and Elder 2009)

5-6 pages in length, 50 points

This assignment is designed to help you accomplish the following student learning outcome:

- Develop greater skills in assessing evidence, analyzing data, and using discipline specific writing conventions (e.g., ASA writing style)

Directions: Read one of the books listed at the end of these instructions. Book reviews are an opportunity for you to improve your critical thinking skills while also exploring texts related to our class. Here are some questions to help you think critically about our texts. Try to address *most* of these questions as you write your essay:

### Summary of the book (1+ pages)

- What is the key question the author(s) investigated?
- What is the author(s) purpose in writing this book (why did they write this book)?
- What were the main conclusions the author reached? Describe at least three.

### Analysis of the book (2+ pages—this is the most important part of your essay)

- What kind of assumptions did the author(s) make? What kind of perspective did they take? Whose story are they trying to tell?
- What kind of data (or other type of evidence) did the author(s) use to answer/support their question? Did the author(s) use more than one type of data/evidence to support their conclusions?
- What are the strengths and weaknesses of the assumptions and data used in the book? Is their data high-quality? Did they provide sufficient evidence to support their ideas? Are their conclusions logical?
- Did the author(s) provide a competing/alternative perspective? Did they identify any of their ideas weaknesses?

### Reflections on the book (1 page)

- What are the implications of the book? How can this information be used?
- What did you think about the book? What did you learn about the topic?
- What questions do you still have about the topic?

Some final words about your essay:

- Be sure your essay reads as an essay. Don't move from question (listed above) to question without including appropriate transitions.
- Use information from the text to back up your conclusions. This is the "evidence" that will support your conclusions. Use in-text citations (use the ASA style) to support your ideas.
- Include the subheadings listed above if that helps you organize your ideas.
- Include a reference page at the end of your paper (use the ASA style).

- Don't get a summary of the book from the internet! This is *easy* to detect. Each book review will be checked for plagiarism.

**Here is the list of books to choose from:**

Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*.

Chomsky, Aviva. 2014. *Undocumented: How Immigration Became Illegal*.

Coates, Ta-Nehisi. 2015. *Between the World and Me*.

Davis, Angela Y. 2016. *Freedom is a Constant Struggle*.

Giddings, Paula. 2007. *When and Where I Enter*.

Gonzalez, Juan. 2011. *Harvest of Empire: A History of Latinos in America, Revised Edition*.

Hatch, Anthony Ryan. 2016. *Blood Sugar: Racial Pharmacology and Food Justice in Black America*.

Lee, Erika. 2003. *At America's Gates: Chinese Immigration During the Exclusion Era, 1882-1943*.

Lee, Jennifer and Min Zhou. 2015. *The Asian American Achievement Paradox*.

Loewen, James W. 2006. *Sundown Towns: A Hidden Dimension of American Racism*.

Nazario, Sonia. 2007. *Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with His Mother*.

Roberts, Dorothy. 2003. *Shattered Bonds: The Color of Child Welfare*.

Tatum, Beverly Daniel. 1997. *"Why Are All the Black Kids Sitting Together in the Cafeteria?" And Other Conversations About Race*.

Taylor, Dorceta E. 2014. *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*.

West, Cornel. 1994. *Race Matters*.

Wise, Tim. 2011. *White Like Me: Reflections on Race From a Privileged Son*, Revised edition.

Wilkerson, Isabel. 2010. *The Warmth of Other Suns: The Epic Story of America's Great Migration*.

Wu, Frank. 2003. *Yellow: Race in America Beyond Black and White*.

**Book Review Rubric**

|                                   | Superior   | Good   | Fair  | Needs Work  |
|-----------------------------------|--|--|---|---|
| Summary of the book<br>10 points  | Exhaustive and thorough description of the: author's purpose, most important information, main conclusions reached, and main concepts of book;<br>Student has written 5 pages<br><br>9-10 points | Good description of the: author's purpose, most important information, main conclusions reached, and main concepts of book;<br>Student has written 4 pages<br><br>8 points | Adequate description the: author's purpose, most important information, main conclusions reached, and main concepts of book;<br>Student has written 3 pages<br><br>7 points | Inadequate description of the: author's purpose, most important information, main conclusions reached, and main concepts of book;<br>Student has written 2 or fewer pages<br><br>0-6 points |
| Analysis of the book<br>10 points | Exhaustive and thorough analysis of the: author's underlying assumptions, type of data used, perspectives offered, implications, and applications of the book.<br><br>9-10 points                | Good analysis of the: author's underlying assumptions, type of data used, perspectives offered, implications, and applications of the book.<br><br>8 points                | Adequate analysis of the: author's underlying assumptions, type of data used, perspectives offered, implications, and applications of the book.<br><br>7 points             | Inadequate analysis of the: author's underlying assumptions, type of data used, perspectives offered, implications, and applications of the book.<br><br>0-6 points                         |
| Book reflections                  | Exhaustive and thorough reflections on: your overall opinion, the strengths and weaknesses, the lessons learned, and remaining questions from the book.<br><br>9-10 points                       | Good reflections on: your overall opinion, the strengths and weaknesses, the lessons learned, and remaining questions from the book.<br><br>8 points                       | Adequate reflections on: your overall opinion, the strengths and weaknesses, the lessons learned, and remaining questions from the book.<br><br>7 points                    | Inadequate reflections on: your overall opinion, the strengths and weaknesses, the lessons learned, and remaining questions from the book.<br><br>0-6 points                                |

|   | Superior   | Good  | Fair   | Needs Work  |
|---|--|---|--|---|
| Writing quality<br>10 points  | Correct spelling and grammar throughout; good transitions between paragraphs and use of subheadings<br><br>9-10 points   | 1-2 spelling and/or grammatical errors; some transitions between paragraphs and use of subheadings<br><br>8 points    | 3-5 spelling and/or grammatical errors; few transitions between paragraphs and minimal use of subheadings<br><br>5 points    | 6 or more spelling and/or grammatical errors; no transitions between paragraphs and use of subheadings.<br><br>0-4 points |
| Appropriate citation (inappropriate citation can result in a zero or failing course ☹)<br>10 points | All facts and quotes are appropriately cited and a list of references appears at the end of the paper<br><br>9-10 points | Most facts and quotes are appropriately cited and a list of references appear at the end of the paper<br><br>5 points | Most facts and quotes are appropriately cited without a list of references appearing at the end of the paper<br><br>3 points | Inadequate citation (with or without references appearing at the end of the paper)<br><br>0 points (or worse)             |