

OGLALA LAKOTA COLLEGE
COURSE SYLLABUS & ADMINISTRATION
Spring 2014

Rebuilding the Lakota Nation through Education
Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo

Name of Course: Introduction to Social Science

Course Number: SoSc 103

Department: Humanities and Social Science

Credit Hours: Three (yamni)

Location: Pejuta Haka College Center

Time & Day: Monday 5:00 – 8:00

Instructor's Name: Liliias Jarding

Email: ljarding@olc.edu

Phone: 605-787-2872 (No texts)

Office: N/A

Office Hours: Monday 4:30 – 5:00 and after class; other times by appointment

Course Description (Waunspe Oyakapi): This course introduces students to the social science disciplines, including anthropology, sociology, history, psychology, geography, economics, and political science. The curriculum covers the major methods and theories that are used in attempting to explain the world that human beings have created. Subject matter includes family, race, gender, globalization, poverty, and culture. Students are asked to assess the subject matter in relation to their own life and community.

Prerequisites: English 103 with "C" or better

Required Text and Materials:

- Zulke, Frank J., and Jacqueline P. Kirley (Eds.). 2002. *Through the Eyes of Social Science*, 6th Edition. Long Grove, IL.: Waveland Press, Inc.
- Additional readings, as assigned by the instructor.

Online Materials:

Course materials are available online in Dr. Jarding's webfolder. The webfolder address is www.olc.edu/~ljarding/webfolder/. To access a document in the webfolder, go to the url and click on the name of your course. Then click on the name of the document you wish to view. Use a left click to view and read the document online. To download the reading to your own computer or flash drive, you must right-click the file name and choose the "Save As" option.

Other Needed Supplies:

Students will need to use a notebook for class notes. **All assignments are to be typed**, except those completed during class. Please use a black or blue pen for in-class assignments.

Course Goal:

Students gain a general knowledge of social science topics and research methods.

Learning Objectives (Wounspe Taku Unspepi Kte Kin He Le E):

At the end of this course, students will be able to:

- Describe the major subject areas studied by social scientists.
- Compare the major approaches social scientists have developed in their quest to understand social life.
- Apply concepts, terms, and theories from social science to the analysis of specific issues.
- Show a basic understanding of how social science approaches the study of social life.

Assessment:

These objectives will be assessed through the use of a syllabus quiz, in-class activities, short papers, and midterm and final examinations.

Instructional Methodology:

The course content will be conveyed by means of discussions, some lecture, videos, and short papers.

Course Rationale:

This course exists to help students gain a basic knowledge of the social sciences and some of the skills required to conduct social science research. This course will help give students the necessary skills to succeed in their more advanced social science courses and to help them succeed in many types of employment.

Homework:

Each student should expect to spend two (nunpa) to three (yamni) hours out of class on reading and homework assignments each week for every hour of class time (each credit hour), in order to perform satisfactorily. Therefore, if a course is three (yamni) credit hours you should spend approximately six (sakpe) hours outside of the classroom on required readings and homework. However, every student differs in their individual skills, educational background, experience, capability, and personal goals; so the amount of time you must dedicate to out-of-class work can vary significantly.

Reading Load:

Reading in the typical week will include two (nunpa) or three (yamni) readings from the textbook, plus supplemental material that is assigned.

Type and Amount of Writing Load:

This course has mid-level writing requirements. Students will write essay examinations and short reading, video, and interview papers.

Lakota Perspective Provided Through:

This course stresses **Wolakotakiciapi**, “learning Lakota ways of life in the community.” This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual’s knowledge through their continuing hard work (fortitude- wowalitake) and willingness to learn new information and viewpoints, as well as to demonstrate it, by speaking in front of the group (bravery-woohitike); all undertaken in an environment of complete truthfulness, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways. (Wounspe wicakiyapi ki iglutanyan ihani unpi kun hena itan wounspe tokeca uha ayin kte.)

Evaluation and Grading:

<p><i>In-Class Participation</i> Class participation is critical to this course. Students will be graded both on how often they participate in in-class activities and the quality of their participation. Merely being present does not equal participation. Guidelines on class participation are available on the evaluation form that is attached to this syllabus. Students will receive four participation grades during the semester, with a written explanation. Each participation grade is worth a possible 25 points.</p>	100 points (20% of grade)
<p><i>Syllabus Quiz</i> Students will take a 10-question, short answer quiz on the material found in the course Syllabus at the start of the second class period on January 27. This quiz may not be taken at any other time.</p>	20 points (4%)
<p><i>Reading Papers</i> Students will complete five reading papers, which are worth 15 points each. Further information is available below and on the evaluation form for short papers, which is attached to this Syllabus.</p>	75 points (15%)
<p><i>Video Papers</i> Students will complete three papers on videos that are viewed in class. Each paper is worth 15 points. More information on this assignment is available below. See the evaluation form for short papers attached to this Syllabus for more information on how this assignment will be evaluated.</p>	45 points (9%)
<p><i>Interview Paper</i> On interview paper will be completed during the semester. Each student will interview one community member about an assigned topic. Further information is available below and in the evaluation form for short papers, which is attached to this Syllabus.</p>	60 points (12%)
<p><i>Midterm and Final Examinations</i> There will be a take-home, essay midterm in this course. The midterm will be handed out and due on the dates shown in the Course Schedule. See the evaluation form for examinations, which is attached to this syllabus, for more information on how the midterm will be graded.</p> <p>The final examination will measure students' understanding of the basic concepts of the course. It will be completed during the last class period and will consist of essay questions. The Final exam will cover the entire course. No make-ups can be scheduled for the Final examination. See the evaluation form for examinations, which is attached to this syllabus, for more information on how the final will be graded.</p>	100 points (20%) 100 points (20%)
<p><i>Extra Credit Options</i> A student may complete two additional papers – either reading papers, video papers, or one of each – after they have completed the required nine short papers. Each extra credit paper is worth 15 points.</p> <p>The instructor may or may not provide other opportunities for extra credit. Students are encouraged to do their assignments and turn them in on time, rather than hoping to redeem their grades through extra credit assignments.</p>	30 points possible
<p>TOTAL</p>	<p>500 points (100%)</p>

A = Superior Quality Work = Demonstrated excellent concept mastery by scoring 90% or better.

B = Good Quality Work = Demonstrated concept mastery by scoring 80-89%.

C = Satisfactory Quality Work = Demonstrated concept mastery by scoring 70-79%.

D = Marginal Quality Work = Demonstrated weak concept mastery by scoring 60-69%

F = Demonstrated poor concept mastery below the score of 60%, which is well below what may be required in the business world.

W = Withdrawal = A student may withdraw from a course by filling out a Drop Card to be recorded by the Registrar. The student must sign this form if you drop yourself. A Drop Card may/can be filled out and signed by a counselor/instructor for lack of attendance.

POLICIES

College Policy on Grading and Change of Grades:

http://www.olec.edu/~jchasinghawk/registrar/docs/student_handbook.pdf see pages 10 and 11

Course Requirements, Expectations or Students: Because OLC offers classes in three-hour blocks once per week, (for everyone's travel convenience), if you are absent from one OLC class session, it's like missing three classes at another college. (See student handbook).

- Unannounced quizzes and graded in-class exercises will be given; content can include any course material assigned, up to and including the current session.
- Your homework assignments must be turned in on the dates due to get full credit.
- You are expected to participate in class discussion; this provides evidence of your interest in and preparation for the class. It also helps gauge the effectiveness of the instruction and everyone's level of comprehension of the material presented. Most importantly, fellow class members benefit from your opinions and insights; in addition, the questions you ask may be about the same topic with which other students are having difficulty, so by helping yourself you also help them.
- If the Instructor is not present at the beginning of the class, and the College Center Staff has not heard from the Instructor, you should wait at least 30 minutes past the normal start-time and then if the Instructor has still not arrived, you may leave.

Attendance and Tardiness

http://www.olec.edu/~jchasinghawk/registrar/docs/student_handbook.pdf see pages 7 and 8

Policies on Academic Honesty

http://www.olec.edu/~jchasinghawk/registrar/docs/student_handbook.pdf see page 46

Standards of Conduct Policy

http://www.olec.edu/~jchasinghawk/registrar/docs/student_handbook.pdf see page 38

ADA Policy

http://www.olec.edu/~jchasinghawk/registrar/docs/student_handbook.pdf see pages 37 and 38

Electronic Information Resources Acceptable Use Guidelines

http://www.olg.edu/~jchasinghawk/registrar/docs/student_handbook.pdf see page 41-46

DEPARTMENT SPECIFIC POLICIES

Course Specifics:

Expectations:

Much emphasis is put on Lakota values, particularly respect in the classroom. Being respectful in this class includes:

- Students and instructor arrive on time and stay through the whole class period.
- If students or instructor cannot come to class, they let each other know in advance
- Students pay attention when another student or the instructor is talking (including **no cell phones, texting, side conversations, laptops**, etc.). Cell phones must be left in the car or turned all the way off and placed in a bag or pocket, in line with College Center policies.
- The instructor will value the students' contributions
- The instructor will incorporate a Lakota perspective as much as possible
- Students and the instructor will **be prepared for each class session**, so that class time can be used as productively as possible
- The Social Sciences focus on valuing different interpretations of information. Students are strongly encouraged to develop and voice their own opinions, and students and the instructor will respect all opinions.

Communication:

Students will use OLC e-mail for this class and are expected to check their e-mail **at least twice a week**. You are responsible for all information the Instructor sends to you via e-mail. You will also need to download some course materials through the course webfolder. If class is cancelled for any reason, the instructor will call the college center, and an e-mail will be sent to all students, if at all possible.

Attendance and Drop Policy:

In addition to being dropped for five total absences, students who miss three consecutive classes will be dropped. Students who miss more than an hour of class -- who arrive more than an hour late, or leave more than an hour before class ends, or miss an hour total -- will be counted as absent.

A student has one week to turn in documentation for an absence. Documentation is required if a student misses a test or other in-class assignment and wants to take it at a later date. See your instructor for information on what type of documentation is required. No make-ups can be scheduled for the final examination. The final examination will only be given on the date listed on the syllabus.

Midterm Grades:

All work turned in by February 24 will be counted toward a student's midterm grade. Students who are earning a D or an F in the course at that time will be considered "failing" for purposes of midterm grades.

Grade Change Policy:

No work is accepted after the grades are submitted, and grades will not be changed. This instructor does not give any incompletes.

Academic Integrity:

Students are expected to avoid both the act and the appearance of plagiarism and cheating. Exams and assignments must be your own work. Academic dishonesty is the taking of an examination or the preparation of

papers for credit wherein the student knowingly represents the work of another as his/her own; aids another student in representing work of another as their own; and/or knowingly breaks stated examination rules.

Unintentional plagiarism is just as unacceptable as intentional plagiarism. It is **never okay** to cut and paste text from another source into your paper without proper citation. Students need to cite authors not only when they use another author's exact words, but also when they paraphrase or just refer to someone else's ideas.

Students who plagiarize or cheat will receive an "F" on the assignment.

Satisfactory Academic Progress:

Please see the Satisfactory Academic Progress Policy in your OLC Handbook. It is important for you to be aware of these requirements to receive Financial Aid.

Academic Freedom:

Student academic performance may be evaluated only on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the views offered in any course and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course for which they are enrolled. Students who believe that an academic evaluation is prejudiced or capricious should first contact the instructor to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the instructor's Department Chair to initiate a review of the evaluation.

COURSE SCHEDULE

<i>Date</i>	<i>Objectives by Chapter</i>	<i>Assignments</i>
Oko Wanci 1/20/2014	Introduction <ul style="list-style-type: none"> • Understand syllabus and course expectations • Describe the different Social Science disciplines • Explain the basic aspects of the scientific method 	
Oko Nunpa 1/27/2014	Historical Developments and the Social Sciences <ul style="list-style-type: none"> • Describe the European foundations of Social Science • Define several Social Sciences • Identify key social science aspects of the film "Stand and Deliver" (partial) 	<ul style="list-style-type: none"> • Read Zulke and Kirley, pages 14-15 and Chapters 4, 5, 6, 7, and 11 before class • Complete Syllabus Quiz in class • Reading report option: Chapter 11, "European Foundations"
Oko Yamni 2/3/2014	Sociocultural Evolution <ul style="list-style-type: none"> • Define "sociocultural evolution" • Describe types of societies in the framework of sociocultural evolution • Identify social change aspects of the video "The Way We Live: Waves of Change: Social Change" 	<ul style="list-style-type: none"> • Read Zulke & Kirley, Chapter 19, before class • Video report option: "The Way We Live" (due February 10)
Oko Topa 2/10/2014	Customs and Cultures <ul style="list-style-type: none"> • Explain the concept of "culture" • Be able to apply the concept of culture to one's own life and community • Define and apply the concepts of "ethnocentrism" and "cultural relativism" • Identify cultural aspects of the video "Amazay: A Film About Water" 	<ul style="list-style-type: none"> • Read Zulke & Kirley, starting on page 207 and reading through page 238, before class • Reading report option: Chapter 21, "Lest Ye Be Judged" • Video report option: "Amazay" (due February 17)

<p>Oko Zaptan 2/17/2014</p>	<p>America's Ethnic History I</p> <ul style="list-style-type: none"> • Discuss the ethnic history of the northern Great Plains • Identify the primary waves of ethnic immigration to the United States • Explain the concepts of "ethnicity" and "race" 	<ul style="list-style-type: none"> • Read Zulke & Kirley, Chapters 26 and 27, before class • Read "Dakota Woman, Mixed-Blood Man: American Indians from the Northern Plains" online at www.ablongman.com/html/product/info/myers/contents/Myers_ch02.pdf before class • Reading report option: Chapter 27, "All Mixed Up"
<p>Oko Sakpe 2/24/2014</p>	<p>America's Ethnic History II</p> <ul style="list-style-type: none"> • Outline African American history • Discuss the nature of modern racism • Be able to compare the history of Native Americans and the history of African Americans • Identify ethnic and racial aspects of the video "Black Indians" 	<ul style="list-style-type: none"> • Read Zulke & Kirley, Chapters 28 and 31, before class • Video report option: "Black Indians" (due March 3)
<p>Oko Sakowin 3/3/2014</p>	<p>Family and Ethnicity</p> <ul style="list-style-type: none"> • Explain the history of the American family from 1890 to present • Identify key factors in family resilience • Identify and discuss the concept of "family" in Lakota culture 	<ul style="list-style-type: none"> • POTLUCK • Read Zulke & Kirley, Chapters 32 and 33, before class • Read Lakota People's Law Project, "History of the Council Fires" (online in instructor's webfolder) • Reading report option: Chapter 33, "African American Families" • Midterm handed out (due October 15)
<p>Oko Saglogan 3/10/2014</p>	<p>Gender Identity</p> <ul style="list-style-type: none"> • Define the concepts "gender" and "sex" • Explain the variations in gender identity across cultures • Identify aspects of gender identity in the video "Our Land, Our Life" 	<ul style="list-style-type: none"> • Midterm due • Read Zulke & Kirley, Chapters 39, 42, and 43 • Video report option: "Our Land, Our Life" • Reading report option: Chapter 42, "The American Indian Berdache and Other Third Genders"
<p>Oko Nalcinyunka 3/24/2014</p>	<p>The Politics of Culture</p> <ul style="list-style-type: none"> • Explain the ways that politics and culture are intertwined • Discuss the Doctrine of Discovery • Identify the key international issues involving Native Americans • Define the concept of "internalized racism" • Explain remedies for internalized racism <p>Interview Research</p> <ul style="list-style-type: none"> • Assess interview research methods 	<ul style="list-style-type: none"> • Read two chapters from <i>Basic Call to Consciousness</i> (in instructor's webfolder) before class • Read "Internalized Racism: a definition" (online in webfolder) before class • Reading paper option: either chapter of <i>Basic Call to Consciousness</i> • Review Interview Paper assignment (in syllabus) before class
<p>Oko Wikcemna 3/31/2014</p>	<p>Environmental Politics</p> <ul style="list-style-type: none"> • Identify the impacts of climate change on Native American societies, including the Lakota oyate • Discuss indigenous environmental issues in the videos 	<ul style="list-style-type: none"> • Read excerpts from Wildcat, <i>Red Alert!</i>, before class (online in instructor's webfolder) • Read Jarding, "Anticipated Impacts

	“Muckaty Voices” and “Crying Earth, Rise Up”	<p>from Climate Change in South Dakota,” before class (online in instructor’s webfolder)</p> <ul style="list-style-type: none"> • Reading paper option: Ecerpts from <i>Red Alert!</i> • Video paper option: report on both videos (due April 7)
Oko Ake Wanci 4/7/2014	<p>Poverty: Causes and Consequences</p> <ul style="list-style-type: none"> • Identify the causes and nature of modern poverty in the United States • Explain some of the ways that poverty benefits society • Discuss ways that a lack of employment impacts communities 	<ul style="list-style-type: none"> • Read Zulke & Kirley, Chapters 45 through 48, before class • Reading report option: Chapter 47, “Work”
Oko Ake Nunpa 4/14/2014	<p>Minorities and Mobility</p> <ul style="list-style-type: none"> • Discuss the concept of “white privilege” • Identify the research methods used in Lamberth’s research on “Driving While Black” • Define factors that are involved in economic and social mobility for non-whites in the modern U.S. • Assess personal and group strengths 	<ul style="list-style-type: none"> • Read Zulke & Kirley, pages 557 through 587, before class • Read Saleebey, “Five Types of Questions to Assess Strengths” (online in instructor’s webfolder) • Reading paper option: Chapter 50, “Necessary Dreams”
Oko Ake Yamni 4/21/2014	<p>Population, Aging, and Crime</p> <ul style="list-style-type: none"> • Identify factors related to population growth • Discuss forecasts for a society in which a growing number of people are elderly • Analyze methods for preventing crime • Discuss differences in dating and relationships over time • Identify issues related to ethnicity, poverty, and crime in the video “School to Prison Pipeline” 	<ul style="list-style-type: none"> • Read Zulke & Kirley, pages 589 through 620, before class • Interview Paper due • Video report option: “School to Prison Pipeline” (due April 28)
Oko Ake Topa 4/28/2014	<p>Globalization</p> <ul style="list-style-type: none"> • Define “globalization” • Identify how the Social Sciences can contribute to the discussion of globalization • Identify ways in which globalization impacted indigenous peoples in the 1950s through the film “Motorcycle Diaries” 	<ul style="list-style-type: none"> • Read Zulke & Kirley, pages 621 through 638, before class • Reading report option: Chapter 55, “Globalization and the Social Sciences” • Video paper option: “Motorcycle Diaries” (due May 5)
Oko Ake Zaptan 5/5/2014	<p>Final Examination on Whole Semester</p> <ul style="list-style-type: none"> • Demonstrate having reached the course objectives 	<ul style="list-style-type: none"> • Complete Final Examination • Be sure to be on time to class

Disclaimer: Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook www.olc.edu/~jchasinghawk/registrar/docs/student_handbook.pdf

SHORT PAPER ASSIGNMENTS

Reading Papers:

Each reading paper will be worth a possible 15 points, and you will complete five (possible 75 points total). Reading papers are about a page in length, double-spaced.

Opportunities to complete reading papers are shown in the Course Schedule. You may do reading reports only on the readings noted on the Course Schedule. Reading papers are due at class time **on the day the reading is assigned**. Late papers will lose 20% of their original grade. Reading papers will not be accepted more than one week after they are due.

The format for a reading paper is:

- Your name and the date on the top of the sheet in a header
- Citation (author and title) on top of the sheet in a header
- Description: a brief summary of the reading (a paragraph)
- Discussion: Does the reading agree or disagree with other course readings? Be specific about which readings you are discussing – name them by title and author(s).
- Topic: State a minimum of one discussion question that arises from the reading

A sample reading report is included on Dr. Jarding's webfolder (www.oll.edu/~ljarding/webfolder), although the reading papers should be double-spaced for this course. See the evaluation form for short papers that is attached to this Syllabus for more information on how this assignment will be evaluated. If you do not know how to make a header, see your instructor or another student.

Video Papers:

You will complete three video papers during the semester, each of which is worth a possible 15 points (possible 45 points total). Video papers are about one page in length, double-spaced.

The format for a video paper is:

- Your name and the date on the top of the sheet in a header
- Name of the video on top of the sheet in a header
- Description: a brief summary of the video (a paragraph)
- Reflection: your reflection on the video. Use critical thinking – not just “I liked it” or “I didn't like it.” Was the material convincing to you? Why or why not? What is the piece's point of view? What could the author have done better? How did you react to the video?
- Analysis: Use concepts, terms, and ideas from class to assess the film or activity. How does it tie into the readings, lecture, or class discussion? Talk about the Social Sciences and Social Science concepts.

A sample video paper is included on Dr. Jarding's webfolder (www.oll.edu/~ljarding/webfolder). If you do not know how to make a header, see your instructor or another student. See the evaluation form for short papers that is attached to this Syllabus for more information on how this assignment will be evaluated.

Interview Assignment:

One interview paper will be completed during the semester. This paper is worth 60 points.

For this assignment you will be conducting an in-depth interview with someone who is at least 60 years old. The goal of this assignment will be for you to investigate how cultural norms can change over time from generation to generation. Your interview will focus on the topic of dating and relationships. In your interview you will ask what dating was like when the person was growing up, and you will ask them to compare their experiences with how they perceive young individuals go about dating in today's world. We will come up with some potential questions that you can use together as a class.

Here are the steps you need to take in writing your interview paper:

1. Before your interview, you need to come up with a script, basically a list of questions organized in a manner so that your interview goes smoothly. You will also take notes on your script when you do your interview. **You will need to turn in this script with your paper** to get credit for the assignment. Do not type the notes you take when you do your interview – hand in the original script.
2. Choose someone who is over the age of 60 to interview. In order to make the interview more like real fieldwork, they must be someone you are NOT too closely related to, so you cannot interview your parents, grandparents, aunts, uncles, or siblings. You need to get verbal permission from the person to conduct the interview. You should assure them that you won't use their name anywhere in your paper or in your class, but that what they say to you may be discussed in your class.
3. Conduct the interview. This interview must be done **in person** and not over the phone or internet, and not by handing the person your script to fill out. You must actually ask the questions yourself and write down your informant's answers on your script.

Here are a few tips for conducting your interview:

- Don't just jump right into your questions about dating and relationships. Make sure the person you are interviewing feels comfortable by conversing with them a little bit before you get into the actual interview. This is called building rapport.
 - Once you get into the interview, read your questions one at a time, slowly.
 - Use follow-up questions if your interviewee gives an unclear answer or when additional information would be helpful. Don't accept one or two word answers. If the person just answers a question with "yes" or "no," ask them to describe what they mean. You need adequate information for a two-page paper.
 - Be polite. Give the person time to think and answer. It is never good to interrupt or rush them. If the person wants to multitask, let them. Some individuals will feel more comfortable if they doing something like cooking or tinkering.
 - In your notes remember to comment on your interviewee's body language, tone of voice, side comments, dress, etc.
 - At the end of the interview remember to thank the interviewee for giving you their time and sharing their knowledge and opinions with you.
4. Write a short essay summarizing your interview. It must be at least two pages double-spaced with 12-point Times New Roman font and one- inch margins on all four sides. Put your name and the name of the course in a header. If you do not know how to make a header, please see the instructor or another student. Your interview paper is **due at class time** .

This essay should not consist of simply a list of questions and answers. It should be written in essay form with an introduction and a conclusion. Please see the evaluation rubric, which is attached to this Syllabus, for more information on how this assignment will be graded. There are also samples of good interview papers in the

webfolder.

Due Dates:

Students must complete papers by the dates shown on the syllabus. All materials turned in by February 24 will be counted toward a student's midterm grade.

Late Papers:

Late papers will be accepted, but will lose 20% of the points earned for the assignment. Late papers will only be accepted for one week after their original due date.



EVALUATION OF CLASSROOM ACTIVITIES
POSSIBLE POINTS: 100 (EACH QUARTER OF COURSE WORTH 25 POINTS)

	HIGH QUALITY	POINTS	MEDIUM QUALITY	POINTS	LOW QUALITY	POINTS
DEMONSTRATES RESPECT	Student encourages healthy classroom atmosphere by demonstrating respect for others, providing appropriate humor, and supporting others.	10	Student is disrespectful by interrupting others; by lacking respect for others' opinions; by showing up late or leaving early without informing instructor; by working on electronic equipment.	5-9	Student is disrespectful in multiple ways or multiple times.	0-4
PARTICIPATION	Student volunteers to answer questions, asks questions, provides relevant information, and takes an active role in group activities.	10	Student is responsive when called upon in class, but is not always prepared. Student rarely volunteers to answer questions; sometimes responds in a manner that is not clearly relevant to the question; and/or volunteers information disproportionately often.	5-9	Student does not participate in class discussion. Student responds inappropriately when called on or is seldom prepared. Student discourages healthy classroom atmosphere by using humor as a distraction.	0-4
CRITICAL THINKING	Student's participation includes good insight into the material – such as drawing inferences, tying information from different sources together, and providing relevant alternatives -- and/or student shares relevant personal experiences.	4-6	Student occasionally demonstrates critical thinking skills.	2-4	Student does not demonstrate critical thinking.	0

EVALUATION OF SHORT PAPERS
POSSIBLE POINTS: 180 (15 POINTS PER VIDEO PAPER AND READING PAPER (first number);
60 POINTS FOR INTERVIEW PAPER (second number))

<u>ELEMENT</u>	<u>HIGH QUALITY</u>	<u>POINTS</u>	<u>MEDIUM QUALITY</u>	<u>POINTS</u>	<u>LOW QUALITY</u>	<u>POINTS</u>
CLARITY	Paper flows well and is clear and easy to read due to syntax, grammar, spelling, and punctuation.	3/10	Paper is sometimes unclear due to syntax, grammar, spelling, and punctuation.	1-2/5-9	Paper is hard to follow due to syntax, grammar, spelling and/or punctuation problems.	0/0-4
LENGTH	Paper is assigned length when margins, spacing, and font size are considered. Only information relevant to the assigned topics is included.	All earned points.	Paper is shorter than assigned length or covers topic(s) not related to the assignment.	Grade reduced by percentage of the assigned length not included.	Paper is obviously shorter than the assigned length.	Grade reduced by percentage of assigned length that is not included.
TOPIC	Paper clearly addresses the assigned topics and includes a clear, concise introductory statement.	3/15	Paper addresses some assigned topics, but neglects others.	1-2/5-14	Paper fails to address the assigned topics.	0/0-4
CONTENT	Paper includes relevant information and thoughtful, in-depth analysis. Reader gains important insights.	5/15	Information is routine. Reader gains few insights.	1-4/11-14	Central purpose is not clearly identified. Reader is confused or may be misinformed.	0/0-10
DEPTH AND BREADTH OF CONTENT	Student clearly comprehends the material and links it to course topics. Student has thought critically about the material. Information is combined to draw conclusions.	4/20	Student understands the material, but demonstrates little critical thinking.	1-3/11-19	The student shows less than full understanding of the material. Critical thinking is not present or is barely present	0/0-10
TIMELINES	Paper is turned in on the assigned date.	All earned points.	Paper is turned in up to a week late.	Paper is assigned points according to guidelines, but loses 20% of that grade.	Paper is turned in more than one week after it is due.	Paper is not accepted.

EVALUATION OF EXAMINATIONS (100 POINTS EACH)

<u>ELEMENT</u>	<u>HIGH QUALITY</u>	<u>POINTS</u>	<u>MEDIUM QUALITY</u>	<u>POINTS</u>	<u>LOW QUALITY</u>	<u>POINTS</u>
GRAMMAR, SYNTAX, AND SPELLING	Writing flows well and is clear and easy to read due to use of proper syntax, grammar, spelling, and punctuation.	30	Examination is unclear or hard to read because syntax, grammar, spelling, or punctuation are poor.	15-25	The writer's intentions are unclear because syntax, grammar, spelling and/or punctuation are poor.	0-10
LENGTH	Examination is of an appropriate length. It clearly addresses each of the assigned topics. Only information relevant to the assigned topics is included.	All earned points.	Examination is shorter than assigned length and doesn't cover all the assigned material thoroughly.	Grade reduced by percentage of the assignment not included.	Examination is substantially shorter than assigned length and doesn't cover the assigned material.	0
OVERALL CLARITY AND FORM	Student uses essay form for essay answers. Sentences and paragraphs follow each other in a logical order.	20	Student fails to use more than one of the elements of essay form for essay answers OR answers are difficult to follow in some places.	10-15	Answers are generally hard to follow due to problems with format, essay form, and/or the way material is presented.	0-5
DEPTH AND BREADTH OF CONTENT	Student clearly comprehends the material and links it to course topics. Student has thought critically about the material and its sources. Inferences are explored, and answers include good insight. The space given to each topic is appropriate, given the number of topics included in the questions.	50	Student understands the material, but demonstrates little critical thinking. Insight is minimal or missing OR the amount of space given to some topics is out of proportion to the number of topics included in the questions.	20-45	The student shows less than full understanding of the material. Critical thinking is not present or is barely present.	0-15
TIMELINESS	Examination is turned in on the assigned due date.	All earned points.	Late final examinations will not be accepted. Midterm is turned in late.	Midterm is assigned points according to the guidelines shown above, minus 20%.	Late final examinations will not be accepted. Midterm is turned in more than a week late.	Exam is not accepted.