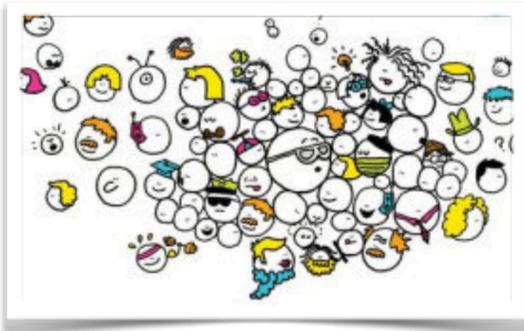


Introduction to Sociology

Course Description



The purpose of this course is to introduce students to the discipline of sociology—the study of human society. Sociologists use theories and evidence in order to describe, predict, and explain how society works. In effect, sociologists seek the answer to the question, “Why?”

Why do some people go hungry and cold at night while others have four homes? Why does Facebook have targeted ads? Why do men make more money than women? Why are some drugs legal and others not? Why do women’s jeans have small pockets?

Sociologists concern themselves with these questions and many more by systematically investigating the causes and implications of certain social phenomena -- especially as they relate to systems of inequality and stratification, societal trends, group behavior, identity formation, and social context. Sociology can teach us to question taken for granted assumptions about the ways organizations, cultures, institutions, and even entire societies function -- or fail to function. As such, the study of sociology provides tools to help make sense of the social worlds around us by applying our sociological lens.

This course is designed to strengthen your ability to critically ask discuss, as well as engage with, these questions. By grappling with the core concerns of sociology as a discipline, you will learn how to ask sociological questions and apply theoretical frameworks to provide possible explanations of social issues. Viewing the world sociologically allows us to place ourselves, as individuals, in relation to the complex structures that make up our social reality.

REQUIRED MATERIALS

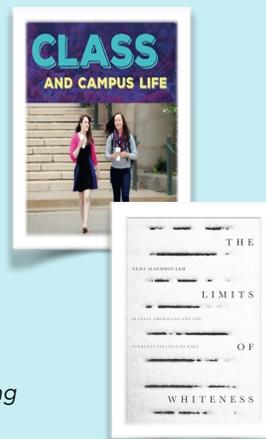
For this class, you will need to purchase two books. The books are available through the bookstore, Amazon, and for e-readers.* Texts are also available on reserve at the library. All other materials will be made available through our Moodle site. I strongly suggest you bring readings to class for better comprehension and active reading and participation.

Neda Maghbouleh. 2017. *The Limits of Whiteness: Iranian Americans and the Everyday Politics of Race*. Stanford University Press.

Elizabeth M. Lee. 2016. *Class and Campus Life: Managing and Experiencing Inequality at an Elite College*. Cornell University Press.

Optional: Angelique Harris and Alia R. Tyner-Mullings. 2016. *The Sociology Student’s Guide to Writing*. 2nd Edition.

*If there is a concern regarding the cost of course materials, please email me ASAP.



Class Information

JAN-MAY 2019
TR 9:00-10:20
SEELYE 109
CRN 30199

Instructor Information

Maggie Nanney
Henshaw B1 104
Office Hours: T 10:30-11:30;
F 9:00-11:00 or by
appointment
mnanney@smith.edu

Course Goals

- Enhance your reading, writing, analytical, and critical thinking abilities
- Understand and apply sociological perspectives and theories to everyday experiences at both the individual and institutional level
- Become familiar with and practice methodological tools used by sociologists and analyze empirical data
- Investigate the roles that systems of oppression play in the lives of marginalized people and locate our own identities within such institutions
- Explore current activism through both reflexive and public knowledge building and sharing activities

Class Format

This class is organized around a combination of reading, discussions, lectures, activities, guest speakers, student papers, and class field trips to maximize learning and creativity. See the assignments section for more details.

Reading: Assigned reading is listed daily in the course matrix. It is your responsibility to do the reading for every class. Please speak with me if there are any problems preventing you from doing so. To gauge reading comprehension, and to begin discussion in class, you will need to submit 1 discussion question on Moodle for each class. See the matrix for more information about good discussion questions.

Lecture, Discussion, and Activities: Each class will have a slightly different format based on the topic. Some classes will consist of lecture and discussion, where the instructor teaches on the topic. Other classes will include more student participation including in-class group activities that build on assignments. You are expected to attend and participate regardless of the class format that day.

Field Trips: Throughout the semester, our class will take the occasional class “field trip” to various parts of campus or in town. These classes are tentatively scheduled and more information will be announced in class and via email a few days prior to the field trip.

Guest Speakers: We will, on occasion, have a guest speaker visit our class to speak with us about their research. Students are expected to still attend class these days and will be provided an assignment in preparation for the visit.

Methods Papers: There will be four short writing assignments (3-5 pages) throughout the semester. These papers are structured, giving you specific sociological concepts and/or topics to engage with. These papers will have you employ different sociological methods to examine a phenomenon that we are discussing in class and to apply class concepts to analyze your observations. The “You and Social Structure Analysis Paper” (Due February 14) and the “Reflective Analysis Paper” (Due

May 2) are required for everyone. For the remaining two papers, you will have the option of which topic you want to complete (Due March 7 and April 4). You cannot do all options and pick the best grades, nor can you repeat options. Any extra papers completed will not be counted. A full list of instructions, topics, due dates, and grading rubric can be found in the course matrix.

Writing Labs: While much (if not all) of this will be a review, I believe that it is imperative to help improve your writing skills, especially because this course is writing intensive and these are skills useful in any discipline that you major in. In these labs, we will workshop drafts of your assignments and papers.

Final: You are given the option of what you would like to complete for your final. You may either take a written final exam during finals period which will consist of a mix of multiple choice, short answer, and essay questions (which will be provided to you prior to the exam to study) or to complete the Visual Sociology final paper. The final paper option will be 6-8 pages, where you will use your sociological lens to take 3-4 images around campus/town regarding a particular topic of your choice. You will then critically analyze these photos using class concepts, readings, and outside literature. You will be asked to choose which final option you would like to complete by February 21st.

Class Policies

Attendance and Participation

In order to learn from one another, participation in class is expected. Participation may look differently each day, including active participation in class discussion, group activities, or paying attention to lectures and speakers. Activities and assignments will be turned in for class participation credit.

In order to participate, you need to show up to class. Attendance will be taken at the beginning of each class period. Class attendance is taken to keep track of who is present, and with better attendance (90% of classes attended) and if you are borderline on a grade, it will help boost your grade, but never will it hinder your grade. Remember, attendance alone is not enough. You should also ask questions, answer questions, and/or initiate discussion.

Life, however, sometimes happens and we must miss class. We are human after-all. You are adults and can make decisions for yourselves regarding if you come to class or not. Should you miss class, you need to make necessary arrangements with your peers to review what you missed. Participation and activity points will not be able to be made up should you miss class unless with a note from Health Services, a medical or mental health professional, other professor, or Class Dean.

Children and other dependents are welcome to the class if childcare plans fall through. Please email me should this be a concern or issue or if you need to bring your children to class.

If you begin to miss class consistently or for a long period of time, I may check in with you to make sure everything is okay. I will also encourage you to speak with your Class Dean or other appropriate resource on campus as needed.

Late Work Policy

Late work will not be accepted unless prior arrangements are made. If you need an extension on work, please contact me to discuss appropriate arrangements.

Expected Work Load

You should expect approximately 30-50 pages of reading and assignments for each class.

Emails and Grades Policy

Learning is not just a matter of knowing material, but the ability to grow and show how you can apply the material in class. Therefore, I believe that grades are earned, not given. While I do my best to provide you opportunities to succeed, it is also up to you do put in the work.

To maintain a sense of work-life balance, I will not by answering emails after 7pm during the weekdays or on the weekends after 5pm on Friday until Monday morning. I will respond to all emails, except over the weekends, within 24 hours.

I cannot discuss grades over email. Please wait 24 hours after receiving feedback/grades, and after such time if you still have a question, feel free to contact me to arrange a meeting.

If you've read this far, I will offer 2 bonus points to anyone who emails me a picture of a baby animal by 9:00 am on January 29th (subject line—syllabus bonus).

Office Hours/Drop in Hours

Office hours are times in which I will be made available, regardless if you have an arranged meeting with me, in my office. Feel free to drop in at that time to discuss class matters. These hours are subject to change, and I will make an announcement in class and over email in advance if this occurs.

Technology Policy

Technology, including laptops, tablets and e-readers, are permitted in the classroom for class purposes only, including looking at readings, videos, and taking notes. We will use these devices from time to time in our class activities, and I will let you know a class period prior so that you may be prepared to use them. If computers become a distraction for students including browsing/shopping online, doing work for another class, gaming, or texting, I will revise this policy and ask that they be put away.

I ask that cellphones are put away and on vibrate/silent during class as a sign of respect to both me and your peers and to show your active participation and attention in class. If there is an emergency requiring a cell phone be made available, please talk to me *before* the class period begins.

Community Standards

Honor Code

The college's honor code states that all students should be "honest and committed to the principles of academic and intellectual integrity in their preparation and submission of course work and examinations" and that "all submitted work of any kind must be the original work of the student who must cite all the sources used in its preparation." All class assignments are subject to this code. The Honor Code is college policy, which expressly forbids the following academic violations:

1. Cheating: including the actual giving or receiving of any unauthorized aid or assistance, or any unfair advantage on any form of academic work.
2. Plagiarism: including the copying of the language, structure, ideas, or thoughts of another and passing off the same as one's own original work without proper citation.
3. Falsification: including statements of any untruth, forgery, tampering, or manipulating information on academic work.

Any and all times you utilize someone else's idea or words, either from text or online, a full citation must be

used to acknowledge the author's work. For more information about citations, please feel free to discuss with me, and consult <http://owl.english.purdue.edu>

In this course, ASA, APA, and Chicago style citations will be accepted. Additional services on campus are available with learning how to properly cite material. For more information on Plagiarism, see Page 57 of Writing Papers: A Handbook for Students at Smith College at https://www.smith.edu/jacobsoncenter/writing/writing_papers.pdf

Violation of the Academic Honor Code will result in possible disciplinary action. All violations will be formally reported to the Chair of the Honor Board and the Dean of the College. For more information on the College's Honor System, please see the following information at: <https://www.smith.edu/sao/handbook/socialconduct/honorcode.php>

Additional Community Standards

Due to the personal nature of this course, class discussions and all other course interactions will be respectful and dignified. All participants will be accountable for their comments in this course. See the Student Handbook for definitions and policies on harassment and intolerable behavior: <https://www.smith.edu/sao/handbook/>

Classroom etiquette also means engaging with ideas that are different from your own in a respectful manner, even when you may have serious disagreements. Constructive criticism is certainly encouraged. Personal attack, on the other hand, will not be tolerated. In the first week of class, we will do a series of activities that will help us, as a class, learn to constructively discuss sensitive topics and to work together.

**This syllabus and course schedule is subject to change should the instructor find it necessary for the success of the students.

Academic Support and Safety

Accessibility

Disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in our course. Please contact me early in the semester to discuss options if the

design of this course produces barriers to full and meaningful participation. I am happy to work with you and the Services for Office of Disabilities Services (ODS) to make this course accessible. Detailed information on documentation requirements, accommodations and services, and other related information can be found at <https://www.smith.edu/about-smith/disability-services>. These accommodations and services are coordinated through the ODS staff in College Hall. For additional information, please contact the ODS office at (413) 585-2071 or ods@smith.edu.

Content Warning

A word of warning: some of the texts presented in this course are explicit, uncomfortable, and perhaps triggering. Reading and discussing these texts can be demanding in ways that are often unexpected, and your success in this class will require an open and even engagement with explicit material, even if you do not agree with the text's arguments. Please feel free to discuss with me, or contact any of the sources below, to help you succeed in the course.

Anonymity and Personal Experiences

Though the assignments do not require sharing of personal experiences, if there is a concern regarding sensitive experiences, please contact me and we will come up with alternative solutions.

Pronoun Usage and Names

Please contact me if you would like to discuss pronouns or names that you use. I use they/them pronouns and request that students respect the pronouns of their classmates. I also acknowledge that pronouns may change- please let me know if this is the case.

SUPPORT SERVICES

Schacht Center for Health and Wellness
21 Belmont Avenue
413-585-2840
counselingservices@smith.edu

Jacobson Center for Writing
Seelye 307
jactutor@smith.edu
(413) 585-3056

COURSE MATRIX

Introduction to Sociology (SOC 101): Spring 2019

Maggie Nanney (mnannay@smith.edu)

Reading and assignments are listed on the date they are due unless otherwise noted.

For example, you are required to read Smith "Women's Perspective" before coming to class on Tuesday, January 31st.

CCL: Class and Campus Life

LW: Limits of Whiteness

All other readings available on Moodle

Theme	Date	Readings and Materials	Assignments
PART 1: WHAT IS SOCIOLOGY?			
Introductions	January 24	What can you do as a sociology major?	Syllabus Quiz (after class)
Sociological Imagination	January 29	Zelizer, "The Social Meaning of Money"	Bring 2 items to class that "describe you"
Critical Sociology	January 31	Smith, "Women's Perspective as a Radical Critique of Sociology" Peters, "Disparate Voices"	
Library Session	February 5	<i>No Reading</i>	
No Class	February 7	<i>No Class (SWS)</i> - work on Method Paper 1	
Methods and Ethics	February 12	Goffman, <i>On the Run</i> (selection) Blee, "Appendix 2: Methodology" from <i>Inside Organized Racism</i> Bell, "Photovoice as a strategy for community organizing"	Bring 2 sociological articles with different methods to class
Writing Lab/ Review Day	February 14	<i>No reading- Winkle Wagner bonus opportunity</i>	Method Paper 1 Due
PART 2: PRIVILEGE, POWER, AND OPPRESSION			
Symbolic Interaction	February 19	Williams, "Shopping as symbolic interaction" Raudenbush, "Race and Interactions on Public Transportation"	
The Individual and Structure	February 21	Winkle-Wagner, chapter 2 ONLY <i>Winkle Wagner bonus opportunity- chapter 8</i>	Final Assessment Option Due
Doing Intersectionality	February 26	Grenshaw, "Mapping the Margins" Davis, "Intersectionality as a Buzzword"	Method Paper 1 Final Draft Due
Racial Categorization	February 28	LW: Ch 1-3	
Guest Speaker	March 5	LW: Ch 4-7	Guest Speaker
Writing Lab/ Review Day	March 7	<i>No Reading</i>	Method Paper 2 Draft Due Participation Evaluation Mid-Semester Evaluation
SPRING BREAK MARCH 12-14			
No class; Begin to read CCL over break			
Gender as Performance	March 19	West and Zimmerman, "Doing Gender" Deutsch, "Undoing Gender" West and Zimmerman, "Accounting for Doing Gender"	

Policing Gender and Sexuality	March 21	Pascoe, "Dude, You're a Fag" Westbrook and Schilt, "Determining Gender"	
Class Inequality pt. 1	March 26	CCL: Intro-Ch 3	
Class Inequality pt. 2	March 28	CCL: Ch 4-Conclusion	Guest Speaker
Ability & Age	April 2	<i>Choose One:</i> Garland-Thomson, "Integrating Disability, Transforming Feminist Theory" McRuer, "Compulsory Able-Bodiedness and queer/disabled existence" <i>Choose One:</i> Calasanti, "Theorizing Age Relations" Calasanti and Slevin, <i>Age Matters</i> (selection)	
No Class	April 4	<i>No reading</i>	Final Draft Method Paper 2 Due
PART 3: INSTITUTIONS, ORGANIZATIONS, AND CHANGE			
Education	April 9	Stevens, Armstrong and Arum, "Sieve, Incubator, Temple, Hub"	
Work	April 11	Parrenas, "Migrant Filipina Domestic Workers" Wingfield, "Maintaining Hierarchies in Predominantly White Organizations"	
Family	April 16	Coontz, "The Way We Never Were" Lareau, "Invisible Inequality: Social Class and Childrearing in Black Families and White Families"	Bring family photos to class Draft Method Paper 3 due in class
Criminal Justice	April 18	Alexander, <i>The New Jim Crow</i> (selection) Bhattacharya, <i>Policing the National Body</i> (selection) Armenta, "Racializing Crimmigration"	
Distinction and Consumption	April 23	Johnston and Baumann, <i>Foodies</i> (Ch. 1) How to be a foodie without being culturally appropriative	
Media and Technology	April 25	King et al., "DIY Video on YouTube" <i>In Class Film</i>	
Social Change and Movements	April 30	Whittier and Taylor, "Collective Identity in Social Movement Communities"	Final Draft Method Paper 3 Due
Where to go	May 2	<i>No Reading</i>	Class Evaluations
Study Period May 3-6 Finals Period May 7-10 Final Papers Due May 10th 2:00pm			

*Syllabus subject to change at instructor's discretion

**Syllabus adapted from syllabi by Nancy Whittier, Tina Wildhagen, Vanessa Adel, Cory Albertson, & Timothy Recuber

Assessments of Learning	Value
<p>Participation</p> <p>Participation will be evaluated throughout the semester based on class discussions, in-class activities, and attention in class. You must be in class in order to receive participation points for that day. Your daily discussion questions will be included in your participation grade (1 point per day). A participation evaluation will be provided half-way through the semester. No make-up participation will be available for those unexcused from class.</p>	15%
<p>Method Papers (20% each x 3)</p> <p>You will write and submit four short (3-5 page) methods papers. The first and last papers have a set topic prompt, and then the other two you may choose which topic you would like to do based on the available options below. If you would like to present a new option to the instructor, please meet with them at least 2 weeks before the due date. These papers will consist of some form of sociological method practice and writing assignment. I expect that you do the work on your own, unless otherwise specified that it can be done in partners. Be sure to draw from class resources and cite—you may need to read ahead depending on the option you choose. Your resource list is not included in the page count.</p>	60%
<p>Final</p> <p>You have two options for your final: a final exam taken during finals period, or a written paper that will be due on the last day of finals period. The exam will consist of multiple choice, short answer, and essay questions, which are provided to you on the last day of class so that you may study and prepare for the longer writing portions. The written paper assignment will be a 6-8 page paper that analyzes 3-4 images that you have taken around campus/town regarding a topic of your choice. Using class concepts, readings, and outside literature you will use your sociological lens to explain how these images represent the topic at hand and how we can come to understand the social world around us. You will be asked to choose which final option you will like to complete by February 21st.</p>	25%

Discussion Questions
<p>For each class, you are required to submit <i>one</i> discussion post based on the readings. You will be assessed both on completion as well as the quality of your post. These may be used for group discussions, assessment of student understanding of materials, and bonus opportunities. <u>Discussion posts will be submitted on Moodle by 8:00am before class each day.</u> A good post does the following:</p> <ul style="list-style-type: none"> - Requires use of critical analysis skills of class issues and concepts, synthesizing/comparing one or more readings - Requires demonstration of both factual knowledge of content and comprehension and application of the knowledge - It should <i>not</i> be a simple “look up in the readings” “yes or no/true or false” or “what’s your opinion/do you agree” questions <p>This could include links to outside articles or news with ties to the readings, questions, vocabulary, half-formed thoughts, etc.</p> <p>Examples:</p> <p><i>How has activism changed since the advent of the internet and social media? How has the line blurred between legally allowed activism and illegal behavior?</i></p> <ul style="list-style-type: none"> - This is a good question because it does not have a clear yes/no or correct answer, allowing for people to engage with critical thinking about what social movements are <p><i>In what ways does the students in Pascoe’s study on “fag discourse” highlight how gender and sexuality are intersectional through Schilt and Westbrook’s “determining gender” framework?</i></p> <ul style="list-style-type: none"> - This is a good question because it attempts to synthesize two readings to understand how these concepts are related.

Grade Distribution	
A	100-93%
A-	92-90%
B+	89-87%
B	86-83%
B-	82-80%
C+	79-77%
C	76-73%
C-	72-70%
D+	69-67%
D	66-63%
D-	62-60%
F	59-0%

Methods Papers Page length: 3 full pages (not including references)- 5 page maximum	
<p>Paper 1: You and Social Structure</p> <p>This first couple of weeks, we have talked about the relationship between the individual and social structure.</p> <p>In this paper, you'll be introducing yourself to me.</p> <p>This isn't just a matter of your name, year, house, major, etc., but reflect through your socialization, location within social hierarchies, and influential institutions in your life. Discuss these hierarchies from the social institution all the way down to you (the individual). Make sure you discuss relevant organizations, groups, statuses and roles stemming from those social institutions that have impacted you—as you do this, remember to define the sociological concepts you discuss such as socialization, organizations, groups, statuses and roles. Also, be sure to tell me how you see YOUR role within those institutions. Describe whether you think your relationship to/within this hierarchy has been positive, negative or both and in what ways.</p> <p>Be sure to draw on at least 2 class concepts/readings and to cite them in the text and reference list.</p>	<p>Due: February 14</p>
<p>Paper 2 & 3: Your Choice</p> <p>In each paper, you must draw on at least 2 class concepts/readings and one sociological resource you find on your own and cite them in the text and reference list.</p> <p><i>Design a Study</i></p> <p>First, think of a sociological question that you think is worthy of study. Utilizing sociological theories as well as the methodological information discussed in class, construct a study you think would best be used to answer this question.</p> <ul style="list-style-type: none"> • First, what research question are you interested in? What is your hypothesis? • Second, what sociological concepts or theories might you draw from? Why those? What has past research found on this topic? Find at least 2 outside sociological articles on this subject and explain what they do and find. • Third, will you use to gather the information: surveys, experiments, interviews? Remember to define these techniques. What types of questions might you ask or what would your experiment be? Who would be your sample? Also, what are the method's strengths and weaknesses? • Fourth, make sure to tell me whether your research would be qualitative or quantitative. And remember to define these concepts. Also, what are the advantages and disadvantages of using one over the other? • Finally, what ethical considerations might you have to think of? <p><i>Impression Management</i></p> <p>People perform their identities in order to “sell” a particular image to others. Using sociological theoretical concepts, which you need to define first, identify two ways in which you manage your impression on a daily basis.</p> <ul style="list-style-type: none"> • First, what impression(s) are you trying to “sell?” • Second, what do you do or use to make sure the impression(s) come across to those you interact with? How did you learn this process? • Third, go into public and challenge one of those impressions. Challenge a norm in how one should behave (*note: do not break the law or put yourself in harm's way- if doing this option, consult with me first). Then, write about your experience: How did you feel doing this and how did others react? • Lastly, what social influences / factors do you see that have affected how you manage your impression? What social structures, institutions or other influences limit or create possibilities for how you manage your impression? <p>(NOTE: Remember to define all sociological concepts you use).</p> <p><i>Bureaucracy</i></p> <p>Reflect on your experience as a student at Smith.</p>	<p>Final Drafts Due: April 4 & April 30</p>

- First, what aspects of social structure do you see in Smith as an educational institution? What organizations, groups, role expectations, cultural beliefs, hierarchies, and institutionalized norms do you come in contact with on a daily basis? Remember to define these concepts before discussing your personal examples.
- Second, explain to me what a bureaucracy is and then give examples of how you see Smith challenging and/or perpetuating being a bureaucracy.
- Lastly, give at least one personal example of your interaction with Smith's bureaucracy? How did that interaction feel to you? Was it impersonal, effective, frustrating, productive?

Families

Pick two scripted television shows (or episodes) that depict a family or multiple families (for example, Modern Family, Ozzie and Harriet, This is Us, Family Guy, Fresh off the Boat, Blackish...). Then, using sociological concepts, analyze them.

- First, what kinds of families are depicted? Do they depict nuclear families, extended families? Remember to tell me what these classifications mean. Also, what are roles and how are they shown?
- Second, are aspects of social institutions (Law /Politics, Religion, Economics) or structure shown to influence the family? If so, which ones and in what ways? If not, do you think they should be shown as an influence?
- Lastly, compare and contrast which show you feel most accurately depicts modern-day family issues by comparing them to your personal experience of family.

Current Sociology

Locate and read an article in the sociology magazine *Contexts* (access through the Smith library homepage, search by journal title) on a topic of your choice that is not included on the syllabus (examples: food, sport, mental/physical health, environment...). Write a summary of the article's reported methods, findings, and thesis (no longer than 1 page) and analyze what themes, questions, and theories we can question about the research or the subject matter drawing on class concepts we have already covered.

News Article

Find a news story, film, online space, or other kind of primary text/ data that raises rich or provocative sociological questions. Use at least two of the scholarly readings from class, plus one scholarly reading that you find on your own, to make an argument about how to clarify or resolve those questions.

Short Term Ethnography

Choose a place/ group/ community to observe. If it is not a public place, make sure you have permission from group members to be there and observe it. Visit the site at least two different times for an hour-two each time, and keep copious notes about what you notice there. Write a paper that describes the place/ group/ community in vivid detail, and which raises rich or provocative sociological questions about some aspect of social life there. Use at least two of the scholarly readings from class, and one scholarly source that you find on your own, to connect the research site to larger sociological issues and questions.

Creativity

Creative or visual representation of a sociological concept. This can be a skit, song, video, etc., to be presented to the class, and may be done alone or with a group. Please discuss with me in advance.

Or, propose something else, alone with a group!

Method Papers Rubric		
Sociological Ideas	<ul style="list-style-type: none"> -The sociological concepts discussed in the instructions are defined and used correctly - The sociological concepts are continually referenced when answering the questions - The ideas used are interesting and demonstrate sophistication in thought 	___/25
Organization	<ul style="list-style-type: none"> -Central ideal/thesis/argument is clearly communicated and worth developing, yet limited enough to be manageable -Uses a logical structure appropriate to subject, purpose, audience, and thesis - Space is taken to pause and explain/reflect on one portion before introduction of new information with clear and organized transitions - Paragraphs are kept on topic 	___/25
Mechanics	<ul style="list-style-type: none"> -Spelling, punctuation, proper sentence structure are all executed - Formal writing style is utilized (no “loling,” contractions, winks, abbreviating “you” with “u” etc...) -Sentences are varied, yet clearly structured and carefully focused, not long and rambling -Uses proper style citation both in-text and in references -Draws on appropriate sources and uses evidence appropriately and effectively to provide sufficient evidence to support thesis 	___/25
Overall	<ul style="list-style-type: none"> -All questions are answered thoroughly and thoughtfully - Page requirements are met (no huge chunks of space at the top with headings or at the bottom, tables or images in-text, large footnotes, or references counted in wordcount- full page must be typed to be considered a page [i.e. full 3rd page to be considered 3 pages]) 	___/25