Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: Sociology
Course Title: Gender & Society
Course Number: 275

Type of Request: [ ] New [ ] One-time Only [✓] Renew* [ ] Change [ ] Remove
Rationale: Continuing course.

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

JUSTIFICATION FOR COURSE LEVEL

Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered at the 300 level or above), provide rationale for exception(s).

n/a

II. ENDORSEMENT / APPROVALS

* Instructor: Celia Winkler
Phone/Email: 5843 celia.winkler@umontana.edu

Program Chair: Kathy Kuipers
Dean: Christopher Comer

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives: See Preamble
IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Systematically study individuals, groups, or social institutions;

2. analyze individuals, groups, or social problems and structures; and/or

3. give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;

   Describe the nature, structure and historical development of human behavior, organizations, and relationships by assisting students to understand "gender" as a dynamic, socially constructed category rather than a fixed biological attribute

2. use theory in explaining these individual, group, or social phenomena; and/or

   Begin to comprehend the role of theory in explaining the construction and effect of gender on individuals, relationships, with attention to those that explain the variety of gendered social structures (which vary by class, race/ethnicity, sexuality, and other social phenomena) and the way they affect the lived experiences of men and women
3. understand, assess, and evaluate how conclusions and generalizations are justified based on data.

Understand, assess and evaluate how conclusions and generalizations are justified based on data by introducing and critiquing the various approaches sociologists use to understand patterns, reasons for, and changes in gendered social life. We will touch both quantitative and qualitative research methods, including discourse analysis, narrative, historical and comparative methods, as well as the more common interviews.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

Learning goal 1 is primarily addressed in the first unit, weeks 1 & 2 of summer session. Exam 1 focuses on the concept and social construction of gender, as well as terminology, basic theoretical principles and body image. Please see attached.

Learning goals 2 & 3 are primarily addressed in the second unit, week 3 of the summer session. Exam 2 covers work and family, and introduces students to quantitative as well as qualitative data and analyses.

Unit 3 (weeks 4&5) integrates all three learning goals, with an emphasis on learning goal 2. Exam 3 is an essay exam, where the students must understand theoretical principles and terminology, and apply them to a real-life situation. Please see attached, along with grading rubric.

The final assignment, during the last week of class, is to formulate a discussion question based on reading assigned for the week. This requires students to think critically about the subject enough to be able to ask a probing question.

A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University's accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B-D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS

[This section is optional. Achievement targets can be reported if they have been established.]

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

1. 
C. ASSESSMENT FINDINGS

[This section is optional. Assessment findings can be reported if they are available.]

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students' performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

D. ASSESSMENT FEEDBACK

[This section is optional. Assessment feedback can be reported if it is available.] Given your students' performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.
VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Social Science Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.
Gender & Society
SOCI/WGS 2755
Summer Syllabus

Prof. Celia Winkler, J.D., Ph.D.
SS 323, 243-5843, celia.winkler@umontana.edu
Office Hours: M-Th after class and by appointment

This course will explore the social construction of gender, especially in western, post-industrial societies such as the U.S., and examine how gender ideologies and social structures affect the lived experiences of men and women. As a social science general education course, this course presents a systematic study of social problems and structures, emphasizing the ways conclusions and generalizations are developed and justified.

As a Women’s and Gender Studies “focus” course, this course furthers the mission of the Women’s and Gender Studies Program:
Women’s and Gender Studies, an interdisciplinary program founded in 1971, encourages the production, discussion, and dissemination of knowledge about women’s experiences, oppressions, and achievements, in Montana, the U.S., and the world. In the last decade, this focus has broadened to include study of the social and cultural construction of gender, sex, and sexualities. By fostering awareness of cultural and international diversity, as well as of the circulations of power mediated by race, class, age, and sexual orientation, Women’s and Gender Studies encourages students to think critically and to envision justice for all peoples.

Learning Objectives
1) Describe the nature, structure and historical development of human organizations and relationships by assisting students to understand “gender” as a dynamic, socially constructed category rather than a fixed biological attribute;
2) Begin to comprehend the role of theory in explaining the construction and effect of gender on society;
3) Assess and evaluate the significance of social phenomena, by stressing the variety in gendered social life, and the way these gendered social structures, which vary by class, race/ethnicity, sexuality, and other social phenomena, affect the lived experiences of men and women; and
4) Learn techniques for interpreting social science data by introducing students to the various approaches sociologists use to understand patterns, reasons for, and changes in gender inequality.

This is a survey course, meaning that we will touch on many topics, but delve into none in any depth. It is hoped that something in this course will attract your interest, sparking your desire for further study and investigation.
Assessment

Exams: There will be three exams worth 30 points each: multiple choice, true/false, short answer, and essay. The exams will address all four goals. The objective portion of the exams will stress goal 1 (describing) and 4 (interpreting social science data), and the essay portion will stress goals 2 (the role of theory in explaining the construction and effect of gender on society) and 3 (the way gendered social life affects the lived experiences of men and women).

Attendance and Participation: Not all content will be covered in exams and assignments, so to ensure attainment of all the learning objectives we will take attendance periodically through the course, particularly during the discussions in the last week of the class. Full attendance points require that you do not arrive too late or leave too early, without permission, and that you stay awake and attentive during class! Good participation can raise a borderline grade.

Discussion Questions: During the last week of the class, we will focus on discussions. You will be required to write discussion questions based on the subject of change. More information will be available during Week Four. Your discussion question will be worth 10 points.

Extra credit will not be available.

We will use the +/- system for grading, with the following as the breakdown for grades:

- 92-100% A  
- 88-89.9% B+  
- 78-79.9% C+  
- 68-69.9% D+  
-  < 60% F

- 90-91.9% A-  
- 82-87.9% B  
- 72-77.9% C  
- 62-67.9% D  
- 80-81.9% B-  
- 70-71.9% C-  
- 60-61.9% D-

Reading

Lectures and discussions will assume that you have done the assigned reading. If you run short of time, at least please skim the materials so you have a rough familiarity with the contents.

The readings are available on Moodle. You must contact me immediately if you are unable to access the assigned reading.

Housekeeping

Disabilities: Please let me know if you have any sort of disability or language difficulties that would hinder your performance in exams or any of your other assignments.

Moodle: Updated syllabi, required readings, and supplemental materials will be available on Moodle. In addition, I will post your exam scores.

Missed exams: If you cannot take the exam at the scheduled time for any reason, you may make it up on or before the immediately following Monday afternoon at 12:00 or 4:00 p.m. If you still fail to take an exam by the end of the day on Monday, you will lose all points for the exam unless you have a REALLY good reason and keep in contact with me.

Drop deadline: July 8 is the last day to drop by Cyberbear; after that date, you must drop classes with a drop-slip signed by instructor and advisor, pay a fee, and receive a W in the class.

Incompletes: Please see the University Catalog for the University policy on incompletes.

http://www.umt.edu/catalog/acad/acadpolicy/default.html
Plagiarism and other problems: Please see the Student Conduct Code in general and in particular the definition and potential consequences of plagiarism. It is expected that students will treat one another with respect. I will call upon the Dean of Students to assist with any student conduct problems.
Gender & Society
Calendar Summer 2013

Week 1: Social Construction of Gender
Monday: What is gender?
Reading: Andersen, Social Construction of Gender Part I, pp. 20-33 (recommended)

Tuesday: How do we get gender?
Reading: Andersen, Social Construction of Gender Part II, 33-43 (recommended) and III, pp. 43-51 (required)

Wednesday: The Media and Gender
Reading: Andersen, Knowledge Part I, pp. 53-67
Reading: Kimmel, “From Anxiety to Anger”
Recommended Reading: Kimmel, “The Masculine Mystique”

Thursday: Independence Day—No Class

Week 2: Constructing Gender, continued
Monday: Social Construction of Knowledge
Reading: Andersen, Knowledge Part II, pp. 67-76

Tuesday: Religion and Gender
Women and the Southern Baptist Convention
Same Sex Marriage and the Church
Reading: Hollingsworth v. Perry
Reading: Cillizza & Sullivan, “Why Proposition 8 Passed in California...”

Wednesday: Marginalization and Intersectionality
Reading: Collins, Patricia Hill. “Toward a New Vision.”

Thursday: Exam 1
Multiple Choice, Short Answer, Short Essay

Week 3: Gendered Work and Economics
Monday: History of Gendered Work
Reading: Andersen, Work Part I, pp. 107-117
Tuesday: Unequal Work
Reading: Gottfried, Ch. 4

Wednesday: Work and Care
Readings: Gottfried, Ch. 6

Thursday: Exam 2
Reading: Zarembka, "America's Dirty Work: Migrant Maids..."
Multiple Choice, Short Answer, Short Essay

Week 4: Gender & Violence

Monday: Sexualized Assault
Reading: Armstrong, et al., "Sexual Assault on Campus"
Reading: O'Toole, "The Subcultural Theory of Rape, Revisited"

Tuesday: Intimate Partner Violence
Reading: Anderson & Umberson, "Gendering Violence"
Reading: Johnson, "Domestic Violence: The Intersection of Gender and Control"

Wednesday: War
Reading: Copelon, "Surfacing Gender"
Reading: Benedict, "The Private War of Women Soldiers"
http://servicewomen.org/

Thursday: Exam 3 Discussion

Week 5: Politics and Social Movements

Monday: Sexuality and Politics
Exam 3 Due
Reading: Seidman, Ch. 6

Tuesday: Politics and Religion
Reading: Schreiber, "Righting Feminism"
Reading: Ulen, "Tapping Our Strength"
Recommended Reading: Faludi, "Backlash"

Wednesday: Gender and Global Change
Reading: Gottfried, Ch 12

Thursday: Final Discussion
Gender and Society

Instructions: Give the BEST answer. Do not read too much into the question. If any part of a true/false answer is false or fails to be true in any context, the answer is FALSE. Advice: in case of a quandary, go with your first impression. Try to answer ALL questions. This exam is partly a pedagogical (teaching) tool; therefore, some questions may provide hints or clues to answers to other questions.

1. When sociologists speak about "gender" they are really talking about women.
   ____ True  ____ False

2. The study of women's experience in society has been at the center of the discipline of sociology since its inception.
   ____ True  ____ False

3. "Gender" is a social construction, but "sex" is biological in nature, although these biological attributes can also be affected by social factors.
   ____ True  ____ False

4. "Gender" is social construction, but "sex" is biological and therefore is always completely dichotomous.
   ____ True  ____ False

5. Cross-cultural research reveals that the construction of gender identity is uniform throughout the world.
   ____ True  ____ False

6. "The reason that men earn more is that their testosterone makes them more aggressive." This sentence is an example of what kind of thinking:
   ____ a. Rational  ____ c. Reductionist
   ____ b. Determinist  ____ d. Sociological imagination

7. "Girls have estrogen and therefore write better poetry than boys." This is an example of what kind of thinking.
   ____ a. Rational  ____ c. Reductionist
   ____ b. Determinist  ____ d. Sociological imagination

8. According to the "role learning theory" approach to gender and the media,
   ____ a. media content reflects the wishes of corporate sponsors who are rarely in tune with the views of the general public.
   ____ b. media extinguishes children's Oedipal complexes.
   ____ c. media content mirrors the behaviors, relationships, values, and norms most prevalent in a society.
   ____ d. media create images that people internalize, how women should look, how men should act.
8. According to the “capitalism and the media” approach to gender and the media,  
___ a. media show people who really challenge the system.  
___ b. media reduce complex social phenomena to a capitalist conspiracy.  
___ c. media model acceptable, non-threatening, consumerist behavior.  
___ d. media demonstrate the necessity of challenging oppressive social norms.

9. The media practice of ignoring, trivializing, or condemning women, removing from them their  
humanity, is known as  
___ a. Symbolic annihilation  
___ b. Textual criticism.  
___ c. Linguistic alienation.  
___ d. Blatant sexism.

10-17. Associate the following terms with their definitions:  
___ 10. Dichotomous thinking  
___ 11. Homosexuality  
___ 12. Reductionism  
___ 13. Biological determinism  
___ 14. Homophobia  
___ 15. Androgyny  
___ 16. The Other  
___ 17. Hegemonic definitions of masculinity and “emphasized femininity”

a. Neither specifically male or female, but having the characteristics of both. The group  
externally identified as deviant, invisible, or nonexistent by the dominant group.

b. A theory or doctrine that social or psychological phenomena are the inevitable outcome  
of certain biological traits, such as genetic make-up.

c. Irrational fear of, aversion to, or discrimination against homosexuality or homosexuals  
d. Reducing a complex social phenomenon to a single cause

e. Normative constructions, the ones against others are measured and, almost invariably,  
found wanting.

f. Reducing a complex social phenomenon to two polar opposites.

g. Sexual desire toward another of the same sex

18. According to Joan Acker in her article, “Hierarchies, Jobs, Bodies...” gendered organizations consist  
of:  
___ a. Construction of divisions along lines of gender: behaviors, space, power, maintaining  
separation between structures.

___ b. Symbols and images that explain, express, reinforce, or sometimes oppose those divisions.

___ c. Interactions between women and men, women and women, men and men, including all those  
patterns that enact dominance and submission.

___ d. These processes help to produce gendered components of individual identity, which may  
include consciousness of the existence of the other three aspects of gender

___ e. All of the above.
26-30. Choose EITHER Acker's theory of Gendered Organizations, Standpoint Theory (Dorothy Smith) or Foucault ("gaze" or "power/knowledge"), and explain how that theoretical perspective can help to explain a certain amount of compulsion in our gendered choices about what to wear, what to eat, and/or how to act. Use at least three terms from the list below to elaborate your answer. You can use this opportunity to critique the term or terms you choose, so long as you provide an adequate argument to back up your assertions. [Grading: Be sure to define as well as use correctly each term. One point each for proper choice, definition, and use of the three terms; two points for proper definition and use of the theoretical perspective.]
1. The Doctrine of Two Spheres had its origin in:
   ___ a. Biblical times, when God ordained that Adam should delve and Eve should spin.
   ___ b. The writing of the Constitution, which guaranteed men, but not women, the right to vote.
   ___ c. The Industrial Revolution, when the dominant ideology of the era positioned men's role in the public sphere, and women's in the private household.
   ___ d. The Great Depression, which created the "two-track welfare state."

2. The Cult of the Child:
   ___ a. was an ideology that arose during the Industrial Revolution that framed all children as innocents, requiring the loving devotion of their mothers, thus necessitating women's confinement to the home.
   ___ b. was an ideology that arose during the Industrial Revolution that framed upper and middle class children as innocents, requiring the loving devotion of their mothers, thus giving additional content to the Ideal of 'True Womanhood.'
   ___ c. was a religion that arose during the Progressive Era as part of the Social Gospel, that celebrated the Christ Child.
   ___ d. was a religion that arose during the Second Great Awakening, that celebrated the Christ Child.

3. The Triangle Shirtwaist Factory Fire took place in:
   ___ a. The first half of the nineteenth century, at the Lowell Textile Mills, giving rise to limits on women's work hours.
   ___ b. The early years of the Twentieth Century, in the sweatshop districts of New York City, giving rise to laws regulating occupational safety.
   ___ c. During the Great Depression, giving rise to the Fair Labor Standards Act.
   ___ d. In the early 1960s, precipitating concern over women's equality, and the passage of the Civil Rights Act.

4. Human Capital Theory assumes which of the following in analyzing women's overrepresentation in care work occupations:
   ___ a. Presence of children in the home
   ___ b. Marriage
   ___ c. Husband's and Parents' SES
   ___ d. Rational economic calculations and preferences
5. The following four questions are based on the following fact situation.

Harold, Maude, Tristan, and Isolde work at First Subnational Bank. Both Harold and Maude started as tellers. Maude was been working there for 15 years, while Harold started two years ago. Tristan started last year as a manager trainee. Isolde is a cleaner, and has been working there for twenty years. All work full-time, although Maude took two years off when her 12 year old was born. Harold has a two-year AA in accounting, while both Maude and Tristan have bachelors of business administration. Maude has an emphasis in finance, while Tristan took the marketing option. Tristan is a member of the same fraternity as the bank president.

Maude has returned to school every couple of years to refresh her skills in both finance and accounting. Isolde has a high school diploma, although she has excellent math skills.

All of them receive good annual reviews, with no negative marks.

Harold recently received a promotion to assistant manager. Maude is still a teller. Tristan is being groomed for the job of district manager. Tristan earns $50,000 per year, Harold earns $35,000, Maude earns $30,000 and Isolde earns $16,000.

5. According to labor market segmentation approach to understanding wage inequality, whose job can be BEST classified as in the "primary labor market"?

6. According to labor market segmentation approach to understanding wage inequality, whose job can BEST be classified as in the "secondary labor market"?

7. Give TWO facts that would be relevant in determining whether or not human capital theory applies to lower wages of workers in Maude's situation.

8. Which TWO facts would be MOST relevant in analyzing the quick rise to the top of employees like Tristan using a focus on internal labor markets.

9. Give TWO paid jobs where "care work" is performed.
10. Give TWO paid jobs, NOT mentioned in question 9, where “reproductive labor” is performed.

11. According to Gottfried, which of the following has the greatest impact on the intensity of women’s labor force participation (e.g. hours)?
   __ a. Childcare
   __ b. Parents’ SES
   __ c. Marriage
   __ d. Husband’s SES

12. The Family and Medical Leave Act:
   __ a. Mandates that all employers allow mothers 12 weeks of paid leave.
   __ b. Mandates that all employers allow mothers 12 weeks of unpaid leave.
   __ c. Mandates that employers with 50 or more employees or more allow parents 12 weeks of paid leave.
   __ d. Mandates that employers with 50 or more employees or more allow parents at least 12 weeks of unpaid leave.

13. The Family and Medical Leave Act was signed into law in:
   __ a. 1867
   __ b. 1938
   __ c. 1965
   __ d. 1993

14-20. Using the charts at the end of the test, answer the following questions:
14. Which country has the GREATEST labor force participation of mothers whose youngest child is between the ages of 3 and 5.

15. On average, in Montana, men with less than a high school education make
   __ MORE
   __ LESS
   than women with some college.

16-17. (Two points) On average, in Montana, women with a graduate or professional degree make ________, while men with a bachelors degree make __________.
18-19. In which occupational categories in the U.S. are there more than twice as many men as women:


21-22. (Two points) How is immigration tied to inadequate public childcare solutions?

23-24. (Two points) Give TWO unwelcome impacts of protective legislation on women’s equality.

25. What was the reasoning behind the Supreme Court in upholding Oregon’s law limiting the working hours of laundresses to ten hours in Muller v. Oregon?
   ___ a. It could act as the “thin edge of the wedge” in setting the stage for universal laws limited work hours.
   ___ b. Long work days can harm women’s reproductive capacity.
   ___ c. Women need to be able to take care of their children.
   ___ d. Women need time to further their education.

26. The Internal Labor Market approach to women’s wage inequality pays attention to which of the following factors:
   ___ a. Once into organizations, women are also routed into different organizational roles that are paid less: “Sticky Floor”
   ___ b. Organizations find it easier to justify pay differences based on different formal job descriptions than on performance differences between workers.
   ___ c. There is a maze of dead-ends, fast tracks, traps, etc. that characterize the diverse gendered career paths in large corporations
   ___ d. All of the above.

27. How is unpaid reproductive labor important to the capitalist economy?
28-29. (Two points) Give two reasons why human capital theory is an inadequate explanation for gender wage inequality.

30. What would be necessary to create a world with fair and just wages, hours, working conditions? What other things do we need to pay attention to in our work lives? (You will get credit for this question if you just write something meaningful.
Gender and Society

Discussion Questions

Your assignment is to derive a discussion question on an issue of social change, relating your assigned reading posted on Moodle to a current event. Please be sure to imagine what sort of question would lead to a good discussion. Each question will be worth 5 points, while attendance and participation on Thursday in the discussion will be worth another 5 points. Excellent (5), Very good (4), satisfactory (3), marginal (2), you submitted something (1) and you didn’t even try (0). You will post your question on Moodle no later than 3 p.m. Wednesday afternoon for discussion on Thursday.

Your question will consist of the following elements:

a. The current event that sparked your question. Be sure to give an internet address to the news article that discusses the issue as well as a summary (two to four sentences) of the issue.

b. The title of the assigned reading, and a short (two to four sentences) discussion of why you chose that article.

c. The actual discussion question. Be sure to make it something that would spark a discussion. Questions that can be answered with yes/no do not do that. Remember: the topic is change, so your question should have something to do with this change.

If you are unable to attend class on Thursday, you must write a short, two paragraph essay “answering” your own question. This “answer” is due on Moodle no later than Thursday 11:30 a.m.

(You should spend no more than 45 minutes writing the question.)
Sociology 2755
Exam 3
Essay Question: Sexual Assault in the Military

Drawing on the stories of three of the survivors on ProtectOurDefenders.com, analyze the causes of sexual assault in the military, using FIVE of the assigned readings from the course, including at least TWO from the Week 4 readings on Moodle.

You must also use and define at least five of the following terms in your essay:
Matrix of domination
Hegemonic masculinities
Essentialism
The "other"
Collins' Dimensions of Oppression
Homophobia
Female to male earnings ratio
Subcultural theory of rape
Gender as performative
Intimate terrorism
Power and Control
# Gender & Society * Exam 3 Grading Rubric

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<td>Critical analysis</td>
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<td>Appropriate choice, discussed correctly</td>
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</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Incomprehensible</td>
<td>Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes 1-4 errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes no errors in grammar or spelling that distract the reader from the content.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Organization</td>
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<tr>
<td>Grader cannot understand paper because there is no sequence of information</td>
<td>The paper breaks the information into whole-to-whole, similarities-to-differences, or point-by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.</td>
<td>The paper breaks the information into whole-to-whole, similarities-to-differences, or point-by-point structure but does not follow a consistent order when discussing the comparison.</td>
<td>The paper breaks the information into whole-to-whole, similarities-to-differences, or point-by-point structure. It follows a consistent order when discussing the comparison.</td>
<td>3</td>
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<th>Total</th>
<th>63</th>
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63 x .8 ~ 50