

SYLLABUS-SPRING 2017
SOCI 3314/01
RACE AND ETHNICITY
M/W 0930-1045
SOCIAL SCIENCE BUILDING ROOM 2030
DR. LINDA A. TREIBER, PROFESSOR OF SOCIOLOGY

COURSE DESCRIPTION:

This course is a survey of racial and ethnic relations concentrating on the American experience. Emphases include the dynamics of prejudice and discrimination and assimilation versus pluralism and discussions of multiculturalism, bilingualism and affirmative action.

3 Class Hours- 0 Laboratory Hours- 3 Credit Hours

Prerequisite: SOCI 1101

INSTRUCTOR INFORMATION:

INSTRUCTOR: LINDA A. TREIBER, Ph.D. Professor of Sociology

OFFICE: 4070, SOCIAL SCIENCE BUILDING

OFFICE PHONE: 470-578-2279

E-MAIL: ltreiber@kennesaw.edu

OFFICE HOURS: 11-12 MONDAY and WEDNESDAY
 AND BY APPOINTMENT

COURSE OBJECTIVES:

By the end of the course, students should be able to:

- **Describe** the history and cultures of major racial and ethnic groups in the USA.
- **Compare** the quality of life, educational and occupational attainment, and access to valued resources among racial and ethnic groups in the USA.
- **Explain** the social dynamics of race and ethnicity in the USA, using core concepts, theories, and current research in the field of race and ethnic studies in sociology.
- **Judge current policies** and formulate possible solutions to current problems of ethnic and racial conflict.

REQUIRED TEXT:

Aguirre, Adalberto, Jr. and Jonathan H. Turner. 2011. *American Ethnicity: The Dynamics and Consequences of Discrimination, 7th Edition*. Boston, MA: McGraw-Hill. ISBN-: 978-0-07-811158-7 | Edition: 7

All other required readings can be found on our course page in D2L. These readings are preceded with "***" on the syllabus.

REQUIRED READINGS (on D2L Brightspace):

1. Nobles, Melissa. 2000. "History Counts: A Comparative Analysis of Racial/Color Categorization in US and Brazilian Censuses." *American Journal of Public Health* 90:1738-1745.
2. Gallagher, Charles A. 2004. "Ten Simple Things You Can Do to Improve Race Relations."
3. McIntosh, Peggy. 1990. "White Privilege: Unpacking the Invisible Knapsack."
4. Oney, Steve. 2015. "A Distant Mirror: The Leo Frank Lynching" *New Republic* <https://newrepublic.com/article/122542/distant-mirror-leo-frank-lynching>
5. Grant, Ruth W. and Marion Orr. 1996. "Language, Race, and Politics: From Black to African American." *Politics and Society* 24 (2): 137-152.
6. Anderson, Elijah. 1994. "The Code of the Streets." *The Atlantic Monthly*. May 1994:80-94.
7. Kozol, Jonathan 2005. "Still Separate, Still Unequal: America's Educational Apartheid " *Harper's Magazine*, September 1, 2005.
8. Williams, David R. and Michelle Sternthal. 2010. "Understanding Racial-ethnic Disparities in Health: Sociological Contributions." *Journal of Health and Social Behavior* 51 (S):S15-S27.

9. Merskin, Debra. 2001. "Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians in American Advertising Brands". *Howard Journal of Communications*. 12:159-69.
10. Kandel, William and Emilio A. Parrado. 2004. "Hispanics in the American South and the Transformation of the Poultry Industry"
11. Lee, Stacey J. 1994. "Behind the Model Minority Stereotype: Voices of High-and Low-Achieving Asian American Students." *Anthropology & Education Quarterly* 25:413-429.
12. Suleiman, Michael W. 2004. "The Arab Immigrant Experience" in *Rethinking the Color Line*, edited by Charles Gallagher. Boston: McGraw-Hill
13. Khanna, Nikki. 2012. "Multiracial Americans: Racial Identity Choices and Implications for the Collection of Race Data." *Sociology Compass* 6:316-331.
14. Rockquemore, Kerry Ann and David L. Brunson. 2002. "Socially Embedded Identities: Theories, Typologies, and Processes of Racial Identity among Black/White Biracials." *The Sociological Quarterly* 43 (3): 335-356.

RECOMMENDED READINGS (OPTIONAL):

1. Bonilla-Silva, Eduardo. 1997. "Rethinking Racism: Toward a Structural Interpretation." *American Sociological Review*. 62: 465-80.
2. Bullard, Robert D. 2001. "Environmental Justice in the 21st Century: Race Still Matters". *Phylon* 49, No. 3/4 (Autumn - Winter, 2001):151-171. Article Stable URL: <http://www.jstor.org/stable/3132626>
3. Feagin, Joe R. 1991. "The Continuing Significance of Race: Antiracist Discrimination in Public Places." *American Sociological Review*. 56: 101-16.
4. Williams, David R. and Chiquita Collins. 1995. "US Socioeconomic and Racial Differences in Health: Patterns and Explanations." *Annual Review of Sociology*. 21:349-86.
5. Pager, Devah. 2003. "The Mark of a Criminal Record". *American Journal of Sociology*, 108 (5): 937-975. Article DOI: 10.1086/374403 Article Stable URL: <http://www.jstor.org/stable/10.1086/374403>
6. Case Study: "A Very Slender Thread." Adapted from Gillespie 2003.
7. Khanna, Nikki and Cathryn Johnson. 2010. "Passing as Black: Racial Identity Work among Biracial Americans." *Social Psychology Quarterly* 73(4): 380-397.

CLASSROOM CONDUCT

1. Please do not talk during lecture, while other students are asking questions, or during movie/video presentations.
2. Please **silence** cell phones, and **turn off** iPods, iPads, or other electronics during class.
3. **I do not allow laptop computers** in the class since this often provides an opportunity for students to become distracted and disengaged. This includes all electronic devices as listed above. **I will ask you to close your laptop or refrain from accessing your device if necessary.** If you require a computer to take notes, then you must provide me with a letter from the disabilities office.
4. Late arrivals and early departures disrupt not only me, but also other students; therefore, if you know you will be late or need to leave early—please talk to me *before* class (or email me).
5. Since our class is discussion-oriented, I expect you to respect and listen to everybody's opinions and perspectives. I value and respect your contributions. Please do the same for others in the class.
6. Please note that you are responsible for downloading and printing each required reading. Please also note that you are **required** to obtain the textbook for the course.

COURSE REQUIREMENTS

Attendance, Reading and Participation: This course is designed as an upper division lecture/seminar in which participation from all students is necessary if everyone is to profit. Therefore, a portion of the final grade will be based on the quality and appropriately relative frequency of participation, which, it is assumed, will be based on careful reading of all assigned materials. Students are expected to do the reading thoroughly before the class for which it is assigned and to be prepared to participate actively in class discussions. Much of the outcome of this course will depend on your commitment and dedication to the work.

Attendance will be taken and is part of your final grade. Absences as defined by the University Senate (serious illness, illness or death of a family member, university related trips, major religious holidays) will be excused WITH PROPER DOCUMENTATION.

ENROLLMENT STATUS: Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal. Please refer to the official KSU policy for potential reimbursement if you withdraw from classes. **March 1, 2017 is the Last Day to Withdraw Without Academic Penalty for the 15 Week Session**

POLICIES FOR WRITTEN WORK:

All written papers are to be typed, double-spaced, using 12-pt. Times New Roman font, with one-inch margins, and must include page numbers, proper use of citations, and references. Please remove the “extra space” between paragraphs. Please use ASA citation style. See:

http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf

for a link to ASA Quick Style Guide. In addition to the submission of a hardcopy paper in class on the due date, students are required to upload a digital copy to the Assignments folder within D2L. I will deduct 5 points for each day after the due date. This includes the digital or assignments folder copy, so make sure you have paper copy and have uploaded the assignment in D2L when it is due.

If you have a personal or family emergency and are unable to complete an assignment, you must speak with me as soon as possible so we can discuss how and when you will complete the assignment. Email at ltreiber@kennesaw.edu is the best way to contact me. **Do not assume that you may hand in all of your assignments at the end of the course, or that you will be granted an extension.**

I encourage you to use the KSU Writing Center. It is a free service offered to all KSU students. They offer experienced writing assistants who will work with you throughout the writing process on topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment (appointments are strongly encouraged), visit www.kennesaw.edu/english/WritingCenter, or stop by Room 242 in the English Building.

A note on plagiarism: I will check all papers for plagiarism, so please cite all your references when you paraphrase. If you use direct quotes, you must place the quote in parenthesis and provide the citation with the page number. If you are caught plagiarizing you will receive a 0 for the assignment and appropriate judicial processes will be initiated. See academic integrity statement, below.

PRESENTATIONS:

Students will do Pecha Kucha style presentation in which 20 slides are shown for 20 seconds each (6 minutes and 40 seconds in total). Themes will vary, but the general idea is to personalize the intersections of race and ethnicity and your own biography. We will discuss in more depth this in class. See <http://en.wikipedia.org/wiki/PechaKucha>

EXAMS:

There will be three exams. The dates are noted in the syllabus. Exams 1 and 2 will cover approximately 1/3 of assigned readings, lectures, films, and discussions. The final exam is cumulative. Each exam will consist of a combination of multiple choice and essay questions. Make-up exams are only available for students who have documentation that illness, incapacity, or official university business prevented them from being present at the regularly scheduled examination date. **Make-up exams are administered during the final exam period.** The FINAL exam will be administered according to the University final exam schedule, **Monday May 9, 1030-1230.** **The final exam date is non-negotiable,** so please make arrangements to be there.

Evaluation	Weight
EXAM 1	20%
EXAM 2	20%
FINAL EXAM	20%
Writing Assignments (4 at 5% each)	20%
Pecha Kucha PowerPoint Presentation	10%
Attendance	5%

Leading Class Discussion	5%
TOTAL	100%

CLASS PARTICIPATION AND ATTENDANCE:

Attendance will be taken every class. Every student is expected to participate in class. This means both leading a discussion (a signup sheet will be distributed) and contributing to class discussions as well as active participation in class. **You cannot get credit for in-class participation unless you are in class.**

GRADES:

Grades will be based upon your percentage of the total number of points on exams, written work, and attendance. A= 90-100%; B= 89.99-80%; C= 79.99-70%; D= 69.99-60%; F= Below 60%.

Each exam is worth 20% of your grade; attendance and participation is worth 10%; written work (guidelines to be distributed later in the semester) is worth 30%. As stated in the guidelines, late points will be deducted for work that is not received on time.

ACADEMIC INTEGRITY STATEMENT:

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs, Section II of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement. **The full policy is published at the following link:** (<https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>)

CAMPUS POLICIES

Academic Honesty/Integrity Statement

<http://scai.kennesaw.edu/docs/KSU%20Codes%20of%20Conduct-2015.pdf>

Confidentiality and Privacy Statement (FERPA)

<http://enrollmentservices.kennesaw.edu/training/ferpa.php>

University – Student Rights Statement

<http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263>

Ethics Statement

<http://scai.kennesaw.edu/codes.php>

Sexual Harassment Statement

<http://scai.kennesaw.edu/codes.php>

Course Accessibility Statement (ADA statement)

http://kennesaw.edu/stu_dev/dss

Disruption of Campus Life Policy

<http://scai.kennesaw.edu/codes.php>

PERSONS WITH DISABILITIES:

Any student with a documented disability needing academic adjustments is requested to notify the instructor as early in the semester as possible. Verification from KSU Student Disability Services is required. All discussions will remain confidential. Please visit the website: http://www.kennesaw.edu/stu_dev/dsss/welcome.html

STUDENT RESOURCES:

The Writing Center:

<http://writingcenter.kennesaw.edu/>

Academic Support Services: http://www.kennesaw.edu/stu_dev/msrs/academic.html

Student Disability Services:

http://www.kennesaw.edu/stu_dev/dsss/welcome.html

ESL Study and Tutorial Center:

http://uc.kennesaw.edu/academicinitiatives/docs/Guide_to_the_ESL_Center.pdf

Career Services

<http://careers.kennesaw.edu/>

Counseling and Psychological Services

<http://www.kennesaw.edu/studentssuccessservices/cps/services.php>

Center for Health Promotion and Wellness

<http://wellstarcollege.kennesaw.edu/wellness/>

Student Health Services

<http://studenthealth.kennesawstateauxiliary.com/>

COURSE OUTLINE:

I plan to follow the course outline listed below as closely as possible. If changes are necessary during the semester, I will announce them in advance. Please read the specified material in the text prior to the dates on which they will be discussed. I expect that you will come to class prepared to discuss assigned course material. You will be responsible for all assigned readings, whether they are explicitly covered in class or not. Please ask questions about any information presented in texts or lectures.

<u>Class dates</u>	<u>Topic</u>	<u>Assignment</u>
SOCI 3314 RACE AND ETHNICITY		
Jan 9	Introductions, presentation of course syllabus	Review syllabus, obtain textbooks
Jan 11	Issues in Ethnicity and Ethnic Relations	Introductions exercise Film: "Race: The Power of an Illusion, Part 1" READINGS: Aguirre and Turner, Chapter 1, "Ethnicity and Ethnic Relations".

Jan 16		NO CLASS
Jan 18	Explaining “race” and ethnicity	READINGS: Aguirre and Turner, Chapter 2, “Explaining Ethnic Relations” **Nobles, Melissa. 2000. "History Counts: A Comparative Analysis of Racial/Color Categorization in US and Brazilian Censuses." <i>American Journal of Public Health</i> 90:1738-1745.
Jan 23	The Anglo-Saxon Core	READINGS: Aguirre and Turner, Chapter 3, “The Anglo-Saxon Core and Ethnic Antagonism”
Jan 25	White Ethnic Americans	READINGS: Aguirre and Turner, Chapter 4, “White Ethnic Americans” **Gallagher, Charles A. 2004. “Ten Simple Things You Can Do to Improve Race Relations.”
Jan 30	ASSIGNMENT 1 DUE IN CLASS AND D2L	READINGS: **McIntosh, Peggy. 1990. “White Privilege: Unpacking the Invisible Knapsack.” Class Discussion 1 on McIntosh “White Privilege: Unpacking the Invisible Knapsack” and White Americans
Feb 1	White Ethnic Americans, continued	READINGS: ** Oney, Steve. 2015. ”A Distant Mirror: The Leo Frank Lynching” https://newrepublic.com/article/122542/distant-mirror-leo-frank-lynching
Feb 6	EXAM 1	
Feb 8	African Americans and access to valued resources	READINGS: Aguirre and Turner, Chapter 5, “African Americans”
Feb 13	Black America and the politics of a name	READINGS: **Grant, Ruth W. and Marion Orr. 1996. “Language, Race, and Politics: From Black to African American.” <i>Politics and Society</i> 24 (2): 137-152.
Feb 15	Race, Class, and History	READINGS: **Anderson, Elijah. “The Code of the Streets.” Film: “Race: The Power of an Illusion, Part 2”
Feb 20	African Americans, continued	READINGS: **Kozol, Jonathan 2005. "Still Separate, Still Unequal: America's Educational Apartheid " <i>Harper's Magazine</i> , September 1, 2005. Class discussion 2 on KOZOL and African Americans
Feb 22	Health and Race	READINGS: **Williams, David R. and Michelle Sternthal. 2010. "Understanding Racial-ethnic Disparities in Health: Sociological Contributions." <i>Journal of Health and Social Behavior</i> 51 (S):S15-S27.
Feb 27	Native Americans ASSIGNMENT 2 DUE IN CLASS AND DROPBOX	READINGS: Aguirre and Turner, Chapter 6, “Native Americans”
Mar 1	The House We Live in	Film: “Race: The Power of an Illusion, Part 3”

Mar 6	Native Americans	<p>READINGS: **Merskin, Debra. 2001. "Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians in American Advertising Brands". <i>Howard Journal of Communications</i>. 12:159-69.</p> <p>Class discussion 3 on MERSKIN and Native Americans</p>
Mar 8	Latino Americans	<p>READINGS: Aguirre and Turner, Chapter 7, "Latinos"</p>
Mar 13	Latino Americans	<p>READINGS: **Kandel, William and Emilio A. Parrado. 2004. "Hispanics in the American South and the Transformation of the Poultry Industry"</p> <p>Class discussion 4 on KANDEL and PARRADO and Latino Americans</p>
Mar 15	EXAM 2	
Mar 20	Asian Americans	<p>READINGS: Aguirre and Turner, Chapter 8, "Asian and Pacific Island Americans"</p>
Mar 22	Race and Education and Model Minorities	<p>READINGS: **Lee, Stacey J. 1994. "Behind the Model Minority Stereotype: Voices of High- and Low-Achieving Asian American Students." <i>Anthropology & Education Quarterly</i> 25:413-429.</p> <p>Class discussion 5 on LEE and Asian Americans</p>
Mar 27	Arab Americans ASSIGNMENT 3 DUE IN CLASS AND D2L	<p>READINGS: Aguirre and Turner, Chapter 9, "Arab Americans"</p>
Mar 29	Arab Americans	<p>READINGS: **Suleiman, Michael W. "The Arab Immigrant Experience"</p> <p>Class discussion 6 on SULEIMAN and Arab Americans</p>
Apr 3 Apr 5	No Class Spring Break	
Apr 10	The Future of Ethnicity in America Biracial and Multi-racial Americans	<p>READINGS: Aguirre and Turner, Chapter 10, "The Future of Ethnicity in America"</p>
Apr 12	Biracial and Multi-racial Americans, continued.	<p>READINGS: **Khanna, Nikki. "Multiracial Americans: Racial Identity Choices and Implications for the Collection of Race Data." **Rockquemore, Kerry Ann and David L. Brunnsma. 2002. "Socially Embedded Identities: Theories, Typologies, and Processes of Racial Identity among Black/White Biracials."</p>

		Class discussion 7 on Biracial and Multiracial Identities and the Future of Race
Apr 17	Pecha Kucha Presentations	8 students per day
Apr 19	Pecha Kucha Presentations	8 students per day
Apr 24	Pecha Kucha Presentations PECHA KUCHA DUE ON D2L	8 students per day ALL STUDENTS MUST HAVE PECHA KUCHA UPLOADED ON D2L
Apr 26	Pecha Kucha Presentations	8 students per day
May 1	Pecha Kucha Presentations ASSIGNMENT 4 DUE IN CLASS AND D2L	8 students per day
May 8	FINAL EXAM	Final exam 1030-1230

PECHA KUCHA ASSIGNMENT

Students will do Pecha Kucha style presentation in which 20 slides are shown for 20 seconds each (6 minutes and 40 seconds in total). Themes will vary, but the general idea is to personalize the intersections of race and ethnicity and your own biography. We will discuss this in class. There are many websites that explain the format of pecha kucha. I suggest these two to show how to set it up, but feel free to google and look around.

<https://www.youtube.com/watch?v=YGVCKCn6jBc>

<https://www.youtube.com/watch?v=l9zxNTpNMLo>

Key ideas:

Keep it simple. Use pictures. No text. Please use the actual PowerPoint program software.

Go to PowerPoint and create 20 slides. Go to **Slide Sorter** to view these and then go to the **Transitions** tab and **Deselect Mouse Click**. Select **Timing**. Change the numbers to **20 seconds (00:20.00)** and **apply to all slides**.

When you go to slide show the slides will automatically advance. Be sure to practice running through your presentation after you set the timing.

Please upload your completed Pecha Kucha in the D2L Assignments folder by **APRIL 24, 2017**, regardless of when you present. I **do not** need a paper copy of the PowerPoint slides.

WRITING ASSIGNMENTS

In these short writing assignments you are asked to discuss your thoughts on a specific topic. There are no “right” or “wrong” answers for these assignments. Your grade will be based on carefully completing the assignment rather than the specific content. You should write what you really think. It is fine to disagree with the authors of the readings and the instructor. However, I do expect you to put real thought into this. You should make specific references to readings, lecture, and class discussion. Please bring a copy to class and submit to D2L assignments folder on the

date due. 5 points per day will be deducted for late work. See Rubric for grading the assignments at the bottom of the page.

Assignment 1: Thinking about Privilege. Due in class and D2L January 30, 2017

Part A: Take the 50 question quiz based on Peggy McIntosh's article—give yourself 1 point for each question if the answer is yes (i.e., yes=1; no=0). What was your total score? Did it surprise you? What factors other than race influence the score? Identify at least 5 questions from the quiz to comment on in terms of their importance, salience, or interest to you.

Part B: Think about how your race/ethnicity influences your life at both a daily level and in terms of your quality of life over time. Make a list of important factors to consider. Describe how you might use this knowledge to improve your life or that of those around you. After having read Peggy McIntosh's article, **make your own list of privileges** that you enjoy that others may not.

Length: MINIMUM 3 pages typed and double-spaced (more is fine). Use Times New Roman font 12 point with 1 inch margins, ASA Style.

Assignment 2: Reflections on Racial and Ethnic Identity. Due in class and D2L February 27, 2017

As a starting point for the pecha kucha presentations in class, I would like you to write about your own racial identity. What "race" or "races" do you see yourself belonging to? What are the sources of your identity as a person of a particular race? When did you first become aware that you had a racial identity? How was that awareness acquired? What experiences in your life have confirmed that identity or challenged it? In what ways has your racial identity intersected with other aspects of your identity such as gender, nationality, religious beliefs, sexuality? What do you believe are the implications and consequences of having the particular racial identity that you are claiming here?

You will be given the option of sharing excerpts of what you have written in class and I look forward to reading what you write.

Length: MINIMUM 2 pages typed and double spaced (more is fine!). Use Times New Roman font 12 point with 1 inch margins, ASA Style.

Assignment 3: Sorting People Exercise. Due in class and D2L March 27, 2017

1. Do the "Sorting People" Activity at
http://www.pbs.org/race/002_SortingPeople/002_00-home.htm

See if you are able to match people with their backgrounds just by looking at them.

2. Discuss the following in essay form:

- How did this activity make you feel? Did this activity elicit shock, surprise, joy, anger, etc?
- Were you as good at it as you thought you would be? Why or why not? What was your score?
- How would you define "race"? What does it mean to you? Did your ideas change after doing the activity?
- How many races do you think there are? What are they? How do you decide which race someone belongs to?
- Where do your ideas about race come from? What are the sources of your information?
- What do you believe is the usefulness in general, if any, of "racial" categories and definitions?

Length: MINIMUM 2 pages typed and double spaced (more is fine). Use Times New Roman font 12 point with 1 inch margins, ASA Style.

Assignment 4: Concepts in Race and Ethnicity: What Do You Think? Due in class and Dropbox May 1, 2017

Part A: In your opinion, what was the most interesting concept so far in the class? Why? Which concepts are the most confusing or less interesting? Why? What questions remain unanswered?

Part B: Identify one socially shared idea about race that you once believed, but then questioned and abandoned. How did you first learn to embrace this idea? What influenced you to evaluate and abandon this idea? Why do others continue to believe this idea, in your opinion?

Part C: How will you (respectfully) engage your friends and family on topics/issues from class? Which topics are you most likely and least likely to address?

Length: MINIMUM 3 pages typed and double-spaced (more is fine). Please write in essay format. Use Times New Roman font 12 point with 1 inch margins, ASA Style.

Rubric for ASSIGNMENTS

EXCELLENT: 90-100

On time in class and D2L Assignments Folder
Follows guidelines
Answers the questions or issues posed in the assignment
Offers a well-reasoned reaction
Is complete
Contains no spelling errors or typos

GOOD: 80-89

On time in class and D2L Assignments Folder
Answers the questions or issues posed in the assignment
Is less comprehensive, but adequate.
Offers a reaction to material
May have a few typos or spelling errors

FAIR: 79-70

Late: fails to bring copy to class and/or submit to D2L Assignments Folder
Fails to answer the questions or issues posed in the assignment
Is often vague, not comprehensive
Fails to offer a credible reaction
Many typos and spelling errors

UNACCEPTABLE: 69 and below

Very Late: fails to bring copy to class and/or submit to D2L Assignments Folder
Many typos and errors
Fails to answer the questions or issues posed in the assignment
Vague, not comprehensive
Fails to offer a credible reaction
Poorly executed work