

General Education Course Proposal

Proposed Course: Soc 143 Deviance and Control Units 3
Prefix No. Title

Department: Sociology College/School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1 ___ A2 ___ A3 ___ B4 ___
Breadth: B1 ___ B2 ___ C1 ___ C2 ___ D ___ E ___
Integration: B ___ C ___ D International/Multicultural ___

Existing Course Revised Course ___ New Course ___

Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

(No change)

Enrollment limit per section: 50

Expected number of sections per semester - Year 1 4 Year 3 3

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

[Signature] 3/14/01
Department Chair Date

[Signature] 4/16/01
College/School Curriculum Committee Date

[Signature] APR 17 2001
College/School Dean Date

[Signature] 9/21/01
General Education Subcommittee Date

[Signature] 9/21/01
Associate Provost Date

Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S TA 54

ATTACHMENT 2

General Syllabus

Course Number: SOC 143
Course Title: Deviance and Control
Department: Sociology

Deviance and Control, Soc 143, satisfies the 3 unit Integration requirement for upper division Area ID only if a student has completed Foundations (A1, A2, A3 and B4), and all lower division Area D1, D2 and D3 courses.

Integrative courses provide an integrative experience at the upper-division level in which the skills and knowledge developed in Foundation, Area A, and Breadth, Area D1, D2 and D3, are integrated, bringing their interrelationships into focus.

Statement of common elements, activities, grading, texts, schedule

Course Topics

*This attachment divides the course into three general parts : **Basic Issues** common to all, **Broad Issues** commonly used, and **Applications** ("applications" will vary the most from course to course).*

Common Elements.

The major goals of the course are :

1. To examine the social meaning and theoretical explanations of deviant behavior.
 - a. Students are encouraged to examine deviance from both traditional and modern definitions, which will enable them to examine the specific topics later in the course from different sociological perspectives.
 - b. Students will be exposed to : a) the traditional sociological assumptions about the concept of deviance and deviant identity, including absolutism, objectivism and determinism; and b) the modern concepts of relativism, subjectivism and voluntarism.
 - c. Both traditional and modern theories of deviant behavior will be examined, including strain theory, learning theory, control theory, labeling theory, phenomenological theory, and conflict theory.
- a. To examine different forms of deviant behavior, both within the United States, as well as across cultures.
 1. These include physical and behavioral differences, property- and violent crimes, mental disorder, homophobia, substance abuse and addiction, and white collar- and governmental deviance.
 - Students should be able to compare and contrasts deviant behavior in the United States to those in other countries.

- b. To focus on the institutional structures and processes of deviance and social control, and examine what happens when these fail.
- 2. In this context students evaluate adherence to social norms and values, as well as the consequences of conformity, such as intolerance and loss of individuality.
- 3. The use of social control by the state or other powerful social institutions are examined to enable students to evaluate the potential loss of freedoms or civil liberties.
- c. To analyze current controversial issues regarding deviant behavior, such as violent- and hate crimes, drug use and drug policy, homosexuality, and power abuse.
- Students are encouraged to apply knowledge gained in the course to current social issues related to deviance by analyzing and evaluating arguments and research data on these issues.

A. Every section of Soc 143 must require two of the following :

Course Topics: List of Common Topics (content or broad issues used)

- 1. Sociological theories of deviance
- 2. Deviant identities across cultures
- 3. Different types of deviance and crimes
- 4. Deviant subcultures
- 5. Power abuse

B. Every section of Soc 143 must require two of the following

Basic Issues: List of Basic Issues

- 1. Theoretical perspectives on deviance
- 2. Different forms of deviance in the U.S. and across cultures
- 3. Structure and process of social control and its results

C. Every section of Soc 143 must include a substantial discussion of the Basic Issues, cover at least 2 of the Tools or related Broad Issues listed in bold below and the Applications section. Under the title "Tools" section, at least 3 specific issues will be covered.

D. Every section will cover the selected Tools and Basic Issues for the required time.

BASIC ISSUES (i.e., common elements that must be included)

Basic Issue One. Theoretical Perspectives of Deviance

- c. Soc 143 satisfies **Specification A** by utilizing various macro theories of deviance, such as strain theory, control theory, labeling theory, and conflict theory. These theories in different ways deal with the institutional roles of the social construction of deviance and control. In that process, the various social- (family, school), political- (legislative process), and economic institutions (corporate structure) are examined.

- Soc 143 satisfies **Specification B** by examining the individual and social construction of deviance through such perspectives as phenomenological theory, differential association theory, social learning theory, and labeling theory. These theories in different ways help students to understand how deviant behavior becomes defined and responded to.

Basic Issue Two. Examine Different Forms of Deviance in the U.S. and Across Cultures.

- Soc 143 satisfies **Specification A** by focusing on the role that various social institutions play in defining what characteristics and behavior are considered deviant. In this case the role of the family, schools, religion, media, and political establishments are examined, as well as how they combine in creating and maintaining dominant values and norms in society – and across societies – through various social control mechanisms.
- Soc 143 satisfies **Specification B** by focusing on how various social institutions work together in a people's lifecycles – as well as social groups - in influencing their definition and attitudes toward deviant behavior. The role of the family, schools and the media – among other social institutions - are examined in this process. Students are exposed to cross-cultural cases to understand the different forms that deviance takes in this case.

Basic Issue Three. Structure and process of social control and its results.

4. Soc 143 satisfies **Specification A** by having students think about in which way their own behavior and attitudes – as well as those of other social groups across the world – are impacted by how various social institutions exercise their social control mechanism. The role of family socialization, peer group participation, and use of media are examined, as well as more formal social agents such as teachers, moral leaders, supervisors and the police on their own behavior and attitudes.
5. Soc 143 satisfies **Specification B** by relaying to students the importance of social control for their own lives – as well as for societies at large. By covering specific issues and incidences, students are encouraged to examine the importance of social control agents in our own society, as well as those of others.

BROAD ISSUES (i.e., tools used, past and present)

Broad Issue One General Definitions and Theories of Deviance.

Soc 143 satisfies **Specification A, B**. Classical positivistic perspectives about deviance and deviant behavior are examined, such as the notions of absolutism, objectivism and determinism. Included here are the notions of Erich Goode, Travis Hirschi, Robert Merton, Albert Cohen, and Talcott Parsons who argue that deviance is intrinsically real. Modern approaches to deviance are then examined, especially relativism, subjectivism and voluntarism, that argue the subjective nature of deviance and importance that is placed in modern sociology on people's perceptions of acts and characteristics. The

works of Howard Becker, David Matza and Peter Berger and others are introduced here. Classical theories of deviance, such as strain theory, social learning theory and control theory are important contributors to the study of what society considers deviant behavior and, therefore, make students aware of society's boundaries of behavior. Modern theories, such as labeling theory, phenomenological theory and conflict theory focus on how individuals and groups construct and give meaning to deviance and how these meaning influence behavior.

Broad Issue Two Deviant Identities Across Cultures

Soc 143 satisfies **Specification A, B**. One of the important aspects of Soc 143 is the variety of examples that can be used in the classroom to exemplify and facilitate discussion about the concept of deviance and the various theoretical perspectives introduced. In this case, issues such as mental disorders, street gangs, drug use, body image, white-collar neutralization tactics, sexual orientation, illness, and various subcultural activities can be used in a cross-cultural context to demonstrate how individuals and social groups label and get labeled deviant in various cultures. Here, the various main concepts of labeling theory in the works of Howard Becker, Erving Goffman, Edwin Lemert, David Matza and others on issues of secondary deviance and stigma management are important examples of deviant identities.

Broad Issue Three Different Types of Deviance and Crimes

Soc 143 satisfies **Specification A, B**. Each section of Soc 143 focuses on different particular issues, however, each section will invariably focus on the relationship between deviant acts and criminal ones. Acts of deviance and crimes demonstrate to students the subjective nature of deviance, since different types of behavior is legally prohibited in different societies. In addition, social control issues – such as level of enforcement, the use of police, public consciousness, propaganda, and level and type of sanctions – provide grounds for class discussion and debates about the cross-cultural differences in which societies deal with lawbreaking.

Broad Issue Four Deviant Subcultures

Soc 143 satisfies **Specification A, B**. Various theories – such as learning and labeling theory – focus on the role of deviant subcultures in explaining deviance. Subcultures vary tremendously by society and provide a fertile ground as study topics for out-of-class projects, as well as for class discussions. Comparison of local subcultures to more wide ones are an example of topics that can be evaluated in this instance. There is a great body of literature of this topic, including the works of Donald Cressey, Edwin Sutherland, Daniel Glaser, Robert Burgess, Ronald Akers, and others that provides a context for such topics.

Broad Issue Five Power Abuse

Soc 143 satisfies **Specification A, B**. Modern theories of deviance all emphasize the role that power plays in defining deviance and social reaction to it. Some of these theories have their ground in Marxist sociology, as well as more recent contributions of C. Wright Mills, William Chambliss, David Erman, Richard Lundman, and Noam Chomsky. Power is one of the most important aspects of modern approaches to deviance and has impacted

feminist writings and various other conflict theories. The role of power is especially important in how inequality affects the quality of people's lives and, therefore, the quality of the deviant activities that they engage in. It also plays an important role in social control and its abuse is a continuous issue in public debate about deviance.

APPLICATIONS (How Tools are used Today - These must be included in each section)
Common concepts and time allotted to common basic or broad issues in Course calendar:

Time Required	Common Basic or Broad Issues
2-3 Weeks	Basic Issue One; Broad Issue One
0-3 Weeks	Broad Issue Two
2-4 Weeks	Basic Issue Two
2-3 Weeks	Basic Issue Three
0-3 Weeks	Broad Issue Three
0-3 Weeks	Broad Issue Four
0-3 Weeks	Broad Issue Five

Main textbooks for Basic Issues (These will vary but something similar is required)

Representative Texts:

“Theories of Deviance,” ed. by Stuart H. Traub & Craig B. Little

“Constructions of Deviance,” ed. by Patricia A. Adler & Peter Adler

“Outsiders,” by Howard Becker

“Deviant Behavior,” by Alex Thio

“Elite Deviance,” by David Simon

Required Student Activities (Assignments):

a. Writing Assignments all sections: Multiple writing assignments covering some of the Basic Issues, Tools and Applications are required. A total of no less than 4000 words with one sustained writing assignment of at least 2000 words using APA format. Your paper will be submitted to an independent panel of graders for assessment according to the GE writing standard. Comments and feedback on mechanics, style and usage will be given for the sustained writing assignment using a style manual like "The Elements of Style," by Strunk and White. The quality of the writing will comprise a significant component of the grading. Only students who have mastered college level writing can be regarded as submitting "A" work. Although this is not a "W" course, writing competence is an integral part of GE. The writing evaluation criteria appear at the end labeled "Writing Evaluation Criteria." The writing grading pyramid can be described as follows:

Upper-range papers (B/B+, A). These papers clearly engage the issue identified and demonstrate superior skill in organizing, developing, and conveying in standard written English the writer's ideas about the topic.

Mid-range papers (C). Papers in the mid-range demonstrate engagement with the issue identified but do not demonstrate the evidence of writing skill that would mark them as outstanding.

Lower-range papers (D, F). Papers in the lower range fail in some way to demonstrate proficiency in language use, clarity of organization, or engagement of the issue identified.

Unratable papers (F). Papers receiving this score are off the task, illegible, incoherent or have too many mistakes.

b. Quizzes and exams covering broad issues and/or a midterm are required in addition to the writing assignments if the writing assignments are not used as graded discussion assignments (essay exams).

d. A Final exam is required of all sections and it must be given at the assigned time.

e. As resources are available, a lab and related software will be used.

Evaluation:

Each syllabus will contain a grading policy in compliance with the university standards. Please see "Explanation of Grades" under "academic regulations" in your catalog. The grading policy is listed given in the university catalog (2000-2001, page 75-79).

Criteria for grading:

Each syllabus will state the requirements which will be used in Grading. These will be in accordance with "Grading policies and Practices" under "academic regulations" in the catalog. See your current catalog (Catalog 2000-20001, page 75-76, "Grade Symbols and Grade Points," "Explanation of Grades") for standard grading practices.

Grades:

Each syllabus will include a grading scale and an explanation of how grades will be assigned.

General Information included in each syllabus

1. Policy on attendance. Students are responsible for keeping up to date with changes in schedule and will not be excused because they were unable to do so even as a result of a situation beyond their control.
2. Policy on missed quizzes, make-up work, late papers. Students are responsible for doing all work when due. Special arrangements may be considered by the instructor. However, the instructor is under no obligation to provide special scheduling of work even when the missed work is a result of circumstances beyond the students control.
3. Cheating and plagiarism, please see "Cheating and plagiarism" under the "policies and regulations" section of your catalog. Cheating and plagiarism: see your catalog for existing policy (Catalog 2000-2001, page 486).
4. ADA: Students with disabilities policy Please see "Disabled" in the "Policies and Regulations" section of your catalog. Please see the Catalog for details (Catalog 2000-2001, page 43).
5. Nondiscrimination Policy and Student Discipline Policy: please refer to current policy (Catalog 2000-2001, page 484-486).

Writing Evaluation Criteria

SAMPLE GRADING PYRAMID AND TRADITIONAL WRITING EVALUATION CRITERIA

Sample Grading Pyramid

GRADING PYRAMID

A

The essay gives imaginative treatment to a significant and striking central idea. The plan of the essay evidences a strategy for persuasion. Generalizations are carefully supported. Details show originality, freshness, and concreteness. Sentences show variety of pattern and are rhetorically effective. Style is authentic and demonstrates that ideas have been interiorized.

B/B+

The essay's central idea is interesting and significant. The organization of the essay demonstrates careful planning. Details are specific and sharp; there is a concern for showing rather than just telling. Sentences show variety of purpose and pattern. Diction is chosen with awareness of audience and purpose.

C+/C

The essay has a clear central idea. The plan of the essay is clear with an identifiable introduction and conclusion. Sentences makes sense and conform to conventional patterns. Subjects and verbs agree. Pronouns agree with antecedents. Verb tenses are consistent. Punctuation is conventional.

D/F

General idea is weak or confused. Organization is poor. Paragraphs lack unity and coherence. Generalizations are unsupported by the evidence. Sentence structure is confused. Errors in usage, grammar, spelling and punctuation are frequent serious.

Alternative Sample Traditional Grading Rubric (and score card)
[* A GRADING RUBRIC IS REQUIRED]

All Narrative Topics

Narratives or presentations are evaluated in accordance with the following criteria. (Some of the criteria are put in the form of questions that the grader asks in order to determine whether/to what extent a presentation succeeds.) From a philosophical, literary and artistic point of view, the narrative will not do the originals justice; a story worth experiencing, be it a novel, a short story, film, music, or narrative cannot be reduced to a mere plot outline and still retain all of its essence. Furthermore, there is usually more to the story than the bare bones of a problem, and in writing these narratives you have to disregard much of the richness of the development.

I. GENERAL

A. Presentation Style:

1. Planning. Planning involves an organized effort to cover all aspects of the assignment, including adequate preparation and effective presentation of the issue. Effective planning will be reflected in the way themes work together and in the clarity and depth of arguments and analyses, or, in the extent to which course material, themes, analyses, etc. are reflected through or apparent in the presentation.
2. Questions an evaluator will ask. What is the central issue? What are the main points? Are they hard to find? What questions does the presentation answer? Does it help you understand the issue of the work under discussion?

II. CLARITY OF PURPOSE OF THE PRESENTATION:

A. Clarity of Presentation. Ideas must be understood before they can be useful. The work must be clear in all aspects of its presentation, including the nature of perspective presented. Two factors require special attention and will be subject to grading.

1. Is the issue clearly defined and focused? Is it a coherent question which can be answered 'Yes' or 'No'? Is the philosophical/moral/artistic relevance of the issue clear?
2. Arguments or positions represented must be relevant to the issue and relevant to each other. They must seek to provide good reasons for answering the question in favor of one option rather than the other. In this process, arguments on one side must anticipate or respond to arguments for the opposing view. Although this may not be possible in presentations that support only one perspective, it should be clear what point of view is being criticized.

III. GRAMMAR, INCLUDING SPELLING AND PUNCTUATION:

A. Spelling errors, misuse of words and the most common errors (see your handout).

IV. ANALYSIS OF PROBLEM, ISSUE, OR TOPIC.

A. UNDERSTANDING OF PROBLEM, ISSUE OR TOPIC.

1. Identifying the problem is often far more difficult than providing a solution. Understanding of the issue or problem can occur at many levels and, in almost any example, one can view a topic from a host of perspectives. How does the narrative identify the problem and differentiate it from other related issues?

B. ANALYSIS OF PROBLEM, ISSUE OR TOPIC.

1. Merely comprehending the summary arguments prepackaged in the video would be marginally acceptable, but not adequate for good or excellent work. Above average work

will attempt to analyze and critically evaluate more sophisticated arguments. Excellent work will not only grapple with these arguments, but will demonstrate some ability to correctly distinguish good reasoning from bad and to mobilize good reasoning effectively to support the position represented.

a. Questions the evaluator will ask: Does the narrative make sense? Is its overall order easily discernible? Does each paragraph follow from the one preceding and move the reader into the next one? Does each paragraph have good order in itself?

V. UTILIZATION OF THE RELEVANT LITERATURE PERTINENT TO THE PROBLEM, ISSUE OR TOPIC.

A. Relevance to course material. Again, excellent work will go beyond the obvious and the shortcuts. This does not mean one must run to the library and pile up tons of exotic references, but it does require digging beyond the surface of what is seen and making reasonable efforts to examine the course discussion material and show the presentations relevance to it. Not all themes in the texts are illustrated by the narrative example but you should be able to find themes that are clearly emphasized in the outline and the presentation.

a. Questions the evaluator will ask: How well does the narrative illustrate themes in the narrative? How well does the narrative help us understand the significance of the presentation itself?

VI. TREATMENT REFLECTS A KNOWLEDGE OF THE COURSE MATERIAL.

1. Does the narrative address the issues and ideas that have been discussed in lecture and in class? Does it build upon the solutions offered in class and does it show a clear appreciation of the positions developed in lecture? Does it expand upon the weakness or strengths of the viewpoints?

VII. QUALITY OF STUDENT'S INDEPENDENT CRITIQUE IN THE NARRATIVE.

A. TREATMENT IS IMAGINATIVE AND CONTAINS EXTRA DIMENSIONS.

1. A good narrative outline goes beyond the suggestions and ideas explicitly given in the work. Other, perhaps more abstract and creative themes do not merely present themselves, they must be uncovered through thought. How does the thematic development given throughout class fit in with the text?

B. TREATMENT ATTAINS A DEGREE OF SOPHISTICATION FOR A COURSE AT THIS LEVEL.

1. How does this assignment compare to work of similar classes in the University?

ATTACHMENT 3

Syllabus for Soc 143 : Deviance and Control (A Typical Syllabus)

Name:

Location:

Office Hours:

Phone:

Email:

- Soc 143, Deviance and Control, satisfies the 3 unit Integration requirement for upper division Area D only if a student has completed Basic Issues (A1, A2, A3 and B4), and all lower division Area D1, D2 and D3 courses. [This bullet is required in each syllabus.]
- Integrative courses provide an integrative experience at the upper-division level in which the skills and knowledge developed in Foundation, Area A. and Breadth, Area D1, D2 and D3, are integrated, bringing their interrelationships into focus. [This bullet is required in each syllabus.]

TOPICS:

1. Sociological theories of deviance
2. Deviant identities across cultures
3. Different types of crimes
4. Deviant subcultures
5. Power abuse

TEXTS:

- (1) Deviant Behavior, by Alex Thio
- (2) Elite Deviance, by David Simon
- (3) Constructions of Deviance, ed. By Patricia A. Adler & Peter Adler

SCHEDULE OF TOPICS AND READINGS (Course Calendar)

Note: If you follow this schedule for reading and do so in depth, you will be reading for the rest of your life. The topics covered in lectures will draw upon the material. You will be expected to familiarize yourself with the passages by reading.

Weeks

- Week 1** Introduction – including prerequisites; Syllabus
[Basic Issue One] What is Deviant Behavior?
Thio, ch. 1: “What is Deviant Behavior;” Adler & Adler: “Deviance and Response to Others,” Howard Becker; “Field Research Among Deviants,” Robert J. Kelly.

- Week 2** [Broad issue one] Classical Theories of Deviance.
Thio, ch. 2: "Positivist Theories: Explaining Deviance; Adler & Adler: "The Normal and the Pathological," Emile Durkheim.
- Week 3** [Broad issue one] Modernist Theories of Deviance.
Thio, ch. 3: "Constructionist Theories: Understanding Deviance;" Adler & Adler: "Moral Entrepreneurs," Howard Becker.
- Week 4** [Broad Issue Two] Deviant Identities Across Cultures.
Lecture: "Deviance Across Cultures;" Thio, ch. 7: "Suicide;" Adler & Adler: "The Identity Change Process: A Field Study of Obesity," Douglas Degher and Gerald Hughes.
- Week 5** [Basic Issue Two] Different Forms of Deviance Across Cultures.
Thio, ch. 4: "Physical Violence," and ch.14: "Disreputable Economic Deviance;" Adler and Adler: "International Organized Crime," Roy Godson and William Olson.
- Week 6** [Basic Issue Two] Different Forms of Deviance Across Cultures.
Thio, ch. 5: "Rape and Child Molestation;" Adler & Adler: "Convicted Rapists' Vocabulary of Motive: Excuses and Justifications," Diana Scully and Joseph Marolla; "Fraternities and Rape on Campus," Patricia Martin and Robert Hummer.
- Week 7** [Basic Issue Two] Different Forms of Deviance Across Cultures.
Thio, ch. 9: "Heterosexual Deviance;" Adler & Adler: "Victimization and Resistance Among Street Prostitutes." Jody Miller: Documentary: "Biography: Alfred Kinsey."
- Week 8** Review and Midterm Exam.
- Week 9** [Basic Issue Three] Social Control.
Lecture : "Forms of Social Control."
Documentary: "Maximum Insecurity," Discussion Groups.
- Week 10** [Basic Issue Three] Social Control.
Guest Speakers: "Needle Exchange and Social Control."
Guest Speakers: "Prison Guard Brutality: Controlling Inmates."
- Week 11** [Broad Issue Three] Types of Deviance and Crimes.
Thio, ch. 8: "Mental Disorder;" Adler & Adler: "The Moral Career of the Mental Patient," Erving Goffman; "Return to Sender: Reintegrative Stigma-Management Strategies of Ex-Psychiatric Patients," Nancy Herman; Documentary: "Dialogue With Madwomen."

- Week 12** [Broad Issue Four] Deviant Subcultures.
Thio, ch. 10: "Homosexuality and Homophobia;" Adler & Adler: "Homophobia in Sport," Donald Sabo; "Real Punks and Pretenders: The Social Organization of a Counterculture," Katherine Fox; Guest Speakers, "Being Gay."
- Week 13** [Broad Issue Four] Deviant Subcultures.
Thio, ch. 11: "Drug Use," and ch. 12: "Drinking and Alcoholism;" Adler & Adler: "The Social Construction of Drug Scares," Craig Reinerman; "Shifts and Oscillations in Deviant Careers: Upper-Level Drug Dealers and Smugglers," Patricia Adler and Peter Adler.
Term paper is due
- Week 14** [Broad Issue Four] Deviant Subcultures.
Documentary: "America's War on Drugs."
Guest Speakers: "Being Addicted."
- Week 15** [Broad Issue Five] Power Abuse.
Thio, ch. 13: "White-Collar and Government Deviance;" Simon, ch. 1: "The Nature of Elite Deviance," and ch. 3: "Corporate Deviance."
- Week 16** [Broad Issue Five] Power Abuse.
Simon, ch. 6: "Political Corruption: Continuity and Change," ch. 7: "Political Deviance," and ch. 8: "Understanding Elite Deviance."

Evaluation:

The grading policy is listed given in the university catalog (2000-2001, page 75-79).

Writing is evaluated according to the attached evaluation form.

Criteria for grading:

See your current catalog (Catalog 2000-20001, page 75-76, "Grade Symbols and Grade Points," "Explanation of Grades") for standard grading practices.

Grades:

N% of your grade will be the research paper. N% will be summaries of selected reading.

N% for a combination of quizzes and the midterm and N% for the final.

Required Student Activities (assignments):

a. Writing Assignments all sections: Multiple writing assignments covering some of the Basic Issues, Tools and Applications are required. A total of no less than 4000 words with one sustained writing assignment of at least 2000 words using APA format. Your paper will be submitted to an independent panel of graders for assessment according to the GE writing standard. Comments and feedback on mechanics, style and usage will be given for the sustained writing assignment using a style manual like "The Elements of Style," by Strunk and White. The quality of the writing will comprise a significant

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b. Quizzes and exams covering broad issues and/or a midterm are required in addition to the writing assignments if the writing assignments are not used as graded discussion assignments (essay exams).

c. A Final exam is required of all sections and it must be given at the assigned time.

d. As resources are available, a lab and related software will be used.