

SOC 305: Social Media and Society

School of Health and Social Sciences

5 Credits

Effective Date 10/1/2022

Grading Type: Decimal

List any Pre-requisite or Co-Requisite: None

Access to the Internet is required.

*All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use
APA style.*

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

Social media has become one of the most important tools of human interaction. Social media is also a source of information. In this course, students will examine how various types of social media shape people's lives and social reality. This course will also look at social inequalities, such as age, gender, and socio-economic status, and their impacts on perception, access, and use of social media.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Analyze how social inequalities impact social media use
- Examine social issues and challenges of computer-mediated communication

- Explore the role of social media in collective action

Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under Assignments and/or in My Grades in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

The instructor will provide grading rubrics with more detail as to how these assignments will be graded.

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Course Activities	20%
Hubspot Certification	20%
Group Project Paper	10%
Group Project Presentation	10%
Social Change Paper	20%
Social Issue Paper	20%
TOTAL	100%

Course Activities (20%)

Class participation through discussion is an integral part of this online course, although it is typically less formal than other work submitted throughout the course. Participation is defined as active engagement in a discussion or other online activity.

To provide a structure for balanced participation and allow you to maximize the benefit of the discussion boards, it is recommended that you follow these guidelines:

1. Post your responses to discussion questions in the first three days of the school week (Monday through Wednesday).
2. Post three or more thoughtful and topic-relevant comments to responses made by classmates
3. during the last four days of the school week (Thursday through Sunday).

Respond to any questions that your instructor or peers have regarding your original

post by the end of the school week.

Components	% of Grade
Quality of Responses	25%
Quantity of Responses	25%
Style and Mechanics	25%
Timeliness	25%
TOTAL	100%

Hubspot Certification (20%)

Hubspot is a widely used and respected social media marketing platform. Students are required to sign up for the free [Hubspot Social Media Certification](#). To earn their grade, students complete by the due date the Hubspot Social Media Training program and Certification through this platform.

Components	% of Grade
Completion of training & certification	100%
TOTAL	100%

Group Project Paper (10%)

Student groups choose and extensively investigate one social media platform, examining its history, growth, and extent of influence in our society. Student groups write a paper that analyses the platform critically and makes recommendations along the way. The paper should also discuss key issues and concerns that are either platform-specific or platform-related.

In their six- to eight-page paper, not including the title page and bibliography, students are expected to combine their own thoughtful analysis of the topic with information found in a minimum of five scholarly sources other than a textbook. Students need to keep in mind that this is to be an analytical paper, not simply a summary of their readings. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is a violation of the Academic Integrity Policy, even if the oversight is unintentional.

At the end of this project, students also submit their evaluation of each other's participation that will be included as part of collaboration assessment.

Components	% of Grade
Organization and coherence	20%
Evidence and support	20%
Analysis and use of course concepts	20%
Collaboration	20%
Style, mechanics and APA (citations, references, formatting)	20%
TOTAL	100%

Group Project Presentation (10%)

Student groups present their paper in class in the form of a well-designed, twelve-to-fifteen-minute slide presentation. Students may use films, audio clips, or other interactive components to illustrate arguments. Presentation should be professional, engaging, and educational. Students are expected to demonstrate their platform's aspects and utilize real-world examples.

In their presentation, students are expected to combine their own thoughtful analysis with facts, data, and information found in the textbook and at least three scholarly sources. Therefore, as in any scholarly work, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this presentation has to be an analytical, not a summary of readings.

This presentation must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is a violation of the Academic Integrity Policy, even if the oversight is unintentional.

You may choose to present live in class or via a pre-recorded YouTube video. At the end of this project, students also submit their evaluation of each other's participation that will be included as part of collaboration assessment.

Components	% of Grade
Organization and coherence	25%
Delivery	25%
Visual design	20%
Collaboration	20%
Style, mechanics and APA (citations, references, formatting)	10%
TOTAL	100%

Social Change Paper (20%)

Students will investigate how social media impacts social change and action by analyzing a political or social movement. Students are expected to look at how social inequalities and other sociological concepts discussed in the course impact the use of social media in the context of social movements and collective action. The instructor will provide additional details on the topic.

In their six- to seven-page paper, not including the title page and bibliography, students are expected to combine their own thoughtful analysis of the topic with information found in a minimum of five scholarly sources other than a textbook. Students need to keep in mind that this is to be an analytical paper, not simply a summary of their readings. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is a violation of the Academic Integrity Policy, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
Organization and coherence	20%
Evidence and support	30%
Analysis and use of course concepts	30%
Style, mechanics and APA (citations, references, formatting)	20%
TOTAL	100%

Social Issue Paper (20%)

Students examine a potential danger, challenge, or social issue associated with computer-mediated communication and discuss how it impacts society. Students select a topic dealing with privacy, anonymity, cyberbullying, Internet addiction, or another potential danger, challenge, or social issue. Ethical and legal dimensions of the topic, as well as solutions, will also be addressed in the paper. The instructor will provide additional details on the topic.

In their six- to eight-page paper, not including the title page and bibliography, students are expected to combine their own thoughtful analysis of the topic with information found in a minimum of five scholarly sources other than a textbook. Students need to keep in mind that this is to be an analytical paper, not simply a summary of their readings. Therefore, as in any scholarly writing, students should

not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is a violation of the Academic Integrity Policy, even if the oversight is unintentional.

Components	% of Grade
Organization and coherence	20%
Evidence and support	30%
Analysis and use of course concepts	30%
Style, mechanics and APA (citations, references, formatting)	20%
TOTAL	100%

Course Policies

Late Assignments

Per School of Health and Social Sciences policy, undergraduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 15 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 30 percent of the grade will be deducted. No late submission is accepted beyond 48 hours past the final day of the course, without instructor approval. Coursework received after one week (seven days) will not be graded and will receive a zero grade.

Participation

Participation is an active engagement in class discussions and activities in the form of sharing new ideas, examples and resources, as well as constructive disagreement

and incorporation of course materials and concepts in comments. This requires frequent monitoring of the discussion forum, timely responses, integration of course material and other sources, and ongoing conversations that extend, modify, and add to understanding, creating a vibrant learning community.

Participation through course activities and discussions to exchange knowledge, ideas, and thoughts is an integral, mandatory part of this course. It enhances the student's learning process and experience in this course. Lack of participation will result in a reduction in grade (see grading rubric).

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [Title IX](#) portal page or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at the [CityU website](#) under the Policies section or at [CityU in Canada](#) website.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a user name and password.

Rubrics

Course Activities

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage	0 – 61%	62 – 74%	75 – 91%	92 – 100%
Decimal Grade	0.0 – 0.6	0.7 – 1.9	2.0 - 3.6	3.7 - 4.0
Quality of responses – 25%	Superficial and undeveloped analysis; No insight or thoughtfulness; Off topic; Never addresses instructor’s comments to original posts; No connections are made to previous and current sessions’ concepts and materials; No references to readings; Obvious grammatical or stylistic errors, making understanding difficult.	Scattered and poorly developed analysis rarely supported by academically appropriate resources; Few, if any new ideas or connections made to previous and current sessions’ concepts and materials; Mostly anecdotal examples with no references to readings; Rephrases or summarizes other postings; Sometimes addresses instructor’s comments to original posts; Serious grammatical errors	Generally competent analysis, supported by various academically appropriate resources; Some new ideas or connections to previous and current sessions’ concepts and materials; Most of the time addresses instructor’s comments to original posts; References materials provided by instructor; Grammatical or stylistic errors do not interfere with content.	Rich in content, thoughtful and insightful problem analysis well supported by various academically appropriate resources; Detailed new ideas with connections made to previous sessions and/or real life situations; Always addresses instructor’s comments to original posts; References materials, other than those provided by instructor.

		interfering with content.		
Quantity of responses – 25%	Some, or all, required quality posts missing.	Initial post and fewer than minimum number of required quality posts.	Required minimum number of quality posts.	Exceeds minimum number of required quality posts.
Timeliness of responses – 25%	All posts submitted at the last minute without allowing for response time.	Posts submitted on fewer than three days of the discussion time.	Posts submitted on three different days of the discussion time.	Posts submitted on more than three days of the discussion time.
Style and mechanics (25%)	Obvious grammatical or stylistic errors, making understanding difficult style. Uses casual language. Includes unnecessary information. Does not reference credible sources to support ideas	Serious grammatical errors interfering with content Mostly uses concise language and includes very little unnecessary information. Attempts to reference credible sources to support ideas	Several grammatical or stylistic errors • Uses concise language with no unnecessary information. Almost always references credible sources to support ideas	Few grammatical or stylistic errors. Uses concise and compelling language with no unnecessary information. Transitions in writing and flow are smooth and clear. Always references credible sources to support ideas

Group Project Paper

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
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Percentage	0 – 61%	62 – 74%	75 – 91%	92 – 100%
Decimal Grade	0.0 – 0.6	0.7 – 1.9	2.0 - 3.6	3.7 - 4.0
Organization and coherence (20%)	<ul style="list-style-type: none"> • Is unclear with no or minimal organization, so ideas appear to be arranged in a random order • Few or inappropriate transitions between paragraphs, and ideas are not developed clearly • Does not appropriately respond to the assignment 	<ul style="list-style-type: none"> • Minimal organization so ideas appear as a list • Transitions between ideas are minimal, and development of ideas may lack coherence • Not all aspects of the assignment are addressed 	<ul style="list-style-type: none"> • Follows a logical organization • Ideas are developed but not all pertain directly to the topic • Topic is communicated clearly but not completely, and most or all aspects of the assignment are addressed 	<ul style="list-style-type: none"> • Uses logical structure with introduction, body, and conclusion • Sophisticated development of one idea to another, and reader is guided through the progression of ideas • Clearly communicated topic, and all aspects of assignment are addressed
Evidence and support (20%)	<ul style="list-style-type: none"> • Does not attempt to use evidence to support topic, or evidence provided does not support topic • Uses irrelevant details or little supporting evidence, generalizing and providing more of a summary than an analysis 	<ul style="list-style-type: none"> • Use of evidence is minimal but does support topic • Often supports points through generalization, and examples are not relevant or explained 	<ul style="list-style-type: none"> • There is evidence to support almost every point • Offers support but requires more interpretation and explanation of the evidence 	<ul style="list-style-type: none"> • Every point is clearly supported by strong evidence • Uses evidence appropriately and effectively
Analysis and use of course concepts	<ul style="list-style-type: none"> • Does not attempt to explain how the evidence relates 	Analysis of the evidence stretches its meaning to	Analysis explains how the evidence supports the	<ul style="list-style-type: none"> • Analysis shows a strong relationship between the

<p>(20%)</p>	<p>to topic</p> <ul style="list-style-type: none"> • Superficial and poorly developed analysis • Little or no connections are made to course concepts • Uses few sources, may misunderstand them, and lacks critical thinking • No or minimal scholarly references 	<p>support topic</p> <ul style="list-style-type: none"> • Some new ideas and insight, but lacks depth and detail • Incorporates some course concepts, but accuracy and development are not consistent • Shows basic understanding of sources but does not critically evaluate them • Incorporates few or no scholarly references 	<p>topic in most cases</p> <ul style="list-style-type: none"> • Analysis reflects insight but is not fully developed • Incorporates many course concepts but sometimes does not develop them • Shows careful reading of sources but little or no critical evaluation • Incorporates adequate or minimum number of scholarly references to support analysis 	<p>evidence and the topic</p> <ul style="list-style-type: none"> • Analysis is insightful and original • Incorporates course concepts accurately, consistently, and frequently • Critically evaluates sources • Incorporates numerous or more than the minimum number of scholarly references required to support analysis
<p>Collaboration (20%)</p>	<ul style="list-style-type: none"> • Collaboration is ineffective or entirely absent • Does not participate in planning, researching, or writing the paper • Does not make useful contributions to the paper or group discussions 	<ul style="list-style-type: none"> • Collaboration is sometimes effective • Participates in few aspects of planning, researching, and writing the paper • Contributes a minimal amount to the paper and group discussions 	<ul style="list-style-type: none"> • Collaborates effectively and professionally with the group • Participates in most aspects of planning, researching, and writing the paper • Makes useful contributions to the paper 	<ul style="list-style-type: none"> • Collaborates effectively and professionally with the group • Participates in every aspect of planning, researching, and writing the paper • Makes useful contributions to the paper and group discussions • Encourages inclusivity and

			and group discussions	collaboration among the group
Style, mechanics, and APA (20%)	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors, so understanding is difficult • Contains numerous awkward or ungrammatical sentences, and sentence structure is simple or monotonous • Misuses words, or uses words that are too vague and abstract or too personal and specific for the topic • Format and references are incomplete and have many errors in APA style 	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader, but does not generally impede the overall understanding • Sentence structure generally correct but may be wordy, unfocused, repetitive, or confusing • Uses relatively vague or general words and sometimes inappropriate words • Format and references have some errors in APA style and/or is incomplete 	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors, but does not impede understanding • Sentences generally clear, well structured, and focused, but some may be awkward or ineffective • Generally, uses words accurately and effectively, but sometimes may be too general • Format and references are complete and have few errors in APA style 	<ul style="list-style-type: none"> • Almost entirely free of spelling, punctuation, and/or grammatical errors • Sentences are varied, clearly structured, carefully focused, and fits assignment's purpose and audience • Words chosen for their precise meaning and an appropriate level of specificity is used • Format and references are in correct APA style and are complete

Group Project Presentation

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage	0 – 61%	62 – 74%	75 – 91%	92 – 100%
Decimal Grade	0.0 – 0.6	0.7 – 1.9	2.0 - 3.6	3.7 - 4.0
Organization and coherence (25%)	<ul style="list-style-type: none"> • Is unclear with no or minimal organization, so ideas appear to be presented in a random order • Few or inappropriate transitions between slides, and ideas are not developed clearly • Does not appropriately respond to the assignment 	<ul style="list-style-type: none"> • Minimal organization so ideas appear disconnected • Transitions between ideas are minimal, and development of ideas may lack coherence • Not all aspects of the assignment are addressed 	<ul style="list-style-type: none"> • Follows a logical organization • Ideas are developed but not all pertain directly to the topic • Topic is communicated clearly but not completely, and most or all aspects of the assignment are addressed 	<ul style="list-style-type: none"> • Uses logical structure with introduction, body, and conclusion • Sophisticated development of one idea to another, and audience is guided through the progression of ideas • Clearly communicated topic, and all aspects of assignment are addressed
Delivery (25%)	<ul style="list-style-type: none"> • Speaker is clearly unprepared and does not attempt to engage the audience • No interactive components or real-world examples to illustrate information are presented • Presentation is too brief 	<ul style="list-style-type: none"> • Speaker is somewhat unprepared and may struggle to make presentation engaging for the audience • Interactive components and/or real-world examples to illustrate information may be missing • Presentation is either too brief or too long 	<ul style="list-style-type: none"> • Speaker is clearly prepared and includes interactive components and/or real-world examples to illustrate information • Presentation falls within the required time frame 	<ul style="list-style-type: none"> • Speaker is exceptionally prepared and includes interactive components and/or real-world examples to illustrate information • Presentation falls within the required time frame • Transitions between speakers are seamless

Visual Design (20%)	<ul style="list-style-type: none"> • Visuals are unattractive, unclear, and/or distracting. Visuals are unrelated to the topic and make little or no use of color, space, or the capabilities of the application. Formatting makes it very difficult to read the material. 	<p>Visuals are sometimes unattractive, unclear and/or distracting and are weakly related to the topic. Visuals make use of space, color and the capabilities of application in ways that are unwise and/or distracting. Formatting complements the content but is often hard to read.</p> <ul style="list-style-type: none"> • 	<p>Visuals are attractive, informative and engaging and reinforce and support topic. Visuals make good use of color, space and the capabilities of the application without overwhelming the audience. Formatting complements the content.</p>	<p>Visuals are attractive, informative, engaging and creatively designed/applied . They reinforce, support and enhance understanding of the topic, and they make good use of color and space that maximizes the capabilities of the application without overwhelming the audience. Formatting enhances readability and content.</p>
Collaboration (20%)	<ul style="list-style-type: none"> • Collaboration is ineffective or entirely absent • Does not participate in planning, creating, or delivering the presentation • Does not make useful contributions to the presentation or group discussions 	<ul style="list-style-type: none"> • Collaboration is sometimes effective • Participates in few aspects of planning, creating, and delivering the presentation • Contributes a minimal amount to the presentation and group discussions 	<ul style="list-style-type: none"> • Collaborates effectively and professionally with the group • Participates in most aspects of planning, creating, and delivering the presentation • Makes useful contributions to the presentation and group discussions 	<ul style="list-style-type: none"> • Collaborates effectively and professionally with the group • Participates in every aspect of planning, creating, and delivering the presentation • Makes useful contributions to the presentation and group discussions • Encourages inclusivity and collaboration

				among the group
Style, mechanics, and APA (10%)	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors, so understanding is difficult. • Contains numerous awkward or ungrammatical sentences, and sentence structure is simple or monotonous. Misuses words, or uses words that are too vague and abstract or too personal and specific for the topic. Format and references are incomplete and have many errors in APA style. 	<p>Contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader, but does not generally impede the overall understanding. Sentence structure generally correct but may be wordy, unfocused, repetitive, or confusing.</p> <ul style="list-style-type: none"> • Uses relatively vague or general words and sometimes inappropriate words. Format and references have some errors in APA style and/or is incomplete. 	<p>Contains spelling, punctuation, and/or grammatical errors, but does not impede understanding. Sentences generally clear, well structured, and focused, but some may be awkward or ineffective. Generally, uses words accurately and effectively, but sometimes may be too general.</p> <ul style="list-style-type: none"> • Format and references are complete and have few errors in APA style. 	<ul style="list-style-type: none"> • Almost entirely free of spelling, punctuation, and/or grammatical error. Sentences are varied, clearly structured, carefully focused, and fits assignment's purpose and audience. Words chosen for their precise meaning and an appropriate level of specificity is used. Format and references are in correct APA style and are complete.

Social Change Paper and Social Issue Paper

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage	0 – 61%	62 – 74%	75 – 91%	92 – 100%
Decimal Grade	0.0 – 0.6	0.7 – 1.9	2.0 - 3.6	3.7 - 4.0
Organization and coherence (20%)	<ul style="list-style-type: none"> • Is unclear with no or minimal organization, so ideas appear to be arranged in a random order • Few or inappropriate transitions between paragraphs, and ideas are not developed clearly • Does not appropriately respond to the assignment 	<ul style="list-style-type: none"> • Minimal organization so ideas appear as a list • Transitions between ideas are minimal, and development of ideas may lack coherence • Not all aspects of the assignment are addressed 	<ul style="list-style-type: none"> • Follows a logical organization • Ideas are developed but not all pertain directly to the topic • Topic is communicated clearly but not completely, and most or all aspects of the assignment are addressed 	<ul style="list-style-type: none"> • Uses logical structure with introduction, body, and conclusion • Sophisticated development of one idea to another, and reader is guided through the progression of ideas • Clearly communicated topic, and all aspects of assignment are addressed
Evidence and support (30%)	<ul style="list-style-type: none"> • Does not attempt to use evidence to support topic, or evidence provided does not support topic • Uses irrelevant details or little supporting evidence, generalizing and providing more of a summary than an analysis 	<ul style="list-style-type: none"> • Use of evidence is minimal but does support topic • Often supports points through generalization, and examples are not relevant or explained 	<ul style="list-style-type: none"> • There is evidence to support almost every point • Offers support but requires more interpretation and explanation of the evidence 	<ul style="list-style-type: none"> • Every point is clearly supported by strong evidence • Uses evidence appropriately and effectively

<p>Analysis and use of course concepts</p> <p>(30%)</p>	<ul style="list-style-type: none"> • Does not attempt to explain how the evidence relates to topic • Superficial and poorly developed analysis • Little or no connections are made to course concepts • Uses few sources, may misunderstand them, and lacks critical thinking • No or minimal scholarly references 	<p>Analysis of the evidence stretches its meaning to support topic</p> <ul style="list-style-type: none"> • Some new ideas and insight, but lacks depth and detail • Incorporates some course concepts, but accuracy and development are not consistent • Shows basic understanding of sources but does not critically evaluate them • Incorporates few or no scholarly references 	<p>Analysis explains how the evidence supports the topic in most cases</p> <ul style="list-style-type: none"> • Analysis reflects insight but is not fully developed • Incorporates many course concepts but sometimes does not develop them • Shows careful reading of sources but little or no critical evaluation • Incorporates adequate or minimum number of scholarly references to support analysis 	<ul style="list-style-type: none"> • Analysis shows a strong relationship between the evidence and the topic • Analysis is insightful and original • Incorporates course concepts accurately, consistently, and frequently • Critically evaluates sources • Incorporates numerous or more than the minimum number of scholarly references required to support analysis
<p>Style, mechanics, and APA</p> <p>(20%)</p>	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors, so understanding is difficult • Contains numerous awkward or ungrammatical sentences, and sentence structure is simple or monotonous • Misuses words, or uses words that are too 	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader, but does not generally impede the overall understanding • Sentence structure generally correct but may be wordy, unfocused, repetitive, or confusing 	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors, but does not impede understanding • Sentences generally clear, well structured, and focused, but some may be awkward or ineffective • Generally, uses words accurately and effectively, but sometimes 	<ul style="list-style-type: none"> • Almost entirely free of spelling, punctuation, and/or grammatical errors • Sentences are varied, clearly structured, carefully focused, and fits assignment's purpose and audience • Words chosen for their precise meaning and an appropriate level of specificity is used

	<p>vague and abstract or too personal and specific for the topic</p> <ul style="list-style-type: none"> • Format and references are incomplete and have many errors in APA style 	<ul style="list-style-type: none"> • Uses relatively vague or general words and sometimes inappropriate words • Format and references have some errors in APA style and/or is incomplete 	<p>may be too general</p> <ul style="list-style-type: none"> • Format and references are complete and have few errors in APA style 	<ul style="list-style-type: none"> • Format and references are in correct APA style and are complete
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