



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit School of Letters and Sciences Department General Studies Program Unit
Subject UNI Number 400 Title Society and the Individual Units: 3
Is this a cross-listed course? (Choose one) No
Is this a shared course? (choose one) If so, list all academic units offering this course No

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Fine Arts and Design core courses (HU)
Social and Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Global Awareness courses (G)
Historical Awareness courses (H)
Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Syllabus
Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name Mirna Lattouf Phone 6-0638
Mail code 0320 E-mail: mirna.lattouf@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Dr. Barbara Lafford Date: 9/11/13
Chair/Director (Signature): Barbara G. Lafford

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="margin-left: 20px;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="margin-left: 20px;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="margin-left: 20px;">C-3</p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	Syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%; background-color: yellow;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4". </div>			
C-4			

Course Prefix	Number	Title	Designation
COM 494- to UNI 400 [as of January 2014]		Society and the Individual	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criterion 1	50 % of course grade is dependent on a major research paper.	Please see syllabus section on Research Paper requirements.
Criterion 2	Composition tasks involve gathering of academic peer reviewed books and scholarly journals, reviewing them for content, interviewing an expert in the field, and put together a brief narrative summary of findings followed by your analysis [with three major points], providing evidence for your views from the research itself, and leading to a strong conclusion on the topic.	Please see syllabus section on Research Paper requirements.
Criterion 3	Criterion 3- Leading Discussion through a powerpoint presentation- group Each student is responsible to complete weekly assignments for social institution covered.	Criterion 3- Please see syllabus section under Leading Discussion and Weekly Assignments.
----- Criterion 4	----- Criterion 4- Research paper requirements are divided into four mini assignments and a review of draft by Writing Center.	----- Criterion 4- Please see syllabus section on Research Paper deadlines.


ARIZONA STATE UNIVERSITY
School of Letters and Sciences

COM 494: Society and the Individual

University Required Information

Faculty

Dr. M. Lattouf
602-496-0638
mirna.lattouf@asu.edu
Office hrs: Wed. 11am to 1pm
U Cent- 360F

Course- Fall 2013

SLN#: **76870** / Partial Hybrid
T/Th 04:30pm - 05:45pm
Room: U-Cent; L1-63
Downtown Phoenix Campus

Course Description

This course will introduce students to various social institutions; we will cover how they shape the socialization process of a group and individual, and give a community meaning, values and a set of norms. There will be a focus on Arizona as a case study for student research inquiries.

Course Objectives

The main goals of the course are to:

1. Impart a general introduction to important social institutions.
2. Consider the importance of all relationships through analysis and original research.
3. Gain an understanding of the role of the individual in the formation of civil society.

Course Expected Learning Outcomes through assessment

1. Students will have an introductory knowledge of important social institutions. *Quizzes*
2. Students will better understand relationships through analysis and original research. *Research*
3. Students will gain an understanding of the role of the individual in society. *Student-led Discussions*

Teaching Approach

Reading materials, group discussions, research & analysis, presentations, and quizzes will be used to explore the forces that inform and develop communities.

Required Text

Menz, Robert L. Changing Society: A Social and Spiritual Vision for the Year 2020 and Beyond. New York: University Press of America. 2009
-Skolnick, Jerome & Currie, Elliott. 14th Edition. Crisis in American Institutions. Pearson; 2011.

Reserve

-Sheridan, Thomas E. Arizona: A History. Tucson: University of Arizona Press; 1995; 1-chapter
-Alberts, Jess K. et al. Human Communication in Society. Prentice Hall: NJ; 2007; 1- chapter
--There may be other required readings for the course, either posted online or on reserve at the Downtown Campus Library (U-Cent Basement).

Services- Downtown campus

Student Success- <http://studentsuccess.asu.edu/downtown>; 602-496-4278
Blackboard/MyASU- helpdesk@asu.edu; 480 965-6500
Health Counseling- <http://students.asu.edu/counselingdowntown>; 602-496-0721
Disability Resources- DPCDisability-Q@asu.edu; 602.496.4321

Must register with DRC office.

Grades

<u>Assessment</u>		<u>Grade Breakdown</u>	
4X quiz	30 [7.5 each]	100 – 90:	A
Discussions	20	89.99 – 80:	B
Research	50	79.99 – 70:	C
Total	100	69.99 – 60:	D
		59.99 – less:	E

+/- grades will not be used; Grades will **not** be curved or inflated to the next highest number.

Policy on grades

If you have any questions about a grade from homework, a paper, a quiz, etc., you have until the next scheduled class after I give back your assessment to approach me and discuss it; be specific and clear about your question and concern; all grade questions must be submitted in writing.

Please feel free to contact me anytime to clarify assignments or your responsibilities before they are due; all inquiries are appreciated.

Policy on classroom behavior, attendance, make-ups

--Late homework assignments, make up for quizzes, and delayed presentations will not be accepted. Students must provide officially acceptable documentation for extenuating circumstances to make up any missed work. (See faculty for details)

--Attendance- Mandatory for all class sessions; two (2) or more formally *unexplained and unexcused* absences *and without documentation* will result in a reduction of your overall grade; two points will be taken off for every missed class session. Accommodations will be made for ASU officially sanctioned Religious Holidays and/or due to University-Sanctioned Activities; it is students' responsibility to make the faculty aware ahead of time. Leaving for Fall/Spring Break or end of semester early is not acceptable!

--Habitual late arrival &/or early departure to/from class will also affect grade, one point each time. Students must be present in class at the time assignments are due and accepted.

--Use of pagers, cell phones, recording devices, etc. **is strictly prohibited** from the time class begins until it ends. Be sure to **turn all off!** Reproducing or Selling of any course material is also strictly prohibited. [ASU policies [ACD 304-02, 04, 06](#)]

Withdrawals, and Incompletes

Please contact your academic advisor for information and updates for the semester.

Citation & references

Please follow Student Success (Writing Center) recommendations on Citation and Reference Style and be consistent with both. Writing Center DPC help- 602/ 496-0354; Post Office L1-34.

Academic Integrity

The course abides by ASU's Office of Student Life: "Student Academic Integrity Policy." See: <https://provost.asu.edu/index.php?q=academicintegrity>

Members of this class are expected to submit their own written work. Plagiarism is defined as taking writings or ideas from someone else and passing them off as one's own writings or ideas. A student who commits an act of cheating (giving / receiving) or plagiarism will receive a grade of zero for the course. Buying papers falls under this category as well.

Requirements

A) Leading Discussion; 20 grade points

Students will be divided into groups; each **group will facilitate a discussion**, one group a week, based on **the online assignments corresponding to the readings**. The group leading class will create a Power Point presentation, which will go over the assignment and open dialogue. Students must submit the completed PPP with answers for faculty review and approval at least 24 hours before their assigned class session, in order to get course credit. Please be sure to follow the guidelines from the discussion evaluation sheet. [must include all necessary citations and a reference page] No videos, U-tube clips, etc.

Themes: Arizona, Communication/Media, Family; Religion; Education; Politics; Economy; Healthcare; Diversity; and Technology.

This 400 level class is designed to give you control over your own learning; this means that the assigned readings and homework assignments are meant to help you better understand the content and better prepare you for class discussions and the quizzes. I encourage you to read the material carefully, complete all assignments before class session, actively participate, and make appropriate adjustments to your answers. If you do not, you will only hurt your own academic development; so please complete all work and actively participate in class. The faculty, in this case, is to guide the process rather than tell you what to learn and think or force you to learn and think. However, the faculty will intercede, push, and challenge the class through debate, questioning and at times playing the devil's advocate, etc.!

B) Quizzes; 4X 7.5 pts each; 30 grade points total

Quizzes cover course readings and assignment discussions, etc.; students will be involved in the decision of quiz type. Example: Combination of Multiple Choice, True/False, Short Answers and Fill-in the Blank.

C) Research; 50 grade points total

1) Individual papers- in same group and theme, but different current topic, thesis question, etc.

2) Each student will choose a current topic in Arizona, from the group theme chosen; it may be best to choose one that is academically tied to your own area of studies or interest (if possible). *Topic*

3) Pose a question that you would like to investigate about the topic, defining a problem or issue to explore in the State of Arizona. Students in a group cannot have the same thesis question. *Thesis Question*

4) Review academic scholarly sources (**academic peer reviewed books and scholarly journals**) that will help you answer your thesis question. For information on what constitutes an academic/scholarly source, please check with a librarian or the Student Success office for help. Wikipedia is not an academic source!

A) Choose four [4- minimum] of the strongest sources. Prepare an annotated bibliography for your paper based on the 4 [minimum] chosen sources; you can have more. You can also add newspaper articles or information from an organization's website as supplements to the main four academic sources. Along with the annotation, provide three major arguments you will use for your analysis, based on your findings so far. *Annotated Bibliography*

Requirements continued- research paper

5] Then, **find an expert, in the field of the topic, to interview.** Create at least ten [10 or more] relevant questions for the interview. The questions should complement or supplement your research findings. [faculty approval of expert needed to proceed] *Informational Interview*

6] Finally, after collecting all information (from research and interview) **put together a brief narrative summary of findings followed by your analysis [with three major points], providing evidence for your views from the research itself, and leading to a strong conclusion on the topic.** *Paper draft*

7] **Make an appointment with the Writing Center to have someone review your paper draft.** Be sure to get confirmation from them, indicating that you went, had your paper draft reviewed and were given solid suggestions on which to work. Submit completed paper, with Writing Center confirmation, to faculty on due date in class. (*W.C confirmation Required! With final paper*) *You may also need to go back a second time to check on rewrites- optional. Final paper submission*

Please **do not quote** at all in your paper; your narrative should paraphrase the information only [with proper citations]; the analytical arguments [three major points] must be your own original ideas. The faculty is assessing your understanding of material, analytical skills and critical thinking process.

<u>Research Paper deadlines:</u>	<u>Dates:</u>	<u>Points:</u>
Thesis information due:	Thursday 09/12/13- class	10
Annotated Bibliography + due:	Thursday 10/10/13- online	25
Informational Interview information due:	Thursday 11/07/13- class	25
Research Paper due:	Tuesday 12/03/13- class	40
	Sub Total:	100 sub pts ÷ 2
	<u>research grade total =</u>	50 pts

D] Notes- All submitted written work must be typed in Times New Roman, 12-point font, double spaced, with one inch margins all around, and in black color. Please staple all submissions given to faculty! When discussing your findings, again **please do not quote; paraphrase the information only!** Assessment is based on your understanding of the material and ability to put concepts and ideas drawn from different sources together, make analytical sense of them, and draw a conclusion.

E] Academic Sources – for the final research product

- The 4 main Sources must be current (all four must be published no earlier than 2009);
- Sources must be academic/scholarly peer reviewed publications; at least four!
- Paper must have at least one interview with a specialist. Interviewee must be credible- academic or expert in the field (please be sure to *get approval from* faculty before proceeding).
- Sources (academic or expert) must be relevant to topic! Be careful of conflict of interest....

Fall 2013 ASU Academic dates:

Thursday- August 22, 2013	first day of classes
Monday- September 2, 2013	Labor day- no classes
Saturday- October 12 – Tuesday 15, 2013	Fall break- no classes
Monday- November 11, 2013	Veteran’s day- no classes
Thursday- November 28 –Friday 29, 2013	Thanksgiving- no classes
Friday- December 6, 2013	Last day of classes
Monday- December 9, 2013	Reading day
Tuesday to Monday- December 10-16, 2013	Finals

Faculty Personal Message

Dear students-

This course will cover many issues that may be deemed as controversial; the content is meant to make us all think, question and then dissect information about our interpretation on the place of various institutions in our lives and possible perceptions or consequences of these ideas. I ask that you review all items with an open mind. If you have any concerns, please contact me anytime.

At all times, be respectful. ASU Policy against threatening behavior, per the *Student Services Manual*, <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>, “Handling Disruptive, Threatening, or Violent Individuals on Campus, *or in Class (faculty)*.” The main point is to make the course safe for all and to have a great learning experience: academic, thought-provoking yet fun! Your cooperation in making the classroom an inclusive welcome place for everyone is appreciated. 😊

Second, all course content, including lectures, discussions, presentations, etc., are under copyright material protection and students may not give or sell notes taken or tape record any portion of course information. (see [ACD 304-06](#), “Commercial Note Taking Services” for more information).

Third, in a 400 level college course the student is essentially his/her own teacher. The faculty is a facilitator helping students learn how to critically think, not tell you what to think or force you to do so. This class is designed to give you control over your own learning; this means that the assigned readings and homework assignments are meant to help you better understand the content, give you a foundation for research, and better prepare you for the quizzes. I encourage you to read the material carefully, complete all assignments, actively participate in class when going over the material, and make the necessary adjustments to your answers. It is your responsibility to complete all work!

As the facilitator, the faculty will also play the role of a ‘devil’s advocate,’ challenging ideas to give students the opportunity to develop their debating skills; be sure to not get intimidated nor take such interactions as a way to silence you- Just the opposite, these occasions are for you to seize the moment!

On another point, the research project is a semester long task; please plan out your time management and schedule it to best serve your success. The discussion assignment and research project are also an exercise of group cooperation; so be sure to all try your best to work together. Please feel free to contact me or come in to see me any time you have questions or concerns.

Finally, I check my emails from Mondays 12noon on until Fridays 12noon. Please give me 24 hours to respond to your inquiry by email. Emails received Fridays after 12noon will be answered Mondays after 12noon. Thank you for your cooperation, Dr. Lattouf

This syllabus is subject to change— Students will be notified promptly in such a case

<u>Dates</u>	<u>Class Meetings</u>	<u>COM 494 – Society and the Individual</u>
Thursday 08/22-	Introduction- Syllabus, Groups, Terms <i>Online</i> ; Assignment one- Arizona	
Tuesday 08/27- Thursday 08/29-	Discussion one- Arizona <i>Online</i> ; Assignment two- Media/Communication	
Tuesday 09/03- Thursday 09/05-	Discussion two- Media/Communication Quiz Review A; <u>Topic and Thesis Question due-</u> [in class]	
Tuesday 09/10- Thursday 09/12-	Quiz A (Terms/Map, 1, 2) <i>Online</i> ; Assignment three- Family	
Tuesday 09/17- Thursday 09/19-	Discussion three- Family <i>Online</i> ; Assignment four- Religion	
Tuesday 09/24- Thursday 09/26 -	Discussion four - Religion <i>Online</i> ; Assignment five- Education	
Tuesday 10/01- Thursday 10/03 -	Discussion five- Education Quiz Review B;	
Tuesday 10/08- Thursday 10/10-	Quiz B (3, 4, 5) <i>Online</i> ; <u>Annotated Bibliography and arguments due;</u> (<i>online submit</i>)	
Tuesday 10/15- Thursday 10/16-	Fall break- no classes <i>Online</i> ; Assignment six- Politics	
Tuesday 10/22- Thursday 10/24-	Discussion six- Politics <i>Online</i> ; Assignment seven- Economics	
Tuesday 10/29- Thursday 10/31-	Discussion seven- Economics <i>Online</i> ; Assignment eight- Healthcare	
Tuesday 11/05- Thursday 11/07 -	Discussion eight- Healthcare Quiz review C; <u>Interview Questions, Answers & Contact Info due;</u> [in class]	
Tuesday 11/12- Thursday 11/14 -	Quiz C (6, 7, 8) <i>Online</i> ; Assignment nine- Diversity	
Tuesday 11/19- Thursday 11/21-	Discussion nine- Diversity <i>Online</i> ; Assignment ten- Technology	
Tuesday 11/26- Thursday 11/28 -	Discussion ten- Technology Thanksgiving- <i>no classes</i>	
Tuesday 12/3- Thursday 12/5-	Quiz Review D; <u>Final Paper due with W.C. verification</u> [in class & online] Quiz D (9, 10)	

This syllabus is subject to change— Students will be notified promptly in such a case.

<http://www.asu.edu/irc/resources/discussion-groundrules.pdf>

Ground rules for Discussing Issues/Topics

The objective of establishing ground rules is to honor speech, create a safe space, and acknowledge the dignity, respect, and worth of everyone in the classroom. This can be accomplished by establishing strong expectations from the very beginning about how class discussions will proceed, particularly those involving controversial and difficult topics. Explicitly stating the norms for dialogue will establish a climate of understanding about how to engage in difficult discussions.

- In order to create a climate for open and honest dialogue and to encourage the broadest range of viewpoints, it is important for class participants to treat each other with respect. Name calling, accusations, verbal attacks, sarcasm, and other negative exchanges are counterproductive to successful teaching and learning about topics.
- The purpose of class discussions is to generate greater understanding about different topics. The expression of the broadest range of ideas, including dissenting views, accomplishes this goal. However, in expressing viewpoints, students should try to raise questions and comments in ways that will promote learning, rather than defensiveness and conflict in other students. Thus, questions and comments should be asked or stated in such a way that will promote greater insight into and awareness of topics as opposed to anger and conflict.
- Learning is both about sharing different views and actively listening to those with different views. Students in this class are expected to do both. Learning is maximized when many different viewpoints are expressed in the classroom.
- Keep the discussion and comments on the topic, not on the individual. Don't personalize the dialogue. Rather than personalizing the dialogue, please direct challenging comments or questions to the instructor or the entire class.
- Remember that it is OK to disagree with each other and debate; let's agree to disagree. The purpose of dialogue and discussion is not to reach a consensus, nor to convince each other of different viewpoints. Rather, the purpose of dialogue in the classroom is to reach higher levels of learning by becoming aware of and examining different viewpoints and opinions.
- Everyone is expected to share. Keep in mind that the role of the faculty is to provoke discussion, make sure that everyone's voice is heard, and that the classroom is a safe space for all.
- Finally, the main goal of class discussions is to encourage each student to critically think through questioning oneself and ideas, not tell others what to think!!!

Good Luck Everyone!

COM 494 – Society and the Individual
Evaluation: Questions and Discussion that Achieve Critical Thinking

Group: _____ **Date:** _____

Presentation:

Group worked together in a cohesive manner. 10

Group submitted the completed PPP with answers for faculty review and approval at least 24 hours before their assigned class session. 20

Group produced a professional PowerPoint Presentation (PPP). 20

Cover page slide 05

List of the questions/answers slides 10

Reference page slide 05

Group covered all assignment questions in a timely manner 10

Group guided class discussion in an academic manner- *analysis* 15

Group engaged students in dialogue and debate- *critical thinking* 15

Group helped to clarify course material/ their answers 10

Sub Total 100

Comments: No quoting!!!! No Videos allowed

Presentation Total: _____/ 100 Course Discussion Points: _____/20

**COM 494 – Society and the Individual
Final Research Paper Assessment Rubric**

Student: _____ **12/03/2013** _____ **/80% = 40pts**

Excellent- 4pts; Good – 3 pts; Acceptable- 2pt; Poor- 1pt- Each

<u>Mechanics and information literacy</u>	<u>%</u>
01] Written in formal ‘Standard English’ style: grammar/paragraphing/sentence structure	_____
02] Written in 3 rd person; content is a non-biased research	_____
03] Provides accurate citation/reference style/format and documentation (MLA or APA, in-text)	_____
04] Evidence of thorough research: authors / academic sources reviewed represent a strong process	_____
05] Introduction is engaging and clearly defines thesis topic, question, and arguments proposed	_____
06] Thesis question is plainly stated in introduction, is focused, narrow, & revisited throughout	_____
07] Text organization flows sensibly and smoothly, tying ideas together	_____
08] Transitional sentences are apparent and relevant	_____
09] Strong review of key ideas researched [3 arguments summary and analysis]	_____
10] Demonstrates use of proper paraphrasing, no quoting!	_____
	_____ /40

Excellent- 8 pts; Good – 6 pts; Acceptable- 4 pt; Poor- 0pt- Each

<u>Analysis</u>	<u>%</u>
1] Insightful discussion of the researched material and integration with thesis topic and question	_____
2] Actively & skillfully conceptualizes, deconstructs, synthesizes, & evaluates information gathered	_____
3] Inquiry goes beyond surface information; critical thinking is employed & questions assumptions	_____
4] Research offers non-biased, fair perspective from which a conclusion is drawn	_____
5] Conclusion thoughtful, engaging, based on facts, and strongly responds to thesis topic and question	_____
	_____ /40

<u>Missing- Paper will not be accepted if any of this material is missing</u>	<u>Received</u>
1] Writing Center form	_____
2] Cover page	_____
3] Research paper pages musts:	
[Introduction to paper – ½ page at least	_____
[Body of paper – 4 pages total at least, with citations (MLA, APA, etc.)	_____
[Summary of all findings: 1 page at least, with citations	_____
[Analysis of findings: 3 pages at least, with citations -3 major arguments fully analyzed	_____
[Conclusion to paper – ½ page at least, with citations	_____
4] Interview Questions only- pages	_____
5] Reference page (at least 4 academic sources and interview contact info)	_____
6] Submitted in class and in one professional document to safe assignment	_____

Faculty Comments: No quoting! No Videos!

Paper subtotal= /80; Paper Total= /40

Research paper page breakdown

I] Writing Center verification [WC]- Must have it when submitting the final research paper.
Due: Tuesday December 03rd, 2013- class time. [not accepted without WC or after class];
Students must also submit a copy of the final paper to the course website, safe assignment section, before 12/03/13 class time.

II] Paper

- 1] Writing Center verification
- 2] Cover page [separate page]

- 3] Research paper pages musts: [**5 full pages at least**]
 - ⚙ Introduction to paper, topic and arguments– *½ page at least*
 - ⚙ Body of paper – *4 pages total at least*, w/ citations (MLA, APA, in-text, etc.)
 - *Summary of findings (research and interview): *1 page at least* w/citations
 - *Analysis of all findings: *3 complete pages at least* w/ citations
 - 3 major arguments / 1 page each at least
 - ⚙ Conclusion to paper – *½ page at least* w/ citations

- 4] Copy of ‘Interview Questions only’ page [at Least 10 per interviewee]
- 5] Reference page (at least 4 academic/scholarly sources, and 1 primary source- (interviewee)
- 6] Submit final paper to safe assignment before 12/03/13 class-[online without WC] (academic integrity check)
- 7] Bring a copy of final paper with WC verification to class on Tuesday 12/03/13.

III] Please be sure to include all of the above or the research paper will be incomplete & given a zero [0] grade. Again, no quotes at all or videos.

Thank you for your attention to these details!

Arizona geography



State of Arizona

http://lib.asu.edu/files/images/govdocs/az_counties.jpg

- Apache County
- Cochise County
- Coconino County
- Gila County
- Graham County
- Greenlee County
- La Paz County
- Maricopa County
- Mohave County
- Navajo County
- Pima County
- Pinal County
- Santa Cruz County
- Yavapai County
- Yuma County

Major cities:

Flagstaff- Seat of Coconino County
Phoenix- Seat of Maricopa County; Capital of State
Tucson- Seat of Pima County

Maricopa County-

<http://listingsarizona.com/common/maps/counties/az/maricopa.gif>



Major places in Maricopa County

A

[Aguila](#) (5)
[Anthem](#) (15)
[Arlington](#) (3)
[Avondale](#) (38)

B

[Buckeye](#) (16)

C

[Carefree](#) (23)
[Cave Creek](#) (35)
[Chandler](#) (225)

E

[El Mirage](#) (3)

F

[Fort McDowell](#) (2)
[Fort McDowell](#)
[Indian](#)
[Reservation](#) (1)
[Fountain Hills](#) (49)

G

[Gila Bend](#) (9)
[Gilbert](#) (171)
[Glendale](#) (220)
[Goodyear](#) (36)
[Guadalupe](#) (1)

H

[Higley](#) (7)

L

[Laveen](#) (8)
[Litchfield Park](#) (15)

M

[Maricopa](#) (21)
[Mesa](#) (453)
[Mobile](#) (1)
[Morristown](#) (2)

N

[New River](#) (5)

P

[Paradise Valley](#) (18)
[Peoria](#) (87)

[Phoenix](#) (2,073)

Q

[Queen Creek](#) (13)

R

[Rio Verde](#) (5)

S

[Salt River Indian](#)
[Reservation](#) (1)
[Scottsdale](#) (990)
[Sun City](#) (35)
[Sun City West](#) (20)
[Sun Lakes](#) (12)
[Surprise](#) (39)

T

[Tempe](#) (515)
[Tolleson](#) (9)
[Tonopah](#) (2)

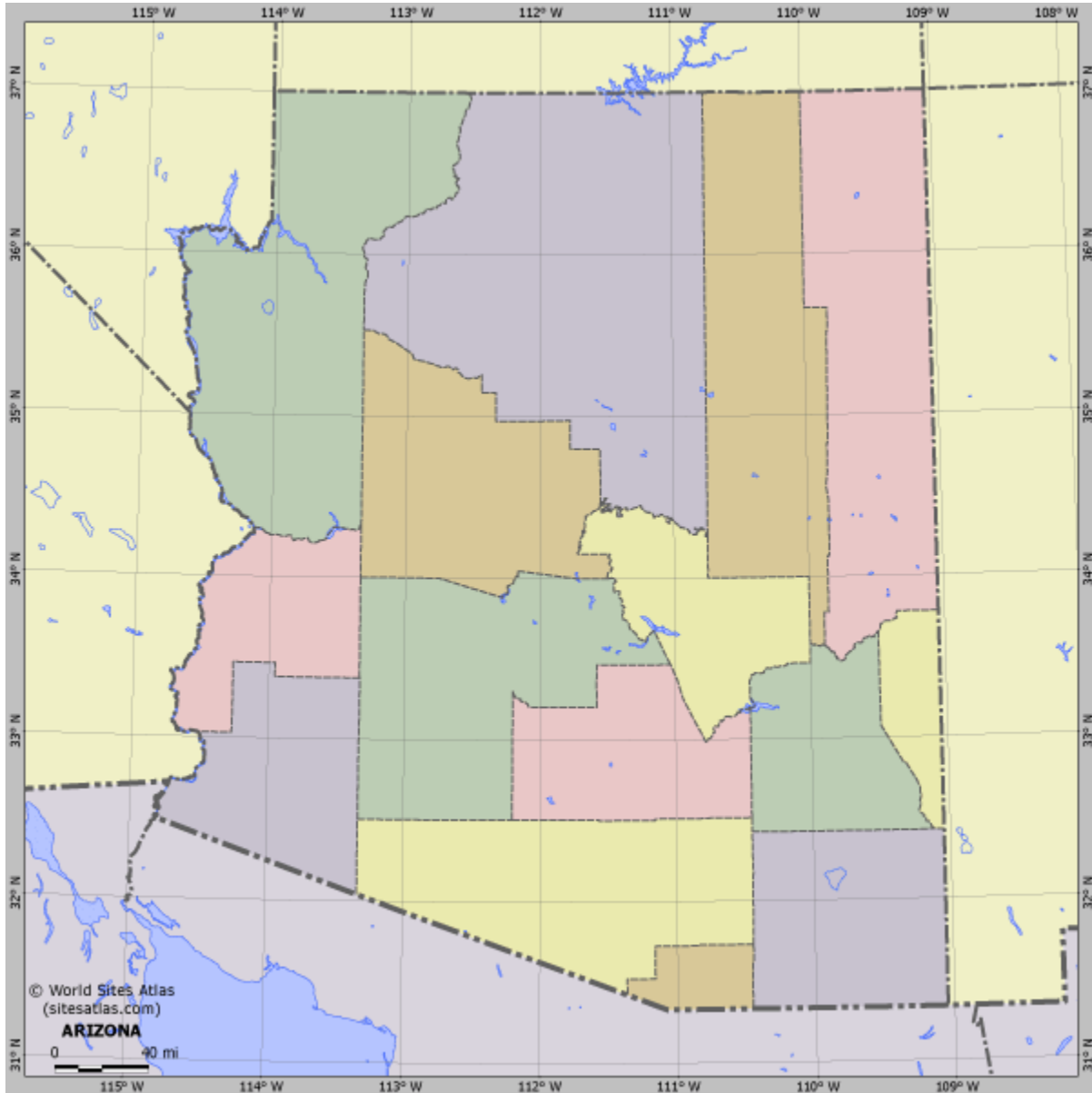
W

[Waddell](#) (3)
[Wickenburg](#) (44)
[Wittmann](#) (4)

Y

[Youngtown](#) (5)

State of Arizona- Blank Map



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Themes: Arizona; Communication; Family; Religion; Education; Politics; Economy; Healthcare; Diversity; and Technology. Each group will choose a theme; each student will pick a thesis question to explore within the theme chosen.

Group Discussions

Student s

01] Arizona

02] Communication/Media

03] Family/Marriage

04] Religion/Spirituality

05] Education

06] Politics

07] Economy

08] Healthcare

09] Diversity

10] Technology

CRISIS IN AMERICAN INSTITUTIONS

Fourteenth Edition

JEROME H. SKOLNICK

New York University

ELLIOTT CURRIE

University of California, Irvine

Allyn & Bacon

Boston Columbus Indianapolis New York San Francisco Upper Saddle River
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal
Toronto Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul
Singapore Taipei Tokyo

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CHANGING SOCIETY

A Social and Spiritual Vision
for the Year 2020 and Beyond

Edited by
ROBERT L. MENZ

University Press of America, Inc.
Lanham • New York • Oxford

2009

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