

**Sociology 3113/Women's Studies 3111WA - Gender
ASSIGNMENT GUIDELINES - Winter 2011
Dr. P. Wakewich**

General Guidelines:

- All assignments must be: typed, double-spaced and properly cited using ASA style guidelines. See <http://www.calstatela.edu/library/guides/3asa.pdf> for details.
- Late assignments will be penalized 5% for each day late.
- The Lakehead University policy on Academic Dishonesty will be strictly enforced. For details, see the Student Code of Conduct and Regulations at: <http://calendar.lakeheadu.ca/current/contents/regulations/univregslXacdishon.html>

1. Weekly class participation - 20%

Participation will be evaluated taking both attendance and level of contribution to class discussion into account:

Attendance - Being in class is central to class participation. Because we are a large class, you will need to sign a daily class attendance sheet. It is your responsibility to ensure you sign the sheet if you arrive after class begins.

Engaged participation in class discussion is the second component of participation assessment. Please be sure you have done all assigned readings prior to class and come prepared to actively discuss them and ask questions about them. Class participation marks will be based not on how much you talk, but on how well you engage with the course readings and how you contribute to discussion with your peers. Active listening as well as active speaking are important in a seminar class. Additionally, being respectful of the diverse range of perspectives and opinions of peers is critical to making the classroom a friendly and safe place for all. As per the student code, discrimination and harassment on the basis of gender, race, colour, class, sexual orientation, place of origin, age will not be tolerated.

Marking Rubric for Class Participation:

Criteria	Value
Attendance in classes - everyone will be given one grace absence. For additional absences .5 of a mark will be deducted for each missed class.	10
Level of participation: will be based on engagement with assigned readings, active participation in group and class discussions and demonstration of active listening and reflective questioning .	10

2. Response Paper - due in-class March 15 - 25%

Assignment length: 5-6 pages.

The objective of a response paper is for you to be able to show that you both understand and engage with the readings. You are expected to choose two readings from the course text (one each from two different course themes) and write an analytical paper 5-6 pages in length. In the first half of the paper you are to concentrate on discussing the main themes, ideas, questions or concepts that are raised in your choice of readings, providing a summary of the main points. The second half of the paper should be focused on your response to and analysis of the themes, ideas, questions and concepts you have raised in the first half of the paper.

Summary: In order to adequately summarize the readings you must attempt to address the main points of each article to approximately one page. You must do this in your own words and remember to cite appropriately as these ideas are not your own. Try to only use

quotations for ideas that you feel cannot be paraphrased. You may also wish to make connections to other course readings and should cite these appropriately.

Analysis: This is an opportunity for you to express your own thoughts on the ideas the author presents. You may use the first person, “I” in this section. I am looking for your response here. Do you agree with the position the author takes? Does the reading present ideas or themes or concepts that have made you think differently? What have you learned? You should also ensure that your analysis can be supported by evidence as opposed to being simply your opinion.

References: Response papers must be referenced appropriately following the American Sociological Association (ASA) Guidelines.

See: <http://www.calstatela.edu/library/guides/3asa.pdf> for details.

Marking rubric for response paper:

Criteria	Value
Summary: Key ideas from the two readings are clearly written and summarized. The paper demonstrates understanding, insights, and appreciation of issue complexity. Relevant connections may be made to other readings or course materials.	7
Analysis: A thoughtful analysis is demonstrated. Evidence is presented that the student has engaged with the key ideas of the text and reflected on them.	9
Overall quality: Guidelines related to content and length are observed. Paper is well organized, coherent and reader-friendly. Writing quality (grammar, spelling, punctuation, sentence structure, vocabulary) is high. A strong individual writer’s voice is maintained.	6
In-text citations and references: Sources are cited properly in the response paper and a References/Works Cited list is included at the end.	3

3) Group/individual creative project/presentation (30%) OR individual research paper (30%)

There are three options for this assignment:

- 1) **Option 1 -**
 - a) Working in groups of 3-5 students, prepare a research or creative project for presentation to the class (25-30 minutes in length). Choose a theme which allows you to explore ideas about gender in a local or global context. You may decide to present using a conference paper format (giving background, lit review, discussion and conclusions on your topic); you may wish to do a creative project (a play, a video, an annotated scrapbook, a photovoice project, or even build a sculpture); or you may wish to do an interactive presentation (video analysis, survey, role play) with the class. Topics must be approved in advance by the instructor to ensure their suitability for the assignment.
 - b) Each group will prepare a one-page, point form outline of the presentation (including sources used) to be posted to the WebCT. Please email these to me at least two days before the presentation so that I can upload them to the WebCT and class members can print and bring them to class to aid with note taking.
 - c) Each group member must also hand in a 3 page (double spaced) individual written summary describing the purpose and focus of the presentation, references/sources used to shape your analysis and a brief description/evaluation of your contribution to the group project. The individual summary is due on the date of your group presentation and is worth 5% of the total group assignment mark.

Getting the Best out of Your Group Experience- Be sure that the group meets well in advance to work out an outline for the presentation and divide up the workload equally. Do regular check-ins to make sure everyone understands their role, is contributing well to the process, is working to the agreed timelines and is being adequately supported by other group members. A group leader should be chosen as the main communication person to help coordinate meeting schedules and to help work out any problems with group dynamics or workload. It is a very good idea to rehearse your group presentations in advance so that everyone is comfortable with and knows their role, you know that your equipment is working well and to ensure that your presentation fits the required time length.

Please check in advance to ensure that the room equipment will suffice for your audiovisual needs. If specialized equipment is needed, please be sure to book this in advance with Campus Tech.

Option 2- Individual Presentation. For students who are not comfortable with, or whose schedules do not easily permit working in groups an individual presentation following the guidelines above, but just 20 minutes in length may be scheduled with permission of the instructor. Guidelines for the one-page class outline and 3 page written summary describing the purpose and focus of the presentation and sources shaping your analysis are the same as those described above for the group presentation.

Marking rubric for Individual/group presentations:

Criteria	Value
Research and Analysis: Focus and overview of the group presentation is clear. Key ideas from research on the topic are clearly presented and supported with evidence. The presentation demonstrates understanding, insights, and appreciation of the complexity of the issue being addressed. Relevant connections are made to course readings and materials.	11
Overall quality: Guidelines related to content and presentation length are observed. Presentation is well organized, coherent, creative and audience-friendly. Visual/sound aids are of high quality. Active participation of all contributors is evident.	11
Point Form Outline and Sources: One page class summary is clear and comprehensive. Sources for the presentation material are acknowledged and properly cited.	3
Presentation summary: follows individual summary guidelines (see 1c above). Clearly lays out the focus of the group presentation, references/sources used and description/evaluation of your role in the project.	5

Option 3 -Formal Research Paper. Students who prefer to do a formal research paper may research and write a paper on sociological dimensions of a contemporary local or global gender issue. The range of topics is open, but must be approved in advance by the instructor. Academic sources must be used as the primary basis for your analysis and discussion although you are welcome to incorporate other media and sources as well. Clear links should also be made in the essay with relevant course materials. Web and internet sources may only be used if you can establish that they are from credible sites. Data cited from such sources must be substantiated with other academic sources [more details on this in class]. A wide range of electronic journals are available on the university library website and these, along with the library electronic databases will be helpful in searching for suitable research material for the paper. Some of the academic journals which you may find helpful to consult include: *British Journal of Sociology, Canadian Review of Sociology and Anthropology, Feminist Studies,*

Gender and Education, Gender and Development, Gender Forum, Gender Issues, Gender, Place and Culture, Gender & Society, Gender, Work and Organization, Genders, Journal of Men's Studies, Men and Masculinities, Sociology Compass, Sociological Forum, Sociological Inquiry, Women's Studies International Forum

The research paper should be 9-10 pages in length (double-spaced, with one inch margins). The title page and bibliography /references cited page are additional. All sources of information whether directly quotes or paraphrased material must be appropriately cited using ASA format (see <http://www.calstatela.edu/library/guides/3asa.pdf> for details).

Students writing individual research papers will have an opportunity to make a brief (5 minute presentation) on their topic to the class during the final week of classes.

Marking rubric for individual research paper:

Criteria	Value
Introduction, Overview and Conclusion: The main focus and parameters of the paper are laid out clearly in the introduction, followed through in the body of the paper and summarized well in the conclusion.	4
Research Summary: The research review is comprehensive and includes appropriate academic sources for the research topic.	6
Analysis: The paper demonstrates understanding, insights, and appreciation of the complexity of issues raised in the literature. Relevant connections are made to course materials A thoughtful analysis is demonstrated.	8
Overall quality: Guidelines related to content and length are observed. Paper is well organized, coherent and reader-friendly. Writing quality (grammar, spelling, punctuation, sentence structure, vocabulary) is high.	7
In-text citations and references: Sources are cited properly and a complete References/Works Cited list is included at the end.	5

4. Final Take Home Examination (25%)

The final exam will be handed in the last class (March 31). It will consist of two integrative essays questions which will help you to critically reflect on key themes of the course and develop your own response to them. Your answer for each question should be 4 typed, double-spaced pages in length (including references). The final exam is due in my office (RB 2021) by 12 noon on April 11. A marking rubric for the exam will be handed out on the last day of classes.