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**Women's Studies 3033: Transnational Masculinities**  
**Department of Women's Studies, Faculty of Social Sciences and**  
**Humanities**  
**Fall 2020**  
**Online**

**Instructor Information**

Instructor: Dr. Kyle B. Jackson  
E-mail: [kjackso6@lakeheadu.ca](mailto:kjackso6@lakeheadu.ca)  
Office Hours: By appointment over Zoom, Tuesday-Thursday

**Course Identification**

Course Location: online. Use of myCourseLink and Zoom

Class Times: meeting via Zoom for approximately an hour on Thursdays, at a regular time of the class' choosing, for those who can attend. Other than this, asynchronous delivery

Prerequisites: two FCE's in Women's Studies, including at least one half-course at the second-year level, or permission of the Chair of the Department in Women's Studies in consultation with the instructor

**Course Description/Overview**

Feminist studies of masculinity are integrative, interdisciplinary, and transnational. An in-depth examination of the relational nature of masculinity and how hegemonic masculinity is produced through institutions like sports, media, military, family, religion, and nationhood. **Central to analysis will be how a web of masculinities produces different outcomes for men based on their race, age,**

## class, sexuality, ability, and positioning within transnational politics and economies.

### Longer Description (consider this your first course reading!)

“Transnational Masculinities” is a course that explores men’s gender identities across different spheres (sports, the body, politics, the economy, popular culture, and more) and intersections (sexuality, race, cisgender/transgender, socioeconomic class, colonialism, ability/disability, age, citizenship status, and beyond) of power and identity, locally and globally. Key to our feminist journey in this class will be the notion that although men as a group are systematically privileged in relation to women as a group in a large majority of *modern* societies around the globe, men’s identities—like women’s and other gender identities—are complex and intersectional. Some men are less privileged than other men in a patriarchal hierarchy that prizes “hegemonic masculinity.” Many men, though privileged as men, are oppressed along other dimensions of difference. Men can also be deeply constrained by the rigidity of the gender binary itself.

Men and masculinities are constructed, and therefore must be studied, in relation to women and femininities. Students will become familiar with the fact that “men”—like “women”—are a socially constructed identity, *always already* constructed in the context of the gender binary and in connection with a wide range of other socially constructed identities (race/ethnicity, for example) within a field of power relations. Just as “one is not born, but rather becomes, a woman” (Simone de Beauvoir), this course will heed and revolve around the basic (and yet revolutionary!) insight that “one is not born, but rather becomes, a man.” Gender identities are actually—it is often argued—in a constant state of *becoming*.

Rooted in a transnational feminist framework, students will observe and document how “men” and “masculinity” do not only vary from individual man to individual man—or from one group of men to another group of men within the same society—but also from nation to nation. Nations even construct men and masculinities in relation to the men and masculinities of other(ed) nations within a deeply unequal global economic and political system. Crossing borders and binaries, this class will help you to think through the fact that “masculinities,” like “femininities,” are socially constructed and politically conditioned sets of ideas about gender that guide our (re)actions and crystallize in our institutions; “masculinities” thus reach beyond those who identify as men and encompass a wide and shifting ideological, cultural, linguistic/discursive, economic, performative, and institutional terrain, with far-reaching implications.

In addition to feminist and critical men and masculinities theories, our investigations this semester will draw on queer, anti-racist, anti-colonial, socialist, transgender, ecological, and other critical social theories since fully understanding patriarchy requires an analysis of men and masculinities in all of their diversity, with careful attention to social and historical/herstorical/theirstorical context, intersectionality, and local/national/global power relations and interconnections.

We will focus equally on men and masculinities **theories** (again, with a broad, intersectional, and feminist lens) and **case studies** that help us illuminate masculinities transnationally, with particular attention to crossing the Global North/South divide and directly confronting the legacy of colonialism and contemporary (neo)colonial conditions under processes of neoliberal globalization. Ultimately, students will be encouraged in

this course to make connections to the worlds of activism and policy/politics. We will be empowered to formulate and pose critical questions about the role of men, and the place of masculinities, in the fight for gender equality and within the feminist movement.

**This course is designed for students with varying levels of background knowledge in Women's Studies. We start with an overview (which will be a review for some) of Women's, Gender, and Sexuality Studies. We will then *resist* the masculinist urge to "master" all of the information in our at times challenging readings and instead focus on making relevant and critical connections (including to our own identities and experiences), asking questions, and honing in on the most important concepts and information. It is designed like a seminar course, only online, with an emphasis on ample reading, discussing, and writing. Feel free to recruit more students! The more the merrier!**

### **Course Learning Objectives**

By the end of this course, students will be able to:

- Identify and explain various types of masculinity, including hegemonic masculinity and subordinate/marginalized masculinities, within particular cultural and historical contexts
- Articulate the mostly complementary but at times complicated relationships between Critical Studies on Men and Masculinities (CSMM) and different schools of Feminist Scholarship
- Develop academic arguments and pose critical questions in relation to the subject matter in the class discussion board online and/or over Zoom
- Design an original research project culminating in the final essay, as well as an activist or policy oriented PowerPoint presentation
- List and summarize key texts in the contemporary study of transnational masculinities in the form of an annotated bibliography assignment
- Analyze men and masculinities intersectionally and transnationally within a matrix of privilege, oppression, and resistance
- Demonstrate an understanding and appreciation of the socially/performatively constructed and politically conditioned character of men and masculinities; demonstrate knowledge of key theories in the study of men and masculinities, such as homosociality and homoeroticism
- Reflect on how the study of transnational masculinities enhances your overall understanding of feminism and Women's Studies, and vice versa

### **Course Resources**

Course Website

- myCourseLink      \*This is like our classroom!

Required Course Text

- **Gottzén, Mellström, and Shefer, *Routledge International Handbook of Masculinity Studies* (London and New York: Routledge, 2020). Available for purchase online as an ebook. \$54 through Google Play at: [https://books.google.ca/books?id=8xu\\_DwAAQBAJ](https://books.google.ca/books?id=8xu_DwAAQBAJ)**
- Available for purchase online as an ebook through VitalSource as well for \$71: <https://www.vitalsource.com/en-ca/products/routledge-international-handbook-of-masculinity-lucas-gottzen-v9781351676281?term=9781138056695>
- Available as a hard copy at the campus bookstore but much more expensive. Let the bookstore know if you are interested in this option. **I will be using the ebook.**
- **Additional Courses Texts – will be scanned and posted to our myCourseLink page; you do not need to purchase. Some will be added from Greig and Martino, *Canadian Men and Masculinities* (Toronto: Canadian Scholars Press, 2012).**

Course Schedule/Outline

**\*Each week, simply do the readings posted for that week and participate in our one-hour Thursday meeting and/or in the online discussion board. Read and participate in the discussion board at your own pace, Monday-Sunday. I will occasionally lecture during the one-hour meeting; when I do, I will record it and post it to myCourseLink.**

<b>Date</b>	<b>Tentative Topic</b>	<b>Readings *Course ebook unless otherwise stated</b>
Sep. 8-13 Meet Thurs. Sep. 10 Via Zoom (Time TBA)	1) Introducing the Course and Ourselves!	Syllabus That's it! But make sure to buy the ebook!
Sep. 14-20 Meet Thurs. Sep. 17	2) Contextualizing the Course in Women's, Gender, and Sexuality Studies	Aulette, Wittner, and Barber, Ch. 1 of <i>Gendered Worlds</i> Fourth Edition (New York and Oxford: Oxford University Press, 2020). To be posted
Sep. 21-27 Meet Thurs. Sep. 24	3) Introducing Transnational Masculinities	Gottzén, Mellström, and Shefer, "Introduction: mapping the field of masculinity studies"; Hearn and Howson, "1 The institutionalization of (critical) studies on men and masculinities: geopolitical perspectives"; Greig and Martino, "Introduction: Masculinities in Post-Industrial and Neoliberal Times." To be posted

Sep. 28-Oct. 4 Meet Thurs. Oct. 1	4) Sharpening Our Theoretical Tools: Transnational Masculinities and Feminisms; The Concept of Hegemonic Masculinity	Beasley, "2 Feminism and men/masculinities scholarship: connections, disjunctions and possibilities"; Howson and Hearn, "3 Hegemony, hegemonic masculinity, and beyond"
<b>Oct. 5-11</b> <b>Meet Thurs. Oct. 8</b>  <b><u>NO CLASS/NO WORK FOR WEEK OF OCT. 12: THANKSGIVING</u></b>	5) Illuminating Intersectional and Decolonial Perspectives	Allan, "6 Queer theory and critical masculinity studies"; Christensen and Jensen, "7 Intersectionality"; Farahani and Thapar-Björkert, "8 Postcolonial masculinities: diverse, shifting and in flux"; Anderson, Innes, and Swift, "Chapter 14 Indigenous Masculinities: Carrying the Bones of the Ancestors." In Greig and Martino. To be posted
<b>Oct. 19-25</b> <b>Meet Thurs. Oct. 22</b>	6) Foregrounding Race, Ethnicity, and Nation	Ratele, "11 African and black men and masculinities"; Hübinette, "12 White masculinity"; Liong and Chan, "13 Men and masculinities in contemporary East Asia: continuities, changes, and challenges"; Vacante, "Chapter 1 Quebec Manhood in Historical Perspective." In Greig and Martino. To be posted
Oct. 26-Nov. 1 Meet Thurs. Oct. 29	7) Spotighting Dis/ability, Age, and the Body	Robertson, Monaghan and Southby, "14 Disability, embodiment and masculinities: a complex matrix"; Bhana, "16 'Little boys': the significance of early childhood in the making of masculinities"; Tarrant, "18 'Maturing' theories of ageing masculinities and the diverse identity work of older men in later life"
Nov. 2-8 Meet Thurs. Nov. 5  <b>*First 19 readings now covered</b>	8) Focusing on Transnational Transgender Masculinities	Abelson and Kade, "15 Trans masculinities"; Martino, "Chapter 11 Queering Masculinities as a Basis for Gender Democratization: Toward Embracing a Transgender Imaginary." In Greig and Martino. To be posted
Nov. 9-15 Meet Thurs. Nov. 12	9) Investigating Class, Capitalism, and	Ward, "19 Men, masculinities and social class";

<p><b><u>Annotated Bibliography Assignment due: Fri. Nov. 13</u></b></p>	<p>Neoliberal Globalization</p>	<p>Scott, "26 Masculinities and sex workers"; Wojnicka, "27 Men and masculinities in migration processes"; Martino and Rezai-Rashti, "Chapter 8 'Failing Boys' and the Question of What Counts as Evidence: Investigating Equity and Neoliberal Reform Agendas in Ontario." In Greig and Martino. To be posted</p>
<p>Nov. 16-22 Meet Thurs. Nov. 19</p> <p><b>*PowerPoint Presentations Begin</b></p>	<p>10) Thinking Through Transnational Masculinities and Sexualities</p>	<p>Hammarén and Johansson, "20 The transformation of homosociality"; Longstaff, "21 Masculinity and homoeroticism"; Diefendorf and Bridges, "22 The shifting relationship between masculinity and homophobia"; Barrett, "23 Multiple forms of masculinity in gay male subcultures"; Walcott, "Chapter 10 Blackness, Masculinity, and the Work of Queer." In Greig and Martino. To be posted</p>
<p>Nov. 23-29 Meet Thurs. Nov. 26</p> <p><b>*PowerPoint Presentations Continue</b></p>	<p>11) Exploring Relationships, Roles, Ruralities, Technologies, and Ecologies</p>	<p>Haywood, "25 Exploring men, masculinity and contemporary dating practices"; Henriksson, "31 Exploring fatherhood in critical gender research"; Pini and Mayes, "29 Rural masculinities"; Ottemo, "33 The coproduction of masculinity and technology: problems and prospects"; Hultman and Pulé, "46 Ecological masculinities: a response to the Manthropocene question?"</p>
<p>Nov. 30-Dec. 6 Last Class Meeting Thurs. Dec. 3</p> <p><b>*Remaining PowerPoint Presentations</b></p>	<p>12) Considering Cultural Politics and Bio/necropolitics</p>	<p>Matthews and Channon, "36 The 'male preserve' thesis, sporting culture, and men's power"; Reilly and Blanco F., "38 Masculinities in fashion and dress"; Robertson and Shand, "35 Men, health and medicalization: an overview"; Boonzaier and van Niekerk, "44 Discursive trends in research on masculinities and interpersonal violence"; Duncanson, "45 Masculinities, war and militarism"</p>
<p>Mon. Dec. 7</p>	<p>13) Deconstructing and Decolonizing</p>	<p>Watch the film, <i>Kumu Hina</i>. To be posted</p>

<b>Last Day of Course. No Meeting But Watch Film, Do Reading, and Post 1 or 2 Questions/Comments in the Discussion Board</b>	National Borders and Gender Binaries; and Engaging Men for Gender Justice	Peretz, “48 Trends and trajectories in engaging men for gender justice”
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**Assignments and Evaluations – More Detailed Instructions Below**

Item	Date	Value
<b>Annotated Bibliography Assignment</b>	Fri. Nov. 13	25%
<b>Participation</b>	Sep. 10 (First Meeting)—Dec. 7 (Last Day of Course)	25%
<b>Activist or Policy Oriented PowerPoint Presentation</b>	Nov. 16, 23, or 30, depending on which week you sign up for	25%
<b>Research Essay</b>	Monday Dec. 14	25%
Total		100

**Late Assignments**

Late assignments will receive a deduction of **5% for every day late** (including Saturdays and Sundays).

**Extensions**

Will only be granted in exceptional circumstances and generally must be **requested by email a week or more before** the assignment is due.

**Email Policy**

I will generally only respond to emails Tuesdays-Thursdays. Please put “Transnational Masculinities” in the subject heading, as I teach two other courses and it may sometimes take me a day or two to respond to you. Please email me rather than send messages through myCourseLink. You may also ask questions during our regular one-hour meetings on Thursdays. Feel free to call me Kyle or Dr./Professor Jackson...just not Mr. Jackson (worked hard for that PhD! Haha)

## **Assignments – More Detailed Information**

\*Note that I will provide more specific instructions and grading criteria for all assignments in writing, well in advance of the due dates. Due dates and other details are also subject to change. Students will be notified in writing of any changes via myCourseLink.

### **Participation - 25%**

Students are expected to participate each week of the course. Participation will consist of weighing in on the **readings assigned that week**, posing **questions (for the class, to stimulate discussion)**, and **offering comments that demonstrate understanding, critical thinking, and the ability to make connections to the big themes and concepts of the course**. Model participation will also **respectfully and synergistically build off your classmates' contributions**. **You can of course agree or disagree with your peers (as with your instructor and the authors of our ebook) but you must still be respectful; try to find some common ground so that we can combine our ideas in order to produce new collective knowledge. Think of this as a conversation rather than a debate. We are posing questions and commenting as scholars of transnational masculinities—we are thus sharing our academically informed ideas, insights, and views.** Participation will take the form of **spoken questions and comments** during the one-hour Zoom meeting with Kyle and the class (those who are able to attend) on Thursdays and/or **written questions and comments in the weekly discussion board**. **Humour, when appropriate, is encouraged, particularly as we all need stress relief in these times! I will endeavour to provide you with a preliminary participation mark, approximately halfway through the course.**

### **Annotated Bibliography Assignment - 25%**

Students will summarize, in their own words, 16 of the first 19 readings assigned in the course (see above). You will choose which 16 you wish to summarize. Assignments will be run through anti-plagiarism software and this is not a group work assignment. No formal citations or bibliography required, as we all know which readings we are dealing with and can look them up. The large majority of course readings are from the required ebook. Just include a page number(s) in brackets if quoting/paraphrasing or making another very specific reference to the reading in your summary. Each summary will be 100-150 words for a total word length of 1600-2400. The summaries must therefore be concise, well written (as polished as a formal essay), and demonstrate careful attention to and understanding of the reading in question (taking into consideration where we are at in the course and your amount of Women's Studies background knowledge). This assignment will be a really good way to build our transnational masculinities baseline knowledge and writing skills in the first half of the course. This should result in better informed participation as well. I recommend adding entries to a Word document week by week rather than waiting until right before the assignment is due to write them all!

### **Activist or Policy Oriented PowerPoint Presentation - 25%**

Once the annotated bibliography assignment is handed in, giving us solid theoretical knowledge, we will turn our attention to **activist or policy/politics implications**. You

have likely noticed that there are many areas of feminist activism locally and around the world that could benefit from **incorporating the varied lessons of transnational masculinities**. This is our point of departure! Our brainstorming begins now... You will sign up for a remaining week of the course and build a concise but persuasive **PowerPoint presentation that makes connections between the readings/themes/concepts/case studies that particular week and the world of gender equality/feminist activism and/or creating change via feminist policy and politics, broadly and intersectionally understood** (the women's movement, anti-racist activism, LGBTQI2S rights, decolonization, anti-capitalist struggle, environmental justice, and other intersecting anti-oppressive and social justice movements). **This is an application assignment, where you apply key insights (insights that you find important) from that week's transnational masculinities reading material to creating change pertaining to one real world example of injustice or oppression** that you identify and analyze (primarily through the use of news media sources). We will spend some more time brainstorming the nature of this assignment in class, as I would like this assignment to be as responsive as possible to your interests and future careers. Use of video clips embedded in the presentation and other multimedia formats are highly encouraged. Assignments may be quite creative—an example might be designing your own gender justice NGO dedicated to feminist consciousness raising among men from marginalized/subordinate masculinities. Crucially, note that you will not present the PowerPoints aloud. Rather, you will submit it to me and I will post it to myCourseLink where it will form part of that week's reading material along with any other presentations from that week. Participation questions and comments from this point on in the course may reference both the weekly readings and the weekly PowerPoints. In other words, the PowerPoints become part of the weekly readings from this point on in the course and you become experts along with the authors of our course book!

### **Research Essay - 25%**

**In lieu of a final exam, students will submit a final research essay at the end of the semester. The topic is open-ended and must simply be connected to transnational masculinities.** It must be something broached in the course but which you would like to zero in on and explore in greater depth using outside scholarly sources. The essay will be 10-12 double-spaced pages with regular margins and Times New Roman font. It will have both citations in the body of the essay and a bibliography at the end. More details and guidelines re. format will be discussed in class and posted to myCourseLink well in advance of the due date. A sample rubric is appended to the end of this syllabus. **Simulating a graduate school experience, I will work with you to select a doable topic, pose a relevant research question, and develop an effective thesis and persuasive paper. I will also assist you in identifying helpful scholarly sources.** In other words, while open-ended and individualized, I will work with you on this research project as much as needed, although I generally cannot read over draft essays. **All essay topics and research questions must be approved by me in email form. My "green light" for the topic and research question (usually in the form of an email such as "great topic and question; you may proceed!") must be captured via a screen shot and included in your Word file.** I do NOT need to approve the thesis in advance (although I am happy to work with you on it)—after all, we want the thesis to **follow the research** and to be open to revision. **Your thesis is**

**simply your careful answer to the research question. All essays will be run through anti-plagiarism software.**

### **Additional Course Policies**

**Our main course policy is, in the words of the late great Aretha Franklin, R-E-S-P-E-C-T**

We must respect one another across our differences, listen to and learn from one another, avoid hate speech at all times, and create an inclusive and equitable teaching and learning environment. We must be proactive about checking our own privileges and raising up the voices of oppressed identities and their intersections, using Women's Studies pedagogical techniques. If we each go into this course with a feminist spirit of openness, academic curiosity, and respect, then this will be easier than you may think but still challenging at times. We will learn as we go and grow—after all, no one is an expert on *all* of the social identities and their intersections! We can *all* stand to learn more. Masculinities in particular are understudied within Women's Studies, and this might be the reason why some of you decided to take this course. Your participation in this class therefore affords you an important opportunity to expand the conversation and bring people together across differences.

- Please also take note of the [Student Code of Conduct - Academic Integrity](#)
- This class is largely asynchronous, with the exception of the optional (but *highly* encouraged!) weekly Thursday meeting
- **Let's focus this semester on staying safe and healthy (including mentally), being kind and patient with one another, and keeping things as simple as possible during these unprecedented and stressful times...while still having an excellent learning experience!**
- **If you have a disability or different ability that requires accommodation (even if it is not a formal accommodation request...see below for these), please feel free to get in touch with me as soon as possible in the course and I am more than happy to work with you in order to ensure an equal and effective learning experience for you in this course**
- Let me know as soon as possible if you require accommodations for religious or cultural observations or Lakehead related travel or events. (Also, as I am new to Lakehead, let me know if you hear of any virtual Women's Studies/social justice events at Lakehead or in the community! I can then share with the class!)

### **Academic Integrity Statement:**

I understand and agree that:

(1) Unless otherwise allowed by the course instructor, I must complete the assignments in this course without the assistance of anyone else.

I further understand and agree that, if I violate [this rule]...or if I provide any false or misleading information about my completion of course assignments or exams, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic

Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University's academic values.

**A breach of Academic Integrity is a serious offence. The principle of Academic Integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study.** Students should view the [Student Code of Conduct - Academic Integrity](#) for a full description of academic offences, procedures when Academic Integrity breaches are suspected and sanctions for breaches of Academic Integrity.

### **Copyright**

Students should be aware that all instructional, reference, and administrative materials prepared for this course are protected in their entirety by copyright. Students are expected to comply with this copyright by only accessing and using the course materials for personal educational use related to the course, and that the materials cannot be shared in any way, without the written authorization of the course instructor. If this copyright is infringed in anyway, students may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity.

### **Our myCourseLink/D2L site:**

#### Copyright Compliance:

I understand and agree that all instructional, reference, and administrative materials to which I am given access in this course (the "course materials"), whether they consist of text, still or kinetic images, or sound, whether they are in digital or hard copy formats, and in whatever media they are offered, are protected in their entirety by copyright, and that to comply with this copyright and the law

(1) I may access and download the course materials only for my own personal and non-commercial use for this course; and

(2) I am not permitted to download, copy, or store (in any medium) any text, image, or sound component of the course materials for any other purpose whatsoever, or to forward or share, transmit, broadcast, show, post or play in public, adapt, or change in any way any text, image, or sound component of the course materials, except as expressly authorized, and only to the extent authorized, in writing, by the course instructor."

I further understand and agree that, if I infringe the copyright of the course materials in any way, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity.

### **Regulations**

It is the responsibility of each student registered at Lakehead University to be familiar with, and comply with all the terms, requirements, regulations, policies and conditions in the Lakehead University [Academic Calendar](#). This includes, but is not limited to, Academic Program Requirements, Academic Schedule of Dates, University and

Faculty/School Policies and Regulations and the Fees and Refund Policies and Schedules (Lakehead University Regulations webpage, 2020-21).

**Supports for Students** – there are many resources available to support students!

These include but are not limited to:

- [Health and Wellness](#)
- [Student Success Centre](#)
- [Student Accessibility Centre](#)
- [Library](#)
- [Lakehead International](#)
- [Indigenous Initiatives](#)

Lakehead University is committed to achieving full accessibility for persons with disabilities or different abilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact [Student Accessibility Services](#) (SC0003, 343-8047 or [sas@lakeheadu.ca](mailto:sas@lakeheadu.ca))

Example of an Evaluation Rubric for Social Sciences Research Essay				
Element	85-100	75-84	60-74	< 60
Writing Mechanics (/25)	<ul style="list-style-type: none"> <li>- conforms to APA standards (headings, manuscript header, margins, page numbers, referencing style)</li> <li>- good spelling and grammar</li> <li>- very good sentence structure</li> <li>- paragraphs are well planned and have excellent flow</li> </ul>	<ul style="list-style-type: none"> <li>- conforms to APA standards (headings, manuscript header, margins, page numbers)</li> <li>- limited spelling or grammatical errors</li> <li>- good sentence structure and paragraph flow</li> </ul>	<ul style="list-style-type: none"> <li>- some mistakes in APA format</li> <li>- some spelling and grammatical mistakes</li> <li>- sentences are somewhat difficult to understand</li> <li>- paragraphs have too many ideas</li> </ul>	<ul style="list-style-type: none"> <li>- mistakes in APA format</li> <li>- mistakes in spelling and grammar take away from understanding</li> <li>- sentences are poorly structured</li> <li>- paragraphs are confusing</li> </ul>
Research/ Referencing (/25)	<ul style="list-style-type: none"> <li>- excellent referencing within the text</li> <li>- large number of journal articles</li> <li>- wide variety of sources (different journals, books and other information sources)</li> </ul>	<ul style="list-style-type: none"> <li>- good referencing within the text</li> <li>- more than 5 journal articles</li> <li>- variety of sources (different journals)</li> </ul>	<ul style="list-style-type: none"> <li>- missing some referencing in the text</li> <li>- only 5 journal articles</li> <li>- limited variety of sources (multiple use of same journal or edited volume)</li> </ul>	<ul style="list-style-type: none"> <li>- very limited referencing within the text</li> <li>- less than 5 journal sources (or includes web sources)</li> <li>- no variety of sources</li> </ul>
Content (/50)	<ul style="list-style-type: none"> <li>- all aspects of the assignment are completed</li> <li>- information is accurate, up to date and goes beyond what is required</li> <li>- information is synthesized and connected to course material, as well as connections being made between literature sources</li> <li>- argument is well constructed and connects strongly to conclusion</li> </ul>	<ul style="list-style-type: none"> <li>- all aspects of the assignment are completed</li> <li>- information is accurate and up to date</li> <li>- good synthesis of information and connection between literature sources</li> <li>- well constructed argument and connects to conclusion</li> </ul>	<ul style="list-style-type: none"> <li>- missing some required elements of the assignment</li> <li>- some information is inaccurate or out of date</li> <li>- the information is summarized but not well connected to literature</li> <li>- argument is difficult to follow to the conclusion</li> </ul>	<ul style="list-style-type: none"> <li>- several missing elements</li> <li>- information is often inaccurate</li> <li>- there is limited connection between literature or purpose of paper</li> <li>- limited development of argument; no real conclusions</li> </ul>