

**SOC-30: Race & Ethnic Relations**  
Santa Rosa Junior College  
Spring 2022 Syllabus, Sections [4605](#), [5203](#)

Instructor: Dr. Daniel Morgan

***Office Hours***

**By e-mail:** [dmorgan@santarosa.edu](mailto:dmorgan@santarosa.edu) **E-mail is the most efficient way to reach me.**

**By telephone:** Phone messages are forwarded to me by the Department of Behavioral Sciences: (707) 527-4228 or (707) 527-4226.

I can also host individual and small group meetings via Zoom. There are no required, synchronous meetings for this class.

Catalog Description

The sociological study of race and ethnicity in the United States. The course takes a comparative approach in analyzing group interaction, prejudice, privilege, and discrimination. Students will explore the history of immigration, the process of assimilation, and dominant-minority relations over time.

Elaborate course description:

This course takes a comparative approach in analyzing group interaction, prejudice, privilege, and discrimination. Racial, ethnic, and other multicultural issues related to institutions and organizations will also be addressed. In other words, this course is really about us – that's right – you, me, and the person sitting next to you, etc.

Recommended: Eligibility for ENGL 1A or equivalent

**Required Texts:**

Understanding Race and Ethnic Relations, 4th edition. (the bookstore will only have the 5th edition, but you can get a used copy of the 4<sup>th</sup> edition.)

ISBN-13: 978-0205792009

ISBN-10: 0205792006

The Colonizer and the Colonized, by Albert Memmi:

<https://cominsitu.files.wordpress.com/2020/05/albert-memmi-the-colonizer-and-the-colonized-1.pdf>

ISBN-13: 978-0807003015

ISBN-10: 0807003018

Professor Roberto Gonzales lecture: Lives in Limbo:

<https://www.youtube.com/watch?v=wC-28plzn-U>

Lives in Limbo audio story:

<https://beta.prx.org/stories/167211>

I will also post articles in Canvas for you to read, to prepare for classroom discussions.

### Student Learning Outcomes

Upon successful completion of this course students will be able to:

1. Analyze issues in contemporary group relations.
2. Critically evaluate the concept of race using contrasting theoretical materials.

### Course Objectives

Upon completion of this course, students will be able to:

1. Explain "race" as a social construction contrasting sociological, biological, and historical perspectives.
2. Describe the history of relations among dominant and minority groups by looking at relevant social and economic factors.
3. Discuss contemporary and past forms of prejudice and discrimination as well as their causes according to both sociological and psychological theories.
4. Evaluate the impact of governmental policies and laws on the relative social position of different ethnic groups today.
5. Explain various sociological theories on race and ethnicity.
6. Explain various research methodologies in field of sociology.

### **Methods of Evaluation/Basis of Grade (based on SOC 2 Course Outline as of Spring 2020)**

50 % (40 - 60 %)	Exams (Mid-Term Exam, Final Exam)
41% (20 - 40 %)	Writing (Reflection Papers, Graded Discussions)
9% (0 – 20%)	Other Category (Includes any assessment tools that do not logically fit into the above categories.)

Assessment	Points	Percentage of Final Grade
Discussions (15 points, 14 Weeks)	210 points	30%
5 Reflective Essays (15 points each)	75 points	11%
Mid-Term Exam	150 points	21%
Final Exam: The Socioautobiography	200 points	29%
Participation in required, non-graded classroom quizzes, diagnostic exercises, and projects	65 points	9%
Total Possible Points	700 points	100%

### Grading:

90-100	A
80-90	B
70-79	C
60-69	D
<60	F

### EXPLANATION OF GRADED COMPONENTS

**Discussions.** The weekly discussions are an integral part of the course. Meaningful virtual classroom discussions promote understanding of the major concepts and principles underlying the complex relationship between our society and technology. I will lead these discussions, asking questions and providing feedback to your responses. Each student will respond to the initial questions and respond to the other students in the course.

In the Discussion areas of the course, you, as a student, can interact with your instructor and classmates to explore questions and comments related to the content of this course. Discussions will be open Monday, 8:00 a.m. through **Sunday, 11:59 p.m. Santa Rosa time**. The graded discussions are not chat rooms or blogs. Use academic language as opposed to text message language or tweets. For example, “I” is a proper noun, always capitalized. Discussions will be graded according to the rubric found at the end of this course syllabus.

#### Rationale:

1. Participation in graded discussions promotes understanding of course material, concepts and terminology.
2. Discussing concepts and experiences with one another allows us to better understand one another, our cultures and values.
3. Attendance and participation promote student engagement with other students, adding value to the learning.
4. Participation in graded discussions promotes faculty/student engagement in the class.

Finally: In our class discussions, we will have many opportunities to explore some challenging issues as we deepen our understandings of different perspectives related to race and ethnic relations. Our conversations may not always be easy, but with respect and humility they will help us to learn. We may need patience, courage, imagination, or any number of qualities as we learn about the topics and from one another. Always we will need respect for others. Thus, our discussions provide a space for us to increase our facility with the sometimes-difficult conversations that arise as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions.

**Reflective Essays:** Reflective essays assigned to this course are relevant to course content that we are covering at that particular time. Reflection papers will be 1 -2 pages in length, double spaced. Include an additional cover page. No reference page is required. Reflection papers will be graded according to the rubric found in Appendix E.

Rationale:

1. Reflective Essays allow you to think more deeply and consciously about your actions or behaviors surrounding a particular part of your life experiences.
2. Writing reflective essays allows you to develop the *sociological imagination*.
3. Writing a reflective essay will help you to study for the final exam.

**Mid-Term Exam:** based upon the readings, major themes, concepts and course terminology. Class discussions and homework assignments are designed to prepare you for the exam. For the most part, the exam will consist of multiple-choice questions, though short-answer and essay questions may be used. You may use your notes, textbook and other resources for exams.

Rationale:

1. Studying for exams engages students with course material and with one another.
2. The exam-taking process affirms accuracy of course terminology.
3. Exams are used as learning tools as well as learning assessments.

**Final Exam: The Socio-autobiography:** The **Socio-autobiography** allows you to incorporate what you have learned in the course about sociological theories and concepts, and ultimately about yourself. I will guide you as you write about this topic in the context of the theme of this course: you. Maximum credit will be awarded for integrating course terminology and theory. This assignment is segmented into two, measurable essays, to allow you to receive feedback and guidance as you write the **Socio-autobiography**. See appendices at the end of this syllabus for more detail on this assignment. The draft will be 500 – 800 words, not including the cover page and glossary. The final version will be 2000 – 2500 words, not including the cover page and glossary. (See Appendices A & B for more detail.)

Rationale:

1. The Socio-autobiography allows each student to relate course concepts to an area of specialized interest that may not otherwise be emphasized in weekly discussions.
2. Smaller, graded components allow for continuous feedback and ensure that student's writing and direction meet course standards and instructor expectations.
3. Writing about oneself in a Socio-autobiography promotes scholarly self-reflection.
4. Writing a course paper promotes mentorship, and enhances student engagement with course terminology, theory and concepts.

The **Final Exam** is Cumulative and allows you to reaffirm your knowledge and to organize and explain your ideas about major course themes in writing.

Disability Resources Department Statement

**Access and Accommodations:** It is the mission of the Santa Rosa Junior College to support inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also welcomed to contact the [Disability Resources Department](#) (DRD). DRD is a resource for students that provides authorization for academic accommodations, training and access to assistive technology, and collaborates on strategies for academic success.

### Academic Integrity Statement

Sonoma County Junior College District (SCJCD) holds that its primary function is the development of intellectual curiosity, integrity, and accomplishment in an atmosphere that upholds the principles of academic freedom. All members of the academic community - student, faculty, staff, and administrator - must assume responsibility for providing an environment of the highest standards, characterized by a spirit of academic honesty and mutual respect. Because personal accountability is inherent in an academic community of integrity, this institution will not tolerate or ignore any form of academic dishonesty. Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, plagiarism, collusion, and other academic misconduct.

### Diversity, Equity and Inclusion: My Intention

I embrace the ideal of intellectual community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. We are especially committed to increasing the representation of those populations that have been historically excluded from participation in U.S. higher education.

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

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*We acknowledge that we gather at Santa Rosa Junior College on the territorial traditional land of the Pomo People, past and present, and honor with gratitude the land itself and the people who have stewarded it throughout the generations.*

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<b>Week</b>	<b>Topic/Deliverable</b>
<b>One:</b> January 19 - 23	<ul style="list-style-type: none"><li>• Opening Discussions</li><li>• Aliens have come from outer space</li><li>• 3 sociological perspectives</li><li>• Overview of Schema</li></ul> <p><i>First discussion posts due by Wednesday</i></p> <p>Homework:</p> <p>Watch Race: The Power of an Illusion: <a href="https://www.youtube.com/watch?v=4UZS8Wb4S5k">https://www.youtube.com/watch?v=4UZS8Wb4S5k</a></p> <p>Read Parrillo Chapter 1: The Study of Minorities</p>
<b>Two:</b>	Parrillo Chapter 1: The Study of Minorities:

January 24 - 30	<ul style="list-style-type: none"> <li>• Social distance</li> <li>• <i>Categoric Knowing</i></li> <li>• Minority Group Characteristics</li> <li>• The Thomas Theorem</li> <li>• Linnaeus</li> </ul> <p><i>First discussion posts due by Wednesday</i></p> <p>Homework: Begin reading <b><i>The Colonizer and the Colonized</i></b></p> <p>Take the Harvard Implicit Bias Test: <a href="https://implicit.harvard.edu/implicit/takeatest.html">https://implicit.harvard.edu/implicit/takeatest.html</a></p>
<i>Three:</i> January 31 – February 6	<p><i>Graded Discussion: Tribalism</i></p> <p><i>First discussion posts due by Wednesday</i></p> <p>Homework: Parrillo Chapter 3: Ethnic and Racial Stratification</p> <ul style="list-style-type: none"> <li>• Ethnicity</li> <li>• Assimilation, Amalgamation and Pluralism</li> </ul> <p><b><i>Reflection Essay # 1 due in Canvas by 11:59 PM on Friday</i></b></p>
<i>Four: February 7 - 13</i>	<p>Testing Our Native American I.Q. (in-depth focus on Native Americans) Native American Quiz: <a href="https://secure.understandingprejudice.org/nativeiq/">https://secure.understandingprejudice.org/nativeiq/</a></p> <p><i>First discussion posts due by Wednesday</i></p> <p>Homework: Continue reading <b><i>The Colonizer and the Colonized</i></b> Read these articles in Canvas: <i>Assigning Value to Difference</i> <i>The Legacy of Colonialism</i></p>
<i>Five: February 14 - 20</i>	<p>Differences, Values and Outcomes</p> <ul style="list-style-type: none"> <li>• HR exercise Part I</li> </ul> <p><i>First discussion posts due by Wednesday</i></p> <p>Homework: Begin working on the Socioautobiography</p>
February 27, 2022: Last day to opt for P/NP for a semester length class	

Six: February 21 - 27	<p>Differences, Values and Outcomes</p> <ul style="list-style-type: none"> <li>HR exercise Part II</li> </ul> <p><i>First discussion posts due by Wednesday</i></p> <p><b>Reflection Essay # 2 due in Canvas by 11:59 PM on Friday</b></p>
Seven: February 28 – March 6	<p>The Socioautobiography: Who Am I as a Racial and Ethnic Person?</p> <p><i>First discussion posts due by Wednesday</i></p> <p>Homework: Read Parrillo Chapter 6: <i>Dominant-Minority Relations</i></p>
Eight: March 7 - 13	<b>MID-TERM EXAM</b>
Nine: March 14 - 20	<p>Graded Discussion: <b>Colonization</b></p> <ul style="list-style-type: none"> <li>How have we each been affected by colonization</li> </ul> <p><i>First discussion posts due by Wednesday</i></p> <p><b>Reflection Essay # 3 due in Canvas by 11:59 PM on Friday</b></p>
<b>Spring Break: Monday, March 21 - Sunday, March 27, 2022</b>	
Ten: March 28 – April 3	<ul style="list-style-type: none"> <li>Portraits of <i>The Colonizer and the Colonized</i></li> <li>What is a Minority Group?</li> <li>Dominant/Minority Relations</li> <li>Patterns of Inequality</li> </ul> <p><i>First discussion posts due by Wednesday</i></p> <p>Homework:  Listen to <i>Lives in Limbo</i> audio story: <a href="https://beta.prx.org/stories/167211">https://beta.prx.org/stories/167211</a>  Watch Dr. Gonzales' lecture: <a href="https://www.youtube.com/watch?v=wC-28plzn-U">https://www.youtube.com/watch?v=wC-28plzn-U</a></p>
Eleven: April 4 - 10	<p>Immigration: Part I</p> <ul style="list-style-type: none"> <li>The Dillingham Flaw (from chapter 1 in Parrillo)</li> <li>Lives in Limbo: Identifying Key Concepts</li> <li>U.S. Immigration Policies Throughout History</li> </ul> <p><i>First discussion posts due by Wednesday</i></p> <p>Homework: Finish <b>Lives in Limbo</b> resources</p>
Twelve: April 11 - 17	Immigration: Part II

	<ul style="list-style-type: none"> <li>Industrialization and Immigration: “We’re Here Because You Were There” (in-depth focus on migration from Mexico to USA)</li> <li>Barriers to work</li> <li>Early exiters: “<i>Que estas haciendo aqui?</i>”</li> </ul> <p><i>First discussion posts due by Wednesday</i></p> <p>Homework: Read assigned articles in Canvas: Construct Validation of the Internalized Racial Oppression Scale: <a href="http://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1031&amp;context=cps_diss">http://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1031&amp;context=cps_diss</a></p> <p><b><i>Reflection Essay # 4 due in Canvas by 11:59 PM on Friday</i></b></p>
<i>Thirteen: April 18 - 24</i>	<p>Internalized Oppression</p> <ul style="list-style-type: none"> <li>Identity development</li> <li>Invisibility</li> </ul> <p><i>First discussion posts due by Wednesday</i></p>
<p style="text-align: center;"><b>April 24<sup>th</sup></b></p> <p style="text-align: center;"><b>Last day to drop a class with “W” symbol</b></p>	
<i>Fourteen: April 25 – May 1</i>	<p>White Privilege/White Innocence</p> <ul style="list-style-type: none"> <li>What is white privilege/white innocence?</li> <li>Does being privileged mean being guilty?</li> </ul> <p><i>First discussion posts due by Wednesday</i></p>
<i>Fifteen: May 2 - 8</i>	<p>Intersections: Race, Ethnicity, Gender, Sexuality - and more</p> <ul style="list-style-type: none"> <li>Origins of “intersectionality”</li> <li>Perspectives on intersectionality</li> </ul> <p><i>First discussion posts due by Wednesday</i></p> <p><b><i>Reflection Essay # 5 due in Canvas by 11:59 PM on Friday</i></b></p>
<i>Sixteen: May 9 - 15</i>	<p><b><i>Graded Discussion: The Socioautobiography</i></b></p> <ul style="list-style-type: none"> <li>Post Drafts of sections of your socioautobiography by <b>Monday</b></li> <li>Offer Feedback to two peers by <b>Friday</b></li> </ul>
<i>Seventeen: May 16 - 20</i>	<p><b><i>Non-Graded Discussions: Last-Minute Questions about the Socioautobiography</i></b></p>



May 21 - 27	<i>FINAL EXAM Week: Final Version of Socioautobiography Due in Canvas by 11:59 PM FRIDAY, May 27<sup>th</sup></i>
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### Appendix A: “The Socioautobiography”

“The purpose of the socio-autobiography is to use the insights from sociology to better understand your own story; it is a way of using the concepts of sociology to explore our personal riddle. But the socio-autobiography is not a diary or a point-by-point account of your life since infancy. It is rather a reflective exercise in which you step outside of yourself and employ sociological concepts to interpret your experiences. . . . it uses the concepts of the discipline to interpret our life in its social context. (p. 287)

“The socio-autobiography follows the tradition of C. Wright Mills, a sociologist who emphasized the influence of society on the individual. He argued that personal troubles are typically rooted in larger social forces—that is public issues.” (p. 287)

The socio-autobiography invites you to consider, in the tradition of C. Wright Mills, how social influences have shaped you. As you contemplate your socio-autobiography, you might ask: What were the social forces that constructed the riddle of my life? How did I negotiate the crisscrossing pressures of autonomy and conformity? The connection between the micro and macro realms is an important area to address in your socio-autobiography.

The socio-autobiography also gives you the opportunity to place your life under the sociological microscope and apply the skills of sociological analysis. Try to understand who you are in your social context using a sociological perspective. As you write your story, use sociological concepts—such as social class, reference group, conformity, norm, role, deviance, subculture, and any others that are helpful—to interpret your life experiences.

You may want to focus on several events, special moments, or important relationships in your life that have impacted you in significant ways. Recall key themes, events, or circumstances that have contributed to the construction of your identity. You may want to discuss the importance of some of the following influences: significant others, family structure, residence (urban, suburban, rural), ethnicity, religion, social status, group memberships, economic status, leisure, work, death, and crises. Regardless of which themes you discuss, be sure to interpret them with some of the sociological concepts that have been introduced throughout the book.

Questions like the following may be appropriate: how have social forces—groups, larger social trends, and cultural values—molded my behavior and world view? In what sense am I both a produce and producers of culture? How has my family background expanded or restricted my opportunities and life chances? How might I be different had I been born into another culture? What have been the most influential social forces in my life?

In crafting a socio-autobiography, we have the opportunity to reflect on the construction of our self-identity. Only as we begin to understand how we have been socially created can we become fully empowered to act. Many of us go through life repeating patterns given to us by the faces in our mirror without realizing that we have the power to change those patterns in our own lives. As we begin to understand how we have been created, we have greater freedom to control how we shape and produce the culture around us. (pp. 288-289)

Kanagy, C. L., & Kraybill, D. B., (1999). The Riddles of Human Society. Thousand Oaks, CA: Pine Forge Press. (Pp. 287, 288,289).

## Appendix B: Sample Section of Student Socioautobiography

Student Name

Semester

Professor Morgan

The first time I became aware of my **race** was \_\_\_\_\_. I didn't realize it at the time, but after reviewing the **racial identity development model**...

[Key terms are in bold, blue font. This is a requirement and is going to help you keep track of the terminology that you are using. It works!]

At a certain point in my life, I realized that I viewed the social world as \_\_\_\_\_. This view is consistent with the \_\_\_\_\_ **theory** that we studied in this course, which suggests that the social world operates \_\_\_\_\_. [Identify in your glossary the theory that you choose. Describe it, and also identify the chapter where it is located. Notice that the writer describes the theory, as well as identify it. In other words, it's not enough to simply list terminology.]

One of the more important racial/ethnic issues that I face today is \_\_\_\_\_. [Here, you have an opportunity to discuss material from specific chapters, in a way that is relevant to you personally] I feel this way because ... My views correspond to some degree with \_\_\_\_\_, who suggested in chapter/week ...

Another important social issue is \_\_\_\_\_. This issue is relevant to me and my **family** because \_\_\_\_\_ ...

One of the course readings that I found most interesting, and that reached me, was \_\_\_\_\_ because ...

[Follow this format throughout the paper. [Use a separate page to begin your glossary. Include a definition of the term, as well as the chapter where it is located.]

**Key term:** [definition from the text, chapter or source \_]

**Key term:** [offer a description, cite source \_]

**Appendix C: Socioautobiography Grading Rubric: 200-point scale**

	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Above Average</b>	<b>Superior</b>
<b>Terminology</b>	0 points  Key terms not identified, or not identified in <b>bold, blue font</b>	50 - 64 points  1 - 3 key terms used, some listed in plain text, some in in <b>bold, blue font</b>	65 - 75 points  3 - 6 key terms used, with most applied accurately	76 - 80 points  More than nine key terms, theories or concepts are accurately applied
<b>Content Application and Analysis</b>	0 points  Content from course reading and lectures not included; terminology is used inaccurately.	50 - 64 points  Terminology is used minimally, or without with little or no analysis or practical application	65 - 75 points  Theory is used to frame terminology and course concepts. A personal example is offered.	76 - 80 points  Theory is used and personalized, to frame terminology and course concepts. Examples are detailed and offer analysis of course concepts identified.
<b>Glossary</b>	0 points  Essay has no glossary OR glossary does not correspond with terminology used in essay and/or definition of terminology is not included or inaccurate	21 - 24 points  Essay includes glossary, corresponding with many of the terms, and definitions are generally accurate	25 - 26 points  Essay includes glossary, corresponding with most of the terms, and definitions are mostly accurate	27 - 30 points  Essay includes glossary of terms used, definitions are accurate and include chapters and other sources where terminology can be found.
<b>Font Format</b>	0 points  Key terms not identified	7 points  Key terms identified, but in plain text	8 - 9 points  Key terms identified by <b>bold, blue font</b> , with minimal exception	10 points  Key terminology is identified by <b>bold, blue font</b> .

## **Appendix D: SRJC Attendance Policy**

### **A. Attendance**

1. Students are expected to attend, and in the case of online classes, participate in, all sessions of the course in which they are enrolled.
2. A student may be dropped from any class when that student's absences exceed ten percent (10%) of the total hours of class time.
3. With advanced notice and appropriate documentation, members of the U.S. Military Armed Services and Reservists shall have their absences accommodated due to service obligations provided that satisfactory academic progress is being made prior to suspending their studies. For the purpose of this policy, a student is making satisfactory academic progress so long as, at the start of the absence, the student has the potential to pass the class after completing the remaining assignments.
4. Specific courses may have stricter requirements based on professional certification mandates or curricular situations in which absences will severely compromise the learning for other students (such as team or performance ensemble courses). These stricter requirements shall be stated in the course syllabus.

### **B. Nonattendance**

1. Students who fail to attend the first class meeting may be dropped by the instructor. For classes that meet online, students who fail to log on and initiate participation by 11:59 p.m. Pacific Time of the first day of the class may be dropped by the instructor. The start date for full semester online classes is the official first day of the semester; for short-term classes, the first day will be specified in the schedule of classes.
2. Instructors are **required** to drop all No-Show students immediately following the second class meeting. A No-Show is an enrolled student who has not attended any class meeting of the course. **For classes that meet online, a No-Show is an enrolled student who has not logged on and initiated active participation by 11:59 p.m. Pacific Time of the second day of the class.**

### **C. Excessive absence defined**

1. Instructors shall state in each course syllabus what constitutes excessive absence for that course.
2. Any student with excessive absences may be dropped from the class.

## Appendix E: Reflection Paper Grading Rubric

	Poor	Fair	Good	Excellent	
<b>Depth of reflection</b>  3 possible points	Poor  Writing demonstrates lack of reflection on the selected topic, with no details.	Fair  Writing demonstrates a minimal reflection on the selected topic, including a few supporting details and examples.	Good  Writing demonstrates a general reflection on the selected topic, including some supporting details and examples.	Excellent  Writing demonstrates an in-depth reflection on the selected topic, including supporting details and examples that evidence the <i><b>sociological imagination.</b></i>	
<b>Quality of Information</b>  3 possible points	Poor  Information has little to do with the course themes.	Fair  Information clearly relates to course themes, but no details and/or examples are given.	Good  Information clearly relates to course themes. It provides 1-2 supporting details and/or examples.	Excellent  Information clearly relates to the main topic. It includes several supporting details and/or examples.	
<b>Structure &amp; Organization</b>  3 possible points	Poor  Writing unclear, disorganized. Thoughts are not expressed coherently.	Fair  Writing is unclear, and thoughts are not well organized. Thoughts are not expressed in a logical manner.	Good  Writing is mostly clear, concise, and organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner.	Excellent  Writing is clear, concise, and well organized with the use of excellent sentence/paragraph structure. Thoughts reflect the <i><b>sociological imagination.</b></i>	
<b>Grammar</b>  1 possible point	Poor  There are numerous spelling or grammar errors per page of writing reflection.	Fair  There are more than five spelling or grammar errors per page of writing reflection.	Good  There are no more than five spelling or grammar errors per page of writing reflection.	Excellent  There are no more than three spelling or grammar errors per page of writing reflection.	