Renison University College Land Acknowledgement
With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Term: Fall, 2022
Course Code: Soc 224R/SWREN224R
Course Title: Poverty & Its Social Consequences
Class Times: Tuesdays & Thursday, 2:20 – 3:50 p.m.

Class Location: REN Classroom Bldg. 1918
Instructor: Dr. Tracy Peressini
TA: Megan Pass mepass@uwaterloo.ca & Michaela Anne Panchaud michaela.panchaud@uwaterloo.ca
Office: Rm. 1622 Founders Building
Office Phone: 519-888-4567, ext. 28602
Office Hours: Online: MSTeams (afternoons M, W & F, typically 1-4:30 pm, email to setup a time to chat on Teams) & on campus, Tuesdays & Thursdays, 4:00 – 4:30 pm
Email: Dr. Peressini – tperessini@uwaterloo.ca

Course Description
Whether it is seeing images of the poor and homeless in the media, reading about the poor and destitute in classical and contemporary literature, or listening to news reports about rising numbers of poor persons, welfare cases or street people in Canada, all of us have been exposed to poverty in one way or another in our lives. Canadian culture and norms and the processes through which we are socialized into them, consist of very vivid and distinct systems of understandings, concepts, ideas, images and stereotypes about poverty in Canada. This course is designed to provide students with a basic knowledge and understanding of the conceptual, theoretical, methodological and statistical measurement associated with poverty and its consequences in Canada. We also briefly look at the current “poverty policy” situation in Canada.

Course Objectives & Learning Outcomes
Upon completion of this course, students should be able to …
1. Explain how & why poverty is a political problem.
2. Outline and explain definitions of poverty and their measurement.
4. Review the theoretical foundations of poverty.
5. Draw a portrait of the kinds of people who are affected by poverty.
6. Summarize the consequences of poverty.
7. Identify social justice responses to poverty and their impact.

Required Text

Course Requirements and Assessment

<table>
<thead>
<tr>
<th>Assessment #</th>
<th>Description</th>
<th>Assignment Due Date</th>
<th>WEIGHT</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Book Review</td>
<td>September 29th</td>
<td>15%</td>
</tr>
<tr>
<td>2</td>
<td>Infographic</td>
<td>October 27th</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Reading Week</td>
<td>October 8th – 16th</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Term Test – choice of multiple choice or short answer questions, e.g. you can choose what type of test you prefer</td>
<td>November 22nd</td>
<td>25%</td>
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<tr>
<td></td>
<td>This test is online, so class will be cancelled that day to give students a known free time to complete the test. Please note: the test is not open book</td>
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<tr>
<td>4</td>
<td>Group Presentations</td>
<td>Nov 24th – Dec 6th</td>
<td>30%</td>
</tr>
<tr>
<td>5</td>
<td>Make-up Assignment</td>
<td>December 6th</td>
<td>Grade replaces one of the above</td>
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</tbody>
</table>

Book Review Due Date: Sept 29th  Weight: 15%

Part 1: This assignment requires you to choose one of the readers (Kozol, Desmond or Vance) first read and write a brief summary of the book. Focus on the experience of poverty? Describe what kind of poverty is presented in the book? Identify the problems and issues that the poor face in terms of schooling, nutrition, safety, parenting, drugs and crime. Kozol started his study with the question of what differentiates poor kids who break the chain of poverty and increases the odds of their success - be sure to discuss this question in the context of Kozol's findings. Desmond looks at the housing situation and the impact of evictions on individuals & families. Vance explores the challenges of growing up poor, but also with lifting yourself out of poverty. Compare the lives of the people in the book you have selected and relate them to your own experience. Your review & reflection should be 5-7 pages, double space, (not including the references/bibliography) in length (.5% reduction for every ½ page over 5 pages), 11 or 12 pitch fonts, preferably Arial or Times New Roman. Your margins should be 1” on both sides and at the top and bottom of your essay. Your submission should take the standard form of an essay with an introduction, body, and conclusion. Please use APA citation & referencing.
styles. You must upload your paper to LEARN by 11:55 pm Sept 29th. All assignments must be uploaded to LEARN; no hard copies will be accepted. Emailed assignments will not be accepted. If you want to submit your paper after 11:55 pm on Sept 29th, you must contact me and I will arrange for you to upload your paper to LEARN for a late penalty of 1% per day up to 10 days after the due date, after which your paper will no longer be accepted. Please note, grading inquiries will not be responded to until the grades are posted and published on LEARN.

Infographic Assignment Due Date: October 27th Weight: 20%
For this choice of assignment, you will research, create, and design a two-page infographic on any topic related to poverty. This infographic will be an original piece of work that will include data from a variety of different sources and perspectives. If you are unfamiliar with Infographics just do a google image search for "Infographics" - you will find many examples to follow. Infographics briefly summarize salient data, research, facts and information on a specific topic or issue (for example examine the Official Poverty Dashboard, found in the lectures on definitions and measures of poverty). Infographics come in a variety of formats. Formats include, but are not limited to, graphs and images (these need to have text explanations), issue maps, brochures, one-page newspaper style columns, etc. You are not expected to be graphic artists, but you are expected to submit an infographic that is appealing, neat, tidy, and easy to read/follow, with graphics that are relevant to the information presented, with appropriate citations and references. On a separate sheet provide a bibliography/reference in alphabetical order for your infographic. Please submit your infographic online by 11:55 p.m. on October 27th. Late assignments will be penalized 1% per day for 10 days, after which the late assignment will not be accepted or graded. Please refer to attached pdf file which provides a detailed example of Infographics and the grading rubric that the assignment will be graded with.

Term Test (25%) November 22nd: There is a term test in the course. Student will have the option of doing a multiple-choice test OR a short answer test. The two tests use different methods to test for the same knowledge, so if you are good at MC questions, then select that type of test. If you are good at written responses, then choose the SA test. The term test will cover all course lectures, readings and materials up to & including the November 22nd.

Group Presentations November 24th – December 6th Weight: 30%
Please refer to the relevant grading rubric for information on the grading criteria for your presentation. Please note: Groups will be randomly assigned once the drop/add period is complete. As group work is an important part of the human services, becoming accustomed to working in a group is a necessary and important skill for students to develop. Therefore, all students must participate in a presentation without exception.

The intent of this assignment is to provide students the opportunity to work collaboratively to investigate and analyse an issue related to poverty in order to demonstrate your understanding of the topic or one of it’s related issues (e.g. addictions, eating disorders, suicide, achievement, family violence, discrimination, etc.). You will be matched up with other group mates (the number of which is dependent on the final size of the class) Presentations should be no more than 30 minutes. You should summarize the current knowledge on your topic and present it in an appealing, easy to follow way. Each group member must contribute to the presentation. Given the limited amount of time to do your presentation, you must make sure your presentation is focussed and honed on a specific topic. Please see the guidelines lists below. The type of knowledge and information should consist of the following topics: topic, relevant definitions, current findings/information on the topic (you must do library research for this part), briefly present theories and/or explanations related to your topic and your
conclusions about your topic. Your presentation will be evaluated based on the quality of your presentation and the type(s) of knowledge you summarize in your presentation (please see the attached rubric).

Each Group must upload a copy of their presentation to the drop box before the class they are presenting in and must hand in a copy of the presentation references on a separate page (this can be included in the drop-box or handed to the instructor on the day of the presentation).

Your presentation should consist of the following information:
1. Thesis Statement/Question
2. Creative/Interesting Presentation of the relative information and facts on your topic
3. Identify & apply relevant concepts, theories, ideas and explanations from the course readings & lectures
4. Identify and describe key research findings
5. Identify and describe ways in which the issue/topic has been addressed in public policy, programs, services and/or social action
6. Present conclusions
7. Your presentation should be longer than 30-35 minutes
8. Groups Size: 3 students maximum

Your presentation should include the following components:
1. It MUST FOCUS ON POVERTY and your substantive topic; e.g. Poverty & Race, Gender and Poverty, Education & Poverty, etc. Do not conduct a presentation on race or any other topic alone – it must have a poverty focus. The information presented must focus on and describe the experience, issue or problem for adolescents.
2. Presentation of Current Facts/Information on topic
3. Some type of non-lecture-type component (e.g. multimedia presentation; role play; etc.).
4. A Class Exercise
5. Research Requirement: no less than 5 academic journal articles and 5 other sources (government reports, books, etc.). This is not a google presentation; it is expected that students will conduct an academic/scholarly presentation; which is properly sourced, cited and referenced. Internet sources and the course lecture notes may not be used as sources of information.

Grading procedure: The class will complete a presentation evaluation form. The average of the classes’ evaluation will then be average with the instructor’s evaluation and given a percentage equivalent on the % scale depicted on the first grading rubric, with the final 15% allocated by the instructor based on quality of research and critical thought that presentation is based on. Please see the group presentation timetable on LEARN (t.b.a.) to confirm the date & time of your presentation.
Schedule of Lectures

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings - Sharma</th>
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<tr>
<td>1-2</td>
<td>Sept 8th – 13th</td>
<td>Introduction &amp; Overview of the Course</td>
<td>Introduction</td>
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<tr>
<td>2</td>
<td>Sept 13th</td>
<td>The Politics of Poverty</td>
<td>Introduction</td>
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<tr>
<td>3</td>
<td>Sept 15th – 20th</td>
<td>Definitions of Poverty</td>
<td>Appendix</td>
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<td>4</td>
<td>Sept 22nd – 29th</td>
<td>Measuring Poverty</td>
<td>Appendix</td>
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<td>5 - 6</td>
<td>Oct 4th – 18th</td>
<td>Sociology of Poverty</td>
<td>Chapter 2-6</td>
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<td>Oct 4th</td>
<td><strong>Book Review Due</strong></td>
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<td>Oct 8th – 16th</td>
<td>Reading Week</td>
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<td>7</td>
<td>Oct 20th</td>
<td>The Geography of Poverty</td>
<td>Chapter 7</td>
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<td>8</td>
<td>Oct 25th - Nov 1st</td>
<td>Explanations of Poverty</td>
<td>Chapter 1</td>
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<td></td>
<td>Oct 27th</td>
<td><strong>Infographic Due</strong></td>
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</tr>
<tr>
<td>9</td>
<td>Nov 3rd – 8th</td>
<td>History of Poverty &amp; Welfare in Canada</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>10</td>
<td>Nov 10th – 17th</td>
<td>Models of the Welfare State &amp; UBI</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>11</td>
<td>Nov 22nd</td>
<td><strong>Term Test (Weight 20%)</strong></td>
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<tr>
<td>12</td>
<td>Nov 24th – Dec 6</td>
<td><strong>Group Presentations</strong></td>
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<tr>
<td>13</td>
<td>Dec 6th</td>
<td><strong>Make-up Assignment</strong></td>
<td>t.b.a.</td>
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</table>

Late Work
Due dates are firm. Students should make every effort to submit their assignments on time. You are responsible for informing the instructor in advance if you are unable to complete an assignment by the scheduled date. Missed due dates are only acceptable in the case of medical problems (with a UW Verification of Illness Form completed by your doctor), for serious compassionate reasons, or as a pre-arranged accommodation for students registered with AccessAbility Services. Late submissions, without advance permission, will be given a 5% reduction in the total possible grade for each 24 hours after the due date. No assignments will be accepted if submitted more than one week after the deadline.

How to Do Your Best (Source: Prof. C. Burris, St. Jerome’s University):

1. Make the decision to do your best and commit to it! There is no substitute.
2. Come to class! Be alert, ask questions – either in class or later. Do more than mindlessly write down whatever appears on an overhead: Think about the material – try to come up with your own examples and illustrations by applying the material to people you know, media happenings, etc.
3. Do the readings! Ideally, read them at least once before the relevant week’s lecture, and at least once after that lecture. Don’t mindlessly run a highlighter over the words: Think about the material – write down questions, observations, possible examples, etc. as you read.
4. Look for connections! We will deal with a lot of specific phenomena, but there some big themes will keep recurring throughout the term. Look for them. Look also for connections between lecture and assigned readings. Think about what this theorist might say about that topic, etc. – even if we’ve never addressed this in class.
5. Test yourself! Don’t assume that certain concepts are “easy” or “common sense” – often, they are not. Can you explain an idea to someone, without reciting your notes, in a way that that person will
understand? If given a blank page, could you reproduce the structure of ideas I use to organize my lectures? Can you create a structure of ideas that accurately summarizes a reading’s main points? Can you recognize sets of information in lectures or readings that might make good multiple choice options, and can you explain how members of a set are similar or different?

These may sound difficult, especially if you have gotten by with plain old memorization in the past. **Remember:** I am happy to see you succeed, but YOU have to do the work!

**Final Words:** Good luck! I hope you enjoy this course & it is a worthwhile experience

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**Policy on Plagiarism**

“Policy 71’s glossary defines plagiarism, in part, as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes” …

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry.”

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: Policy 71 - Student Discipline.

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available at uwaterloo.ca/copyright-guidelines/fair-dealing-advisory Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Electronic Device Policy**

Students who choose to use electronic devices to support their learning may do so provided that the individuals in the class are not disturbed or prohibited from their own learning. Electronic devices should be used for the purposes of supplementing the learning experience and focus on topics being discussed in class. Phones should be kept on silent during the class.

**Attendance Policy**

Attendance in this course will not be taken. However, students should make every effort to attend classes. If you are sick, please stay home or wear a mask to class.

**Communication Policy**

Email using uWaterloo provided email address, is the approved method for communication. Students may also post questions on the Ask your Instructor Discussion Board.

**Final Examination Policy**

For **Fall 2020**, the established examination period is Dec 9-23, 2022. The schedule is available now. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: https://uwaterloo.ca/registrar/final-examinations
Accommodation for Illness or Unforeseen Circumstances:
The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams.
See http://www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity, Grievance, Discipline, Appeals & Note for Students with Disabilities

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. See the UWaterloo Academic Integrity webpage at uwaterloo.ca/academic-integrity and the Arts Academic Integrity webpage at uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the Office of Academic Integrity website at uwaterloo.ca/academic-integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor or academic advisor. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check the Guidelines for the Assessment of Penalties.

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the Department’s administrative assistant, or Academic Advisor, who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals.

Academic Integrity Office (uWaterloo): The website can be found at uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities
AccessAbility Services is located in Needles Hall, Room 1401, and collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.
Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require
accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

**Intellectual Property**

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

**Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**

- **Counselling Services**: counselling.services@uwaterloo.ca / 519-888-4096
- **MATES**: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- **Health Services** – Student Medical Clinic: located across the creek from Student Life Centre

**Off Campus, 24/7**

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- **Empower Me**: Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Email: ok2bme@kwcounselling.com Phone: 519-884-0000

Full details can be found online at the Faculty of ARTS [website](#)
Download [UWaterloo and regional mental health resources (PDF)](#)
Download the [WatSafe app](#) to your phone to quickly access mental health support information.

**A Respectful Living and Learning Environment for All**

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.
According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison’s external anti-harassment and anti-discrimination officer, by email (mkknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits. For additional information see Renison’s Harassment, Discrimination, and Abuse policy.
GROUP PRESENTATION EVALUATION FORM (CIRCLE THE NUMBER IN COLUMN 1)

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<thead>
<tr>
<th>GROUP NUMBER: #</th>
<th>GROUP MEMBERS LAST NAMES:</th>
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<th>PRESENTATION</th>
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The total score of 40 pts will be standardized to the 20 point scale used for the report/essay rubric (see previous page) for a maximum percentage score of 85% (see numbered scale below for conversions), leaving 15% for the course instructor to award marks for exceptional work, research, creativity and presentation.

TOTAL: ______ / 20 = ______%

Percentage Grade Calculated as Follows: (Average Student Grade * .50) + (Instructor Grade * .50) + (Instructor Research Grade out of 15%) = Total Grade

SCALE CONVERSION TABLE: Total Score/2 (to obtain score out of 20), match score to corresponding percentage grade.

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Comments
Infographic Grading Rubric

For this assignment you will research, create, and design a one-page infographic on any topic related to this course. This infographic will be an original piece of work that will include data from a variety of different sources and perspectives. Infographics briefly summarize salient data, research, facts and information on a specific topic or issue. Infographics come in a variety of formats. Formats include, but are not limited to, graphs and images, issue maps, brochures, one-page newspaper style columns, etc. You are not expected to be graphic artists, but you are expected to submit an infographic that is appealing, neat, tidy, and easy to read/follow, with graphics that are relevant to the information presented. On a separate sheet, provide a bibliography and/or references in alphabetical order for your infographic.

Grading criteria include: currency of information/facts; adequacy and thoroughness of the information presented (e.g., beyond presenting relevant facts, also address key issues, theories, debates where relevant); and style, organization and presentation of your infographic.

### Infographic Grading Rubric

1. Currency of Information/Facts
   - 0: 2004 or earlier
   - 1: 2005-2006
   - 2: 2007-2008
   - 3: 2009-2010
   - 4: 2011-2012
   - 5+: 2013+

2. # of supporting sources
   - No Sources
   - 1 Source
   - 2 Sources
   - 3 Sources
   - 4 Sources
   - 5 or more

3. Clarity of the Infographic
   - Unclear/Confusing
   - Poor/Lacking Clarity
   - Some Clarity
   - Satisfactory Clarity
   - Very Clear
   - Excellent

4. Thoroughness of the Infographic
   - Not at all Adequate
   - A few Random Facts
   - Somewhat Thorough
   - Average Thoroughness
   - Above Average
   - Meticulous

5. Organization of the Infographic
   - Unclear/Confusing
   - Poor
   - Somewhat Organized
   - Good/Average
   - Above Average
   - Excellent

6. Grammar/Sentence Structure:
   - 5+ errors
   - 4 errors
   - 3 errors
   - 2 errors
   - 1 error
   - 0

7. Spelling:
   - 5+ errors
   - 4 errors
   - 3 errors
   - 2 errors
   - 1 error
   - 0

8. Reference/Citation Format:
   - 5+ errors
   - 4 errors
   - 3 errors
   - 2 errors
   - 1 error
   - 0

Total Points = _______ out of 40 = _______%

Comments/Feedback:
# Book Review Rubric

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Unsatisfactory (0-1)</th>
<th>Needs Improvement (2-2)</th>
<th>Good/Very Good (4-6)</th>
<th>Excellent/Outstanding (7-10)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Development</strong></td>
<td>Essay had no central idea or supporting details</td>
<td>Unable to find specific supporting details: more than 3 errors in information</td>
<td>Central idea is vague; somewhat sketchy and non-supportive to the topic; focus lacks focus</td>
<td>Essay has specific central idea that is clearly stated in the opening paragraph; appropriate concrete details support the central idea and show originality and focus</td>
<td></td>
</tr>
<tr>
<td><strong>Summary of Book</strong></td>
<td>Summary is mostly an outline of the book and does not discuss opinion or new ideas. Summary reveals too much, in general, or entirely lacks an overview.</td>
<td>Summary consists of a discussion of major themes, ideas, poverty-related ideas. There is little opinion or mention of new ideas. Summary lacks details.</td>
<td>Summary consists of a discussion of major themes, ideas, and/or poverty-related ideas in the book. Summary somewhat lacks in detail.</td>
<td>Summary consists of a discussion of major themes, ideas, poverty-related ideas; providing exemplary ideas from the book. It includes very strong opinions and new ideas using your own words. Summary provides good detail and examples.</td>
<td></td>
</tr>
<tr>
<td><strong>Poverty Questions</strong></td>
<td>Discusses 1 poverty-related question</td>
<td>Discusses 2 poverty-related questions</td>
<td>Discusses 3-4 poverty-related questions</td>
<td>Discusses 5 or more poverty-related questions</td>
<td></td>
</tr>
<tr>
<td><strong>Critique</strong></td>
<td>Critique consists of a basic opinion based on personal feeling of “I liked it” or “I hated it” and is not considered a critique because it does not focus on themes, author’s intent or poverty-related issues/facts in the book.</td>
<td>Critique consists of thoughts, responses and reaction to the book. The student may discuss only one aspect of the book, such as themes. This review just states, “Well, I liked it” or “Well, I hated it.” It lacks a critical eye.</td>
<td>Critique consists of thoughts, responses, and reaction to the book. The student may discuss only 2 aspects, for example, themes and poverty-related issues/facts. There is not a thorough review of various aspects.</td>
<td>Critique consists of thoughts, responses, and reaction to the book. The reviewer reacts to one aspect, the author’s aim or intent, the subject of the book, poverty-related issues/facts, how well it is written, and overall success or failure of the book.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Structure of the paper does NOT follow a logical order. Ideas were unoriginal and vague, no particular flow was followed. There are no transitional phrases that make it easy to read the text. Or, review is just a copy of the text.</td>
<td>Structure of the paper does NOT follow a logical order. Central point and flow of the paper is lost; lacks organization and continuity. The writing or ideas may “jump” around. It is not cohesive, there is not a clear introduction and conclusion.</td>
<td>Structure of the paper flows and is easily read, but 1 or 2 transitions may be faulty or missing. Paper somewhat digresses from the central idea; ideas do not logically follow each other. There is a clear-cut introduction, body, and conclusion.</td>
<td>Structure of the paper flows and is easily read because of smooth transitions from paragraph to paragraph. There is a clear introduction and conclusion. Critical thinking skills are evident.</td>
<td></td>
</tr>
<tr>
<td><strong>Recommendation</strong></td>
<td>No idea what the reviewer suggests regarding the book.</td>
<td>May want to read this book, or not.</td>
<td>SHOULD read or not read this book.</td>
<td>DEFINITELY should or should not read this book.</td>
<td></td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>No research on the topic was done; no reference to facts/research included in the book.</td>
<td>Did little or no gather of information on the topic; did not cite or reference information in the book.</td>
<td>Some research on the topic was done but did not conclusively support the book’s assertions; cited information was vague.</td>
<td>Cited researched information. Introduced personal ideas to enhance essay. Observations/supports the reviewer’s ideas/opinions; is rich in information/facts from the book or external research sources.</td>
<td></td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Writing is confusing, hard to follow. Contains fragments and/or run-on sentences. Inappropriate diction.</td>
<td>Lacks creativity and focus. Unrelated word choice to the central idea. Diction is inconsistent.</td>
<td>Sentences are varied and inconsistent with central idea; vocabulary and word choice.</td>
<td>Writing is smooth, coherent, and consistent with central ideas. Sentences are strong and expressive with varied structure. Diction is consistent and words well chosen.</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics &amp; Language</strong></td>
<td>Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. Dull or boring word choices. There are 3 or more serious errors.</td>
<td>Written work has several errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. Basic or rudimentary word choice. There are 3-4 serious errors.</td>
<td>Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. Uses complete sentences and a variety of sentence types. Uses effective vocabulary. There are 1-2 serious errors.</td>
<td>Written work has no errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. Uses complete sentences and a variety of sentence types. Uses excellent vocabulary. There are no serious errors.</td>
<td></td>
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</tbody>
</table>

### Overall Quality Bonus

<table>
<thead>
<tr>
<th>Page averages</th>
<th>½ page = 0%</th>
<th>1 page = 1%</th>
<th>1.5 pages = 1.5%</th>
<th>2 pages = 2%</th>
<th>Total</th>
</tr>
</thead>
</table>

**Sub-total**