

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**VICTORIA**  
UNIVERSITY OF WELLINGTON

**School of Social and Cultural Studies**

*Te Kura Mahinga Tangata*

*Sociology*

**SOSC 414**

*Special Topic: Public Sociology  
And Social Policy*

**Course Outline**

**CRN 11356: 30 POINTS : TRIM 1&2/2009**  
(2 March – 20 October)

**Course Coordinator: Dr Patricia Nickel**

Tel: 463 6745

E-mail: [Patricia.Nickel@vuw.ac.nz](mailto:Patricia.Nickel@vuw.ac.nz)

Room: Murphy Building, MY1003

Office hours: Monday 11.00am - 1.00pm

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**LECTURES: TUESDAY 10AM – 12NOON, MY 401**

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# **PART A: GENERAL INTRODUCTION TO SCHOOL AND SOCIOLOGY STAFF**

## **COURSE COORDINATOR AND LECTURER**

The staff member with overall responsibility for this course is Dr Patricia Nickel, who is available to discuss any student queries about the course and assessment.

Patricia's contact details are:

Patricia Nickel

Tel: 463 6745

E-mail: [Patricia.Nickel@vuw.ac.nz](mailto:Patricia.Nickel@vuw.ac.nz)

Room: Murphy Building, MY1003

Office hours: Monday 1.30 – 2.30pm

Tuesday 12.30 – 1.30pm

If Patricia is not available and you have an urgent problem, then leave a message with the School Administration on 463 5317 or 463 5258.

## **SCHOOL LOCATION**

Social Policy Programme staff is located on level 10 of the Murphy Building. School notice boards are on level 9 and 10, Murphy Building. All notices concerning this course, including information about tutorials, will be posted on the level 9 notice board.

## **STAFF AND ADMINISTRATION CONTACT**

Head of School:	Assoc. Professor Jenny Neale, MY1013 Tel: 463 5827 E-m: <a href="mailto:jenny.neale@vuw.ac.nz">jenny.neale@vuw.ac.nz</a>
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: <a href="mailto:hal.levine@vuw.ac.nz">hal.levine@vuw.ac.nz</a>
Maori and Pacific Student Liaison	Dr David Pearson, MY1020 Tel: 463 6748 E-m: <a href="mailto:david.pearson@vuw.ac.nz">david.pearson@vuw.ac.nz</a>
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-m: <a href="mailto:russil.durrant@vuw.ac.nz">russil.durrant@vuw.ac.nz</a>
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: <a href="mailto:carol.hogan@vuw.ac.nz">carol.hogan@vuw.ac.nz</a>
School Administrators:	Monica Lichti, Adam Meers, MY921 Tel: 463 5317, 463 5258, E-m: <a href="mailto:sacs@vuw.ac.nz">sacs@vuw.ac.nz</a>

## **WEBSITE**

The School website is <http://www.victoria.ac.nz/sacs>

## **COURSE WITHDRAWAL PROCEDURES**

If you decide for ANY reason at ANY stage to withdraw from SOSC 414 (or any other course) please see the Faculty of Humanities and Social Sciences for a Change of Course Form. Failure to do so may have consequences for enrolment, bursaries, allowances, loans, etc., i.e. you will get credited with a fail, not a withdrawal, on your record if you do not act promptly.

## **COURSE WORKLOAD EXPECTATIONS**

This course is worth 30 points and thus the workload expectation, including scheduled contact time, is 10 hours per week during teaching and examination weeks.

This workload is in accordance with the guidelines put forward by the Faculty of Humanities and Social Sciences for courses at the 400-level.

# **PART B: COURSE OBJECTIVES AND LECTURE OUTLINES**

## **LEARNING OBJECTIVES**

Public sociology has been a much-discussed topic in recent years, resulting in several journal symposia, books, and conferences. However, the meaning and practice of public sociology remains a contested subject. This is largely due to the fact that the concept of public sociology challenges the traditional boundaries of sociological knowledge.

In this course we will consider the sociology of intellectuals in relationship to the state. We will trace recent shifts in the debate about the purpose of sociological knowledge, tracing the advent of the term 'public sociology' through the broader sociology of intellectuals. We will consider competing definitions of public sociology, particularly Burawoy's model of the division of labour for sociology and Agger's critical public sociology. With this foundation established, we will discuss changes in the theoretical formulation of, and practices for addressing, social problems.

## **AIMS OF THE COURSE**

- ◆ To understand and critically evaluate the emergence of public sociology.
- ◆ To analyze the relevance of public sociology in New Zealand.
- ◆ To critically evaluate the foundations sociological knowledge.
- ◆ To understand the politics of knowledge.
- ◆ To understand and critically evaluate how sociological knowledge interfaces with social policy.

## **Within the course students will:**

- ◆ Read and critically summarize the theoretical arguments influencing public sociology.
- ◆ Read and critically summarize the theoretical arguments influencing the use of knowledge in social policy.
- ◆ Engage in scholarly discussion about the issues raised in the readings.
- ◆ Construct an original scholarly essay about public sociology and social policy.

## TOPIC OUTLINE

- I. New Zealand Public Intellectuals: A Brief Contextual Overview
- II. Perspectives on the State, Civil Society, and Public Intellectuals
- III. Policy Knowledge and Sociology
- IV. Historical Foundations of Public Sociology
- V. The "New" Public Sociology
- VI. The Current Debate

## COURSE OUTLINE

DATE	TOPIC AND ASSIGNED READINGS
3 March	Introduction, Burawoy video, <i>Footnotes</i> , and overview of the topic
	<b>New Zealand Public Intellectuals: A Brief Contextual Overview</b>
10 March	<p>Simmons, Laurence. 2007. "Introduction: Why I am Not a Public Intellectual." In <i>Speaking Truth to Power: Public Intellectuals Rethink New Zealand</i>. Ed. Laurence Simmons. Auckland University Press.</p> <p>Horrocks, Roger. 2007. "A Short History of 'the New Zealand intellectual.'" In <i>Speaking Truth to Power: Public Intellectuals Rethink New Zealand</i>. Ed. Laurence Simmons. Auckland University Press.</p> <p>Pearson, Bill. 1974. "Fretful Sleepers: A Sketch of New Zealand Behaviour and its Implications for the Artist" In <i>Fretful Sleepers and Other Essays</i>. Auckland: Heinemann Educational Books (N.Z.) Ltd.</p> <p>Boraman, Toby. 2002. "The New Left in New Zealand." In <i>On the Left: Essays on Socialism in New Zealand</i>. Ed. Pat Moloney and Kerry Taylor. Otago: University of Otago Press.</p>
	<b>Perspectives on the State, Civil Society, and Public Intellectuals</b>
17 March <i>No Meeting</i>	<p>Gramsci, Antonio. 1997. "The Intellectuals" &amp; "State and Civil Society." In <i>Selections from the Prison Notebooks</i>. New York: International Publishers.</p> <p>Foucault, Michel. 1980 "Truth and Power." In <i>Power/Knowledge: Selected Interviews and Other Writings 1972-1977</i>. Ed. Colin Gordon New York: Pantheon Books.</p> <p><b>Reading Summary One Due</b></p>

24 March	<p>Parsons, Talcott. 1969. "The Intellectual: A Social Role Category." In Philip Rieff (Ed.) <i>On Intellectuals</i>. Garden City, NY: Doubleday.</p> <p>Shils, Edward. 1969. "The Intellectuals and the Powers: Some Perspectives for Comparative Analysis." In Philip Rieff (Ed.) <i>On Intellectuals</i>. Garden City, NY: Doubleday.</p>
31 March	<p>Bauman, Zygmunt. 1987. "The Fall of the Legislator" and "The Rise of the Interpreter." In <i>Legislators and Interpreters: On Modernity, Post-Modernity, and Intellectuals</i>. Ithaca, NY: Cornell University Press.</p> <p>Luke, Timothy. 2005. "From Pedagogy to Performativity: The Crises of Research Universities, Intellectuals and Scholarly Communication." <i>Telos</i> 131 (Summer): 13-32.</p> <p>Calhoun, Craig. 2006 "The University and the Public Good." <i>Thesis Eleven</i> 84 (1): 7-43.</p>
7 April	<p>Robert, John Michael and Nick Crossley. 2004. "Introduction." In <i>After Habermas: New Perspectives in the Public Sphere</i>, Robert, John Michael and Nick Crossley, Eds. Oxford: Blackwell Publishing: The Sociological Review.</p> <p>Fraser, Nancy. 1992. "Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy." In <i>Habermas and the Public Sphere</i>, Ed. Craig Calhoun, Cambridge: MIT Press.</p> <p>Hardt, Michael. 1995. "The Withering of Civil Society." <i>Social Text</i> 45 (Winter): 27-44.</p> <p><b>Reading Summary Two Due</b></p>
<b>Policy Knowledge and Sociology</b>	
	<p>Gouldner, Alvin. W. 1970. "Introduction: Toward a Critique of Sociology." <i>The Coming Crisis of Western Sociology</i>, New York: Basic.</p> <p>Gouldner, Alvin. W. 1970. "The Welfare State and Functionalism." In <i>The Coming Crisis of Western Sociology</i>, New York: Basic.</p> <p>Rodríguez, Dylan. 2007. "The Political Logic of the Non-profit Industrial Complex." In <i>The Revolution will not be Funded, INCITE! Women of Color Against Violence</i> (Ed.) Cambridge, MA: South End Press.</p>
14 April	<b>Mid Trimester Break</b>
21 April	<b>Mid Trimester Break</b>

28 April	<p>Turner, Susan Marie. 2006. "Mapping Institutions as Work and Texts" in Dorothy E. Smith (ed.) <i>Institutional Ethnography as Practice</i>. Oxford: Rowman &amp; Littlefield.</p> <p>Stone, Deborah. 2002. "Numbers." <i>Policy Paradox: The Art of Political Decision Making</i>. New York, NY: W.W. Norton and Company.</p> <p><b>Reading Summary Three due</b></p>
<b>Historical Foundations of Public Sociology</b>	
5 May	<p>Mills, C. Wright 1959. "The Promise." In <i>The Sociological Imagination</i>, New York: Oxford University Press.</p> <p>Mills, C. Wright 1959. "On Politics." In <i>The Sociological Imagination</i>, New York: Oxford University Press.</p> <p>Aronowitz, Stanley. 2003. "A Mills Revival?" <i>Logos</i> 2.3.</p>
12 May	<p>Editors, 1987, "Introduction." <i>Berkeley Journal of Sociology: A Critical Review</i>, Vol. 32: 1-8.</p> <p>Burawoy, 1989, "Marxism, Philosophy and Science." <i>Berkeley Journal of Sociology: A Critical Review</i>, 34: 223-249.</p> <p>Agger, Ben. 1989. "Is Wright Wrong (or Should Burawoy be Buried)?: Reflections on the Crisis of the 'Crisis of Marxism.'" <i>Berkeley Journal of Sociology</i> 34: 187-207.</p>
19 May	<p>Agger, Ben. 1989. "Reading Writing Differently." <i>Reading Science: A Literary, Political, and Sociological Analysis</i>. Dix Hills, NY: General Hall, Inc.</p> <p>Agger, Ben. 1989. "Scripting Causality." <i>Reading Science: A Literary, Political, and Sociological Analysis</i>. Dix Hills, NY: General Hall, Inc.</p> <p>Agger, Ben. 2000. "Was Sociology Always Like This?" <i>Public Sociology: From Social Facts to Literary Acts</i>, Edition, New York: Rowman and Littlefield.</p>
<b>The Current Debate</b>	



26 May	<p>Burawoy, Michael. 2005. "2004 American Sociological Association Presidential Address: For Public Sociology." <i>American Sociological Review</i> 70: 1: 4-28.</p> <p>Burawoy, Michael. 2007. "Public Sociology: Mills vs. Gramsci: Introduction to the Italian Translation of 'For Public Sociology'." <i>Sociologica</i> 1 (1/3): 7-13.</p> <p>Agger, Ben. 2007. "Has Mainstream Sociology Gone Public?" <i>Public Sociology: From Social Facts to Literary Acts</i>, 2<sup>nd</sup> Edition, New York: Rowman and Littlefield.</p> <p><b>Reading Summary Four due</b></p>
	<b>End of Trimester One</b>
14 July	<p>Burawoy, Michael. 2006. "A Public Sociology for Human Rights." <i>Public Sociologies Reader</i> edited by Judith Blau and Smith, Keri E. Iyall Smith. Lanham, MD: Rowman &amp; Littlefield Publishers, Inc.</p> <p>Agger, Ben. 2008. "Postmodern Gibberish: Derrida Dumbfounds the Positivists" <i>New York Journal of Sociology</i>, 1: 187-206</p>
21 July	<p>Calhoun, Craig. 2005. "The Promise of Public Sociology." <i>British Journal of Sociology</i> 56 (3): 355-363.</p> <p>Scott, John. 2005. "Who Will Speak, and Who Will Listen? Comments on Burawoy and Public Sociology." <i>British Journal of Sociology</i> 56 (3): 405-409.</p> <p>Lynch, Michael. 2000. "Against Reflexivity as an Academic Virtue and Source of Privileged Knowledge." <i>Theory, Culture, and Society</i> 17: 26-54.</p>
28 July	<b>Paper abstracts due</b>

4 August	<p>Glenn, Evelyn Nakano. 2007. "Whose Public Sociology? The Subaltern Speaks, but who is Listening?" In Clawson, Dan, Robert Zussman, Joya Misra, Naomi Gerstel, Randall Stokes, Douglas L. Anderton, and Michael Burawoy, eds. 2007. <i>Public Sociology: Fifteen Eminent Sociologists Debate Politics and the Profession in the Twenty-first Century</i>. Berkeley: University of California Press, 213-229.</p> <p>Piven, Frances Fox. 2007. "From Public Sociology to Politicized Sociologists." In Clawson, Dan, Robert Zussman, Joya Misra, Naomi Gerstel, Randall Stokes, Douglas L. Anderton, and Michael Burawoy, eds. 2007. <i>Public Sociology: Fifteen Eminent Sociologists Debate Politics and the Profession in the Twenty-first Century</i>. Berkeley: University of California Press, 158-166.</p> <p>Keith, Michael. 2008. "Public Sociology: Between Heroic Immersion and Critical Distance: Personal Reflections on Academic Engagement with Political Life." <i>Critical Social Policy</i>: 28: 320-334.</p>
11 August	<p>Holmwood, John. 2007. "Sociology as Public Discourse and Professional Practice: A Critique of Michael Burawoy." <i>Sociological Theory</i> 25(1): 46-66.</p> <p>Wallerstein, Immanuel. 2007. In Clawson, Dan, Robert Zussman, Joya Misra, Naomi Gerstel, Randall Stokes, Douglas L. Anderton, and Michael Burawoy, Eds. 2007. <i>Public Sociology: Fifteen Eminent Sociologists Debate Politics and the Profession in the Twenty-first Century</i>. Berkeley: University of California Press.</p> <p>Ericson, Richard. 2005. "Publicizing Sociology." <i>British Journal of Sociology</i> 56 (3): 365-372.</p>
18 August	<p>Prus, Robert. 2007. "The Intellectual Canons of a Public Sociology: Pragmatist Foundations, Historical Extensions and Humanly Engaged Realities." In <i>Public Sociology: The Contemporary Debate</i>, Lawrence T. Nichols, Ed. New Brunswick and London: Transaction Publishers.</p> <p>Burawoy, Michael. 2007. "Third-Wave Sociology and the End of Pure Science." In <i>Public Sociology: The Contemporary Debate</i>, Lawrence T. Nichols, Ed. New Brunswick and London: Transaction Publishers.</p> <p>Schram, Sanford F. 2002. "What Accessibility Can't Do: The Politics of Welfare Scholarship." <i>Praxis for the Poor: Piven and Cloward and the Future of Social Science in Social Welfare</i>. New York, NY: New York University Press.</p> <p><b>Reading Summary Five due</b></p>
25 August	<b>Mid Trimester Break</b>
1 September	<b>Mid Trimester Break</b>

8 September	<b>Paper outlines due</b> , meeting to discuss
15 September	<i>No meeting</i>
22 September	<i>No meeting</i>
29 September	<i>No meeting</i>
6 October	Meeting to discuss paper progress. You should have a working draft completed and be at the editing stage.
13 October	<i>No meeting</i>
20 October	<b>Final Papers Due</b> , meeting to informally share papers.
	End of Trimester Two

## **ILLNESS AND MEETING THE ASSESSMENT REQUIREMENTS OF THE COURSE**

If illness or bereavement prevents you from submitting an assignment by the due date, then you may be given an extension of time. Extensions on the basis of personal circumstances will also be considered. Any requests for extension must be discussed with Patricia Nickel. Note however, that extensions must be applied for before the date on which the assignment is due, and that the period of extension will not exceed the period of illness. You may be asked to produce a medical certificate.

# PART C: COURSE ASSESSMENT REQUIREMENTS

## COURSE ASSESSMENT

**Reading Summaries:** Your ability to understand and critically evaluate the assigned readings will be demonstrated in five assigned reading summaries. Your reading summaries must compare, contrast, and synthesize the texts related to a given topic, as well as offer your own criticism of the authors' arguments. While you must summarise the readings, you are encouraged to integrate your summary around your own original stance on the topic.

**Essays:** You will be required to conceptualise and compose a final paper on a topic of your choice. Your final paper should contribute an original argument to the debates covered in the course. Your topic must be approved by the Course Coordinator.

**Regular attendance and participation:** This course will involve extensive class discussion of the readings. You are required to read the assigned texts, regularly attend class, and be prepared for an active discussion. You will be granted two excused absences; any further absences must be discussed with the Course Coordinator.

Reading Summary 1	Due: 17 March	Word count: 600	6%
Reading Summary 2	Due: 7 April	Word count: 600	6%
Reading Summary 3	Due: 28 April	Word count: 600	6%
Reading Summary 4	Due: 26 May	Word count: 600	6%
Reading Summary 5	Due: 18 August	Word count: 600	6%
Final Paper	Due: 20 October	Word count: 7000	70%

## MANDATORY COURSE REQUIREMENTS

Students must fulfill the following requirements:

- Complete five 600-word reading summaries.
- Complete one 7000-word paper.
- Facilitate discussion of readings as assigned based on course size.

# PART D: COURSE ASSESSMENT PROTOCOLS AND PROCEDURES

## HANDING IN ESSAY AND OTHER WRITTEN ASSIGNMENTS

### When?

It is the policy of the School of Social and Cultural Studies that all written assignments must be handed in by **4 pm** on the due date.

### Where?

Assignments must be place in the assignment box located to the side of the lifts on level 9, Murphy Building.

Assignments **MUST NOT** be placed in individual staff pigeonholes, or under staff office doors, or handed to lecturers or tutors. This is to ensure that all work is properly recorded when submitted, and to avoid problems that have arisen in the past when work has "gone missing".

At 4 pm the assignment box is emptied, the work date-stamped and its receipt recorded, and then handed to the appropriate markers.

## SCHOOL ASSIGNMENT COVER SHEET

Please include a School Assignment Cover sheet when submitting your assignments. You may wish to have your own front sheet, but please ensure you place the School's cover sheet on the top as this ensures critical identifying information is provided. A sample School Assignment Cover sheet is at the end of this Outline. Further copies may be found at the School Administration office, and on the Assignment Box, on level 9 of Murphy building.

***Students MUST keep a photocopy of every written assignment***

Unless students have followed this procedure, the School will not accept responsibility for pieces of written work claimed to have been handed in.

## ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## GRADES

The Sociology Programme follows University policy in giving letter grades for all internally assessed work instead of giving numerical marks. The following table sets out the range of marks within which each letter grade is assigned. Please also see Appendix B. Your final grade and marks for the course will be an aggregate of the grades you achieve during the course.

<b>Pass</b>	A+	85% or over	Evidence of familiarity with relevant reading and sound understanding of concepts, plus individual interpretation and insights of a higher order. An A grade will not be achieved without such insight. Work well presented with logical structure and clarity of expression.
	A	80%-84%	
	A-	75%-79%	
	B+	70-74%	

	B	65%-69%	level of understanding exhibited. Assignment well presented.
	B-	60%-64%	
	C+	55%-59%	Work lacks originality, individual insights and not strong on understanding. However, material used is relevant and presentation is satisfactory.
	C	50%-54%	
<b>Fail</b>	D	40%-49%	Little evidence of reading or comprehension. No insight. Poor presentation.
	E	Below 40%	A clear failure to reach an adequate standard on the criteria set out.

Good expression (spelling, grammar, punctuation and sentence construction) and accurate referencing are considered important for this course. Consequently, **10% of the mark** for each assignment will be allocated according to the standard of expression and referencing.

Appendix A (page 12) includes information about the preferred format for referencing and bibliographies for this course.

## LATE PENALTIES

Late submissions for student assignments in all Sociology and Social Policy undergraduate courses are subject to a penalty. The exact deduction will be calculated on the basis of one half mark per day late for each 10 marks, i.e. 1 mark will be deducted each day for an assignment worth 20% of the total course mark.

*Note that assessment work will not be accepted for marking more than 7 days after the due date or 7 days after an approved extension date. Work must still, however, be submitted to meet the mandatory course requirements.*

## EXTENSIONS

If you are given an extension, a new submission date will be identified and you will have to submit the work in the same manner as above by 4 p.m. on that day. Failure to do so will result in penalties being applied in the same manner as those for the original submission date.

Also, see information on requesting extensions on page 4 of this Outline.

## GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being

studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on: <http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

## **PART E: COURSE READING**

### **SET TEXTS**

There are prepared Student Notes available from the Student Notebook Shop. Please ensure that you have purchased the readings by the second course meeting.



# APPENDIX A

## REFERENCES

The preferred style of referencing for this course is in-text rather than footnotes, i.e. information about the source of the reference is added into the text. This includes the author, date of publication and, where appropriate, the page number. For example:

A study of organisational behaviour showed (Howat 1985) a link between...

Clerehan (1989) showed in her study...

In a study of gender differences ... (Mills 1988:22).

You may use footnotes instead, but make sure you are consistent with format.

Full details of all references are to be listed in the bibliography at the end of the assignment.

Please make sure you reference not only direct quotes and statistics, but also all ideas and information sourced from other material.

## BIBLIOGRAPHIES

A bibliography is a list of all the references and sources you have used in preparation for the assignment, including those not directly cited in the essay. The references should be listed in alphabetical order by the author's surname.

An acceptable format is: Author's surname, initials (date of publication) *Title of book* (in italics) Publisher: place published. See the list of recommended readings in this course outline for examples of references in this format.

For information sourced from websites, the format is: Name of website, author (if given) *title or heading of article* (if given), full web address, the date (day/month/year) you accessed the information.

The main thing to remember is to be consistent and careful with your presentation, particularly with punctuation. Depending on the type of reference source used, a different format may be required.

Student Learning Support Services has an excellent on-line guide to references and bibliographies at [http://www.victoria.ac.nz/st\\_services/slss/](http://www.victoria.ac.nz/st_services/slss/)

# APPENDIX B

## ASSIGNMENT MARKING SHEET (SAMPLE ONLY)

STUDENT:	<i>Assignment Received:</i>
<i>Due Date:</i>	<i>Word Length:</i>
<b>Comments</b>	

<b>Description &amp; Coverage of Essay Topic</b>	<b>Excellent (Range: A+ to A; 80-100):</b> Concise and thorough description of key themes; synthesizes across readings where appropriate.	<b>Very Good (Range: A- to B; 65-79):</b> Concise and thorough description of key themes; occasional synthesis across readings.	<b>Satisfactory (Range: B- to C; 50-64):</b> Adequate description of key themes; misses opportunities for synthesis across readings.	<b>Unsatisfactory (Range: D to E; 0-49):</b> Insufficient description of key themes; not an appropriate topic for the assigned essay; no synthesis across readings.
<b>Organisation</b>	<b>Excellent (Range: A+ to A; 80-100):</b> Clear outline of essay including a thesis statement and organisational sentences; follows organisational plan through to the end of the essay.	<b>Very Good (Range: A- to B; 65-79):</b> Clear outline of essay including a thesis statement and organisational sentence; carries the majority of the organisation through to the end of the essay.	<b>Satisfactory (Range: B- to C; 50-64):</b> An outline of the essay including a thesis statement and organisational sentences are present, but demonstrates difficulty pulling the organisation through to the end of the essay.	<b>Unsatisfactory (Range: D to E; 0-49):</b> Inadequate organization of ideas and arguments.
<b>Expression &amp; Argumentation</b>	<b>Excellent (Range: A+ to A; 80-100):</b> Makes an argument clearly supported by appropriate evidence.	<b>Very Good (Range: A- to B; 65-79):</b> Makes an argument and attempts to support with evidence.	<b>Satisfactory (Range: B- to C; 50-64):</b> The argument is not clear <b>OR</b> the argument is not supported adequately with evidence.	<b>Unsatisfactory (Range: D to E; 0-49):</b> No argument made <b>AND</b> there assertions made are not supported with evidence.
<b>Insight &amp; Interpretation</b>	<b>Excellent (Range: A+ to A; 80-100):</b> Logical interpretation or application of themes in context of real world examples or theoretical frameworks/course concepts and readings.	<b>Very Good (Range: A- to B; 65-79):</b> Logical interpretation or application of themes, but not adequately discussed in context of real world examples or theoretical frameworks/course concepts and readings.	<b>Satisfactory (Range: B- to C; 50-64):</b> Logical interpretation or application of themes, but not discussed in context of real world examples or theoretical frameworks/course concepts and readings.	<b>Unsatisfactory (Range: D to E; 0-49):</b> Insufficient interpretation or application of themes; <b>AND</b> fails to set the essay in context of examples or theoretical frameworks/ concepts and readings.
<b>Style</b>	<b>Excellent (Range: A+ to A; 80-100):</b> Clear and accurate writing; error free.	<b>Very Good (Range: A- to B; 65-79):</b> Minor writing problems that do not interfere with comprehension of the essay; minor typographical, spelling, and punctuation errors.	<b>Satisfactory (Range: B- to C; 50-64):</b> Writing problems that distract from comprehension of the essay; minor typographical, spelling, and punctuation errors.	<b>Unsatisfactory (Range: D to E; 0-49):</b> Writing problems inhibit comprehension of the essay; significant typographical, spelling, and punctuation errors.
<b>Bibliography &amp; Referencing</b>	<b>Excellent (Range: A+ to A; 80-100):</b> Contains proper and consistent citation and a complete bibliography.	<b>Very Good (Range: A- to B; 65-79):</b> Contains proper citation and a complete bibliography; some consistency errors.	<b>Satisfactory (Range: B- to C; 50-64):</b> Contains references to authors, but not proper citations. Complete bibliography; some errors in consistency and format.	<b>Unsatisfactory (Range: D to E; 0-49):</b> No references are used and no bibliography is included.

Based on rubric by Angela M. Eikenberry, 2006; Modified by Patricia Nickel and Sandra Grey, 2008

Office use only

Date Received:

# School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

SOCIAL SCIENCE RESEARCH

## Assignment Cover Sheet

(please write legibly)

Full Name: \_\_\_\_\_

Student ID: \_\_\_\_\_ Course (eg ANTH101): \_\_\_\_\_

Tutorial Day: \_\_\_\_\_ Tutorial Time: \_\_\_\_\_

Tutor (if applicable): \_\_\_\_\_

Assignment Due Date: \_\_\_\_\_

### CERTIFICATION OF AUTHENTICITY

*I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_