Appendix A

Writing Expectations and Helpful Hints
This appendix includes a variety of information that will help you complete your written essay assignments. If you have any questions, please notify your instructor.

Active Reading

To help you read with maximum efficiency, use the steps outlined below. Using this process for reading your text will increase your interest and help you concentrate on critical ideas and concepts.

Survey the chapter before reading it.

- Examine the title of the chapter.
- Note headings and subheadings and the relationships among them.
- Read captions under the diagram, graphs and visuals.
- Note any questions that come to mind during your survey.

Take notes.

- After reading each section in the chapter, in your own words, write a summary.
- Using flash cards, write down each key word with its definition and example used in text.

Review after you read.

- Review your notes.
- Review your answers to the companion questions.
- Review key terms.
Steps for Answering Essay Questions

Essay questions are designed both to help you deepen your understanding of the material and develop your communication and organization skills. For each essay question, use the following steps:

1. Select a question that is of interest to you.
2. Make a list of what you already know about the answer.
3. Review the segment in the textbook that is applicable to the question.
4. Add to your list from #2 in your own words.
5. Organize your notes: What do you want to say in your answer?
6. Outline your answer: What are the key topics?
7. Write a rough draft of your essay.
8. Review the draft; making sure you are meeting the criteria outlined in “Grading Criteria.”
9. Word-process or type the final draft.

The Cure for Writer’s Block

Sometimes it can be hard to get started writing an essay, even after you have the outline in your mind. Let us pretend you have an essay question about diet and health. You have decided to look at diabetes. There may be several ways to cure writer’s block.

1. Begin with an outline of the points you will make in the paper.
2. Find a relevant quote, and begin with the quote.
3. Use data such as statistics to capture your audience’s attention.

Checking the Logic of Your Essay

You may have encountered the criticism at some time in your academic career that a paper you wrote was not logical. Although logic can mean several things, one important way to check the logic of your essay is to write what is called a sentence outline. The logic behind a sentence outline and the procedure for doing it is simple:

All paragraphs can be reduced to one sentence. Remember, a well-written paragraph is supposed to address one subject; that is why it is a paragraph. If your paragraph cannot be reduced to one sentence, separate the ideas and re-write it.

Reduce each of your paragraphs to one sentence. Read together, the sentences should flow in a coherent and logical sequence. They should read like an abstract. If they don’t your logic is off. Given a sentence outline, however, it should be fairly easy to solve the problem.
Citing Sources

Sources must be cited within your essay when your paraphrase or when you use quotes. When you paraphrase use (author, year). When you use a quote use (author, year, page number). See example below.

The United States has always had a diverse population—ethnically, and in terms of many other characteristics such as culture, religion, gender, and nation of origin. When the Spanish, French, and the English first came to America, the Native Americans they met here were not part of one culture by any means. They had created many cultures across this broad land. These cultures had established forms of commerce, allies, and enemies. They had waged war and some had taken slaves. It is estimated that there were some 500 distinct Native American tribes or cultures in the late 1600s. (Naylor, 1997)

“European diseases began to take its toll on native populations.” (Naylor, 1997, 197)

You may also use a numbering system such as (1), (2) which corresponds to a reference list at the end of your essay. See example below.

“The discovery of the Americas rocked the foundation of European Christianity.” (2)

“Primitive is not a very useful work in any case, and it has such negative connotations that anthropologist shy away from it.” (1)

Reference List:


Please note that proper citation must be used. If it is not, you will find deducted points in assignment that have been handed in for grading.
Grading Rubrics

Short Answer Assignment (25 points)

Assessment and Feedback for Assignments B and E

Course: _____________________________
Student: _____________________________

Completeness ______ out of (5 points)
Does your response directly answer each part of the assignment question(s)?

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
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Comments:

Knowledge and Application ______ out of (15 points)
Does your response clearly show you have read and understand the lesson content by correctly defining key terms and summarizing concepts?
Do you illustrate key terms and concepts through the use of examples from personal experiences or observations and/or your course readings?

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
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Comments:

Writing Skills ______ out of (5 points)
Do you write clearly, in complete sentences, with minimal errors in grammar and spelling?
When you use quotations or material from other sources are they properly cited? See “Citing Sources” above.

<table>
<thead>
<tr>
<th>Excellent</th>
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Comments:

Total Points: ____ out of 25 possible.
Essay Assignment (50 points)

Assessment and Feedback for Assignment C

Course: _____________________________
Student: _____________________________

Completeness _____ out of (10 points)
Does your response directly answer each part of the assignment question(s)?

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<td>6 - 5</td>
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Comments:

Knowledge and Application _____ out of (20 points)
Does your response clearly show you have read and understand the lesson content by:
Correctly defining key terms and summarizing concepts?
Do you illustrate key terms and concepts through the use of examples from personal experiences or observations and/or your course readings?

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Comments:

Synthesis ______ out of (10 points)
In your response are you able to take what you have learned and combine the concepts and/or formulate your own opinions?

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<tr>
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Comments:
Writing Skills ______ out of (10 points)
Does your response have a clear introduction, discussion and conclusion?
Do you write clearly, in complete sentences, with minimal errors in grammar and spelling?
When you use quotations or material from other sources are they properly cited? See “Citing Sources” above.

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Comments:
Outline/Reference List for Final Project (50 points)

Assessment and Feedback for Assignment F

Course: _____________________________
Student: _____________________________

Completeness _____ out of (10 points)
Does your response directly answer each part of the assignment question(s)?

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Comments:

Knowledge and Application _____ out of (25 points)
Does your outline clearly show you have read and understand the lesson content by correctly listing key concepts you have chosen for your focus group?
Does your outline clearly show you have researched your focus group?

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Comments:

Writing Skills _____ out of (15 points)
Did you use a proper outline format?
Do you write clearly, in complete sentences, with minimal errors in grammar and spelling?
Did you properly cite sources in a reference list? See “Citing Sources” above.

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Comments:

Total Points: ____ out of 25 possible.
Final Project Essay Assignment (150 points)

Assessment and Feedback

Course: _____________________________
Student: _____________________________

Completeness _____ out of (25 points)
Does your response directly answer each part of the assignment question(s)?

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<th>Excellent</th>
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Comments:

Knowledge and Application _____ out of (75 points)
Remember to write your project as if the person reading it does not know anything about anthropology, therefore you will need to demonstrate that you

Clearly show you have read and understand the lesson content by: Correctly define and summarize applicable key concepts and illustrating key concepts through the use of examples from your personal experiences or observations and/or your course readings

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<td>14 - 0</td>
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Comments:

Synthesis ______ out of (25 points)
In your response are you able to take what you have learned and combine the concepts and/or formulate your own opinions?
Did you thoroughly discuss and demonstrate your understanding of each of the 5 concepts in your project?
Did you compare and contrast each of the 5 concepts to your own culture
Comments:

Writing Skills ______ out of (25 points)
Does your response have a clear introduction, discussion and conclusion?
Do you write clearly, in complete sentences, with minimal errors in grammar and spelling?
When you use quotations or material from other sources are they properly cited? See “Citing Sources” above.

Comments:

Your essay should be written clearly, in complete sentences, with minimal errors in grammar and spelling, and in essay format including introduction, body, and conclusion. Indent each paragraph and include additional white space between each paragraph. Title of the paper, course title, section number, student’s name and date must be centered vertically and horizontally on a title page. Sources must be cited within your essay and in a reference list at the end of your essay (See “Citing Sources” found above).

As you approach your assignments, remember to put yourself in the role of an anthropologist. This means that you will use examples from the other cultures you have studied in your book and video whenever possible. You should write as an anthropologist with your audience being the general public. Remember to define key terms and use examples to make your point.
**Grade Definitions**

Students often ask what they must do to earn an “A” for the course. To see the difference between an “A” student and a “C” student, please read the following definitions:

**An “A” student will typically:**

1. Complete all assigned course work on time and at a superior level, showing originality and creativity, and providing evaluation and analysis.
2. Use a varied, well-chosen vocabulary appropriate for the subject area.
3. Submit neat well-organized assignments that are free of factual error, that precisely follow the instructor’s guidelines.
4. Possess and demonstrate an in-depth knowledge/understanding of the material covered by the course objectives/competencies.
5. Assume responsibility for all course requirements.

**A “C” student will typically:**

1. Complete all required course work on time and in a basic but acceptable manner.
2. Use an average vocabulary containing few subject-specific words.
3. Submit neat, generally well-organized assignments that are, for the most, free of serious error and follow the instructor’s guidelines.
4. Possess a basic knowledge of the material covered by the course objectives/competencies.
5. Assume responsibility for all course requirements.
6. Understand assignments, generally follow instructions, and cover assigned material with little difficulty.

**The Critical Thinking Competency**

**Rio Salado College**

On a standardized test or in a written assignment, the student will demonstrate the ability to analyze information, evaluate material, use inference to draw conclusions, use deductive reasoning, and use inductive reasoning at a college level.

**Workable Definition of Critical Thinking:**

Critical thinking is the process of actively and skillfully using a set of core skills—analysis, evaluation, inference, deductive reasoning, and inductive reasoning—to process and generate information and beliefs.
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<th>Level</th>
<th>Description</th>
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<tr>
<td>4</td>
<td>Responds to the assignment in an exemplary fashion. Maintains a strong sense of purpose and organization throughout. Provides relevant, specific, and convincing supporting details. Uses correct, varied sentences with few, if any, errors in mechanics, grammar, syntax, or spelling. Employs a rich vocabulary appropriate to the audience and task.</td>
</tr>
<tr>
<td>3</td>
<td>Follows directions adequately. Is primarily presented in a purposeful and well-organized manner. Contains mostly relevant supporting details. Uses generally correct, ordinary sentence patterns; contains some errors in mechanics, grammar, syntax, or spelling that do not severely hinder reader understanding. Employs competent, if sometimes lackluster, vocabulary.</td>
</tr>
<tr>
<td>2</td>
<td>Follows directions unevenly. Strays in terms of purpose and organization to the point of distraction. Makes very general statements or repeats ideas; lacks elaboration and explication where necessary. Uses sentences that are poorly formed, repetitious in structure, lacking in transitions, and/or occasionally incoherent; contains serious errors in mechanics, grammar, syntax, or spelling. Employs vocabulary that is vague, unclear, or inappropriate.</td>
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<td>1</td>
<td>Responds barely to the assignment, if at all. Drifts completely in terms of purpose and organization to the point of disarray. Rambles disconnectedly from one cul-de-sac of ideas to the next. Uses incomplete and/or incoherent sentences; exhibits incompetence in regards to mechanics, grammar, syntax, and/or spelling. Employs vocabulary that is vague, unclear, or inappropriate to a completely unacceptable degree.</td>
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