College of Ethnic Studies

Department of Chicana(o) and Latina(o) Studies Department

CLS 1300: The Constitution, Equity and Chicanas/os and Latinas/os (3 units)

Fall 2022 Course Syllabus
Instructor: Michelle L. Lopez

Land Acknowledgment: *As an educator at Cal State LA, I acknowledge and honor the Gabrielino/Tongva peoples as the traditional caretakers of the land where Cal State LA resides.*

Welcome

Welcome to CLS 1300! This syllabus is your guide to what you can expect in our course. It includes valuable course policies, requirements, schedule, resources, and more. It tells you nearly everything you need to know about our course and what I will be expecting from you and what you can expect from me. This information is also available for you in Canvas located in the "Course Orientation and Syllabus" module.

Class Days/Times

Our course will be conducted online and *asynchronous*. You will participate in the course using the Cal State LA learning management system Canvas. In order to accommodate everyone's access to the internet we *will not* be conducting weekly course sessions via zoom. Please note that I am located in California. Therefore we will be using Pacific Standard Time for our course.

- CLS 1300:05 – Online
- CLS 1300:07 – Online

Chicana(o) and Latina(o) Studies Department Office (CLS) Information

Phone: 323-343-2190
Location: King Hall C-4069
CLS Website: Chicana(o) and Latina(o) Studies Department

The CLS office is open Monday-Friday from 8:00AM-5:00PM. The office is closes for lunch from 12:30PM-1:30PM.

College of Ethnic Studies

The CLS department is housed within the College of Ethnic Studies.
Phone: 323-343-6960
Location: King Hall D1052
CLS Website: College of Ethnic Studies

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Catalogue Description

This course addresses the intersection of Chicanas/os/x and Latinas/os/x with the US and California Constitutions, incorporating fundamental Supreme Court and Ninth Circuit Court of Appeals decisions with their impact on US society.

This course meets a general education requirement for American Institutions (AM) and Block F. It also meets a diversity requirement (re).

Course Description

This course provides a critique of the U.S Constitution as it relates to Chicanas/os/x and Latinas/os/x. Exploration will include critical race theory, the social construction of race, and how the legal system continues to reinforce systemic racism. We will also explore the significance of the Treaty of Guadalupe Hidalgo, Immigration, and US court decisions that have directly impacted Chicanas/os/x and Latinas/os/s. This is an online asynchronous course that will integrate readings, lectures, and selected films/documentaries in order to broaden your understanding of the material. You will be using the learning management system, Canvas to complete this course. Our course homepage lists the instructions to begin the class. Assessments of the structural impact Chicanas/os/x and Latinas/os/x have had on constitutional issues involving the Supreme Court, Congress, and the California courts will be also addressed. We will also be using critical thinking strategies which you can apply to other areas of your life. The skills learned in this course can be useful to you as you pursue your career and life goals.

Our course is paper free meaning all assignments will be submitted online through the Cal State LA learning management system, Canvas.

Course Learning Outcomes

Through a combination of lectures, readings, films, discussions, presentations, and activities upon completion of this course you will be able to:

Course Objectives	How Evaluated
A. List constitutional amendments and Supreme Court cases that have impacted the social construction of race in the United States.	Quizzes, assignments, and discussions forums.
B. Examine the intersectional similarities and differences between the Chicanx and Latinx communities' experiences with the law, and those of other marginalized groups in the United States.	Quizzes, assignments, and discussion forums.
C. Show how the U.S. Constitution and federal policy impact Chicanx and Latinx communities' and the relationships among different racial and gender communities in the United States.	Quizzes, discussion forums, and team research projects.
D. Analyze the intersection of race and racism as they relate to other areas of oppression in Chicanx and Latinx communities.	Quizzes, assignments and discussion forums.
E. Assess the influence of California's constitution and policy decisions on Chicanx and Latinx communities inside and outside of the state.	Quizzes, discussion forums, and team research projects.
F. Critique US public policies and court decisions that have a lasting impact on various racial and gender communities.	Quizzes, discussion forums, and team research project.

Connecting the Course Learning Outcomes to Assignments

Assignments and modules are connected to the course learning outcomes in a variety of ways. There are the greater Course Learning Outcomes (CLO) and the Module Learning Objectives (MLO) that connect to the overall CLO's. Within each module are assignments and readings to ensure that you will meet the CLO's by the end of the semester. Listed below are the six Course Learning Outcomes with the Module Learning Objectives listed below them. You will see these items included in the various weekly modules and assignments throughout our course.

Connecting the Course Learning Outcomes (CLO's) to the Module Learning Outcomes (MLO's)

A. List constitutional amendments and Supreme Court cases that have impacted the social construction of race in the United States.
    1. Define the Constitution and US supreme court.
    2. Define race and class.
    3. Identify how race, class, and ethnicity intercept through the scope of Critical Race Theory.

B. Examine the intersectional similarities and differences between the Chicanx and Latinx communities' experiences with the law, and those of other marginalized groups in the United States.
    1. Recognize how systemic racism has been developed and built into legislation in the United States.
    2. Describe the election and political disparities that exist in communities of color in the United States.
    3. Express how the United States justice system impacts different racial and gender communities.

C. Show how the U.S. Constitution and federal policy impact Chicanx and Latinx communities' and the relationships among different racial and gender communities in the United States.
    1. Identify how policy is created in the United States.
    2. Describe how participation in the political process impacts legislative change.
    3. Interpret policy and its impact on Chicanx and Latinx communities.

D. Analyze the intersection of race and racism as they relate to other areas of oppression in Chicanx and Latinx communities.
    1. Describe how systemic racism is supported by the constitution.
    2. Examine systems of oppression in the United States.

E. Assess the influence of California's constitution and policy decisions on Chicanx and Latinx communities inside and outside of the state.
   1. Identify the differences between the state and federal law.
   2. Describe the US judicial branch and the various courts within it.
   3. Explain the importance of representation in making policy.
F. Critique US public policies and court decisions that have a lasting impact on various racial and gender communities.
   a. Question the California Constitution.
   b. Inspect recent court decisions and their lasting impact.

Required Course Materials

As a former student and having spent a ton of money on textbooks, I am committed to using accessible texts and materials when possible. Thus, some of the course readings will be available through Canvas. You are responsible for accessing the required materials.

Books

There are 3 *required* books for our course. All textbooks are available the University Bookstore and some are online through the Cal State LA University Library. You may decide which format of the book to get. Some prefer a physical book vs an online book.

Title	Access Information
The Possessive Investment in Whiteness: How White People Profit from Identity Politics	**Author:** George Lipsitz **Edition:** 20th Anniversary Edition **ISBN:** 978-1-4399-1639-1 *Available in Canvas
Mexican Americans and the Law: ¡El Pueblo Unido Jamás Será Vencindo!	**Author:** Reynaldo Anaya Valencia, Sonica R. Garcia, Henry Flores, and Jose Roberto Juárez Jr. **Edition:** First **ISBN:** 978-0-8165-2279-8
Immigration Law and the US-Mexico Border: ¿Sí se Puede?	**Author**: Kevin R. Johnson and Bernard Trujillo **Edition**: First **ISBN:** 978-0-8165-2780-9 *Available in Canvas

Films

You are responsible for accessing and watching these films. All film links will be available through Canvas. You will need to use your campus ID to log in.

Title	Access Information
13th	**Director:** Ava DuVernay **Year:** 2016
The Immigration Paradox	**Director:** Lourdes Lee Vasquez **Year:** 2014
Latino Vote: Dispatches from the Battleground	**Director:** Bernardo Ruiz **Year:** 2020
The Great White Hoax – Donald Trump and the Politics of Race and Class in America	**Director:** Media Education Foundation **Year:** 2017
Latinos Beyond the Reel: Challenging a Media Stereotype	**Producer:** Chung Sun & Miguel Parker **Year:** 2012
Papers: Stories of Undocumented Youth	**Director:** Anne Galisk **Year:** 2009

Other Readings

These readings will be available for you through Canvas.

Title	Access Information
"Letter from a Birmingham Jail"	**Author:** Martin Luther King
"White Negroes"	**Author:** Jan Nederveen Pieterse
"Anglo-Saxons and Mexicans"	**Author:** Reginal Horsman
"The Bill of Rights"	**From US Constitution**

Building Our Community

Course Structure

This is an online course that will be asynchronous, meaning *we will not have scheduled weekly meetings as an entire class*. Our course will be project based so there will be no mid-term or final exam. Online courses require adequate time management. Please prepare to devote approximately 6-8 hours a week to our course. You will participate in the course using the Cal State LA learning management system Canvas. All lecture materials and assignments will be in our course site. Since we will not have set meetings online or in person, active participation online is critical. Your engagement with the material is one essential facet to your development as a student. In addition, please keep in mind that you must be sensitive to other people's viewpoints even when they differ from your personal opinion. You are required to check messages regularly, participate in the online discussions, and complete all work by the assigned due dates.

The following table provides a description of the module components you will see in Canvas to ensure that you meet the Course Learning Outcomes

Module Component	Description
Overview	You will start each week by reviewing the "Overview" page. This provides a synopsis of what you will need to complete and focus on for the week and gets you thinking about and relating to the module topics.
Learning Objectives	These will be included in each module. The learning objectives connect to the overall course learning outcomes.
Study Materials	This component includes information on the assigned reading, lecture materials, and information you need to study in order to complete the assignments.
Quizzes	Reading quizzes are assigned each week to ensure that you understand the overall concepts covered in the reading and lecture material.
Discussions	Weekly discussions are assigned in order for you to interact with your classmates and discuss the material. The discussions should be completed after you have completed the reading and taken the quiz.
Assignments	Other assignments will be given in various modules. Some are team assignments while others will be individual.

- **My Recommendations for Reading.** As with most university classes, there is an expectation that you will read, take notes, and be prepared to discuss assigned texts. I recommend you engage actively with the readings (take notes on the margins, highlight points of interest, write down questions that arise during your reading, use a dictionary, thesaurus, and try to summarize the main points in your own words). I also strongly encourage you to discuss the readings in a study group. Research shows that students involved in a study group generally perform better in class.

- **My Commitment to our Classroom Community.** We will be discussing topics related to racism, sexism, elitism, sexuality, homophobia, immigration, exploitations, war, violence, and many more topics that can stir up emotion. I ask that we engage in these topics in a critical and respectful manner. Our classroom community is designed to be a safe place for everyone regardless of race, gender, creed, or sexuality; therefore, any disrespectful language or behavior will not be tolerated. Our class is a place where we agree that we are all equal contributors of knowledge and experiences of culture.

- **My Commitment to Equity, Diversity, Inclusion and Belonging.** I am committed to facilitating your brilliance and believe we are all valuable contributors of knowledge. Your journey and stories that got you to this place matter, education can be found anywhere. As your facilitator I want you to know that you belong here and that I value your presence. Please let me know ways to improve the course for you personally or for your classmates.

- **My Statement on Your Basic Needs.** If you suffer extenuating circumstances during the semester that you feel will prevent your successful completion of this course, please inform me *immediately* as things occur so I can work with you to problem. My goal is to help you succeed. If at any point during the semester you face challenges securing

food, housing and/or your physical safety and you believe this may impact your academic presence and performance, I urge you to contact any of the following campus entities for immediate support.

- **Cal State LA Student Health Center: Counseling and Psychological Services (CAPS)** – Provides confidential and non-judgmental help with your personal growth and psychological wellness, specializing in mental health services.
    - **Website:** Counseling and Psychological Services Website
    - **Phone:** (323) 343-3314
    - **Email:** caps1@calstatela.edu
    - **Location:** Student Health Center, Station 4(2nd floor)
- **Erika J Glazer Family Dreamers Resource Center** – Supports undocumented students through a number of programs and services aimed at ensuring academic, emotional, and personal well-being.
    - **Website:** Dreamers Resource Center Website
    - **Phone:** (323) 343-4367
    - **Email:** gfdrc@calstatela.edu
    - **Location:** Student Services Bldg., 4th floor, Room 4310
- **Cal State LA Student Food Pantry** – Offers students a pre-filled bag of groceries every week for pick-up.
    - **Website:** Food Pantry Website
    - **Phone:** (323) 343-3103
    - **Location:** University Student Union Room 308
- **CalFresh Outreach Center** – Helps guide students through the entire CalFresh application process, including determining the eligibility to apply.
    - **Website:** CalFresh Outreach Center
    - **Email:** calfreshoutreach@calstatela.edu
    - **Location:** Student Services Building, 4th floor, Room 4380
- **Office for the Dean of Students** – Offers a variety of services such as the technology loan programs, emergency financial and housing assistance, and basic need support.
    - **Website:** Dean of Students Website
    - **Phone:** (323)343-3103
    - **Email:** deanofstudents@calstatela.edu
    - **Location:** Student Services Bldg., 4th floor, Room 4380

Computer Requirements and Technology Skills

This course requires some technological literacy and access to current technology in order to assure your success in our course. You will need the following:

Computer Requirements
- Reliable access to a high-speed Internet connection (DSL, cable, on-campus wifi, etc.)
- An internet accessible device that meets the technology requirements necessary to complete our course.
- An up-to-date browser and operating system that enables you to access and submit assignments through the Cal State LA learning management system, Canvas
    - The preferred browsers for Canvas are:
        - **Chrome** 102 and 103
        - **Firefox** 101 and 102
        - **Edge** 102 and 103

- **Respondus Lockdown Browser** (latest release)
- **Safari** 14 and 15 (Macintosh only)
  - *Mobile devices loose some functionality and will not work for some assignments.*
- Access to a webcam and microphone.
- You may need to download some additional software to take this class such as a video player, Microsoft word, Adobe Acrobat Reader, and PowerPoint.
  - These applications are free to all students at Cal State LA check the ITS Helpdesk Student Resources page for instructions on how to download and install the software to your computer.

Minimum Technology Skills
- Regularly check and use Cal State LA email account for all course and university related communication.
- Creating, saving, locating, and opening different types of files on a computer.
- Access online applications such as Perusall, Zoom, Flipgrid, YouTube, and Google Drive.
- Have working knowledge of Canvas.

Technical Support and Accessibility Policy

You will need a working knowledge of Canvas in order to complete this course. The following Canvas guides may be useful to you:
- Canvas Student Guide – This guide will assist you in navigating Canvas, submitting assignments, and how to view course announcements.
  - Guide link: Canvas Student Guide
- Canvas Student Tour Videos – The student tour videos demonstrate how to update your profile, manage your personal files, submit assignments and much more.
  - Link to videos: Canvas Student Tour Videos

Accessibility Policy: Like Cal State LA, I am committed to ensuring that the information and technologies used in the course are accessible to everyone. If you need assistance accessing other technical resources such as assistive technology, video caption, or web accessibility visit the Cal State LA: Accessibility Home Page

Tips for Taking an Online/Hybrid Course

- Become comfortable with Canvas and our course. Get on-line early in the course and as often as possible. It is important that you log into the course regularly.
- Prior to beginning a module read the weekly overview, look over the requirements and note any activities and due dates.
  - Don't solely rely on the "To do List".
- Make note of due dates and date ranges for activities and discussions on your calendar.
  - Set aside sufficient time each week to complete the module.
    - At least an hour each day.
  - Online work may take more time than you think.
- Do your written assignments/discussions on a word or google document. Then copy and paste it into the online forum. This will reduce the chances that you lose your assignments in Cyberspace.
- Be open and willing to share your thoughts and ideas with others in the class.
- Check the online forum regularly to review responses others may have made to your comments.
- When using an online collaboration program such as Google Docs please be careful not to delete or change others' work by mistake.
- Communicate with your team and classmates. They are a good resource and it builds a sense of community.

Assignments and Grading

Below is the break-down of grades and assignments for our course. This is a project based course so we will not have a mid-term or final exam. I have high expectations for you in this course, for this reason I am a firm believer in receiving the grade you earn*. I do not round, curve, or negotiate grades.* I encourage you to plan your course work carefully in order to receive the highest possible grades. It is important to note that grades for this course are weighted, they are

not a summary of points. Refer to the *Grading Criteria* below to see how assignments are broken down. Through following instructions, careful planning, and preparation you will do very well in our course.

Please note: I do not accept assignments via email attachments, all work must be submitted through Canvas. *Late submissions will be reduced by 2% for each day late.*

Late Adds: The University allows students to add to a course for about two weeks after the start of the semester. It is important to know that faculty are *not* required to accept late assignments students may have missed due to adding to a course late. If you added the course after the start of the semester please reach out to me as soon as possible so we can discuss any assignments you may have missed and if it will be possible for you to submit.

ASSIGNMENT	DESCRIPTION
25% DISCUSSION FORUM PARTICIPATION	Since we are not meeting as a class, discussion forums are critical for participation. This course is intended to be an interactive class with student participation central to the online experience. Active participation means engaging with fellow students over the generated prompts. Please note that discussion forum/s will be required each week. Some of the discussion may take place in Flipgrid and/or the annotation program Perusall. **Student Expectations:** For each forum you must post at least three times. Discussion questions/ prompts will be posted in the discussion forums of each module. **You will:** • Post one initial response to a discussion question/prompt • Respond to *two* other student's postings • Respond to comments on your post Postings will be given points according to the rubric posted in the forum page. Be sure to read it very carefully. A response to a post that amounts to "I agree with you", "what he/she said/they said", or "This!" will not receive any points. **Netiquette Guidelines:** • Engage openly but be respectful in your manner and use of language. • If and when responding to or adding to a classmate's comment, begin the post with the name of the person you are addressing. • Avoid sarcasm and humor that can be easily mistaken as offensive or that may make someone feel silenced. • Do not use all caps. • We will be grappling with issues of race, class, gender, and immigration in this course, so these will be an integral part of our forum posts. Our Canvas discussion and class culture should always aim to be a safe learning community where everyone can share their ideas. Please be aware that racist, sexists, homophobic comments or graphics will not be tolerated.
25% QUIZZES, ACTIVITIES, AND ASSIGNMENTS	Various weekly assignments, quizzes, and activities will be assigned during our course.
25% TEAM PROJECT: ELECTION 2022	You will be divided into teams randomly. Each team will create, distribute, and analyze a survey that focuses on the upcoming election. Your team will create a presentation for the class based on your survey, research and outcome of the election. You will be working with your team throughout the semester.
25% TEAM PROJECT: LEGISLATION AND ME PSA	Along with your team you will research a legislative change that is proposed or newly taking place in California and present your findings in a public service announcement.

Extra Credit: I will provide several opportunities for extra credit during our course. You will see the extra credit opportunities in Canvas when they become available.

Grading Criteria and Discrepancies: Course work must be submitted online by the assigned due dates in order to receive full credit. Please be aware that all assignments are mandatory. In order to ensure that you fare well in the class and get the highest possible grades all assignments must be completed and submitted on time. You can view your grades using the GRADES button in the Canvas menu in our course. Please check your grades regularly to make certain that I have received all your assignments. If you notice a discrepancy in the gradebook please email me directly.

Grading Criteria

Assignment	Percentage
Team Project: Election 2022	25%
Quizzes, activities, and assignments	25%
Discussion Forums	25%
Team Project: Legislation and Me PSA	25%
Total:	**100%**

Grading Scale

Letter Grade	Percentage
A	94-100%
A-	90-94%
B+	87-90%
B	84-87%
B-	80-84%
C+	77-80%
C	74-77 %
C-	70-74%
D+	67-70%
D	64-67%
D-	61-64%
F	61% and below

Rubrics: I have developed grading rubrics to accompany all assignments. Be sure to refer to the rubrics often to ensure you receive the highest possible grades in our course.

Grading and Feedback: All assignments will be graded in Canvas within two weeks of their due date. You can view your course grades anytime by clicking the *GRADES* button in the course navigation links. Please be sure and check your grades regularly to make certain that I have received all your assignments. Comments and feedback will also be left in Canvas for you to view.

Course Communication

Interaction with Me: I will make every effort to communicate frequently with you through weekly announcements and postings within Canvas. Post any questions or comments you have about the course content and/or requirements in the *FAQ* discussion forum. Questions of a more personal nature should be emailed to me directly, mlopez68@calstatela.edu.

Email Policy: My email policy is as follows:
- Response to emails sent during my business hours (8AM-5PM Monday-Thursday) will generally take place within 24 hours with the exception of weekends and holidays. Emails sent outside of business hours or over the weekend (includes Friday), holiday, or campus closure will be read and responded to when campus reopens.
- *When sending an email to me please be sure to indicate the course and section number you are in.*
- I will post an announcement alerting students if I will be unavailable for more than a weekend.
- It is your responsibility to check your email daily for updates and announcements.
- Excessive emails impact both professor and the student. I respond to each and every email I receive. It is not necessary to send follow-up emails before I have responded.

Questions: It is normal to have many questions about things that relate to an online course, such as clarification about assignments, course materials, or assessments. Please post your questions in the *FAQ Discussion Forum.* However, be sure that you read the instructions and syllabus carefully as many questions can be answered for you such as due dates and submission format expectations.

Netiquette: When posting on the discussion boards and chat rooms it is important to understand how to interact with one another online, *netiquette*. You can read more about the rules of netiquette at 15 Rules of Netiquette for Online Discussion Boards

Student Office Hours: I will be available to meet with you during student office hours which will take place on Tuesday's 10:45AM-11:15AM in FA 230 and Thursday's from 10:45AM-11:15AM via Zoom. Office hours are by appointment only. You may sign-up for an appointment through your Canvas calendar.

Turnaround/ Feedback: During the week, I check messages and monitor discussions serval times a day. If you have a concern please send me an email message. I will usually respond within 24 hours. Grades and assignment feedback will be posted regularly in Canvas.

Helpful Student Resources

Resource	Description
Academic Honesty Resources	The university requires students to become familiar with its policies and procedures for more information link to the webpages below: Cal State LA Policies and Procedures on Academic Honesty definitions Appendix E - Student Conduct / Student Conduct Procedures
Advising and Academic Support Services	Support resources are provided to assist with advisement, understanding university policies and procedures, transferring, assistance with GE requirements and referrals to other services. For more information on Cal State LA academic support resources for students navigate to the following webpage: Academic Support **Phone:** (323)343-3150 **Email:** aac@calstatela.edu **Location:** Library Palmer Wing, Room 1040A **College of Ethnic Studies Academic Advisor Name:** Aidee Romero **Hours:** Mon.-Fri. 8:00am-5:00pm **Email:** aromer192@calstatela.edu **Schedule an appointment with Aidee at the following link:** https://calstatela.campus.eab.com/pal/E6h9QGLMZS
Center for Academic Success	The center for academic success offers tutoring and workshops to support your academic journey. For more information on Cal State LA academic and tutoring resources navigate to the following webpage: Tutoring Support **Phone:** (323)343-3971 **Email:** cas@calstatela.edu
Information Technology Services (ITS)	The ITS Help Desk provides one-on-one technical assistance to the campus community. For more information on their services navigate to the: ITS Help Desk webpage. If at any point during the semester you have technical issues you can contact ITS for assistance. **Phone:** (323)343-6170 **Location:** Library Palmer Wing Lobby
Research Help	The Cal State LA library offers a variety of services to assist you with research and writing. For more information navigate to the following webpage: Research Help
Student Support Resources	The university provides support for students to assist them with Financial aid, academic records, and graduation for more information navigate to the Cal State LA student support resources webpage: Student Services

Student Technology Recourses	Cal State LA offers many technological resources to help you achieve academic success. Laptops and hotspots loans are available for students. For more information on the resources offered navigate to the following webpage: Student Technology Resources
University Writing Center	The university writing center can assist you with writing and proofreading your papers. For information on the Cal State LA writing center navigate to the following webpage: Writing Center **Phone:** (323)343-5350 **Email:** cas@calstatela.edu **Location:** Library Palmer Wing 1039A

Course & University Policies

Student Handbook: Information on student rights and responsibilities, academic honesty, standards of conduct, etc., can be found in the Golden Eagle Student Handbook. You are expected to adhere to the standards outlined in the Student Handbook at all times.

Dropping and Adding: You are responsible for understanding the policies, procedures, and deadlines about add/drops, academic renewal, etc. You should be aware of the current deadlines and penalties for adding and dropping classes by visiting the following: GET home page.

Incomplete Grades: An "Incomplete" grade is an interim grade assigned to a student who is passing the course but, through extenuating circumstances, is unable to finish course work for the term. Incompletes are assigned at the discretion of the faculty only if a significant portion of the requirements for the course has been met. If you believe you need to request an incomplete you must do so before the last week of class. I will determine what work needs to be done in order to remove the incomplete and we will complete an *Incomplete Grade Agreement*. The *Incomplete Grade Agreement* includes the due date specified in writing for completing the work, the conditions for removal of the incomplete, and the final grade to be given based on the evaluation of the work already completed. You will need to complete all work to remove an incomplete grade within one year from the end of the course in which the incomplete was requested. An incomplete that is not removed from a student's record within the allotted time period will be automatically changed to an F by the academic records office. To request an incomplete you must:

- Consult with me to complete an *Incomplete Grade Agreement*, which I will begin processing.
- Comply with the terms of the required *Incomplete Grade Agreement* submitted.
- Complete the course requirements within one year of the end of the term in which the course was taken.

Extenuating Circumstances Impacting Course Completion or Continuous Enrollment: An undergraduate student who is not able to fulfill continuous enrollment due to extenuating circumstances can request a leave of absence. Undergraduate students in good academic standing may request a leave of absence that lasts between two to four semesters. Graduate students are granted a maximum of two semesters, subject to renewal. These totals exclude Summer and Winter terms. If you believe you many need to take a leave of absence speak with your advisor in order to take the necessary steps.

Americans with Disabilities Act (ADA): Reasonable accommodation will be provided to any student who is registered with the Office of Students with Disabilities (OSD) and requests needed accommodation. OSD can arrange for extra time on exams, alternative testing, accommodation for neurodivergent learners, access to electronic texts, and more. If you believe you might be eligible please contact the office for more information.

- **Webpage:** Office for Students with Disabilities
- **Phone:** (323)343-3140
- **Email:** osd@calstatela.edu
- **Location:** Student Services Building, Room 1320

Academic Honesty/ Student Conduct

Academic Honesty: Many incidents of plagiarism result from a lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with Cal State L.A.'s policy on plagiarism. All the work you submit must be your own scholarly and creative efforts. Cal State L.A.'s plagiarism general guideline is as follows: "At Cal State L.

A., plagiarism is defined as the act of using ideas, words, or work of another person or persons as if they were one's own, without giving proper credit to the original sources*." If you cheat or plagiarize, you will earn a 0 for that assignment or project.* This course uses Turnitin.com to check for similarity and plagiarism.

Turnitin Statement: This course utilizes turnitin.com, an automated system which compares student assignments with billions of web sites, as well as an enormous database of student papers that grows with each submission. After an assignment is processed turnitin.com reports how another author's work was used in the assignment.
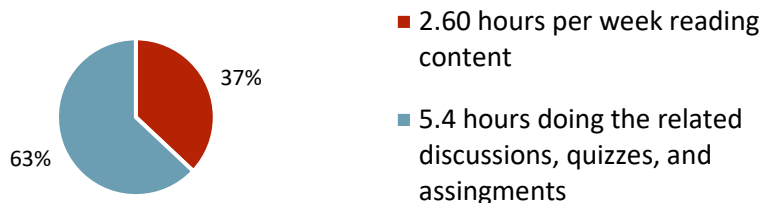
Set your Goals for Participation

Take a moment, as you begin this journey to consider your goals for taking this course. Like all endeavors, the level of growth, personal satisfaction, and impact resulting from your engaging in the course are tied directly to your level of effort. Time management combined with reviewing the syllabus, project guidelines, and instructions regularly and thoroughly is essential for your success in our course. In order to keep track of the multiple assignments and due dates for this course it would be best to organize and set reminders for yourself on your calendar. I recommend you highlight due dates in the course syllabus and refer to them often. Don't solely rely on your *To Do* list in Canvas. Any calendar and assignment changes will be posted in Canvas.

How to Succeed in our Course

1. I encourage you to organize study groups and set expectations of how they will run. Students that study together, graduate together.

2. Be open to a writing process that is on-going (no binge writing). Your best submissions are ones that are polished, organized, and edited. Also consider using campus resources such as the Cal State LA University Writing Center online resources.

You should plan on setting aside some time for our course, approximately 6-8 hours each week. This breaks down to a little over an hour each day.

Course Time

37%

63%

■ 2.60 hours per week reading content

■ 5.4 hours doing the related discussions, quizzes, and assingments

Example Weekly Schedule

The schedule below is an example of how you could participate in our course throughout the week and ensure all course work is completed on-time.

Day	Task
Monday -Tuesday (or get a jumpstart on the weekend)	Engage in module content by reviewing the weekly overview, reach out to your teammates, and complete the assigned reading.
Tuesday-Thursday	Complete the reading quizzes and engage with classmates in the assigned discussion. Work on team and individual assignments.
Wednesday- Friday	Continue to contribute and engage in the assigned discussion. Work on team and individual assignments.
Friday- Saturday	Ensure all weekly assignments are submitted on-time.

Course Schedule

This course schedule provides each module's start and due date. All assignments are due at 11:59PM, Pacific Standard Time at the "Week End" indicated on the course schedule. You are expected to complete the listed items for each week. The schedule is also located on the Schedule page in Canvas. Schedule and content subject to change.

Week Number	Week Start	Topic and assignments for the Week	Week End
Week 1	8/22	**Topic for the week: Introductions** **Readings** • Course syllabus **Assignments** • Introduce yourself • Make community agreements	8/26
Week 2	8/29	**Topic for the week: The Making of a Minority** **Readings** • "King, "Letter from a Birmingham Jail" • The Bill of Rights • Pieterse, "White Negroes" • Horsman, "Anglo-Saxons and Mexicans" **Film** • *Latinos Beyond the Reel: Challenging a Media Stereotype* **Assignments** • Weekly assignments • Legislation and Me: Topic Selection	9/2
Week 3	9/5	**Topic for the week: Civil Rights and White Privilege** **Readings** • Lipsitz, Chapters 1-3 **Film** • *The Great White Hoax: Donald Trump and the Politics of Race and Class in America* **Assignments** • Weekly assignments • *September 5 – Labor Day: Campus Closed*	9/9
Week 4	9/12	**Topic for the week: War, Inheritance, Wealth, and Health** **Readings** • Lipsitz, Chapters 4-6 **Assignments** • Weekly assignments • Legislation and Me: Timeline	9/16
Week 5	9/19	**Topic for the week: Identity Politics** **Readings**	9/23

		• Lipsitz, Chapter 7-10 **Film** • *13th* **Assignments** • Weekly assignments • Team Project Election 2022: Question List	
Week 6	9/26	**Topic for the week: Beyond the Black and White Binary** **Readings** • Lipsitz, Chapters 11-13 **Assignments** • Weekly assignments • Legislation and Me: Draft • *September 26 – Rosh Hashanah*	9/30
Week 7	10/3	**Topic for the week: Mexican Americans and the Law** **Readings** • Valencia, Garcia, Flores, Juarez Introduction and Chapters 1 & 2 **Assignments** • Weekly assignments • Team Project Election: Distribution plan for survey	10/7
Week 8	10/10	**Topic for the week: Gender, Law, and Language** **Readings** • Valencia, Garcia, Flores, Juarez Chapters 3& 4 **Assignments** • Weekly assignments • Midpoint Team Evaluation • *October 10 – Indigenous Peoples Day*	10/14
Week 9	10/17	**Topic for the week: Voting and the Criminal Justice System** **Readings** • Valencia, Garcia, Flores, Juarez Chapters 6-8 **Film** • *Latino Vote: Dispatches from the Battleground* **Assignments** • Weekly assignments • Legislation and Me: Final	10/21
Week 10	10/24	**Topic for the week: The Invisible Wall** **Readings** • Johnson & Trujillo, Chapters 1 & 2 **Assignments** • Weekly assignments • Legislation and Me: Peer Reviews • *October 24 - Diwali*	10/28
Week 11	10/31	**Topic for the week: Immigration and Law Enforcement** **Readings** • Johnson & Trujillo, Chapters 3 & 4	11/4

		Film	
		• *The Immigration Paradox* **Assignments** • Weekly assignments • Team Project Election 2022: Data from survey • *October 31 – Halloween*	
Week 12	11/7	**Topic for the week: Admission & Inadmissibility** **Readings** • Johnson & Trujillo, Chapters 5 & 6 **Assignments** • Weekly assignments • *November 8 – Election Day* • *November 11 – Veterans Day: Campus Closed*	11/11
Week 13	11/14	**Topic for the week: Migration and Labor** **Readings** • Johnson & Trujillo, Chapters 7 & 8 **Film** • *Papers: Stories of Undocumented Youth* **Assignment** • Weekly assignments	11/18
		Fall Recess November 21-23, No Classes – Campus open **November 24-26, No Classes – Campus closed**	
Week 14	11/28	**Topic for the week: State and Local Regulation of Immigration** **Readings** • Johnson & Trujillo, Chapters 9 & 10 **Assignment** • Weekly assignments • Team Project Election 2022: Presentation File	12/2
Week 15	12/5	**Topic for the week: Integration, Protest, and Reform** **Readings** • Johnson & Trujillo, Chapters 11 & 12 **Assignment** • Weekly assignments • Final Team Evaluation	12/9
Finals Week	12/12	**Team Project: Peer Reviews**	12/17

Project Instructions and Guidelines

There are *two* larger team projects for this course. There is a Timeline Project and a Public Service Announcement Project. *Each* project is worth 25% of your overall grade. Below is the detailed instructions and guidelines for working with your team. Grading rubrics and due dates are included.

Team Guidelines

You will be randomly assigned to a team during the first week of the course and you will work with them for the entire semester. Team assignments *must* be completed with assigned group, they will not be accepted individually. You will also work with your team on smaller assignments throughout the semester. Below are the guidelines and purpose for working with a team.

Purpose

Teamwork and collaboration is critical to policy change. Through working with a team you will demonstrate the ability to collaborate in order to develop and execute an assignment. Working in a team is an important experience. Throughout our lives we are required to work with others in order to accomplish a task. This assignment will give you the opportunity to experience working with others in order to accomplish a common goal.

Preparing to work with Your Team

- Mark your calendar with important due dates.
- Locate your team.
  - Navigate to the "People" tab in our course menu in Canvas.
- Reach out to your team early in the week.
- You should check-in with your team at least three times during each week.
  - Early in the week
  - Mid-week
  - End of the week

Criteria for Success

It is crucial that you follow the instructions laid out in each assignment. Adhere to the guidelines and grading rubrics within each assignment to ensure that you receive the highest possible grades. You will grade each of your teammates twice during the semester. First during week 8 and the second time during week 15.

You will grade your Teammates of the Following

Dimension/Task	Needs Improvement (1pt)	Average/Acceptable (3pts)	Excellent (4pts)
Individual Participation within Group	My teammate rarely or never contributed to the group project or activities.	My teammate contributed to the group project and activities most of the time.	My teammate always contributed to the group project and activities.
Respectful Behavior toward Team Members	My teammate rarely or never encouraged nor supported the ideas and efforts of other team members.	My teammate usually encouraged and supported the ideas and efforts of other team members.	My teammate always encouraged and supported the ideas and efforts of other team members.
Sharing of Ideas & Information	My teammate rarely or never offered their ideas and/or findings to the group.	My teammate offered their ideas and findings to the group most of the time.	My teammate always offered their ideas and findings with the other team members.
Cooperation & Helping Others	My teammate rarely or never offered to help other group members.	My teammate offered to help other group members most of the time.	My teammate offered to help other group members throughout the project and for activities.
Organizing Data and Presentation	My teammate is disorganized and offered little to complete the presentation or activities.	My teammate works in partnership with others to organize materials for the presentation and activities.	My teammate leads the group in organizing the information and producing the presentation and activities.

Team Project: Election 2022

This project is worth 25% of your overall grade. Below are the detailed instructions and guidelines which include grading rubrics and due dates.

Purpose

Elections are an important part of the democratic process, they establish policy and elect officials at the will of the people. During election season it is common to see political campaigns that are intended to sway voter opinion. These

campaigns often contain data that supports a proposition or candidates platform. These are mostly based on results of polls conducted by a variety of sources for various purposes. This November Californian's along with the rest of the nation are being asked to vote on important propositions and candidates. These propositions and candidates will have a lasting impact on communities of color. By designing and conducting your own survey, you will explore the opinions and needs in your community and how policy decisions impact California residents. By working in teams, you will gain experience of how to work together in a community. You and your team will also work together throughout the entire semester on activities and assignments. Upon completion of this project you will:

- Show how the U.S. Constitution and federal policy impact Chicanx and Latinx communities' and the relationships among different racial and gender communities in the United States. (CLO – C)
- Assess the influence of California's constitution and policy decisions on Chicanx and Latinx communities inside and outside of the state. (CLO – E)
- Critique US public policies and court decisions that have a lasting impact on various racial and gender communities. (CLO – F)

Submission Format

This project will be submitted in several phases throughout the semester. You will share the your final presentation by the assigned due date in Canvas.

Tasks – *Each task listed below must be completed with your team.*

Each Section in this Table is a Different Assignment
Question List: Form questions to ask in your survey. You will investigate the various ways different racial and gender communities are able to have active participation in the political process through this survey

- There are different question types that can be used, consider: multiple choice, yes/no, open ended questions, etc.
- Decide how you will form your questions.
  - Here are some examples:
    - Will you be voting in the November election?
    - What impact if any will this election have on your life?
    - Do you believe this election will change anything in California or the nation?
    - Are you familiar with the California Constitution?
    - It the upcoming election important?
- Include demographic questions on your poll such as:
  - Grade level and age of respondent
  - Gender
  - State and/or district
  - Ethnic background
- Consider the use of Probing questions such as:
  - Whose thoughts and preferences helped form your opinion?
    - The opinions and preferences of friends and classmates
    - The opinions and preferences of your parents
    - The opinions and preferences of teachers
    - The opinions and preferences of other adults
    - The opinions and preferences of celebrities
    - Someone else's opinions and preferences
- Consider the use of Source questions such as:
  - What sources provide the most information to you in forming your opinion?
    - Newspaper articles and editorials
    - Radio advertisements
    - TV advertisements
    - Information received via email
    - Information you sought and retrieved from the internet
    - Social Media
    - Conversations with students and teachers in school
    - Conversations with friends outside of school

- You must have a minimum of 15 questions on your survey.
- *Once your questions are approved you will create your survey using Google forms.*
  - Be sure to turn on the responses in order for Google to gather your data.
  - Include an introduction to your survey.
    - Should be at least a paragraph long.
    - Explain the purpose of your survey.
  - Consider the look of your survey:
    - Color
    - Background
    - Images
      - Make it inviting
- You will submit your questions for review before sending out your survey.

Distribution plan for your survey. Once your questions have been approved you will then prepare to begin distributing the survey for responses. Specifically, survey communities of color in order to determine their political behavior.
- Reach out to friends, family, and students in *other classes*.
- Social Media
  - Reach out to friends and followers
- You must survey a minimum of 50 people per team.
- Focus on surveying communities of color
- Prior to distribution you will submit a plan for review.
  - Once your plan has been approved you will move forward with distribution of your survey.

Data from survey. Once you have received your survey submissions you will be able to analyze the data. Google provides a break-down of your submissions.
- Once all your surveys are completed you must analyze and compile your data.
- Once the data is analyzed decide how your team will present it to the class.
- You will submit your data for review.

Team Presentation of Research. You and your team will prepare a presentation of your research analysis and the election outcome.
- You may submit your presentation in several ways.
  - You can create a video or PowerPoint (7 slides minimum)
    - If you choose PowerPoint, you may create as many slides as needed for your presentation.
    - If you create a video make sure it is no more than 15 minutes long.
  - Your presentation must include the following:
    - Your process for developing your survey.
    - Include some of the audio/visual elements and analysis of your survey.
    - Select graphics that help convey the information.
      - Make sure all graphics are good quality and visible.
    - You may include any media you see as relevant to your presentation. (i.e. video, quizzes for the class, or activity) Be sure that it functions during your presentation.
    - Answer these questions as a group:
      - How do elections create policy in the United States?
      - How do US Supreme Court decisions impact California policy and the Chicanx and Latinx communities?
      - In what ways does this election change the California Constitution?
      - How does the creation of policy impact Chicanx and Latinx communities?

Peer Reviews: Each of you will be required to review 3 other presentations:
- These will be assigned once they have all been submitted.
- Your assigned survey will show up in your "To do List"
- Canvas assigns the presentations randomly if you happen to get the same one twice please let me know and I will switch it out for you.

Time Frame

Below lists when each individual piece of this project is due. Be sure and mark your calendar with the due dates listed.

- 9/23 – Question List
- 10/17 – Distribution Plan for Survey
- 11/14 – Data from Survey
- 12/2 – Team Presentation
- 12/9 – Final Team Evaluation
- 12/17 – Peer Review of Presentation

Criteria for Success

To ensure your success with this assignment be sure and adhere to the guidelines, due dates, and grading rubrics to ensure the highest possible grades.

Grading Break Down

20 pts – Question list
20 pts – Distribution plan for survey
20 pts – Data from survey
20 pts – Team presentation
20 pts – Final Team Evaluation
20 pts – Peer Reviews
120 Possible Points

Grading Rubrics

Grading Rubrics for Team Project: Election 2022	
The question list will be graded on the following: 10 pts - Minimum of 15 questions 5 pts – Guidelines were followed with all prompts addressed 5 pts – Appropriate questions were asked **20pts Total**	**The distribution plan for survey will be graded on the following:** 10 pts – An appropriate plan of action is indicated 10 pts – Guidelines were followed with all prompts addressed **20pts Total**
Data from survey will be graded on the following: 20 pts – 50 responses were received **20pts Total**	**The Peer Reviews will be graded on the following:** 10 pts – All assigned presentations were completed 10 pts – Gave thoughtful feedback **20 pts Total**

Your presentation will be graded on the following:

Performance Areas	Exemplary – 4	Proficient – 3	Limited – 2	Unsatisfactory – 1
Content and Creativity	Provides comprehensive insight, understanding, and reflective thought. All prompts were addressed.	Provides moderate insight, understanding and reflective thought.	Provide minimal insight, understanding and reflective thought.	Shows no evidence, insight, understanding, or reflective thought. Prompts were not addressed correctly.
Voice	Text was written in a style that is appealing and appropriate for the intended audience and a consistent voice is evident throughout.	Text was written in a style that is generally appropriate for the intended audience and an attempt is made to use a consistent voice.	Text was written in a style that does not fully consider the audience, and the author's voice is difficult to identify.	Does not reflect an awareness of the audience and it is difficult to identify the author's voice.

Text Layout, Use of Graphics and Multimedia	Selected and inserted high quality graphics and multimedia when appropriate to enhance the content's visual appeal and increase readability.	Selected and inserted graphics and multimedia that are mostly high quality and enhance and clarify the content.	Selected and inserted many low-quality graphics and multimedia which did not enhance the content.	Did not insert any graphics, or used only low-quality graphics and multimedia, which did not enhance the content.
Quality of Writing and Proofreading	Free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	Largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	Some grammatical, spelling or punctuation errors that distract the reader.	Numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.

Legislation and Me: Public Service Announcement Project

This project is worth 25% of your overall grade. Below are the detailed instructions and guidelines which include grading rubrics and due dates.

Purpose

Through this project you will examine and critique California policy and how it impacts you and your community. Upon completion you will be familiar with college level research practices and how to apply them to your work. You will select a piece of California legislation to research. Through this process you will learn how legislative change is part of the US political process and how it impacts US Residents/Citizens. You will also learn to analyze legislation, policy, and research sources. Public service announcements are used to create awareness in our society. Along with your team will create a public service announcement that brings awareness to California legislative changes. This project will give you first-hand experience on the use of media as a form for activism. Through this project you will gain knowledge of how information is shared and used to create awareness and you move from observer to active participant within our society, gain civic literacy, further develop your critical thinking skills, and apply some of the other skills you have learned in our course. Upon completion of this assignment you will:

- Show how the U.S. Constitution and federal policy impact Chicanx and Latinx communities' and the relationships among different racial and gender communities in the United States. (CLO – C)
- Assess the influence of California's constitution and policy decisions on Chicanx and Latinx communities inside and outside of the state. (CLO – E)
- Critique US public policies and court decisions that have a lasting impact on various racial and gender communities. (CLO – F)

Tasks – *Each task listed below must be completed with your team.*

Each Selection in this Table is a Different Assignment.

Topic Selection: : Along with your team select a California legislative change or new California legislation that is being proposed. Your selection must be recent, *no older than two years*. Areas to consider could be the Environment, Education, Health Care, Immigration, and Finance. Consider how race, gender, ethnicity, and sexuality are impacted by the policy you select.
• Topic Selection:
    o With your team write a *paragraph* containing 5-7 sentences. You must answer the following questions:
        ▪ Topic: What is it?
        ▪ Why did this topic resonate with your team?
        ▪ How do you believe this legislation will impact you and community you live in?
        ▪ What is the social and economic impact of the legislation you selected?
• If you need help selecting a topic visit the California Legislative Information webpage. You may review California legislation at: https://leginfo.legislature.ca.gov/faces/home.xhtml. You may also consider researching recent Executive Orders that have been signed by California Governor Gavin Newsom.
• You may select an issue we have discussed in class or another you find of interest.

- Selecting an issue that impacts the community you live in.

Timeline: Create a timeline for completion of your public service announcement.
- You will set goals for you and your team.
- Select how you will create your PSA.
    - You may use Canvas Studio or any other video editor.
        - Make sure that you will be able to create a 3 minute video.
    - Do not use Tic Tok or social media platforms to create and house your video.
- Submit a timeline and include the following:
    - Target goal dates to complete your PSA
    - Information on how you will create your PSA
    - What strategies you and your team are using to question the role of the California constitution and its influence?

PSA Draft: Begin creating your public service announcement with your team. Select a title for your public service announcement. (Be creative)
- Be sure to display insight and reflective thought about your topic. Include:
    - Interpretation of the policy and its impact.
    - The full title of legislation you and your team are researching.
    - Assess the legislation by:
        - Examining how the legislation will impact various racial and gender communities
        - Expressing how the US constitution impacts this legislation.
        - Assess the lasting impact of the legislation.
- Include media in your public service announcement consider using videos and other media.
    - Don't just copy and paste material from other places. You must analyze and research the information you include.
    - Use media that supports your topic.
- Be sure to site your sources.
- Be creative.
- Work together.
- Make sure video is cohesive.
- Your video should be between 2-3 minutes
- Submit the link to your PSA draft.
    - YouTube, Vimeo, and Canvas work well.
    - I will give feedback for each team PSA.

PSA Final: Once you receive feedback on the PSA you may begin to finalize it.
- Submit the link to your PSA
    - Make sure it is fully accessible

PSA Peer Reviews: You will be required to review 3 other team PSA's.
- The PSA's will be assigned once they have all been submitted.
- Your peer reviews will be listed in your "To Do List" in Canvas.

Submission Format

This project will be submitted in several phases throughout the summer session. You will share the link to your PSA by the assigned due date in Canvas.

Time Frame

Below lists when each individual piece of this project is due. Be sure and mark your calendar with the due dates listed.
- Topic Selection – 9/2
- Timeline – 9/16
- PSA Draft – 9/30
- Midpoint Team Evaluation – 10/14
- PSA Final – 10/21
- PSA Peer Reviews – 10/28

Criteria for Success

It is crucial that you follow the instructions laid out in this assignment. Adhere to the guidelines and grading rubrics within this handout to ensure that you receive the highest possible grades. I have high expectations for you in terms of grading. It's important to understand that in order to receive the highest possible grades you must submit quality work.

Grading Break Down

10 pts – Topic Selection
10 pts – Timeline
20 pts – Midpoint Team Evaluation
20 pts – PSA Draft
20 pts – Final PSA
20 pts – Peer Reviews
100 pts possible points

Grading Rubrics

Grading Rubrics for PSA Project	
Topic selections will be graded on the following: 5pts – Issue/s selected 5pts – Submission is the appropriate length **10 possible points**	**Timeline will be graded on the following:** 5pts – Followed instructions 5pts – Submission was the appropriate length **10 possible points**
The draft of your PSA will be graded on the following: 5pts – Name of the PSA is clear 5pts – Issue/s being addressed are clear 10pts – Followed instructions **20 possible points**	**The peer reviews will be graded on the following:** 10 pts – All assigned reviews completed 5 pts – Gave thoughtful feedback 5 pts – Followed instructions **20pts Total**

Your PSA will be Graded on the Following

Performance Areas	Exemplary – 4	Proficient – 3	Limited – 2	Unsatisfactory – 1
Content and Creativity	Provides comprehensive insight, understanding, and reflective thought about the topic/s by building a focused argument around a specific issue/s. All prompts were addressed.	Provides moderate insight, understanding and reflective thought about the topic/s.	Provides minimal insight, understanding and reflective thought about the topic/s.	Shows no evidence of insight, understanding or reflective thought about the topic/s. Prompts were not addressed correctly.
Voice	Style is appealing and appropriate for the intended audience and a consistent voice is evident throughout.	Style is generally appropriate for the intended audience and an attempt is made to use a consistent voice.	Style does not fully consider the audience, and the author's voice is difficult to identify.	Does not reflect an awareness of the audience and it is difficult to identify the author's voice.
Text Layout, Use of Graphics and Multimedia	Selected and inserted high quality graphics and multimedia when appropriate to enhance the content's visual appeal.	Selected and inserted graphics and multimedia that are mostly high quality and enhance and clarify the content.	Selected and inserted many low-quality graphics and multimedia which did not enhance the content.	Did not insert any graphics, or use only low-quality graphics and multimedia, which did not enhance the content.

Timeliness and Tags	All images, media and text created by others display appropriate copyright permissions and accurate citations.	Most images, media or text created by others display appropriate copyright permissions and accurate, properly formatted citations.	Some of the images, media or text created by others does not display appropriate copyright permissions and does not include accurate, properly formatted citations.	No images, media or text created by others display appropriate copyright permissions and do not include accurate, properly formatted citations.
Quality of Writing and Proofreading	Written content is free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	Written content is largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	Written content includes some grammatical, spelling or punctuation errors that distract the reader.	Written content contains numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.