Case Study: Providing Effective Feedback

1. What is social construction? Elaborate using one of the following examples: discovery, gender, race, or time.

People are either born male or female. Traits of masculinity and femininity are not automatic at birth, it is taught through life. We socially construct what it is to be a man and what it is to be a woman. Starting in when boys were young, toys like GI. Joe, a masculine figure were given to them and when girls were young, toys like Barbie a feminine figure were given to them. People want to fit into society, they want to be normal. Society already has instructions for what a normal male and female is. People are influenced by these instructions and try to follow it. When a majority of people believe in an idea, like men must be strong and not cry, it is accepted as the norm. People will try to reproduce this norm to their children like giving a masculine role model (G I Joe) to their sons to play with at an early age so that this image of masculinity is imbedded in their minds. Many boys toys are like saws and hammers and we see that in society, a majority of people who work with saws and hammers are male. We learn by imitating and by imitating at an early age, we develop the idea of what is normal for different genders to do. We never see a Barbie dolls working with hammers because society does not think that girls doing that is a norm. Of course nowadays more females are working in construction and is becoming a norm. These roles change as society changes, therefore gender is socially constructed.

Thoughts on how to comment / what to say / how to say it?

SOCI 100   **2012**

Grading rubric for SOCI 100 Paper

	Excellent	Good	Poor
Comprehension – reflects an accurate understanding of concepts and theories presented	3	2	1
Clarity and coherence – the points made or argued are presented in a clear and logical manner	3	2	1
Evidence/Insight/Creativity – effective and convincing use of evidence to back up points made and insightful discussion, paper shows thoughtfulness and critical analysis	3	2	1
Mechanics and style – punctuation, spelling, and overall quality of writing; followed proper format	3	2	1
Specific Content **Overall Question-** How effectively is the overall paper presented?	3	2	1
Total			

/25

Rubric for Research Paper

Criteria	Exemplary 'A'	Good 'B'	Acceptable 'C'	Unacceptable 'D' or 'F'
Purpose	The writer's central purpose or argument is readily apparent to the reader.	The writing has a clear purpose or argument, but may sometimes digress from it.	The central purpose or argument is not consistently clear throughout the paper.	The Purpose or argument is generally unclear.
Content	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains few insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
Organization	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.
Feel	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest and stops reading.

Criteria	Exemplary	Good	Acceptable	Unacceptable
Tone	The tone is consistently professional and appropriate for an academic research paper.	The tone is generally professional. For the most part, it is appropriate for an academic research paper.	The tone is not consistent-ly professional or appropriate for an academic research paper.	The tone is unprofessional. It is not appropriate for an academic research paper.
Sentence Structure	Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another.	Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth.	Some sentences are awkwardly constructed so that the reader is occasionally distracted.	Errors in sentence and structure are frequent enough to be a major distraction to the reader.
Word Choice	Word choice is consistently precise and accurate.	Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective.	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.	Many words are used inappropriately, confusing the reader.
Grammar, Spelling, Writing Mechanics (punctuation, italics, capitali-zation,etc.)	The writing is free or almost free of errors.	There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing has many errors, and the reader is distracted by them.	There are so many errors that meaning is obscured. The reader is confused and stops reading.
Length	Paper is the number of pages specified in the assignment.			Paper has more or fewer pages than specified in the assignment.

Criteria	Exemplary	Good	Acceptable	Unacceptable
Use of References	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented.	Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented.	Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas.	References are seldom cited to support statements.
Quality of References	References are primarily peer-reviewed professional journals or other approved sources (e.g., government documents, agency manuals). The reader is confident that the information and ideas can be trusted.	Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines). The reader is uncertain of the reliability of some of the sources.	Most of the references are from sources that are not peer-reviewed and have uncertain reliability. The reader doubts the accuracy of much of material presented.	There are virtually no sources that are professionally reliable. The reader seriously doubts the value of the material and stops reading.
Use of Most Recent Edition of the Publication Manual of the American Psycho-logical Association (APA)	APA format is used accurately and consistently in the paper on the "References" page.	APA format is used with minor errors.	There are frequent errors in APA format.	Format of the document is not recognizable as APA.

Group work rubric

Skills	4 Advanced	3 Competent/meets expectations	2 Progressing/does not fully meet expectations	1 Beginning/does not meet minimum expectations	Score
Contributions/participation Attitude	Always willing to help and do more, routinely offered useful ideas. Always displays positive attitude.	Cooperative, usually offered useful ideas. Generally displays positive attitude.	Sometimes cooperative, sometimes offered useful ideas. Rarely displays positive attitude.	Seldom cooperative, rarely offers useful ideas. Is disruptive.	
Working with others/cooperation	Did more than others – highly productive Works extremely well with others, never argues	Did their part of the work – cooperative. Works well with others, rarely argues.	Could have done more of the work – has difficulty, requires structure, directions and leadership, sometimes argues.	Did not do any work – does not contribute, does not work well with others, usually argues with teammates.	
Focus on task/commitment	Tries to keep people working together. Almost always focused on the task and what needs to be done. Is very self-directed.	Does not cause problems in the group. Focuses on the task and what needs to be done most of the time. Can count on this person.	Sometimes not a good team member. Sometimes focuses on the task and what needs to be done. Must be prodded and reminded to keep on task.	Often is not a good team member. Does not focus on the task and what needs to be done. Lets others do the work.	
Team role fulfillment	Participated in all group meetings, assumed leadership role as necessary. Did the work that was assigned by the group.	Participated in most group meetings. Provided leadership when asked. Did most of the work assigned by the group	Participated in some group meetings. Provided some leadership. Did some of the work assigned by the group.	Participate in few or no group meetings. Provided no leadership. Did little or no work assigned by the group.	
Communication/listening Information sharing	Always listens to, shares with, and supports the efforts of others. Provided effective feedback to other members. Relays a great deal of information – all relates to the topic.	Usually listens to, shares with, and supports the efforts of others. Sometimes talks too much. Provided some effective feedback to others. Relays some basic information – most relates to the topic.	Often listens to, shares with, and supports the efforts of others. Usually does most of the talking – rarely listens to others. Provided little feedback to others. Relays very little information – some relates to the topic.	Rarely listens to, shares with, or supports the efforts of others. Is always talking and never listens to others. Provided no feedback to others. Does not relay any information to teammates.	
Job proficiency/correctness	Work is complete, well organized, no errors and is done on time or early.	Work is generally complete, meets the requirements of the task, and is mostly done on time.	Work tends to be disorderly, incomplete, not accurate and is usually late.	Work is generally sloppy and incomplete, excessive errors and is mostly late or not at all.	

Presentation Rubric

	Evaluating Student Presentations				
	Developed by Information Technology Evaluation Services, NC Department of Public Instruction				
	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	

Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points:	

Peer Evaluation Rubric – 50 points

Project: _____ Date: _____

Student Name: _____ Group Name: _____

Category				
Participation	Rarely focuses on the task and lets others do the work; does not participate.

1-2-3 | On task, some of the time. Must be reminded to stay on task by group.

4-5-6 | Focuses on task and can be counted on to complete the assigned work within the group.
7-8-9 | Self-directed and consistently focuses on the task and what needs to be done.

10 |
| Dependability | Late or misses deadlines for turning in assigned work. Depends on others to do all work. Frequently misses class.
1-2-3 | Sometimes late turning in assignments and misses deadlines.

4-5-6 | Completes most tasks and is a productive member of the group.

7-8-9 | Turns all work in on time and does not depend on others to do or complete work.

10 |
| Listening and Discussing | Does not pay attention in group. Argues or otherwise misuses time. Not willing to compromise.
1-2-3 | Has difficulty listening and participating in a positive manner.

4-5-6 | Respectfully listens, contributes and cooperates with others in the group.

7-8-9 | Respectfully listens, interacts, cooperates, and helps the group come up with positive ideas.
10 |
| Research and Information Sharing | Rarely provides any information for the group. Lack of research contribution.

2-4-6 | Sometimes provides useful ideas but often neglects research for the group.

8-10-12 | Usually gives useful ideas and completes required research.

14-16-18 | Routinely completes research, gathers information, and shares with the group.
20 |

Team member: _____

Participation score: _____

Dependability score: _____

Listening/Discussing score: _____

Research/Sharing score: _____

Total Score: _____

Team member: _____

Participation score: _____

Dependability score: _____

Listening/Discussing score: _____

Research/Sharing score: _____

Total Score: _____

Team member: _____

Participation score: _____

Dependability score: _____

Listening/Discussing score: _____

Research/Sharing score: _____

Total Score: _____

Team member: _____

Participation score: _____

Dependability score: _____

Listening/Discussing score: _____

Research/Sharing score: _____

Total Score: _____

Soci 100   **Participation Self-Evaluation**

Name:

Write a brief description of your class participation in each of the following areas:

1. Regular attendance at lectures and discussion

2. Participation in both lecture and discussion group

3. Quality of commentary offered and questions raised

4. Email commentary provided to TAs or Profs

5. Active listening in lecture and discussion group

6. Completion of Pop Quizzes

Write a brief description of the quality of participation in each of the following areas:

1. Conceptual and Analytical Rigour (ie: the logic and specificity of your comments; the persuasiveness of your arguments)

2. Constructiveness (ie: the degree to which your comments/questions advance discussion; the degree to which your comments build on colleagues' contribution)

3. Relevance and Appropriateness (ie: the relevance of your contribution; the appropriate use of 'air time')

After considering your answers to the above questions, what do you think your participation mark should be?   /10

Principles for Constructive Feedback

Feedback is a way of learning more about ourselves and the effect our behaviour has on others. Constructive feedback increases self-awareness, offers options and encourages development, so it is important to learn to both give it and receive it. Constructive feedback does not mean only giving positive feedback. Negative feedback, given skilfully, can be very important and useful. Destructive feedback means that which is given in an unskilled way which leaves the participant simply feeling bad with seemingly nothing on which to build or options for using the learning.

1. Start with the positive

Most people need encouragement, to be told when they are doing something well. When offering feedback it can really help the receiver to hear first what tou like about them or what they have done well e.g. "I really liked the way you responded to Alison, however, on this occasion I did feel that you made an assumption about her without checking it out.". Our culture tends to emphasise the negative therefore the focus is likely to be on mistakes more often than strengths. In a rush to criticise we may overlook the things we liked. If the positive is registered first, any negative is more likely to be listened to and acted upon.

2. Be specific

Try to avoid general comments which are not useful when it comes to developing skills. Statements such as "You were brilliant!" or "It was awful" may be pleasant or dreadful to hear but they do not give enough detail to be a useful source of learning. Try to pin-point what the person did which lead you to use the label "brilliant" or "awful" e.g. "The way you asked that question just at that moment was really helpful" or "By responding that way you seemed to be imposing your views on the student". Specific feedback gives more opportunity for learning.

3. Refer to behaviour that can be changed

It is not likely to be helpful to give a person feedback about something over which they have no choice or control e.g. "the size of the student group is too big", is not offering information about which the person can do very much. On the other hand, to be told that "It may help to think of ways of breaking the size of the group down" you can give a person something on which to work.

4. Offer alternatives

If you do offer negative feedback then do not simply criticise but suggest what the person could have done differently. Turn negative feedback into a positive suggestion e.g. "You could try breaking the large group down into smaller groups and use activities such as small scale research projects and seminar presentations".

5. Be descriptive rather than evaluative

Tell the person what you saw or heard and the effect it had on you, rather than merely something was "good", "bad" etc. e.g. "Your tone of voice a you said that made me feel that you were concerned" is more likely to be useful than "That was good".

6. Own the feedback

It can be easy to say to the other person "You are...", suggesting that you are offering a universally agreed opinion about the person. In fact all we are entitled to give is our own experience of that person at a particular time. It is also important that we take responsibility for the feedback we offer. Beginning with "I", for example, "I thought that..." or using "In my opinion...", is a way of avoiding the impression of being the giver of "cosmic judgements" about the other person.

7. Leaving the recipient with a choice

Feedback which demands change or is imposed heavily on the other person may invite resistance, and is not consistent with a belief in each of us being personally autonomous. It does not involve telling someone how they must be to suit us. Skilled feedback offers people information about themselves which leaves them with a choice about whether to act or how to act. It can help to examine the consequences of any decision to change or not to change, but does not involve prescribing change.

UBC's Guidelines for Grading and Reporting Grades

Grading policies should attempt to ensure that all students are assessed fairly in relation to other students in the same class, students in other sections of the same course and students in other courses.

These guidelines establish a framework for the fair treatment of students in Arts courses and provide details of the formal procedure involved in submitting marks, dealing with student appeals and pleas for special treatment, etc. We encourage you to share this material with students.

Grading Practices and Standards

UBC courses are graded on a percentage basis (or pass/fail - P/F - if a course is so designated). Corresponding letter grades are assigned automatically by the Registrar. (See UBC Calendar, Academic Regulations, Grading Practices).

Percent Grade Level of Achievement

Percent	Grade	Level of Achievement
90-100	A+	exceptional
85-89	A	exceptional
80-84	A-	exceptional
76-79	B+	competent
72-75	B	competent
68-71	B-	competent
64-67	C+	adequate
60-63	C	adequate
55-59	C-	adequate
50-54	D	adequate
00-49	F *	inadequate

* For students taking courses in other faculties or schools where the passing grade is higher than 50%, all grades below the higher passing grade will be assigned a letter grade of F.

Grading Criteria

The following guidelines offer a broad-brush characterization of the type of work that might be associated with various ranges of grades. The intent here is to encourage general consistency across the faculty rather than to provide precise specifications.

80% to 100% (A- to A+)
- Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

68% to 79% (B- to B+)
- Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

50% to 67% (D to C+)
- Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour.

00% to 49% (F)
- Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature.

Grading Practices in Sociology at UBC

Grading practices should attempt to ensure that all students are assessed fairly in relation to other students in the same class, students in other sections of the same course, and students in other courses.

If a section has two TA's then they should ensure that they are either responsible for grading distinct sections, or take steps to ensure that they are grading work in similar ways (inter-rater reliability).

Grades are due 7 business days following the date the examination was held or 5 business days following, in the case of examinations written on the last 2 days of the examination period. (Senate Policy)

Distribution of Grades

The average grade in the Faculty of Arts for a 100 level course is in the 67-69% range, an average that rises to about 75-77% in 400-level courses. Experienced instructors with challenging material and rigorous but fair grading practices find that final grades normally conform to this distribution pattern. Undoubtedly there will be courses in which these guidelines need to be flexible, but in such cases it is imperative that the instructor provide a convincing rationale for an exception(e.g. poorly prepared students, a small selective seminar, etc).

Results in an average class of reasonable size will normally fall somewhere within the following broad limits:

Grade "A"   5% to 25% of the class

Grades "A" and "B" combined not more than 75% of the class

Grade "F"   not over 20% of the class

There will, of course, be exceptions, and none of this should be taken to imply that grades in any course must conform to a bell curve.

1. What is social construction? Elaborate using one of the following examples: discovery, gender, race, or time.

Comments from marker

People are either born male or female. Traits of masculinity and

Opening could be stronger by linking first to social construction

femininity are not automatic at birth, it is taught through life. We

Yes, good idea on the "not automatic," but show what that means by distinguishing sex and gender. Note too that not everyone is born either F or M – Maybe "Most people are either ..."

socially construct what it is to be a man and what it is to be a

woman. Starting in when boys were young, toys like GI. Joe, a

Perhaps follow with gender and then develop this into masculinity and femininity.

masculine figure were given to them and when girls were young,

toys like Barbie a feminine figure were given to them. People want

Good examples of gender stereotypical toys.

to fit into society, they want to be normal. Society already has

instructions for what a normal male and female is. People are

Careful about personifying society

influenced by these instructions and try to follow it. When a

majority of people believe in an idea, men must be strong and not

cry, it is accepted as the norm. People will try to reproduce this

norm to their children like giving a masculine role model (G I Joe) to

What is this process called by sociologists? (Socialization)

their sons to play with at an early age so that this image of

masculinity is imbedded in their minds. Many boys toys are like

saws and hammers and we see that in society, a majority of people

who work with saws and hammers are male. We learn by imitating

and by imitating at an early age, we develop the idea of what is

normal for different genders to do. We never see a Barbie dolls

working with hammers because society does not think that girls

doing that is a norm. Of course nowadays more females are working

in construction and is becoming a norm. These roles change as

society changes, therefore gender is socially constructed.

General Comments:

It is always good practice to link answers to questions. Begin your

reply by defining social construction since that is what the question

asked. Also, it is wrong to treat society as an active social agent –

"society" cannot have "instructions". Sociologists understand

'wants' as something developed via socialization. Also recall that

biological 'sex' is more complicated – not everyone is born with a

clear sexual identity of female or male.

Case Study: Resolving Grade Disputes

Part One: How to do it?

This is Jeff's first year as a TA at UBC. He is a TA for an introductory sociology course with 4 tutorial sections, each led by a different TA. He runs one tutorial each week and is responsible for marking student work in his section. Each week students are required to submit a one page critical summary.

It is the fifth week into the semester, and Jeff is quite pleased with how his tutorials have been progressing. The students seem especially engaged with the assignments, the material and the course in general.

One afternoon, Gina, one of the better students in the group comes to see him after class. She reports that her friend Amin, in a different tutorial of the same course, is receiving better grades in the weekly critical summaries – for comparable work. Jeff tries to justify the grades to Gina, but he can see that his explanation does not satisfy Gina.

What should Jeff do?

Case Study: Resolving Grade Disputes

Part Two: Whose Responsibility?

Jeff suggests that Gina leave the graded summaries with him, and promises to give serious consideration to her complaint.

The next day Jeff visits Professor Greene, the faculty member in charge of the course, bringing with him Gina's already marked critical summaries. When Professor Greene offers to review the summaries, Jeff is relieved – he is fairly confident in his marking ability, but it is his first year as a TA and he values the judgment of the experienced professor.

During the week, Jeff finds a note in his mailbox from Professor Greene, advising him he has taken care of the issue with Gina. Professor Greene has remarked Gina's critical summary and has returned it directly to Gina, leaving a photocopy of the re-marked work for Jeff. Reviewing the work, Jeff discovers that Professor Greene has raised the grade.

At the next meeting of Jeff's tutorial group the atmosphere is rather strained. Jeff can see that many students are discussing their past critical summary grades amongst themselves. During the same week, Professor Greene receives several requests for critical summary re-marks from students in Jeff's tutorial group.