

## ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

### CLASS INFORMATION:

**Instructor:** Dr Sarra Tlili  
**Office:** Virtual Classroom via Zoom  
**Phone number:** (352) 392-8678  
**E-mail address:** satlili@ufl.edu  
**Office Hours:** 10-11 Tuesdays and Thursdays  
**Periods:** T | Period 9 (4:05 PM – 4:55 PM)  
R | Period 8 – 9 (3:00 PM – 4:55 PM)

### COURSE OVERVIEW:

In the West, Arab and Muslim women are typically viewed as voiceless and oppressed and Islam and Arab culture are often cited as the reason for their supposed oppression. Like all forms of prejudice, however, this perception is rooted in the eye of the beholder more than in any intrinsic features of Arab and Islamic cultures. Although, like others, Arab and Islamic societies have several forms of patriarchy, this makes them neither more nor less oppressive of women than other societies. To address these complexities, this course follows two strategies. First, it explores the roots and motives of the stereotypes attached to Arabs and Muslims and assesses the impact of these stereotypes and the policies they inspire on Arab and Muslim women. Second, it examines the historical, economic, political, and social factors that shape women's experiences and gender relations in the Arab world. Through the study of social institutions and structures and the legacies of individual women, students will gain more nuanced and critically informed appreciation of gender relations in the Arab world.

### STUDENT LEARNING OUTCOMES:

Students who complete this course successfully should be able to:

- Demonstrate competence in the theory of Orientalism
- Identify, describe, and analyze key elements, biases, and influences that shape views about Arab and Muslim women in the West

## ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

- Demonstrate a critical familiarity with the Arab world's history and geography
- Explain and analyze the historical, cultural, economic, political, and social factors and processes that shape Arab women's experiences
- Describe, discuss, and assess the legacies of key female Arab figures
- Describe and explain social institutions, structures, and processes that shape gender roles and relations in the Arab world.

### UNDERGRADUATE CATALOG OBJECTIVES FOR GENERAL EDUCATION AND LEARNING OUTCOMES:

This course confers General Education credit for Writing (W), Humanities (H), International (N), and Social and Behavioral Sciences (S).

#### Writing Description

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. To receive writing credit a student must satisfactorily complete all the assigned written work and earn a minimum grade of C (2.0) for the course. It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

#### Humanities Description (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

#### Humanities SLOs

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).

## ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

### **International Description (N)**

International courses provide instruction in the values, attitudes and norms that constitute the culture of countries outside the United States. These courses lead you to understand how geographic location, development level and geopolitical influences affect these cultures. Through analysis and evaluation of your own cultural norms and values in relation to those held by the citizens of other countries, you will develop a cross-cultural understanding of the rest of the world.

### **International SLOs**

- Know the values, attitudes and norms that shape the cultural differences of peoples who live in countries other than the United States.
- Know the roles of geographic location, development level and geopolitical influences on the lives of citizens in other countries
- Analyze and evaluate your cultural norms and values in relation to those held by citizens in other countries.

### **Social and Behavioral Sciences (S)**

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

### **Social and Behavioral Sciences SLOs**

- Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.
- Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.

## ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

- Communicate knowledge, thoughts and reasoning clearly and effectively.

### COURSE ASSIGNMENTS:

#### Overview of course requirements: 2% of your final grade

This is due at the end of the first week of the semester and aims to test your familiarity with the syllabus. Read the syllabus carefully to learn about course requirements and content then write a reflection on how the course extends/differs from humanities classes you have taken in the past, and how it can meet learning and life goals of yours. This is a "low stakes" assignment where I will evaluate the depth and organization of your ideas more than the mechanics of your paper.

#### Reading and audio-visual assignments:

The typical reading load in this course is one article/chapter per class session (therefore two readings for double-block sessions). Because this is a student-centered class, these readings form the foundation of our discussions and other class activities. It is therefore crucial that you complete the readings and watch the assigned videos carefully before coming to class and that you be prepared to discuss them. The "Reflection Activity" is meant to motivate and help you do this.

#### Discussion posts: 15% of your final grade

Discussions posts are due on the eve of class days by 11:59pm. There are two main components to this assignment:

- Summary of the article
- Your own reaction to it

The summary part consists of the main thesis and the key ideas of the article/audio-visual assignment. You may write these as bullet points or weave them into one paragraph. When there are two or more assignments you may combine your reaction to them in the same passage. This section should not exceed one short paragraph, but it should demonstrate that you have read the article. Do not cite any section verbatim or discuss peripheral points, as this will create the impression that you merely skimmed the article.

## ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

The reaction part consists of your own reflections. The assigned materials are thought-provoking and raise meaningful and deep questions. If you read them carefully, they will lead you to rethink previous assumptions or discover previously unnoticed aspects of certain subjects. Engage with this dimension and be in conversation with the authors.

This is a “low-stakes” assignment aiming to help you to wrestle with the assigned materials and to give you credit for your effort. You will obtain full credit if your post reflects clearly that you have read the article carefully and given it serious thought. You do not lose points for not observing writing mechanics (spelling, punctuation, etc.), but you may lose points if there are indications that you merely skimmed the article. If you encounter some difficulties point them out and explain what makes them difficult, do not use this as a pretext for not turning in a thoughtful reflection. This assignment should not exceed one page.

Because I know there will be stressful periods in the semester during which you may be unable to turn in a thoughtful assignment, your lowest three grades will be dropped.

Discussion posts should not exceed 300 words (1 page). Excessive length can affect your grade.

### Quizzes: 10% of your final grade

These are mostly short pop quizzes aiming mainly to evaluate your grasp of the readings. In most cases they will have “multiple choice” or “true or false” questions, but occasionally they include essay questions. Your lowest one grade will be dropped.

### Theses and annotated bibliographies

3% of your entire grade. See below for more information.

### Midterm and final: 45% of your final grade

Students in the 1B12 section will take a midterm and a take-home final exam. A study guide for each exam will be published on Canvas one week in advance.

Midterm: 20%

Final: 25%

### Writing assignments: 45% of your final grade

## ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

Section 1B10 of this course carries 2000 words that count towards the UF Writing Requirement. Students registered in this section must turn in all written work counting towards the 2000 words to receive credit for this assignment. I will evaluate and provide feedback with respect to content, organization and coherence, argument, and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric. There will be two writing assignments of 1000 words each. The first paper consists of a comparison between the experiences and legacies of two Arab women, whereas in the second you will develop the theme of your presentation (see below) into a paper. For each paper you need first to submit a thesis and an annotated bibliography. Check the Writing and Submission Requirement document on Canvas.

First paper: 20%

Second paper: 25%

Here are important dates to remember about this assignment:

**September 11<sup>th</sup>:** Inform me of the two women you intend to discuss.

**September 18<sup>th</sup>:** Turn in your thesis statement and annotated bibliography. (This project is graded separately. See “Theses statements and annotated bibliographies” for more details.)

### Formal Presentations: 15% of your final grade

These are either individual or group-of-two presentations followed by questions and answers. In these presentations you are expected to research a course-related theme and communicate your results orally in a well-structured and clear manner. In your presentation, you can either defend an original and worthwhile thesis using the theory of orientalism or provide an overview of a debate over a course-related subject. A thesis is a claim, a point of view, or an argument that should be demonstrated using well-researched data, theoretical tools, and logical analysis. An overview of a debate describes, synthesizes, and assesses various viewpoints about a given theme.

Here are important dates to remember about this assignment:

## ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

**September 11<sup>th</sup>:** Inform me of your preferred broad theme (for example: Women in the Arab Spring, the veil, women in literature). You will have two to three weeks to come up with a specific thesis and to build your bibliography. So, at this point you must start your research.

**October 2<sup>nd</sup>:** Turn in your thesis statement and annotated bibliography:

### **Two weeks prior to your presentation:**

Discuss your findings with me via email or during a Zoom meeting. Let me know

- what you have learned from your research,
- what problems you have encountered,
- what conclusions you have reached,
- and how you plan to structure your presentation.

If you prefer a Zoom meeting you still need to share your materials with me beforehand.

- a. **Thesis statement:** one paragraph, 150 – 200 words
- b. **Annotated bibliography:** 4 – 5 **academic** articles and/or chapters in **academic** edited volumes. Your bibliography may include some of the class's readings, but it must also include three additional articles. Write a one-paragraph summary for each article and highlight its relevance to your project.

### **1. Thesis statements and annotated bibliographies: 3%**

For the presentation (entire class) and two papers (section 1B10), you need to turn in thesis statements and annotated bibliographies before tackling your papers.

- a. **Thesis statement:** one paragraph, 150 – 200 words
- b. **First paper's annotated bibliography:** Your bibliography may include some of the class's readings, but it must also include one additional article. Write a one-paragraph summary for each article and highlight its relevance to your project.
- c. **Presentation/second paper's annotated bibliography:** 4 – 5 **academic** articles and/or chapters in **academic** edited volumes. Your bibliography may include some of the class's readings, but it must also include three additional articles. Write a one-paragraph summary for each article and highlight its relevance to your project.

## ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

### Class participation: 10% of your final grade

This is our main class activity. They include short presentations and small group discussions and debates. See rubric for more details. Please note: **The grades you will see in this section during the semester reflect only your work on the short presentation.** These grades will be adjusted at the end of the semester to reflect your class participation.

Grade distribution at a glance:

1B10 Section	
Assignment	Percentage
Overview of course requirements	2%
Discussion posts	15%
Quizzes	10%
First paper	20%
Second paper	25%
Thesis statements/bibliographies	3%
Presentation	15%
Class participation	10%

1B12 Section	
Assignment	Percentage
Overview of course requirements	2%
Discussion posts	15%
Quizzes	10%
Midterm	20%
Final	25%
Thesis statements/bibliographies	3%
Presentation	15%
Class participation	10%

**GRADING SCALE:**

## ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

Letter Grade	Range:	
A	100 %	to 94.0%
A-	< 93.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

### Attendance Policy

Students are expected to attend class regularly and to login to our virtual classroom in time. Except for religious holidays, for which you only need to give prior notice, all non-excused absences must be documented. **You are allowed three absences (equivalent of one week) without need to provide justification. Each additional non-excused absence will cause your course grade to drop by one degree** (A becomes A-, A- becomes B+, and so forth). Every three late arrivals equal one absence. Students who do not miss class at all will earn 5 extra-credit points toward the final exam/paper.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### When attending a Zoom class or meeting:

- Arrive/Zoom in on time or a few minutes early if possible. Attendance will be taken at the start of each class session, and tardiness will be marked.
- Set up and mount the webcam video at the level of your eyes to show your full face. If you are using a laptop, you may need to place a book or two under it. Test the audio of

## ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

your webcam. *For any technical difficulties, please contact the UF Computing Help Desk (352-392-4357). <https://elearning.ufl.edu/media/elearningufl.edu/zoom/How-to-Join-a-Meeting.pdf>*

- *Please note: Our class sessions will not be recorded.*
  - During class session, set yourself on mute unless you want to speak or you are called upon.
  - If you want to speak, you can raise your hand (click the “raise hand” button at the center bottom of your screen) and wait to be called upon.
  - Your webcam must remain on throughout the class hour. If you have a reason to keep your webcam off, please communicate that reason with me or through the Dean of Students Office.
  - When you are assigned to a breakout room, enable your webcam and microphone so that your partners may hear and see who they are working with.
  - Dress appropriately for class. Even though you may be alone at home your professor and classmates can see you.
  - Find a quiet indoor space with stable internet connection to attend class. The study space does not need to be a separate room; a chair and desk/table set for school work in a quiet corner should be sufficient. The space should be conducive to work, including pair/group work. Make sure you are uninterrupted by other household members, including pets.
  - Your professor and classmates can also see what is behind you, so be aware of your surroundings. Make sure the background is not distracting or something you would not want your classmates to see. You may use a virtual background if your device supports this feature. Be sure to avoid using backgrounds that may contain offensive images and language.
  - Refrain from eating during the class hour, as you would in a face-to-face course.
  - Follow the same rules of respectful interaction as you would in a face-to-face course. This is especially important in a remote situation, where multiple voices attempting to speak at once result in no one being heard.
  - Alert your instructor as soon as possible if you experience technical difficulties. A “chat” can be sent at any moment during a Zoom session if, for example, you find that your webcam or microphone are not functioning properly.
  - Relax and enjoy class! Remote learning presents some challenges but many rewards as well.
- 
- **UF student honor code, original work, and plagiarism:**
  - UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest

## ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this course.

- Original thought, writing, and discussion is critical for core questions about our place in the natural world and for meaningful discussions about culture and nature. Please be thoughtful and meticulous in your citations. This video offers useful information for how to avoid plagiarism and cite appropriately.

<https://mediasite.video.ufl.edu/Mediasite/Play/adaa44500eaf460a84f238e6b9a558f9> If you have any questions, please ask your instructor.

- **Plagiarism on any assignment will result in a 0 for that assignment. A second incident of plagiarism will result in a failing grade (E) for the course.**
- Accommodations for students:

- 
- Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

- **Online course evaluation by students:**

- 
- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

- **Important Student Wellness Resources:**

- 
- *U Matter, We Care:*

## ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

- If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.
  - **Counseling and Wellness Center:**
  - <https://counseling.ufl.edu/>, 392-1575; and the University Police Department:392-1111 or 9-1-1 for emergencies.
  - **Sexual Assault Recovery Services (SARS)**
  - **Student Health Care Center**, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>
  - **Important Academic Resources:**
- 
- **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
  - **Career Connections Center**, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
  - **Library Support**, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
  - **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
  - **Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
  - **Student Complaints On-Campus:**
  - <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

### REQUIRED COURSE MATERIALS:

- Rajaa Alsanea, *Girls of Riyadh*, translated by Rajaa Alsanea and Marilyn Booth. (New York: Penguin, 2007)
- Skabelund, Aaron Herald. 2011. *Empire of Dogs: Canines, Japan, and the Making of the Modern Imperial World*. Ithaca, New York: Cornell University Press. (Online version available at UF library)

Tentative Course Plan:

Week 1 (Sept. 1-3)

Tuesday: Introductions and Syllabus

## ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

Thursday:

- 1\_b1\_Dona Stewart \_The Middle East Today\_23-48
- 1\_b2\_Dona Stewart \_The Middle East Today\_49-65
- Short presentations on individual Arab Countries

### Week 2 (Sept. 8-10)

Tuesday:

- 2\_a\_Muhja Kahf\_Western Representation Muslim Woman
- Short presentations on the history of the Arab world

Thursday:

- 2\_b1Lindsey Moore - Arab, Muslim, Woman 25-33
- Maya Jaggi, review of Sarah Graham Brown's book *Images of Women: The Portrayal of Women in Photography of the Middle East, 1860-1950*:  
<https://merip.org/1991/11/graham-brown-images-of-women/>
- An Introduction to Orientalism:  
<https://www.youtube.com/watch?v=1aNwMpV6bVs>
- Orientalism and Power: <https://www.youtube.com/watch?v=ZST6qnRR1mY>
- Reel Bad Arabs: <https://ufl.kanopy.com/video/reel-bad-arabs-how-hollywood-vilifies-people> (Links to an external site.) (login to your library account to gain access to this film)

### Week 3 (Sept. 15-17) -- Foundations

Tuesday:

- 3\_a\_Barbara Stowasser\_Women and Politics

Thursday:

- 3\_b1\_Leila Ahmed - *Women and Gender in Islam* \_ Religion Marriage
- 3\_b2\_Tlili\_Wives\_Muhammad in History, Thought and Culture (2014) 690-694

### Week 4 (Sept.22-24) -- Poetry

Tuesday:

- 4\_a\_Michelle Hartman, "Reconsidering the Ambivalent Legacy of Khansa"

Thursday:

- 4\_b1\_Renate Jacobi, "Layla al-Akhyaliyya An Umayyad Feminist?"
- 4\_b2\_Mirvat Hatem, "Aisha Taymur's Tears"

### Week 5 (Sept. 29-Oct. 1) – Music and painting

Tuesday:

## ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

- 5\_a\_Virginia Danielson\_Listening to Arab Women's Voices

Thursday:

- 5\_b1\_Linda Nochlin\_The Imaginary Orient
- 5\_b2\_Silvia Naef\_Between Symbol and Reality the Image women in 20th C Arab Art

### Week 6 (Oct. 6-8)

Tuesday:

- 6\_a\_Girls of Riyadh (we will negotiate number of chapters)

Thursday:

- Preparing for the paper

### Week 7 (Oct.13-15)

Tuesday:

- 7\_a\_Girls of Riyadh

Thursday:

- No class

### Week 8 (Oct.20-22)

Tuesday:

- 8\_a\_Girls of Riyadh

Thursday:

- Midterm

### Week 9 (Oct.27-29)

Tuesday:

- 9\_a\_Heidi Ford\_Hierarchical Inversions Divine Subversions\_Miracles of Rabia

Thursday:

- 9\_b1\_Maria Dakake\_Walking upon the Path of God like Men
- 9\_b2\_Febe Armanios\_The Virtuous Woman-Images of Gender in Modern Coptic Society

### Week 10 (Nov. 3-5)

Tuesday:

- 10\_a\_Yossef Rapoport\_Marriage, divorce and the gender division of property

Thursday:

- 10\_b1\_Yossef Rapoport\_Working women, single women and the rise of female ribat
- 10\_b2\_Randi Deguilhem\_Consciousness of Self\_Women and Waqf Damascus

## ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

### Week 11 (Nov. 10-12)

Tuesday:

- 11\_a\_Shahla Haeri\_sayyida hurra queen arwa

Thursday:

- 11\_b1\_Sjoberg and Whooley\_The Arab Spring for Women Representations of Women in Middle East Politics in 2011
- 11\_b2\_Lila Abu-Lughod and Rabab El-Mahdi\_Beyond the Woman Question

### Week 12 (Nov. 17-19)

Tuesday:

- 12\_a\_Muhja Kahf, “From Her Royal Body the Robe was Removed: The Blessings of the Veil and the Trauma of Unveilings in the Middle East”

Thursday:

- 12\_b1\_Lila Abu-Lughod, “The Muslim Woman: The Power of Images Danger of Pity”
- 12\_b2\_Mahmudul Hasan, “The Feminist ‘Quarantine’ of Hijab: A Study of its Two Mutually Exclusive Sets of Meanings”

### Week 13 (Nov. 24-26)

Tuesday:

- Presentations

Thursday:

- Thanksgiving

### Week 14 (Dec. 1-3)

Tuesday:

- Presentations

Thursday:

- Presentations

### Week 15 (Dec. 8)

Tuesday:

- Wrap up

ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

Writing Rubric

Criteria/Scale	90 - 100	80 - 90	70 - 80	Less than 70
<p><b>Content</b>  <b>Pay attention to:</b></p> <ul style="list-style-type: none"> <li>• Clarity of purpose</li> <li>• Critical and original thought</li> <li>• Use of examples</li> </ul>	<p>Paper focuses clearly on one significant main idea or topic throughout; meets length requirements; demonstrates superior knowledge of resource documentation; shows abundant evidence of critical, careful analysis; provides vivid and specific examples while focus remains tight</p>	<p>Paper presents one main idea or topic but the significance is less clear; meets length requirements; demonstrates good knowledge of resource documentation but may not be error free; shows evidence of critical, careful analysis; provides good, relevant supporting examples and evidence</p>	<p>Paper presents central idea, but it is vague or too broad; shows some evidence of critical, careful thought and analysis; comes close but does not meet length requirements; uses incorrect documentation; there are some examples and evidence, though too general or not illustrative enough</p>	<p>Paper does not present a unified purpose; presents main idea but does not state it precisely or clearly; work does not meet length requirements; uses incorrect documentation or no documentation; has little or no evidence of analysis, uses too few or no examples</p>
<p><b>Structure</b>  <b>Pay attention to:</b></p> <ul style="list-style-type: none"> <li>• Paper's organization</li> <li>• Flow of thoughts</li> <li>• Transitions</li> <li>• Format</li> </ul>	<p>Maintains clear and logical organization; demonstrates effective paragraphing using appropriate transitions with emphasis upon conveying the relationship between ideas. Paper is easy to follow.</p>	<p>Uses a suitable organizational plan; contains adequate paragraphing with some transitions that attempt to convey relationships between ideas.</p>	<p>Inadequate paragraphing with few transitions; unclear or jumbled paragraphs; unclear or jumbled sentences; paragraphs are sometimes not balanced in amount of development and support.</p>	<p>Uses no organizational plan; paragraphs are unclear and contain no transitions; unclear or jumbled sentences; paragraphs not balanced in amount of development and support.</p>
<p><b>Grammar and Mechanics<sup>1</sup></b></p>	<p>Uses correct, varied sentences with no</p>	<p>Uses sentences that are usually correct</p>	<p>Exhibits <i>some</i> difficulties with:</p>	<p>Exhibits <i>multiple</i> difficulties with:</p>

<sup>1</sup> Mechanics of writing include spelling, punctuation, italics, names of persons (state a person's name fully, accurately, and as it appears in the original source), titles of works, quotations (only the most important words, phrases, lines and passages should be quoted in the research paper as briefly as possible. The researcher should put them within quotation marks if they are 50 words or less. If the quotation is more than 50 words it should be put under indent), capitalization and personal names, references

ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

<p><b>Pay attention to:</b></p> <ul style="list-style-type: none"> <li>• Sentence structure</li> <li>• Punctuation/mechanics</li> </ul>	<p>errors in mechanics, grammar, syntax, or spelling.</p>	<p>but sometimes awkward; some errors in mechanics, grammar, syntax, or spelling that does not affect reader understanding</p>	<p>fragments, person shifts, comma splices, in-text citation punctuation, subject-verb agreement, works cited punctuation, spelling errors, other distracting features in usage.</p>	<p>fragments, person shifts, comma splices, in-text citation punctuation, subject-verb agreement, works cited punctuation, spelling errors, other distracting features in usage.</p>
<p><b>Language Pay attention to:</b></p> <ul style="list-style-type: none"> <li>• Use of Vocabulary</li> <li>• Tone<sup>2</sup></li> </ul>	<p>Uses language effectively: vocabulary is sophisticated and correct; sentences vary in structure and length, uses and manipulates subject specific vocabulary for effect, tone is consistent and appropriate for the intended audience.</p>	<p>Uses language that is adequate but occasionally unclear; writer's tone emerges and is generally appropriate for intended audience, though it may be uneven or inconsistent</p>	<p>Uses language that is sometimes inadequate and unclear; sentences may be simple, vocabulary is often unclear and repetitious; passive voice is used; diction is often nonstandard; inconsistent voice or tone; terminology is often difficult to understand or is misused.</p>	<p>Uses language that is inadequate and unclear; vocabulary is unclear and repetitious; uses passive voice; diction is nonstandard; inconsistent voice or tone; terminology is difficult to understand or is misused.</p>

<sup>2</sup> Tones include joyful, humorous, formal, and informal. The tone of academic papers is formal.

ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

Oral presentation rubric

Criteria	90 – 100	80 – 90	70 – 80	60 – 70
<p>Content:</p> <ul style="list-style-type: none"> <li>• Importance of topic</li> <li>• Relevance</li> <li>• Accuracy of facts</li> <li>• Overall treatment of topic</li> </ul>	<p>Knowledgeable of content, includes engaging introduction, detailed body of memorable facts, topic is highly focused and relevant to the subject matter of our course, presentation contains accurate information with no errors</p>	<p>Topic is adequately focused and relevant to the subject matter of our course; major facts are accurate and generally complete</p>	<p>Topic is somewhat focused and relevant to the subject matter of our course; presentation contains some errors or omissions</p>	<p>Presentation lacks focus and contains multiple errors</p>
<p>Organization:</p> <ul style="list-style-type: none"> <li>• Appropriate introduction, body, and conclusions</li> <li>• logical ordering of ideas</li> <li>• transition between major ideas</li> </ul>	<p>Ideas are presented with logical order with effective transitions between major blocks; presentation is clear and concise</p>	<p>Most ideas are in logical order with adequate transitions between major blocks; presentation is generally clear and understandable</p>	<p>Some ideas are not presented in proper order, proper transitions are occasionally lacking; some points are wordy or unclear</p>	<p>Ideas are not presented in proper order, transitions are lacking; several parts of the presentation are wordy or unclear</p>
<p>Completeness:</p>	<p>Presentation provides good</p>	<p>Presentation provides</p>	<p>Additional depth is</p>	<p>Presentation does not provide</p>

ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

<ul style="list-style-type: none"> <li>• Level of detail</li> <li>• Appropriate length</li> <li>• Adequate background information</li> </ul>	<p>depth and detail; ideas are well developed; facts have adequate background; presentation is within specified time</p>	<p>adequate depth, few needed details are omitted; major ideas are adequately developed; presentation is within specified time</p>	<p>occasionally needed; important information omitted or not fully developed; presentation is too short or too long</p>	<p>adequate depth; key ideas are omitted or underdeveloped; presentation is too short or too long</p>
<p>Documentation:</p> <ul style="list-style-type: none"> <li>• Proper support and sourcing for major ideas</li> <li>• Inclusion of visual aids that support message</li> </ul>	<p>Effective message support provided in the form of facts and visual aids; sourcing is current and supports major ideas.</p>	<p>Adequate message support provided for key concepts by facts and visual aids; sourcing is generally adequate and current</p>	<p>Some message support provided by facts and visual aids, sourcing may be outdated or thin, visual aids need work</p>	<p>Little or no message support provided for major ideas; visual aids are missing or inadequate; little or no sourcing provided</p>
<p>Delivery:</p> <ul style="list-style-type: none"> <li>• Adequate volume</li> <li>• Appropriate pace</li> <li>• Flow (pauses, verbal fillers: um, uh, er)</li> <li>• Personal appearance</li> <li>• Enthusiasm</li> <li>• Posture</li> <li>• Effective use of visual aids</li> </ul>	<p>Good volume and energy; proper pace and diction; avoidance of distracting gestures and verbal fillers; professional appearance; visual aids used effectively</p>	<p>Adequate volume and energy, generally good pace and diction, few or no distracting gestures and verbal fillers; professional appearance,</p>	<p>More volunteering needed at times, pace too slow or too fast, some distracting gestures or posture, adequate appearance, visual aids</p>	<p>Low volume or energy, pace too slow or too fast, poor diction, distracting gestures or posture, unprofessional appearance, visual aids poorly used</p>

ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

		visual aids used adequately	could be improved	
Interaction: <ul style="list-style-type: none"> <li>• Adequate eye contact with audience</li> <li>• Ability to listen and/or answer questions</li> </ul>	Good eye contact with audience, excellent listening skills, answers audience questions with authority and accuracy	Fairly good eye contact with audience, displays ability to listen, provides adequate answers to audience questions	Additional eye contact needed at times, better listening skills needed, some difficulty in answering questions	Little or no eye contact with audience, poor listening skills, uneasiness or inability to answer questions

ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

**Class Participation Rubric: 100 points**

Points	90 – 100	80 – 89	70 – 79	60 – 69
Participation and Engagement	Student initiates discussion more than once in each class session, participates enthusiastically in all class discussion and remains alert and focused throughout class session	Student initiates discussion once in each class session, participates in most class discussion is alert and focused most of the time.	Student initiates discussion at least in half of the class sessions and participates occasionally.	Student participates when instructor solicits input.
Quality of comments	Comments are always insightful and reflect critical engagement with the reading materials. They are balanced between impressions and thoughtful critical analysis.	Comments are mostly insightful and reflect some level of critical engagement with the reading materials. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes insightful. They reflect familiarity but little or no critical engagement with the reading materials. They are not always relevant to discussion.	Comments are uninformative and rely heavily on personal opinion.
Listening skills	Student always listens carefully to and engages thoughtfully and respectfully with others' contributions.	Student is mostly attentive when others present their ideas and occasionally engages with them. Student occasionally needs encouragement.	Student is passively attentive. Though reluctant to participate in class discussions, when called upon will be able to demonstrate their full presence.	Student is inattentive, does not pay attention when others speak, detracts from discussion, sleeps, etc.

ARAB WOMAN - FALL 2020



ARA3510/1B10(W/H-I-S)/1B12 (H-I-S)

Impact on Class	Student makes excellent and positive impact on class.	Student makes positive impact on class.	Student's impact is neutral.	Student makes negative impact on class
-----------------	---	---	------------------------------	--