

## **Module 2 Essay**

Sociologists have argued that social context is comprised of both social interactions and social structures, and that both are important for understanding our behaviors and sense of self. The sociologist Goffman argued that as humans we are constantly seeking feedback from others about who we are, and whether or not we are decent human beings. To do this we acquire specific cultural knowledge about what to do and when (for example, as in how to use a public bathroom correctly) in order to receive the kinds of social feedback that we need to feel competent and worthy. This concept was defined as the "Looking Glass Self," by sociologist Charles Horton Cooley. One of the key questions that sociologists consider is how we can be distinctive and unique individuals while also conforming to patterns and behaviors in society at large. While a geneticist may think about each of us as having unique biological codes, a sociologist thinks about us as unique in part because we have each had a different set of social interactions. In each different situation, we emphasize or highlight different parts of ourselves.

For this essay, think about the millions of interactions that have shaped your sense of self throughout your life - from your parents to your neighborhood to your teachers and peers, to strangers on the street. Provide examples of how your sense of identity changes over time and social context. Your answer should demonstrate your mastery of what is meant by The Looking Glass Self.

## Module 2 Essay Rubric

	Poor 1 Points: 25%	Fair 2 Points: 50%	Average 3 Points: 75%	Exemplary 4 Points: 100%
<b>Development of Ideas 50%</b>	Fails to define the concept of the Looking Glass Self or does so in a way that demonstrates little to no understanding. Fails to explain how identity is socially contingent over time and place, or the explanation may be vague or confusing.	Discusses how identity is dynamic across time and social context, providing examples which demonstrate how feedback from others about who we are influences our sense of identity and sense of self. This discussion may be somewhat confusing or vague, and the example may not be completely relevant. Responses will vary, but may include: • In the context of a family, for example, the student might emphasize the identity of daughter/son. • In school, students may highlight the identities of student, athlete, or citizen. Explanations should show how these identities are socially constructed, that is created as individuals interact and receive feedback, such as parents'	Accurately discusses how identity is dynamic across time and social context, providing an example which demonstrates how feedback from others about who we are influences our sense of identity and sense of self. Responses will vary, but may include: • In the context of a family, for example, the student might emphasize the identity of daughter/son. • In school, students may highlight the identities of student, athlete, or citizen. Explanations should show how these identities are socially constructed, that is created as individuals interact and receive feedback, such as parents' expectations of children, and teachers' and classmates' expectations of students.	Discusses with a high level of competence and sophistication how identity is dynamic across time and social context, providing an example which demonstrate how feedback from others about who we are influences our sense of identity and sense of self. Responses will vary, but may include: • In the context of a family, for example, the student might emphasize the identity of daughter/son. • In school, students may highlight the identities of student, athlete, or citizen. Explanations should clearly show how these identities are socially constructed, that is created as individuals interact and receive feedback, such as parents' expectations of children, and teachers' and

		<p>expectations of children, and teachers' and classmates' expectations of students. Explanations may not be entirely accurate or clear.</p>		<p>classmates' expectations of students.</p>
<p><b>Organization 10%</b></p>	<p>A lack of organization profoundly interferes with the reader's understanding of the respondent's point of view. Response lacks transitions that would help the reader follow the essay. Both the introduction and the conclusion are absent or ineffective.</p>	<p>A lack of organization interferes with the reader's understanding of the respondent's point of view. Response has few transitions that would help the reader follow the essay. Either the introduction or the conclusion or both are ineffective.</p>	<p>Organization helps the reader understand the respondent's point of view. Transitions connect some concepts. Contains an appropriate introduction and conclusion.</p>	<p>Organization is clear and helps the reader understand the respondent's point of view. Transitions connect concepts and guide the reader. Contains an effective introduction and conclusion.</p>
<p><b>Conventions 10%</b></p>	<p>Response contains a large number of errors in grammar, spelling, punctuation, or word choice. Many errors interfere with the reader's understanding. Response demonstrates little to no variety in sentence structure. Demonstrates a lack of control over basic conventions.</p>	<p>Response contains a substantial number of errors in grammar, spelling, punctuation, or word choice. Many errors interfere with the reader's understanding. Response demonstrates little to no variety in sentence structure. Demonstrates minimal control over basic conventions.</p>	<p>Response contains a significant but not excessive number of errors in grammar, spelling, punctuation, or word choice. Most errors do not interfere with the reader's understanding. Response demonstrates some variety in sentence structure. Demonstrates control over basic but not complex conventions.</p>	<p>Response does not contain a significant number of errors in grammar, spelling, punctuation, or word choice. Errors do not interfere with the reader's understanding. Response demonstrates variety in sentence structure. Demonstrates sophistication and skill with a wide variety of conventions.</p>
<p><b>Voice 10%</b></p>	<p>The writing may lack voice or use a</p>	<p>The writing may have an artificial or</p>	<p>The writing has a clear but</p>	<p>The writing has an individual,</p>

	<p>tone inappropriate for the audience. Word choices are vague, inappropriate, or incorrect. Sentences may be limited in variety or be comprised of awkward fragments or run-ons which produce a halting voice. No commitment to audience and/or topic is evident.</p>	<p>uneven tone. Word choice may be simple and limited, or overly jargonistic, reflecting text written to impress. There may be little evidence the writer is engaged in the topic; the text lacks liveliness. Sentences may be choppy, rambling, or repetitive in a way that limits fluency. There may be little or no audience awareness.</p>	<p>uncomplicated voice. The writing is relatively fluent, but overall it may lack spontaneity and vitality. Word choice is appropriate and functional. Sentences may occasionally be awkward or repetitious but demonstrate some variety in structure. Some awareness of audience is evident.</p>	<p>engaging voice with a compelling tone. There is a sense of a personality behind the written words. Words are precise and natural. Sentences are graceful and clear with a natural rhythm and variety that demonstrate fluency. Awareness of audience is evident.</p>
<p><b>Focus and Coherence</b> <b>20%</b></p>	<p>Response provides no significant justification for its conclusions. Logic, examples, and illustrative language are absent, inconsistent, and/or ineffective. References to people, events, places, relationships, etc. demonstrate no more than a weak grasp of the relevant history.</p>	<p>Response provides some justification for its conclusions. Some combination of logic, examples, and illustrative language are present but are inconsistent or somewhat ineffective. References to people, events, places, relationships, etc. demonstrate only a partial understanding of the relevant history.</p>	<p>Response justifies its conclusions through some combination of logic, examples, and illustrative language. References to people, events, places, relationships, etc. effectively demonstrate a good command of the relevant history.</p>	<p>Response persuasively justifies its conclusions through logic, examples, and illustrative language. References to people, events, places, relationships, etc. effectively demonstrate a strong command of the relevant history.</p>