

Cover Sheet: Request 13982

REL3XXX Global Religions in the United States

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	David Hackett dhackett@ufl.edu
Created	6/13/2019 10:49:56 AM
Updated	1/11/2020 9:38:32 AM
Description of request	New Course Approval

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Religion 011619002	Terje Ostebo		6/13/2019
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, with the following changes needed: 1) there should not be a lab code for this course; 2) the course description should be rewritten to confirm with catalog style (see https://gov.clas.ufl.edu/files/CollegeProblems-Checklist.pdf for assistance); 3) edit Links and Policies to remove reference to cell phones being turned off in class, add links for services, and add course evaluation language (see http://syllabus.ufl.edu/media/syllabus)	10/14/2019
No document changes					
Department	Approved	CLAS - Religion 011619002	Terje Ostebo		11/5/2019
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following: 1) under late or make-up assignments, change "extraordinary" to "UF approved"; 2) fix grade scale to remove overlapping "90" and include an E grade.	1/10/2020
No document changes					
Department	Approved	CLAS - Religion 011619002	Terje Ostebo		1/11/2020
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		1/11/2020
No document changes					

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			1/11/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 13982

Info

Request: REL3XXX Global Religions in the United States
Description of request: New Course Approval
Submitter: David Hackett dhackett@ufl.edu
Created: 1/10/2020 3:55:40 PM
Form version: 9

Responses

Recommended Prefix REL
Course Level 3
Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Global Religions in the United States
Transcript Title Global Religion in US
Degree Type Baccalaureate

Delivery Method(s) On-Campus
Co-Listing No
Co-Listing Explanation This course will not be jointly taught to undergraduate, graduate, and/or professional students. This course will only be taught to undergraduates.
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3

Course Description

Investigates the religious lives of post-1965 Hindu, Muslim, Buddhist and Global Christian immigrants from Latin America, Asia, the Middle East, and Africa and their interactions with American society.

Prerequisites Sophomore Standing
Co-requisites None

Rationale and Placement in Curriculum This course is intended to appeal to all degree-seeking undergraduate students who are looking to internationalize their undergraduate experience. Religion courses in general and world religions courses in particular have proven to be attractive to students who are not only fascinated by alternative points of view but too are aware that we are living in an increasingly global, interconnected world where we need to grasp the deeper values and world views of those different from us. This course will also attract students from these immigrant groups themselves who are now arriving at the University of Florida in ever greater numbers and are seeking to understand their own immigrant experience. Beyond contributing to the core curriculum of the department of religion this course has already been approved as a contribution to the course requirements of the International Scholars Program.

Course Objectives

GENERAL EDUCATION DESCRIPTION AND STUDENT LEARNING OUTCOMES

HUMANITIES DESCRIPTION

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 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:

At the end of this course, students will be expected to have achieved the following humanities learning outcomes in content, critical thinking and communication:

Content: Identify, describe, and explain the history, underlying theory and methodologies used.

Students will identify the complexity of factors important to members of other cultures as they seek to adapt their religious beliefs and practices to their new American environment (SLO1 – Concepts/Principles).

Critical Thinking: 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. Students will analyze alternative points of view, recognizing important differences or similarities in religious perspectives and how they shape our understandings of the world (SLO2 – Analysis).

Communication: Communicate knowledge, thoughts and reasoning clearly and effectively.

Students will learn to communicate what they have learned clearly and effectively, in writing and orally. They will be strengthened in their ability to write and talk about religion in American society in clear, accurate, and comprehensive ways. (SLO3 – Acceptance).

INTERNATIONAL DESCRIPTION

This designation is always in conjunction with another program area. International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

INTERNATIONAL SLOs

At the end of this course, students will be expected to have achieved the following International learning outcomes in content, critical thinking and communication:

Content: Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.

Students will learn to identify, describe and explain the changes in American religious life that have been created by the arrival of recent new immigrants. Students will also learn to understand the significance of cultural and religious diversity in our globalizing world. Especially by getting to know a variety of new immigrants themselves, students will seek to understand their religious point of view.

Critical Thinking: Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.

Students will analyze and interpret contemporary immigrants' religious lives within the context of twenty-first century American society. Transnationalism, the innovations of the second generation, gender, comparisons between immigrant groups, and their influences especially on American religious understandings will be examined.

Communication: The international designation is always in conjunction with another category.

Communication outcomes are listed in those subject areas. See above under Humanities SLOs.

WRITING REQUIREMENT

The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. This course carries 2000 words that count towards the University Writing Requirement. Students must turn in all written work counting towards the 2000 words in order to receive credit for those words. 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 receive a minimum grade of C (2.0) for the course. It is possible to fail to 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.

The writing requirement for this course will be primarily fulfilled by a 10 page ethnography of a local new immigrant religious group. Students will meet individually with the professor to discuss their

research proposal and will receive feedback from the professor and the class on their first draft and from the professor on the final draft. This feedback will address content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and other mechanics. Through writing and revising this paper and participating in peer review, students will learn to organize their arguments with an appropriate thesis statement, detailed outline, adequate and relevant support for arguments, and clear and correct writing style.

The rubric used for evaluating written work is below.

In addition to the feedback from the instructor and peer review, students will be encouraged to seek help from the university's Writing Studio (www.writing.ufl.edu), which offers support for writing in all fields and can be very helpful both in developing first drafts and in polishing those drafts.

The Chicago manual of style as a guide for writing format and style is recommended.

<https://www.chicagomanualofstyle.org/home.html>

However, if students are used to following a different style guide, that is acceptable, as long as they check with the professor first and make sure to use the same format consistently throughout their written work.

Course Textbook(s) and/or Other Assigned Reading • Helen R. Ebaugh and Janet S. Chafetz, eds. *Religion and the New Immigrants, Continuities and Adaptations in Immigrant Congregations* (Walnut Creek, Calif.: Alta Mira Press, 2000)

- Chen, Carolyn and Russell Jeung eds. *Sustaining Faith Traditions: Race, Ethnicity, and Religion among the Latino and Asian American Second Generation* (New York: NYU Press, 2012)

Weekly Schedule of Topics

Schedule of Course Meetings and Assignments

PART ONE: ORIENTATIONS

Tuesday, August 13(drop-add)

Syllabus review and course expectations

Thursday, August 15 (drop-add)

Syllabus review and course expectations continued

Tuesday, August 20th

What is Religion and How Can We Study it?

Readings:

- Russell McCutcheon, *What is the Academic Study of Religion?*
<https://religion.ua.edu/links/the-students-desk/what-is-the-academic-study-of-religion/>
- Robert Orsi, "Doing Religious Studies with your Whole Body"
<http://practicalmattersjournal.org/2013/03/01/doing-religious-studies/>
in *Practical Matters: A Journal of Religious Practices and Practical Theology*(Mar 2013)

Thursday, August 22nd

We Are All Immigrants: The History and Geography of Global Religions in the United States

- *Daniels, Roger *Coming to America*, 1990 esp. Chapter 9 "Minorities from Other Regions", Chapter 13 "Changing the Rules", Chapter 14 "The New Asian Immigrants". Chapter 15, "Central American". Chapter 16 "The 1980s and Beyond"
- *Diana L. Eck, *A New Religious America* (San Francisco: HarperCollins, 2001), pp. 1-26, 61-141 <http://www.pluralism.org>

Tuesday, August 27th

Religion and Transnationalism

- *Peggy Levitt, Chapter Two "Transnational Lives" in her *God Needs No Passport: Immigrants and the Changing American Religious Landscape*, 2007

Thursday, August 29th

Overview of Scholarship on Religion and Post-1965 Immigrants

- *Wendy Cadge and Elaine Howard Ecklund "Immigration and Religion". *Annual Review of Sociology*. 33: 17.1- 17.21

Tuesday, September 3rd

Gainesville as Field Site

- *Gainesville Religious Change 1980-2010
- *Gainesville Post-1965 New Immigrant Worship site

Thursday, September 5th

- How to Study New Immigrant Worship Sites*Visiting Sacred Spaces, A "How-to" Guide: Tips and Suggestions for Groups and Individuals.

<http://www.pbs.org/godinamerica/art/VisitingSacredSpaces.pdf>

- Helen R. Ebaugh and Janet S. Chafetz, "Introduction" to their edited volume Religion and the New Immigrants, Continuities and Adaptations in Immigrant Congregations (Walnut Creek, Calif.: Alta Mira Press, 2000)

Response Paper for PART ONE: Student Orientations (due Tuesday, September 10th)

In 2-3 pages, give separate answers to the following three questions:

- 1) Respond to the class on how to study religion by offering your current definition of religion and your argument for why your definition is persuasive .
- 2) Explain what transnationalism means to you? How does it change our previous understanding of religion as rooted in place?
- 3) Respond to the classes on the state of research on Global Religions in the United States and Gainesville by identifying one immigrant religious group that particularly interests you and explain why.

PART TWO: INTO THE FIELD

This portion of the course will explore in succession: Latin American (I), Asian (II), Middle Eastern and African (III) new immigrants to the United States and the religious lives they are creating, especially here in Gainesville. In each section we will:

- Overview as needed the beliefs and practices of the religions under study
- Discuss recent ethnographies.
- Assigned student(s) will present and the class will respond to short field reports on Gainesville worship sites for these new immigrants (See Assignments).
- At least once every four classes a member of a Gainesville new immigrant group or their minister will enter into conversation with the class.
- Through this ongoing process we will try to define, explain and understand the implications the arrival of these people and their religions for American culture and society.

[Assignment for PART TWO: Every week one or more students will offer a five page field report following a common structure. Students will be assigned the site they are to visit and report on prior to September 10th).

LATIN AMERICAN (I)

Tuesday, September 10th

Discussion of Field Report and Ethnography assignments.

Thursday, September 12th

Global Christianities

- Reading TBD, Moxy Video

Tuesday, September 17th

- *Levitt P. 2002. Two nations under God? Latino religious life in the U.S. In Latinos: Remaking America, ed. MM Su'arez-Orozco, MM P'aez, pp. 150-64. Berkeley: Univ. Calif. Press

Thursday, September 19th

- St. Mary's Catholic Church: Celebrating Domestic Religion, Kathleen Sullivan in New Immigrants (2000) A wholly Hispanic Catholic church
- Iglesia de Dios: An Extended Family, Kathleen Sullivan in New Immigrants (2000) A small, tightly knit Hispanic Protestant church
- St. Catherine's Catholic Church: one church, parallel congregations, Kathleen Sullivan in New Immigrants (2000)

Tuesday, September 24th

- "The Diversity-Affirming Latino: Ethnic Options and the Ethnic Transcendent Expression of American Latino Religious Identity"Gerardo Martin in Sustaining Faith (2012)

[Field Reports on Hispanic Baptist, Seventh Day Adventist, Pentecostal, and/or Catholic Churches]

ASIAN (II)

CHINESE CHRISTIAN

Thursday, September 26th

- "Chinese Gospel Church: the Sinicization of Christianity," Fenggang Yang in *New Immigrants* (2000).
 - *Gender and Generation in a Chinese Christian Church," Fenggang Yang in *Making and Remaking of Boundaries* (2004)
- [Field Reports on Chinese Christian Church and/or Chinese Gospel Church]

KOREAN CHRISTIAN

Tuesday, October 1st

- "Houston Korean Ethnic Church: An Ethnic Enclave," Victoria Hyonchu Kwon in *New Immigrants* (2004).
 - "Second-Generation Korean American Christians' Communities: Congregational Hybridity," Sharon Kim and Rebecca Y. Kim in *Sustaining Faith* (2012)
- [Field Report on Korean Baptist Church]

VIETNAMESE BUDDHIST

Thursday, October 3rd

What is Buddhism?

- Reading TBD

What is Vietnamese Buddhism?

- Reading TBD

Tuesday, October 8th

- "Center for Vietnamese Buddhism: Recreating Home," Thuan Huynh. *New Immigrants*(2000)
- "I Would Pay Homage, Not Go All 'Biing', Vietnamese American Youth Reflect on Family and Religious Life," Linda Ho Peche in *Sustaining Faith* (2012)

[Field Report on Vietnamese Temple]

FILIPINO FOLK RELIGION AND CATHOLICISM

Thursday, October 10th

- *"Filipino Folk Spirituality and Immigration: From Mutual Aid to Religion" Steffi San Buenaventura in *New Spiritual Homes* (1999)
 - "Second-Generation Filipino American Faithful: Are They 'Praying and Sending'?" Joaguin Jay Gonzalez III in *Sustaining Faith* (2012)
- [Field Report on Filipino Catholics]

PAN-ASIAN IDENTITIES

Tuesday, October 15th

- *"Negotiation of Ethnic and Religious Boundaries by Asian American Campus Evangelicals," Rebecca Y. Kim, *Making and Remaking of Boundaries* (2004)
- [Field Report on SALT Church]

ASSESSMENT: Take Home Midterm Due Thursday, October 17th

HINDUISM

Thursday, October 17th

What is Hinduism?

- Reading TBD
- *Vasudha Narayanan, "Hinduism in America." In Stephen Stein ed. *The Cambridge History of Religion in America* (2012)

Tuesday, October 22nd

- "Jyothi Hindu Temple: One Religion, Many Practices" Simon Jacob and Pallavi in *New Immigrants* (2000)
- *"The Hindu Gods in a Split-Level World: The Sri Siva-Vishnu Temple in Suburban Washington, DC" Joanne Punzo Waghorne in *Gods of the City* (1998)

Thursday, October 24th

- “Religion in the Lives of Second-Generation Indian American Hindus,” Khyati Y. Joshi in Sustaining Faith (2012)
[Field Reports on Hindu Temples]

MUSLIM AND AFRICAN (III)

MUSLIMS

Tuesday, October 29th

What is Islam?

- Reading TBD
- A brief history of Islam in America <https://www.vox.com/2015/12/22/10645956/islam-in-america>
- “Al-Noor Mosque: Strength Through Unity,” HodaBadr. in New Immigrants (2004)

Thursday, October 31st

- Pew Forum, Muslims in America(April, 2018)
<https://www.pewforum.org/essay/muslims-in-america-immigrants-and-those-born-in-u-s-see-life-differently-in-many-ways/>

[Field Reports on the Islamic Center and/or Hoda Center]

AFRICAN

AFRICAN CHRISTIANS

Tuesday, November 5th

- *”Emerging Communities: The Religious Life of New African Immigrants in the U.S” Jacob C. Olupona and Regina Gemignani in The New African Diaspora (2007)
- Documentary on the Redeemed Christian Church of God
<https://www.youtube.com/watch?v=nl4VQL2k5DA>

AFRICAN MUSLIMS

Thursday, November 7th

- *”West African Muslims in America: When Are Muslims Not Muslims?” Lirula Beck in African American Religions (2007)

[Field Report from Redeemed Christian Church of God and/or a multi-ethnic mosque]

PART THREE: ANALYSIS

Our analysis will engage contemporary promising research conversations on the particular themes of ethnicity and religion, gender, the second generation, and the future.

ETHNICITY AND RELIGION

Tuesday, November 12th

- “Reproducing Ethnicity” Ebaugh and Chafez in New Immigrants (2000)
- *”Questions of Identity Among African Immigrants in America,” Msia Kibona Clark in The New African Diaspora (2009)

Thursday, November 12th

- Chen, Carolyn and Russell Jeung, “Religious, Racial, and Ethnic Identities of the New Second Generation” the Introduction to Sustaining Faith Traditions: Race, Ethnicity, and Religion among the Latino and Asian American Second Generation (2012)

GENDER

Tuesday, November 19th

- Reading from part of “Structural Adaptations to the Immigrant Context” Ebaugh and Chafez in New Immigrants (2000), pp.
- Reading TBD Women and Home Altars

SECOND GENERATION AND THE FUTURE

Thursday, November 21st

- “Passing It On: The Second Generation” Ebauch and Chafez in *New Immigrants* (2000)
-

“Is the Past Prologue to the Future” Ebauch and Chafez in *New Immigrants* (2000)

- “Southwest Assembly of God: Whomsoever Will” Patricia Dorsey in *New Immigrants* (2004)
[Field Reports Greenhouse, Anthem, Shift, and/or Vida Springs churches]

NO CLASS

Tuesday, November 26th

First draft of ethnographies due electronically to every class member

Tuesday, December 2nd

Discussion of student ethnographies

Final draft of ethnographies due Tuesday, December 9th

Take-home Final Examination assigned. Due Tuesday, December 9th

Links and Policies POLICIES, RULES, AND RESOURCES

1. **Handing in Assignments:** Place all papers in my mailbox in the Religion Department, 107 Anderson Hall. **DO NOT** slip them under the door or leave them on the door of my office or the department office. Please keep a dated electronic copy of all papers.

2. **Late or Make-Up Assignments:** You may take an exam early or receive an extension on an exam or essay assignment only in UF approved circumstances. If possible, please request prior approval from the instructor. If that is not possible, please contact the instructor as soon as possible to arrange for the makeup. If an extension is not granted, the assignment will be marked down 1/3 grade (e.g., from B+ to B) for each day late.

3. **Completion of All Assignments:** You must complete all written and oral assignments and fulfill the requirement for class participation in order to pass the course. I will not average a grade that is missing any assignment or requirement.

4. **Requirements for class attendance and make-up exams, assignments, and other work in this course** are consistent with university policies that can be found at: catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

5. **Common Courtesy:** You may take notes on a laptop computer, although the instructor may ask you to turn off the computer if circumstances warrant. The instructor and TA reserve the right to ask any student engaging in disruptive behavior (e.g., whispering, reading a newspaper) to leave the class.

6. **Course Evaluations:** 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 gatorevals.ua.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 ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.ua.ufl.edu/public-results/.

7. **Honor Code:** 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 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 (sccr.dso.ufl.edu/process/student-conduct-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 or TAs in this class.

8. **Students with disabilities requesting accommodations** should first register with the Disability Resource Center (352-392-8565, 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.

9. **Campus Resources: Health and Wellness**

-U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.

-Counseling and Wellness Center: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.

-Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you

need, or visit shcc.ufl.edu/.

-University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).

-UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

10. Academic Resources

-E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

-Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/.

-Library Support: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources.

-Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. teachingcenter.ufl.edu/

-Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/

-Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code/

11. Software Use: All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Grading Scheme COURSE REQUIREMENTS

Attendance and Participation (20%) A very high participation grade (18-20) is earned by attending almost every class, making comments and asking questions that show that you have completed the readings and listening to your classmates and professor. A good A&P (15-17) grade is earned by attending at least 75% of the classes and participating every day, but not necessarily making it clear that you have done the readings and/or listened to others. An A&P grade of 14/20 (70%) is earned by attending fewer than 75% of the classes (no matter what kind of comments are made).

Response Paper 2 pages (5%).

Field Report 5 pages (15%) Each student will write a field report on an immigrant worship site. These will be assigned prior to the fourth week of class and will be due during the week that your assigned group is being studied..

Ethnography 10 pages (30%) Each student will research and write an ethnographic paper on one immigrant worship site (different from the site assigned for the Field Report).

Mid-Term Examination (15%)

The purpose of this exam is to synthesize the theoretical and methodological perspectives acquired during the first half of the semester. You will choose four of six key ideas discussed so far in class. In 1-3 paragraph separate answers you will explain each chosen idea and how it helps us understand global religions in the United States.

Final Examination (15%)

The purpose of the final examination is to review and integrate what has been learned. Students will respond to four of six questions and write 1-3 paragraph responses to each question.

RUBRIC FOR ETHNOGRAPHY

Content

Excellent: The paper offers a direct and persuasive response to the topic; strong evidence is provided and treated with complexity; the paper exhibits excellent understandings and critical evaluations of sources

Good: The essay responds to the topic; it selects relevant evidence and presents it clearly; it chooses relevant sources and uses them appropriately

Satisfactory: The paper exhibits at least some evidence of ideas that respond to the topic; it provides adequate discussion with basic understanding of sources

Poor: The paper does not respond to the topic; does not use appropriate sources and/or does not understand them accurately

Organization and Coherence

Excellent: The paper is clearly organized around a strong thesis statement; arguments follow a logical progression leading to a persuasive conclusion

Good: The paper has a logical organization and builds to the conclusion in a way that is easy for the reader to follow

Satisfactory: The paper as a whole and individual paragraphs shows some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas

Poor: The paper is disorganized and difficult to follow; there is no clear thesis that organizes the arguments; transitions are lacking

Argument and Support

Excellent: The essay uses persuasive and confident presentation of ideas, strongly supported with evidence from well-chosen, clearly documented sources

Good: The paper presents ideas clearly and supports them with evidence that is relevant to the topic and well-documented

Satisfactory: Papers provide generalized discussion of ideas and adequate discussion and rely on some support for arguments

Poor/unsatisfactory: Documents make only weak generalizations, providing little or no support; summaries and narratives do not provide critical analysis

Style

Excellent: Word choice is complex and appropriate to the context, genre, and discipline. The essay as a whole displays complexity and logical sentence structure; the narrative flows clearly and is easy for the reader to follow.

Good: Word choice is appropriate to the context, genre, and discipline. Readers are able to follow the arguments without trouble.

Satisfactory: The paper displays a generally accurate use of vocabulary and correct sentence structure; writing style is mostly appropriate to the context, genre, and discipline

Poor/Unsatisfactory: The paper uses words that are inappropriate for the context, genre, or discipline. Documents may also use words incorrectly.

Mechanics

Excellent: Sentences use correct grammar, punctuation, and spelling.

Good: Papers will feature correct or error-free presentation of ideas, with no significant mistakes in grammar, spelling, and punctuation.

Satisfactory: Grammar, spelling, and punctuation are generally correct. Papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.

Poor/Unsatisfactory: Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility

GRADING SCALE

Letter Grade		Percentage	GPA points
A	94-100	4.0	
A-	90-93	3.67	
B+	87-89	3.33	
B	84-86	3.0	
B-	80-83	2.67	
C+	77-79	2.33	
C	74-76	2.0	
C-	70-73	1.67	
D+	67-69	1.33	
D	64-66	1.0	
E	below 64	0.0	

Instructor(s) Professor David G. Hackett