

Application for General Education and/or Gordon Rule Writing Certification

I. A.) Course Number and Title: ____REL 2315 Religions of Asia_____

B.) Credit Hours: ____3_____

C.)

Prerequisites: ____None_____

D.) Current Classification

1. General Education Code: B C D H M N P S None

2. Gordon Rule (Writing): E2 E4 E6 None

3. Gordon Rule (Math): M None

Requests:

II. General Education

A.) Requested Classification: B C D H M N P S

B.) Effective Date: Fall Spring Summer _____(year)

Or

1-time Approval _____(year)

C.) General Education purpose and learning outcomes for the course? [Detailed attached response requested.]

III. Gordon Rule

A.) Requested Classification for course E2 E4 E6

This is being requested for the course starting Spring 2011 on

B.) Writing Requirements:

1.) Number of papers, essays, etc. with word count specified.

The mid-term paper has to be minimum of 8 and maximum of 10 double-spaced pages in length (in addition to a bibliography i.e. a bibliography does not count towards the minimum requirement of 8 pages). Your paper has to be typed in Times New Roman 12 pt. font, and it needs to have minimum 2000 words apart from a bibliography.

2.) Due Dates? Returned with feedback dates?

Feb 20th (Sunday) 11:55 pm through SAKAI. The paper will be returned with feedback by March 15th

3.) What type of feedback will be provided the student (in reference to writing skill)?

Grade Corrections Drafts Other
(Comments given on the side of the paper)

4.) Assessment

a.) Will the written work be evaluated for grammar, punctuation and proper usage of standard written English?

Yes

b.) Will written work be evaluated for an effectiveness, organization, clarity and coherence of writing?

Yes

c.) Will a published rubric be used?

Yes

IV. Syllabus

Courses that offer students General Education and/or Gordon Rule credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a General Education classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with Gordon Rule (writing) classification, the syllabus should include:

- A description/list of Gordon Rule expectations for students (word count, page lengths and deadlines for assignments).
- A statement to the effect that students written assignments will be evaluated with respect to grammar, punctuation, and usage of standard written English, as well as clarity, coherence, and organization. Reference rubric.
- A statement indicating that students will receive feedback on written assignments prior to the last class meeting.

- Assessment note to include basis for grading (rubric) and a statement identifying the two components of the grading, letter grade for course and approved completion of the writing portion of the course.

V. Submission and Approvals

A.) Submitted by (Signature of Instructor): Kyobaru Ofi
Date Mar/2nd/2011

B.) Department Approval: [Signature]

C.) College Approval: [Signature]

D.) Committee Action: Approved Denied Tabled Date _____

General Education and Gordon Rule Descriptions and Assessments

I. General Education

A. Description of Areas

Composition (C)

Composition courses provide instruction in the methods and conventions of standard written English (i.e., grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement.

Diversity (D)

Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage you to recognize how social roles and status affect different groups and impact U. S. society. These courses guide you to analyze and to evaluate your own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

Humanities (H)

Humanities courses provide instruction in the key themes, principles and terminology of a humanities discipline. The courses focus on the history, theory and methodologies used within that discipline, enabling you 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.

International (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 and socioeconomic factors 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.

Mathematical (M)

Courses in mathematics provide instruction in computational strategies in at least one of the following: solving equations and inequalities, logic, statistics, algebra, trigonometry, inductive and deductive reasoning, and applying these concepts to solving problems. These courses include reasoning in abstract mathematical systems, formulating mathematical models and arguments, using mathematical models to solve problems and applying mathematical concepts effectively to real-world situations.

Physical (P) and Biological Sciences (B)

The physical and biological sciences provide instruction in the basic concepts, theories and terms of the scientific method. Courses focus on major scientific developments and their impacts on society and the environment. You will formulate empirically-testable hypotheses derived from the study of physical process and living things and you will apply logical reasoning skills through scientific criticism and argument.

Religions of Asia

REL 2315 / Spring 2011

स्वागतम्! 歡迎 !ようこそ!

Time & Place:

Tuesday / Thursday, Period 4 (10:40-11:30), WEIM 1094.
Section meetings on Friday.

Instructor: Dr. Kiyokazu Okita

Office: Anderson 130

Office Hours: Mondays (10:00-12:00), and by appointment.

Email: k.okita@ufl.edu

Teaching Assistant: Kendall Marchman

Office: Anderson 009

Office Hours: Tuesdays (11:45-12:45), and by appointment

Email: krmarchman@ufl.edu

Course Description

This introductory course surveys a broad range of religious practices and ideas of various traditions in Asia, including Hinduism, Buddhism, Jainism, Islam, Sikhism, Confucianism, Daoism, Christianity, and Shinto. These religious traditions play significant roles in the history, cultures, and literatures of India (and other countries of South Asia), Southeast Asia, Central Asia, and East Asia (China, Taiwan, Korea, and Japan). In this course, students are exposed to various religious perspectives which are often quite different from their own contemporary viewpoints. The only prerequisites for this class are an open mind and a commitment to engage in the academic study of religion. Such a broad survey does not require previous study or personal knowledge of a particular religion or of the languages, cultures, or histories of Asia. By taking a comparative rather than competitive approach to learning about a wide range of important religious worldviews in diverse historical and cultural contexts, this course provides a convenient starting point for those who want to explore Asian religions.

Course Objective

By the end of the semester, the student will be able to

- identify traditions, beliefs and religious practices of the major religions of Asia on their own terms.
- demonstrate knowledge of globalization patterns in and out of Asia.
- fulfill the requirements for the Gordon Rule 2000 by composing essays in academic language.*

* The Writing Requirement (Gordon Rule) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. To receive writing credit, a student must receive a

grade of C or higher and a satisfactory completion of the writing component of the course.

Requirements

(1) Attendance and Class Participation (10 points)

A class participation grade will be determined on the basis of attendance, punctuality, and active contribution in class. As a guideline, if you miss more than 3-4 class periods during the course of the semester (which would constitute about 10% of class time), you will not receive an A grade. This is not simply an attendance grade, however. The criteria of evaluation will be your *overall engagement* with the course materials. Visiting office hours; thoughtful, regular contributions in class discussion; participation on the class discussion board; showing evidence of engaging the materials beyond the specific context of class – all these are potential indicators of class participation. Students are responsible for all material covered in class and assigned as homework. You should complete the reading assignments before the relevant class.

(2) Writing Assignments (10 points x 3)

There will be three short essay quizzes conducted through out the course. The quizzes will take place during section meetings (**Feb 4th, Mar 4th, Apr 8th**). A list of topics will be given in advance, and the students are expected to complete the writing assignment in the time allotted on the quiz date. One topic will be given from the list, and the students will be responsible for a minimum 2 page, double-spaced response. The assignments which are not written legibly will receive a reduced grade.

(3) Mid-term Paper (25 points)

Students will write a research essay, minimum of 8 and maximum of 10 double-spaced pages in length (in addition to the bibliography). The paper has to be typed in Times New Roman 12 pt. font. Students may select a topic from a list provided by the instructor. The essays should engage the subject matter, employ proper English grammar, and include a bibliography. The paper needs to have an introduction, body paragraphs, and a conclusion. The introduction needs to include an argument-driven thesis statement. In the body paragraphs, you should not include anything, which is not related to your argument. Please do not copy your introduction and paste it as your conclusion. The paper will be due on line via SAKAI **by 11. 55 pm on Sunday, Feb 20th 2011**. Upon submission, your paper will be automatically checked for plagiarism by *turnitin* (<http://turnitin.com/static/products/index.php>). If you are found guilty, your paper will receive a zero. In addition, your plagiarism will be reported to Dean of Student Office. If you are not sure what constitutes plagiarism, please check 'Avoiding Plagiarism' at the following website.

http://wps.ablongman.com/long_fowler_lbh_11/118/30441/7793026.cw/index.html

There are writing tutors available on campus free of charge. I strongly encourage you to consult with them prior to submitting your paper: <http://at.ufl.edu/rwcenter>

(4) Group Presentation (10 points)

Divided into groups of three or four, students will present on a selected topic. Your presentation will be during the section meeting on **Friday, Mar 18th**. Sign-up sheets and suggested topics will be available on the e-Learning website for the course.

(5) Final Paper (25 points)

Follow the same format as specified for the mid-term paper. The final paper will be due on line via SAKAI by **11. 55 pm on Sunday, Apr 24th 2011**.

Evaluation

Individual grades will be in percentages only, until calculated as a letter grade for your course GPA at the end of the semester.

100-92 = A, 91-90 = A-, 89-88 = B+, 87-82 = B, 81-80 = B-, 79-78 = C+, 77-72 = C, 71-70 = C-, 69-68 = D+, 67-62 = D, 61-60 = D-.

Note: C- is a U, not an S. Note: A grade of Incomplete without reduction of the eventual final grade will not be an option without the appropriate medical or legal documentation. Other reasons for requesting an Incomplete may or may not be granted, and if granted, will result in reduction of the eventual grade by one full grade point—for instance A becomes B.

Textbooks (Required)

Hawley, J. S. and Mark Juergensmeyer. (2008). *Songs of the Saints of India*. (Oxford University Press).

Narayan, R. K. (2006). *The Ramayana: A Shortened Modern Prose Version of the Indian Epic*. (Penguin Classics).

Oxtoby, Willard G. ed. (2010). *World Religions: Eastern Traditions*, **3rd edition only**. (Oxford University Press).

Supplementary Readings

A series of *required* supplementary readings will be given from the books listed below. They will be made available for download via SAKAI. Please note that there is no separate course packet available for purchase – it is *your* responsibility to download the appropriate files, and remain current with the reading. The readings available for download on e-Learning will be marked with a ‘*’ in the schedule of readings below.

Clothey, Fred. (2006). *Religion in India: A Historical Introduction*. (Routledge).

de Bary, W.T. (1969). *The Buddhist Tradition in India, China and Japan* (Vintage).

Ellwood, Robert. (2008). *Introducing Japanese Religion*. (Routledge).

Fiser, James and John Powers. (2004). *Scriptures of the East*. 2nd ed. (McGraw-Hill).

Poceski, Mario. (2009). *Introducing Chinese Religions*. (Routledge).

Films

Students are required to watch various films on religious traditions in Asia. Except for a few cases you need to watch them online as a part of your homework. Questions will be given in in-class quizzes to check if you watched them.

Policy Statements

Academic Honesty is taken **very** seriously in this course. Please take a moment to re-familiarize yourself with the official UF guidelines and policies for resolving matters of academic dishonesty:

<http://www.dso.ufl.edu/judicial/academic.php>

Students with Disabilities will be accommodated to the fullest extent possible; if you have any special needs, please register with the office of the Dean of Students. See:

<http://www.dso.ufl.edu/drc/>

Make-up exams will *not* be given in principle. They will be given, however, in cases of medical emergencies or scheduling conflicts caused by the University Registrar. In such cases appropriate documentation must be provided (doctor's note, etc.).

Religious Observances:

Students who anticipate being absent from class due to the observation of a major religious holiday must provide notice of the date(s) to the instructor, in writing, no later than **Friday, Jan 21st**.

Student Athletes:

Student athletes must provide written documentation from their sport's administrator regarding dates of any classes they will miss due to participation in athletic events. A written record of all dates that will be missed must be submitted to the instructor no later than **Friday, Jan 21st**.

Tentative Class Schedule and Reading Assignments

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 Jan / 6th / 2011
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(The addition and the change of the reading materials may occur during the course. They will be informed in the class. It is *your* responsibility to keep updated.)

Weeks	Topics	Readings / Films / Quizzes
1. (Jan 6 th / 7 th)	Introduction	
2. (Jan 11 th / 13 th / 14 th)	Indus Valley, Vedas, Upaniṣads	Oxtoby, pp. 30-43. *Fieser & Powers, pp. 7-11, 18-22. Film: <i>Altar of Fire</i> (www.charkey.com/Smartsite/)
3. (Jan 18 th / 20 th / 21 st)	Jainism	Oxtoby, pp. 146-157, 160-166. *Fieser & Powers, pp. 60-69. Film: <i>Ahimsa</i> (www.charkey.com/Smartsite/)
4. (Jan 25 th / 27 th / 28 th)	Early Buddhism	Oxtoby, pp. 178-198. *Fieser & Powers, pp. 80-97. Film: <i>The Buddha</i> (www.pbs.org/thebuddha/)
5. (Feb 1 st / 3 rd / 4 th)	The <i>Rāmāyana</i> & South East Asia	Quiz #1 (Friday, Feb 4th) Oxtoby, pp. 42-43, 59-61. Narayan, pp. 3-171. Film: <i>Sita Sings the Blues</i> (www.sitasingstheblues.com/watch.html)
6. (Feb 8 th / 10 th / 11 th)	Purāṇas / Bhakti Traditions (1)	Oxtoby, pp. 47-52, 61-69. Hawley & Juergensmeyer, pp. 9-62 (Ravidas, Kabir).
7. (Feb 15 th / 17 th / 18 th)	Bhakti Traditions (2) / Islam in India	Hawley & Juergensmeyer, pp. 91-142 (Surdas, Mirabai). *Clothey, pp. 122-135.
8. (Feb 22 nd / 24 th / 25 th)	Sikhism	Midterm Paper Due (Sunday, Feb 20th, 11. 55 pm) Dance Performance: Life of Andal (PK Yonge Auditorium, Sunday, Feb 27th, Time: TBA) Oxtoby, pp. 108-124. Hawley & Juergensmeyer, pp. 63-90 (Nanak). Film: <i>Turbans</i> (in-class viewing)
9. (Mar 1 st / 3 rd / 4 th)	Theravāda Buddhism in Sri Lanka and South East Asia / Mahāyāna Buddhism in India	Quiz #2 (Friday, Mar 4th) Oxtoby, pp. 198-205, 224-227 Oxtoby, pp. 205-211 *Fieser & Powers, pp. 98-108.
Spring Break (Mar 5 th – 12 th)		
10. (Mar 15 th / 17 th / 18 th)	Vajrayāna Buddhism in Tibet / Confucianism	Group Presentation (Friday, Mar 18th) Oxtoby, pp. 220-224, 229-231. *Fieser & Powers, pp. 111-116. Oxtoby, pp. 266-276. *Fieser & Powers, pp. 150-157, 160-166.
11. (Mar 22 nd / 24 th /	Daoism / Mahāyāna	Oxtoby, pp. 294-304.

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25 th)	Buddhism in China and Korea	*Fieser & Powers, pp. 179-186. Oxtoby, pp. 211-217, 227-229. *de Bary, pp. 125-138.
12. (Mar 29 th / 31 st / Apr 1 st)	Islam in China / Japanese traditions	Poceski, pp. 226-236 Oxtoby, pp. 330-341, 350-354. *Fieser & Powers, pp. 210-220.
13. (Apr 5 th / 7 th / <u>8th</u>)	Buddhist traditions in Japan	Quiz #3 (Friday, Apr 8th) Oxtoby, pp. 341-350. *Fieser & Powers, pp. 118-123. Film: <i>The Land of the Disappearing Buddha</i> (www.charkey.com/Smartsite/)
14. (Apr 12 th / 14 th / 15 th)	Christianity in India, China, and Japan	*Clothey, pp. 171-175. *Poceski, pp. 213-225. *Ellwood, pp. 151-158.
15. (Apr 19 th)	Review	No Reading
16. (Apr <u>24th</u>)		Final Paper Due (Sunday, Apr 24th, 11. 55 pm)

Religions of Asia

REL 2315 / Spring 2011

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Midterm Paper Topics
(Due: **Sunday, Feb 20th, 11. 55 pm**)

Instruction (Please read carefully):

For the midterm, you will write a research essay, minimum of 8 and maximum of 10 double-spaced pages in length (in addition to a bibliography i.e. a bibliography does not count towards the minimum requirement of 8 pages). Your paper has to be typed in Times New Roman 12 pt. font, and it needs to have minimum 2000 words apart from a bibliography. The Writing Requirement (Gordon Rule) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. To receive writing credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. Your paper will be graded according to the grading rubric for the course (see the attached document). You will also receive feedback on grammar, punctuation, clarity, coherence, and organization of your paper. Your paper will be returned with feedback by March 15th.

Your paper should address the subject matter, employ good English, and include a bibliography. Please make sure especially to avoid plagiarism. When you turn in your paper, it will be automatically checked for plagiarism. If you are caught for committing plagiarism, you can be expelled from the university. If you are not sure what plagiarism is, you can watch a video tutorial on avoiding plagiarism:

http://wps.ablongman.com/long_fowler_lbh_11/118/30441/7793026.cw/index.html

The paper needs to have an introduction, body paragraphs, and a conclusion. The introduction needs to include an argument-driven thesis statement. In the body paragraphs, you should not include anything, which is not related to your argument. Please do not copy your introduction and paste it as your conclusion.

First, please select your topic from the list given below. You may do so after skimming through the recommended readings. Each topic has two suggested reading materials, which you can download from the SAKAI website. They are located in the folder 'REL2315_Midterm' under 'Resources'. These reading materials are good secondary sources for the topic.

After choosing the topic and reading the suggested materials, please produce a tentative bibliography for your paper. Your bibliography needs to have *at least four entries apart from* the two recommended materials. They can be primary or secondary, article or book. Sections from the reading assignments, dictionaries, encyclopedia entries can be used but they DO NOT count toward the minimum requirement of four items which you select for the bibliography. Use printed books and articles as much as possible. DO NOT use online / digital sources unless you can provide the following information: author, the title of the

paper, publisher, year of publication, and page numbers. Good online sources for finding digital articles are JSTOR and SpringerLink:

<http://www.jstor.org/action/showAdvancedSearch>

<http://www.springerlink.com/>

You need to be logged into the university network to be able to download the articles.

Please submit your tentative bibliography by **Feb 8th (Tuesday) 11:55 pm.** through SAKAI ('REL2315_Midterm_Bibliography' under 'Assignment'). Please name your file in the following manner: REL2315_Midterm_Biblio_Last Name_First Name.

After reading the materials you selected and before writing your paper, please decide whether you will argue for the position (A) or (B) in your paper. You need to clearly state your position in the first paragraph of your paper. Please decide your topic and argument by Feb 10th (Thursday). During the section meeting on Feb 11th (Friday), those who are working on the same paper topic will come together and have a debate.

Finally, when you are ready, submit your paper by **Feb 20th (Sunday) 11:55 pm.** through SAKAI ('REL2315_Midterm' under 'Assignment'). Please name your file: REL2315_Midterm_Last Name_First Name. For the bibliography and the paper submissions, please use Microsoft WORD. A paper submitted in any other format will be rejected.

Topic#1:

Discuss both the *Āryan* migration theory and the *Āryan* indigenous theory. Which of these do you think is stronger?

- (A) I argue that the *Āryan* migration theory is more convincing because...
- (B) I argue that the *Āryan* indigenous theory is more convincing because...

Recommended readings:

Bryant, Edwin and Laurie L. Patton ed. (2005). *The Indo-Aryan Controversy: Evidence and Inference in Indian history* (London & New York: Routledge)

Kulke, Hermann and Dietmar Rothermundy. (2004). 'Early Civilizations of Northwest' in *A History of India*. 4th ed. (London & New York: Routledge). pp. 17-49.

Topic#2:

Discuss the natures of *Brahman* and *Ātman* in the Upaniṣads and the relationship between them according to Śaṅkara and Rāmānuja. Which of these views do you think is more convincing?

- (A) I argue that Śaṅkara's view is more convincing because...
- (B) I argue that Rāmānuja's view is more convincing because...

Recommended readings:

Chari, Srinivasa. (2002). *The Philosophy of the Upaniṣads* (New Delhi: Munshiram Manoharlal).

Eric Lott. (1980). 'Individual Self and Supreme Self' in *Vedantic Approach to God*. (London: Macmillan). pp. 38-65.

Topic#3:

Discuss the ideas of reincarnation according to Brāhmaṇism (i.e. the Vedas, the Upaniṣads) and Buddhism. Which tradition do you think explains the idea most convincingly?

(A) I argue that the Brāhmaṇical view is more convincing because...

(B) I argue that the Buddhist view is most convincing because...

Recommended readings

Tull, Herman. (2004). 'Karma' in *The Hindu World*. ed. by Sushil Mittal and Gene Thursb (London & New York: Routledge), pp. 322-344.

Keown, Damien. (1996). *Buddhism: A Very Short Introduction* (Oxford: Oxford University Press).

Grading Rubric

	The Superior Paper (100-90)	The Good Paper (89-82)	The Borderline Paper (81-78)	The "Needs Help" Paper (77-70)
Thesis (10 points)	(10-9 points) Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear. Connects well with paper title.	(8 points) Promising, but may be slightly unclear, or lacking in insight or originality. Paper title does not connect as well with thesis or is not as interesting.	(7 points) May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper. Paper title and thesis do not connect well or title is unimaginative.	(6 points) Difficult to identify at all, may be bland restatement of obvious point.
Structure (15 points)	(15-14 points) Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	(13 points) Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.	(12 points) Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.	(11 points) Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.
Use of evidence (20 points)	(20-18 points) Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences. Demonstrates an in depth understanding of the ideas in the assigned reading and critically evaluates/responds to those ideas in an analytical, persuasive manner.	(17 points) Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences. Demonstrates a solid understanding of the ideas in the assigned reading and critically evaluates/responds to those ideas in an analytical, persuasive manner.	(16 points) Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences. Demonstrates a general understanding of the ideas in the assigned reading and only occasionally critically evaluates/responds to those ideas in an analytical, persuasive manner.	(15 points) Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner. Demonstrates a little understanding of (or occasionally misreads) the ideas in the assigned reading and does not critically evaluates/responds to those ideas in an analytical, persuasive manner.

	The Superior Paper (100-90)	The Good Paper (89-82)	The Borderline Paper (81-78)	The "Needs Help" Paper (77-70)
Analysis (20 points)	(20-18 points) Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material. Work displays critical thinking and avoids simplistic description or summary of information.	(17 points) Evidence often related to mini-thesis, though links perhaps not very clear. Some description, but more critical thinking.	(16 points) Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote. Even balance between critical thinking and description.	(15 points) Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to. More description than critical thinking.
Logic and argumentation (20 points)	(20-18 points) All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes), which illuminate thesis. Creates appropriate college level, academic tone.	(17 points) Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made. Mostly creates appropriate college level, academic tone.	(16 points) Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections. Occasionally creates appropriate college level, academic tone, but has some informal language or inappropriate slang.	(15 points) Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views. Does not create appropriate college level, academic tone, and has informal language or inappropriate slang.
Mechanics (15 points)	(15-14 points) Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements.	(13 points) Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice. Conforms in every way to format requirements.	(12 points) Problems in sentence structure, grammar, and diction (usually not major). Some errors in punctuation, citation style, and spelling. May have some run-on sentences or comma splices. Conforms in almost every way to format requirements.	(11 points) Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices. Does not conform to format requirements.

	Score
Thesis (10 points)	
Structure (15 points)	
Use of evidence (20 points)	
Analysis (20 points)	
Logic and argumentation (20 points)	
Mechanics (15 points)	
Total	