

Current Information:

I. A.) DEPARTMENT NAME: HISTORY
B.) COURSE NUMBER, and TITLE: AMH 2020 - U.S. SINCE 1877
C.) CREDIT HOURS: 3 D.) PREREQUISITES: N/A

E.) CURRENT CLASSIFICATION

- 1. General Education Code: B C D H M N P S None
- 2. Writing Requirement: E2 E4 E6 None
- 3. Math Requirement: M None

Requests:

II. GENERAL EDUCATION

- A.) Requested Classification: B C D H M N P S
- B.) Effective Date: Fall Spring Summer 2015 (year)
- Or
- 1-time Approval Fall Spring Summer _____ (year)

III. WRITING REQUIREMENT

MATH REQUIREMENT

- A.) Requested Classification E2 E4 E6
- B.) Effective Date: Fall Spring Summer _____ (year)
- Or
- 1-time Approval Fall Spring Summer _____ (year)
- C.) Assessment:
 - 1.) What type of feedback will be provided to the student (in reference to writing skill)?
_____ Grade _____ Corrections _____ Drafts _____ Other
 - 2.) Will a published rubric be used?

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement 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 **Writing Requirement (WR)** classification, the syllabus should include:

- "The Writing Requirement 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."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

Department Contact:

Contact Name: SEAN ADAMS

Phone 352 273 3354 Email SPADAMS@UFL.EDU

College Contact:

College Name: _____

College Contact Name: _____

Phone _____ Email _____

requirements by minor changes to the syllabus but that the N designation would require significant changes to the content. To meet the E2 designation, the syllabus must include a writing assessment rubric and a more detailed explanation of the writing assignment since reaction papers that approximate free writing cannot contribute to the word count. The non-contemporary focus of the course does not meet the requirements of the International designation; therefore the content may need to be revised to align the course with International course objectives. Mair and Smith will work with the appropriate parties to determine what changes are necessary. The syllabus needs to be revised to address the issues regarding the N, H, and E2 designations during Spring 2015. Assuming those are satisfactorily addressed, the course will continue to be approved for the H, N, and E2 designations through Spring 2016, however, it will lose its International designation in Summer 2016 if the course is not revised and approved to meet that requirement by February 1, 2016.

In addition, there is no indication that the course focuses on music literature hence it is recommended that the course title be changed to more accurately reflect the content.

AMH 2020: *United States Since 1877*, Recycled. Syllabus is missing an explanation of how the Social and Behavioral Science objectives will be accomplished, as well as how the General Education Student Learning Outcomes will be assessed. The committee also needs more information on how the 4-6 page final essay is incorporated into the final grade.

FOR 2662: *Forest for the Future*, Conditionally Approved. The syllabus is missing the final sentence of the Social and Behavioral Science course objectives, “Students are expected to assess and analyze ethical perspectives in individual and societal decisions.” The explanation of how course objectives will be accomplished should thus include how the course will meet the ethical objective. Additionally, the syllabus is missing a required link to the university’s Writing Studio and must recommend a writing handbook or style manual.

REL 2174: *Ethics in America*, Conditionally Approved. The UCC’s approval of a change in the title of this course triggered an automatic review of its GE designation. The course is approved for Humanities designation. The course is not approved for Diversity designation, therefore the section on “General Education Diversity Student Learning Outcomes” should be removed from the syllabus.

4. Other items:

- **Additional requirement added to General Education Course Syllabus Policy**
The committee approved a motion to add the statement “A minimum grade of C is required for general education credit.” as a requirement on the General Education Course Syllabus Policy.

Meeting adjourned at 10:00am.

AMH 2020
University of Florida
Spring 2015
Office Hours: Tues&Thurs, Period 6
Course T/A's:
 Joe Parrish: joeparrish@ufl.edu
 Brandon Jett: bjett003@ufl.edu
 Nicholas Foreman: nickf@ufl.edu

Dr. Benjamin E. Wise
208 Keene-Flint Hall
benwise@ufl.edu
273-3363
Lecture Location: CSE A101
Tues and Thurs, Period 5

Course Description

In this course we will study the social, intellectual, political, and cultural history of the United States since the end of Reconstruction in 1877. The object of studying history is to learn about the past, but also to develop skills in analysis, critical thinking, interpretation of evidence, and expository writing. A central concern of this course will be studying the diversity of the American people, and we will devote a large portion of class time to examining how an American society made up of many cultures and ethnicities has developed and changed over time. Since the study of history always also includes placing one's own life into context, students will be asked to reflect on their own relationship to the diverse values, attitudes and norms that have created cultural differences in the United States.

This survey class will provide an introduction to key themes, terminology and methodologies of the social and behavioral sciences. Students will learn to identify, analyze, and explain social institutions, social structures, and social processes, and how these things change over time. In each unit students will be asked to engage in problem solving techniques using both quantitative and qualitative methods. In addition, course readings will model these types of social science analysis. Over the course of the semester, will not only study the past, but also the ways a variety of ethical perspectives inform our understanding of the past as well as the individual and societal decisions of historical actors.

Required Reading

Selected primary and secondary documents online via E-Learning

Chapter excerpts from:

Ira Berlin, *The Making of African America*

Lizabeth Cohen, *A Consumers' Republic: The Politics of Mass Consumption*

Thomas L. Friedman, *The Lexus and the Olive Tree: Understanding Globalization*

Steven Hahn, *A Nation Under Our Feet: Black Political Struggles in the South from Slavery to the Great Migration*

Earl Black and Merle Black, *The Rise of Southern Republicans*

Eric Rauchway, *Blessed Among Nations: How the World Made America*

James R. Grossman, *Land Of Hope: Chicago, Black Southerners, and the Great Migration*

Michael D. Bordo, et al, *The Defining Moment: The Great Depression and the American Economy in the Twentieth Century (National Bureau of Economic Research Project Report)*

Rogers M. Smith, *Civic Ideals: Conflicting Visions of Citizenship in U.S. History (The Institution for Social and Policy Studies)*

Theda Skocpol, *Protecting Soldiers and Mothers: The Political Origins of Social Policy in the United States*

Alexander Keyssar, *The Right to Vote: The Contested History of Democracy in the United States*

Section Meetings

T/A: Brandon Jett

03E5, Fri Period 5, FLI 121

03E8, Fri Period 3, FLI 113

0907, Fri Period 6, FLI 115

T/A: Joe Parrish

03E2, Fri Period 5, FLI 113

03E6, Fri Period 3, FLI 121

08D3, Fri Period 6, FLI 113

T/A: Nicholas Foreman

03E3, Fri Period 5, FLI 115

03E7, Fri Period 4, FLI 113

08D5, Fri Period 7, FLI 115

Important Dates

Thurs Feb 27—Midterm Exam

Tues Apr 22—Last Day of Class

Wed Apr 30—Final Essay Due

Fri May 2—Final Exam

Social and Behavioral Sciences and Diversity Credit

General Education: Objectives for Social and Behavioral Sciences and Diversity

This course satisfies the Social and Behavioral Science Gen-Ed Credit at the University of Florida. 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 and processes. This course emphasizes 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 and human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

This course also satisfies the Diversity Gen-Ed Credit at the University of Florida. Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. This course will encourage you to recognize how social roles and status affect different groups and impact U.S. society. This course will 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.

General Education: Student Learning Outcomes for Social and Behavioral Sciences and Diversity

Category	Definition	Course SLO
CONTENT	Knowledge of the concepts, principles, terminology and methodologies used within the historical discipline.	Students will demonstrate competence in the terminology, concepts, methodologies and theories used within the historical discipline. Students will also know the roles of social structure and status of different groups within the United States.
COMMUNICATION	Communication is the development and expression of ideas in written and oral forms.	Students will communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the historical discipline.
CRITICAL THINKING	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students will analyze information carefully and logically from multiple perspectives, using historical methods, and develop reasoned solutions to problems. Students will also analyze and evaluate their own cultural norms and values in relation to those of other cultures. Students will identify, evaluate and compare their own social status, opportunities and constraints with those of other persons and groups.

General Education: Student Assessment for Social and Behavioral Sciences and Diversity

Student will be assessed on their performance in each of five areas: a midterm exam, three short response papers, a final exam, a final essay, and class participation. A rubric for class participation and written work is provided below. The grade breakdown is as follows:

Course Grades

Midterm—15%

Three Unit Exercises—30% (10% each)

Final—20%

Final Essay—15%

Participation—20%

The participation portion of your grade includes homework (10%) and in-class discussion (10%). Here is how your participation grade is calculated: For each discussion section, you will

receive two grades, one for homework and one for your work in class discussion. The grades will be a A+, A, A-, or 0. A A+ is worth 10 points, a A is worth 8 points, and a A- is worth 5 points. At the end of the semester, your scores will be averaged and this will be your participation grade (for example, if you get a A+ on every homework assignment and class discussion, your participation average will be 100%).

Here's a general rubric of what we're looking for, participation-wise:

- A+ This student has not only done the reading but has actively engaged with its main themes, completed the homework thoughtfully, and participated in class discussion in such a way that demonstrates a command of the material.
- A This student has completed the readings and the homework but may have done so cursorily; speaks in class occasionally in a way that demonstrates satisfactory but not excellent engagement with the material.
- A- This student may or may not have done the reading, and the homework does not reflect active engagement with the themes of the text; student does not speak in class, or occasionally does but does not demonstrate engagement with the material.
- 0 This student was absent, or was present and did not turn in homework.

The reading assignments for each discussion section are listed on the syllabus.

There will be a midterm and a final; the midterm will cover all reading and discussion up to that point, and the final will cover the material from the second half of the term.

Students will write one 4-6 page essay, for which a more specific assignment prompt can be found at the end of this syllabus.

The final essay as well as the three response papers will be graded according to the rubric provided at the end of this syllabus.

Attendance Policy

Attendance in lecture may be taken on a random basis throughout the semester, via quizzes and sign-in sheets. Attendance in discussion sections will be taken every day via homework. You are permitted two unexcused absences without penalty, but on the third and each subsequent unexcused absence, your final grade for the course will be reduced by a third of a letter grade (I.E., from an A to a A-, an A- to a B+, etc.). UF's official attendance and make-up policies can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Make-up and Late Work Policy

Late essays will be penalized 1/3 letter grade for each day they are late. Should you have a university excused absence, contact Professor Wise beforehand (or if it is unforeseen emergency, as soon as possible after your absence) to make make-up arrangements. Otherwise, missed exams cannot be made up.

Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

UF Grade Point Policy

Letter Grade A A- B+ B B- C+ C C- D+ D D- E WF I NG S-U
Grade Points 4.0 3.67 3.33 3.0 2.67 2.33 2.0 1.67 1.33 1.0 .67 0 0 0 0 0

Academic Honesty

Be aware of the University's policy on plagiarism. The Internet has made this situation more problematic but understand that plagiarists will be caught. Any questions about what constitutes plagiarism, please do not hesitate to ask. All plagiarism offenses will be reported on a Faculty Adjudication Form and forwarded to the Office of Student Judicial Affairs. You may get more information on UF's Judicial Affairs process at:
<http://www.registrar.ufl.edu/staff/policies.html#honesty>

Evaluations

Students are expected to provide on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Tips For Success

Read for 30 minutes a day.

This semester we will read 1,145 pages. There are 112 days in the semester. This means you need to read roughly 10 pages a day (7 days a week). If you want to succeed in the class, read a little bit every day, and read well: underline passages, take notes in the margins, strike up conversations with strangers and tell them about your reading. Do not wait until the last minute to read. A major part of the midterm and final exams will ask you to demonstrate mastery of the readings.

Come to class.

This class is made up of lectures and discussion, both of which are designed to help you learn the course material. If you don't come to class, you will miss important information.

Transcribe your notes.

Research shows that students learn lecture material best when they review their notes shortly afterward. If you are horribly upset that you can't use your laptop in class, this is an opportunity: right after class, open it up, and transcribe your notes into a word document. This will help you remember the material and organize yourself to study for exams.

Be proactive.

The meek will inherit the earth, but only after all the aggressive people have had their way with it. If you have questions, uncertainty, ambivalence, lack of clarity on anything at all, seek out the professor or one of the Teaching Assistants. It is our job to help you learn and be successful.

Course Schedule

Unit One: The Making of Modern America

Unit One Exercise: Due Friday Jan 31

The U.S. Census provides data about immigration, population patterns, mortality rates, and vital statistics, among other things. On the CDC's Vital Statistics of the United States Website (<http://www.cdc.gov/nchs/products/vsus.htm>), you can collect and analyze this data. Your assignment is to analyze the immigration data for your home state over the period 1890 to 1930 and reflect on how this process may or may not have impacted your family's history. Write a 2-page essay explaining what changed with regards to immigration in your state during this period—who moved there? Where were they from? What did the demographic look like in 1890, and what did it look like in 1930? What might this have meant for the religious, ethnic, cultural, and political makeup of this society? Where did your own family fit into this story?

Week One, Jan 6-10

Course Introduction

Discussion Section

READ: “Historical Thinking and Other Unnatural Acts” (Canvas)

Week Two, Jan 13-17

Americans on the Move, 1877—1900

Discussion Section

READ: Ch. 1 From Rauchway, “Globalization and America”

Week Three, Jan 20-24

The South in the Nation, 1877—1900

Discussion Section

READ: Hahn, “Looking Out From Slavery” and “Of Chains and Threads”

Week Four, Jan 27-31

Populism and Empire: The 1890s

Discussion Section

READ: Hahn, “The Choked Voice of a Race at Last Unloosed”

Week Five, Feb 3-7

The Progressive Era, 1890—1914

Discussion Section

READ: Smith, “Progressivism and the New American Empire, 1898-1912”

Unit Two: The Making of Modern Liberalism

Unit Two Exercise: Due Friday March 14

You will work in teams of two for this exercise. Each member of your team must do research on the website of The US Bureau of Labor Statistics (<http://www.bls.gov/>) on the following question: “How did changes in employment and wages differ for black and white Americans during the period 1930 to 1950?” One member can research the data for white workers, one for black workers. After you have done your research, meet to compare and contrast your findings, discuss the ways the data changes over time, and how these changes relate to the context of the Great Depression, World War Two, and the emergence of the Cold War. Your group will give a 10-minute in-class presentation on your findings.

Week Six, Feb 10-14

The Era of World War One, 1910—1920

Discussion Section

READ: Grossman, “The Negro’s Natural Home”

Week Seven, Feb 17-21

Jazzmakers, Peaceseekers, and Warmakers, 1918—1941

EXAM: Midterm Exam, Thurs Feb 21

Week Eight, Feb 24-28

The Great Depression and the New Deal, the 1930s

Discussion Section

READ: Michael D. Bordo, et al, ch. 4, “By Way of Analogy: The Expansion of the Federal Government in the 1930s”

NO CLASS March 1-8 SPRING BREAK**Week Nine, Mar 10-14**

America in World War II, 1941-1945

Discussion Section

READ: Skocpol, “Statebuilding for Mothers and Babies”

Unit Three: The Making of Globalization

Unit Three Exercise: Due Friday April 19

Write a two-page essay on the following. The “Opening Scene” and Chapter One of *Lexus and the Olive Tree* set forth a definition of modern globalization. In those pages, Friedman develops a concise history, the economic foundations, as well as the social revolutions and immigration experiences that represent the full package called globalization. Demonstrate your mastery of that material by explaining how either of the primary sources linked to the reading on E-Learning can be understood as an example of the phenomenon called globalization. To accomplish this you need to provide a summary of Friedman’s vision of globalization and an explanation of how that vision helps make sense of the behavior describe in either of the linked sources. Your essay must provide specific examples (with data cited in the articles) and make connections between social processes and social outcomes.

Week Ten, Mar 17-21

The Cold War and the 1950s

Discussion Section

READ: Freidman, “Opening Scene: The World is Ten Years Old” and “The New System” and globalization primary sources on E-Learning

Week Eleven, Mar 24-28

The Civil Rights Movement, 1865-1965

Discussion Section

READ: Keyssar, “Race and the Second Reconstruction”

Week Twelve, Apr 1-5

The New Left and Vietnam, 1960s

Discussion Section

READ: Black and Black, “A New Party System in the South”

Week Thirteen, Apr 8-12

Retreat From Liberalism, 1968—2012

Discussion Section

READ: Cohen, “The Political Culture of Mass Consumption”

Week Fourteen, Apr 15-19

America in the World, 1975—2012

READ: Berlin, “Global Passages”

Week Fifteen, Apr 22-26

Concluding Thoughts and Exam Review

Final Exam: Friday May 2, 12:30 to 2:30

Final Essay

Due Wednesday April 30, Noon, 208 Flint Hall

Format: Double-Spaced, 12 point font, in hard copy

Birthday and family history research assignment

This essay is an exercise in historical research, synthesis, and writing. The essay will ask you to draw from multiple sources in order to analyze and evaluate your family's own cultural norms and values in relation to those of other cultures.

1) Begin with three **dates**: the year of your birth, the year of one of your parents' births, and the year of one of your grandparents' births. (For example: 1990, 1958, and 1930).

2) Do **research**. Find two primary sources for each year you are studying. Examples of primary sources include (but are not limited to):

- newspapers, letters, diaries, speeches, magazines, novels, memoirs, films, songs, interviews, and poems.

Primary sources can be found on microfilm or hard copy in Library West, in hard copy in the archives in Smathers library, and on Internet databases, among other places.

3) Then, in the course of doing your research, identify a **historical theme having to do with cultural difference**. Examples of historical themes include (but are not limited to):

- gender, race, patriotism, religion, nationalism, class, violence, sexuality, technology, and ethnicity.

4) Finally, in a written essay of 4-6 pages, **explain** how your sources illustrate change over time with regards to your theme. How do your sources differ from one another? In what ways are they similar? In what ways do your sources illustrate how your own family's position within American culture differed from others? In order to address this, you will need to draw from context you have learned in the readings and lectures this semester.

Essays will be graded for:

- 1) **Thesis**—has this student found relevant, interesting primary sources? Has this student explained the significance of the sources, and made an argument about change over time?
- 2) **Content**—has this student identified a significant historical theme that the primary sources illuminate? Has this student addressed the question of cultural differences found in the sources?
- 3) **Structure**—Has the student structure his/her essay in a way that logically argues the thesis?
- 4) **Style**—has this student written in a grammatically correct, clear writing style?

Academic analysis nearly always begins with some type of close reading: of texts, of data, of images, etc. In this essay you will develop your close reading skills and work on building an argument using the evidence you find. You can think of a close reading essay as developing in three phases:

- **Observation**: as you read your sources, notice formal elements and nuances of the text such as tone, phrasing, imagery, word choice, etc. Noticing things leads to
- **Interpretation**: drawing inferences from your observations; explaining what your observations might mean in context. As you process your interpretations you will develop

- **Argument:** the outcome of a close reading is a coherent argument based on the interpretations derived from your observations. Your argument will be based on evidence in the form of quotations and examples from the text.

Writing Strategies

Some suggestions you might keep in mind as you approach this assignment.

Create an Original and Specific Thesis

A thesis, the most basic element of academic writing, is the claim that your essay makes. It is the main thrust of your argumentation, and as such should be clearly stated and well supported. It should also be arguable: if your thesis is obvious or patently true, no one would need to read your essay. As such, a good thesis will take bold and intelligent risks. Your task is to persuade your reader that yours is the best way to read the text; it may be helpful to imagine yourself in dialogue with a cynical reader who does not share your view of the text. In one sense, think of yourself as re-staging your own experience of close reading for the reader: you are guiding them to come to the same conclusions you've come to.

Use Evidence Fairly and Strategically

Much of the excitement of writing lies in creating a unique and original claim, one that makes your reader see with the unworn parts of the eye. It is better to take a risk and try out an idea, especially when you are writing drafts, than to play it safe. Essays that are predictable are not illuminating; you are completely free, even expected, to be creative and risk-taking as you develop your essay—choose an aspect of the evidence that intrigues, confuses, angers you (etc. etc.), and explicate its larger meaning for your reader. But remember, a good argument is always grounded in evidence; indeed your argument grows out of your evidence rather than vice versa, out of the process of a slow, interrogatory reading.

Understand that Writing is Thinking

As you write, give yourself room to explore (part of this means don't wait until the last minute to write). Don't be frustrated if, in writing, you find your essay taking on a life of its own, heading in a different direction than you anticipated. Very often the seeds of the best arguments don't appear until the conclusions of early drafts; in the process of revision, these ideas are moved to the front, fleshed out, and re-worked. This is the purpose of drafts—revisions should be major reworkings and not just a touch up here and there.

Here are some places you might start looking for evidence online:

UF Library Database of online primary sources:
<http://guides.uflib.ufl.edu/content.php?pid=35944&sid=1756960>

UF Guide to Historical Newspapers Online:
<http://guides.uflib.ufl.edu/content.php?pid=35944&sid=377698>

UNC Collection of documents related to the American South:
<http://docsouth.unc.edu/>

Library of Congress American History Documents:
<http://memory.loc.gov/ammem/index.html>

Essay Grading Rubric

	A	B	C	D	E
Thesis (Main Idea)	<ul style="list-style-type: none"> • The paper provides an excellent response to the question that the student has been asked to consider or explore. • The main idea of the paper is clear, cohesive/coherent, and convincing. 	<ul style="list-style-type: none"> • The paper provides a full response to the question that the student has been asked to consider or explore. • The main idea of the paper is for the most part clear, cohesive/coherent, and convincing. 	<ul style="list-style-type: none"> • The paper provides a sufficient response to the question that the student has been asked to consider or explore. • The main idea is adequately clear, cohesive/coherent, and convincing. 	<ul style="list-style-type: none"> • The paper provides only a partial or insufficient response to the question that the student has been asked to consider or explore. • The main idea is only partially clear, cohesive/coherent, and convincing. 	<ul style="list-style-type: none"> • The paper fails to respond to the question that the student has been asked to consider or explore. • The main idea is not clear, cohesive/coherent, or convincing.
Structure & Organization	<ul style="list-style-type: none"> • The paper contains an introduction, body, and conclusion. • The argument advances in a manner that is easy for the reader to follow. • The paper has no structural or organizational problems. 	<ul style="list-style-type: none"> • The paper contains an introduction, body, and conclusion. • The argument advances in a manner that is for the most part easy for the reader to follow, with only a few minor structural or organizational problems. 	<ul style="list-style-type: none"> • The paper contains an introduction, body, and conclusion, but some sections are only adequately developed. • The paper has some relatively minor structural or organizational problems. 	<ul style="list-style-type: none"> • Some sections of the paper are missing or incomplete. • Some significant structural or organizational problems are evident. 	<ul style="list-style-type: none"> • A significant portion of the paper is missing or incomplete. • Significant and major structural or organizational problems are evident.
Content	<ul style="list-style-type: none"> • The content of the paper fully supports the 	<ul style="list-style-type: none"> • The content of the paper for the most part supports the main idea. 	<ul style="list-style-type: none"> • The content of the paper adequately supports the main idea. 	<ul style="list-style-type: none"> • The content of the paper only partially supports the main idea. 	<ul style="list-style-type: none"> • The content of the paper fails to support the main idea. • The paper

<p>Content (con't)</p>	<p>main idea.</p> <ul style="list-style-type: none"> • The paper shows that the student has an excellent understanding of the readings discussed. • Nearly all readings, which have bearing on the main idea of the paper, are fully discussed. • Nearly all of the student's interpretations of the readings are convincing. 	<ul style="list-style-type: none"> • The paper shows that the student has very good understanding of the readings discussed. • Most readings, which have bearing on the main idea of the paper, are fully discussed. • Most of the student's interpretations of the readings are convincing. 	<ul style="list-style-type: none"> • The paper shows the student has an adequate understanding of the readings discussed. • Readings, which have bearing on the main idea of the paper, are adequately discussed. • Student's interpretations of the readings are adequate. 	<ul style="list-style-type: none"> • The paper shows that the student only partially understands the readings discussed. • Readings, which have bearing on the main idea of the paper, are only partially discussed. • Many of the student's interpretations of the readings are unconvincing. 	<p>shows that the student has an inadequate understanding of the readings discussed.</p> <ul style="list-style-type: none"> • Readings, which have bearing on the main idea of the paper, are inadequately discussed. • Most of the student's interpretations of the readings are unconvincing.
<p>Style, Grammar, & Mechanics</p>	<ul style="list-style-type: none"> • Each sentence expresses a complete thought that is easy to understand. • The paper is almost entirely free of grammatical, spelling, and typographical errors. • Formatting is according to 	<ul style="list-style-type: none"> • Nearly every sentence expresses a complete thought that is easy to understand. • Grammatical, spelling, and typographical errors are few and infrequent. • Formatting is according to instructions. • There are few and only minor problems with 	<ul style="list-style-type: none"> • Some sentences are incomplete or fragmented. • Grammatical, typographical, and spelling errors are evident but are relatively minor. • Formatting fulfills only the basic instructions. • Evidence of some basic 	<ul style="list-style-type: none"> • Many sentences are incomplete or fragmented. • Grammatical, typographical, and spelling errors are frequent and significant. • The paper only partially follows formatting instructions. • The paper only partially 	<ul style="list-style-type: none"> • Many sentences are incomplete or fragmented. • Grammatical, typographical, and spelling errors are frequent and significant. • The paper fails to follow formatting instructions. • The paper fails to follow citation guidelines.

	instructions. • All sources are properly cited.	the citation of sources.	problems citing sources.	follows citation guidelines.	
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