

HIST 100: Slavery in the Bronx: A Community-Based-Learning Course

Dr. Adam Arenson

Spring 2023

Mon-Thu at noon in DLS 307

Student Hours (Office Hours) in MGL 414: Wed 10:00-11:00am and 1:00-1:45pm, Mon and Thu 1:15-1:45pm, or email me to set up a Google Meet or phone conversation. I am very responsive on email as well, all waking hours 6 days a week: adam.arenson@manhattan.edu

*** READ THIS SYLLABUS CAREFULLY. IF SOMETHING SEEMS UNCLEAR, ASK ME FOR HELP**

*** THE INSTRUCTOR RESERVES THE RIGHT TO ALTER THIS SYLLABUS IF NECESSARY.**

Course Description

This course puts history into practice, exploring the history and legacies of slavery in the Bronx. It is a required introductory course for History majors, and it will count for Arches, History, Urban Studies, Race and Ethnicity, and Digital Arts and Humanities minor credit.

Additionally, and crucially, this course is a Community Based Learning course. The Corporation for National Service define community-based learning as a “method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs.” Community based learning provides a laboratory in which students and members of the community engage in a reciprocal process of learning and understanding each other’s cultural values, needs, and experiences. The learning experiences address community needs with ample time for reflection on those experiences. Desired outcomes are to gain exposure of intergenerational, socioeconomic, and intercultural differences and commonalities, acquiring a sense of civic and social responsibility, and strengthening the partnership between the Bronx community and the Manhattan College campus.

We will work with community partners, including the Van Cortlandt House Museum, the Kingsbridge Historical Society, artist Alatheia Pace, Atmosphere Academy, and the Hunts Point Slave Burial Ground project, to explore how the history of slavery continues to reverberate in the Bronx.

We will discuss how to research and commemorate the history of slavery in what is now the Bronx, and we will present our findings in a public setting at the end of the semester.

All offsite visits are required; these will be a real-world “text” to enhance our understanding. It is expected that all students comport themselves (in terms of dress, behavior, punctuality, responsiveness, open mindedness, etc.) in ways that reflect well on themselves, this class, and this College.

All reading materials will be provided on Moodle—please print out, take notes, and bring to class for discussion.

Learning Objectives

At the completion of this course, students will show improvement in:

- Effective communication - oral and written, including:
 - Analyzing, evaluating, and synthesizing information and arguments and making sound judgments about their use and application.
 - Locating relevant information in printed and electronic form and credit it properly.
- Critical thinking
- Information and Technological Literacy
- Independent and collaborative work, including functioning as independent thinkers and as members of collaborative groups.
- Global awareness - Understand and appreciate cultural diversity.
- Demonstration of a fundamental knowledge of historical causality and key events
- Ability to locate and integrate information from primary and secondary sources

Course Methods

Most people misunderstand what history is, and what historians do. Historians tell stories about the past, but they also make an argument about the causes, course, and consequences of the events they describe. They investigate changes over time, analyze trends and patterns, and seek to make connections between the past and present. In this class, you will learn to do historical work, and to read both primary sources and existing histories critically. Through repeating patterns of inquiry, students will have the chance to practice and improve their study strategies and writing ability. These skills are applicable to classes throughout your College career.

Statement on Technology in the Classroom

Our world is being transformed by a digital revolution, and computers and smartphones offer unprecedented power for research, connectivity, and connection. However, they also offer far too many distractions. In line with the latest education research (see for example <https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368> and <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>), laptops and/or other digital equipment may not be used in this class unless you have made special arrangements with the professor, in accordance with the Americans with Disabilities Act or other imperative. While we may, as a class, utilize our devices in some sessions, **in general all phones, laptops, etc. must be placed inside backpacks and out of view during class.**

Accessibility

Manhattan College seeks to provide reasonable accommodations for all qualified individuals with disabilities, including learning disabilities. This College will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required affording equal educational opportunity. It is the student's responsibility to register with Specialized Resource Center in Miguel 301B <http://manhattan.edu/academics/specialized-resource-center> within the first two weeks of classes, and inform the faculty member to arrange for appropriate accommodations.

Workload Expectation Outside of Class

Federal guidelines state that classes should require at minimum 2 hours of out-of-class work per week per credit hour. For this course that means you should expect to spend at least 6 hours on out-of-class work each week (some weeks more, some perhaps a bit less). Consider a full schedule of courses like the obligations of a full-time job. Read more here: <http://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html#credit>

Title IX and Non-Discrimination Notice

Manhattan College is committed to ensuring equal access to its educational programs and employment opportunities without regard to sex, gender, race, color, national origin, religion, age, disability, pregnancy, gender identity, sexual orientation, predisposing genetic characteristics,

marital status, veteran status, military status, domestic violence victim status, or ex-offender status.

The College will not tolerate harassing, violent, intimidating or discriminatory conduct by its students, employees or any other member of or visitor to the College community, which includes, without limitation, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

The College encourages individuals to report all gender-based misconduct immediately to the Title IX coordinator, one of the deputy coordinators or another College staff member. The College will fully and promptly investigate all allegations of gender-based misconduct and will impose disciplinary measures, or take similar actions, as may be appropriate. Title IX and the College strictly prohibits retaliation.

It is estimated that 20-25% of college women and 6% of college men will be the victims of sexual assault during their college careers. If you or someone you know has experienced sex- or gender-based violence or harassment, here are some important resources. You can use any or all of these resources, at your discretion. Contact campus Title IX Coordinator: Vicki Cowan, Mem 305, 718.862.7392, vicki.cowan@manhattan.edu or others listed here:

<https://manhattan.edu/about/human-resources/title-ix/who-to-contact-on-campus>

Learn more via Not Alone <https://www.notalone.gov/> EROC: End Rape On Campus (<http://endrapeoncampus.org>) and others.

Cheating, Plagiarism, Scholastic Dishonesty, and Student Discipline

All typewritten assignments will be submitted to Turnitin, an international plagiarism-detection database, via your Moodle submission.

You must cite, reference, or quote information obtained from other sources so you give credit where credit is due. Do NOT copy any material into your own work. Do NOT submit work under your name if you did not complete it entirely yourself. In accordance with College policy, we will report instances of plagiarism and dishonesty to the Dean's office.

As a Manhattan College student, you are a part of a community of scholars and learners guided by the basic values of civility, safety and the discourse of ideas. Students are to be committed to the principles of honesty, trustworthiness, fairness, and respect for the human dignity of all persons. Students must abide by the Manhattan College Honor Code and uphold the highest standards of academic integrity. Cheating, plagiarism, fabrication, academic misconduct, attempting or assisting with an academic integrity violation will not be tolerated. As the course instructor, if I become aware of a potential academic integrity violation, I will follow the rules and procedures outlined in the policy on Academic Integrity. It is your responsibility to be familiar with the College's policy on Academic Integrity.

If you have questions about understanding and preventing plagiarism, please contact your instructor or the Manhattan College Writing Center <http://www.manhattan.edu/services/writing-center/> Consider taking this self-quiz for practice: <http://abacus.bates.edu/cbb/quiz/>

All Assignments

Participation

290 points

College policy dictates that *all* students attend *all* scheduled classes. Each class discussion will be worth up to ten points for each student, earned for active participation in class, including speaking and taking notes. If you miss four classes, you will be reported to your academic advisor in the Dean's office. *Please do not come to class when you are sick – illness will count as an excused absence.*

Short Analysis Papers

160 points

At least once a week, students will be required to write a short centrifuge analysis on the reading due that day, the most recent site visit, or other materials. *Papers are graded according to the rubrics at the end of this syllabus, and they are generally due at 8pm the night before class.* Quickly identify what detail caught your eye, and then explain its significance—to the reading/experience you had, and to the larger goals of our course. Then identify what argument you could make from it, and then what remains unknown or contradictory about that detail or your reaction to it, suggesting a remaining tension, avenues for further investigation, and perhaps a paper topic.

Final Paper

100 points

The final paper will be your assessment of our class research and presentation, and of your role within it, reflecting on both the course materials and the community-based learning.

The final paper will be a formal argument, not a personal reflection, citing (and quoting sparingly but as needed) things we read for this class, experiences we had, and documents that we found. It will be argument-driven, using what we did/read/found as evidence for arguments about public history, digital history, and the history of slavery in the Bronx. You can and should engage our data analysis and mapping. You should not frame it around community-engaged learning or personal change, but around the challenges and opportunities of doing history with and for the public. It should be at around 2,000 words. *Drafts and outlines are encouraged.*

All assignments should be turned in online, at the course Moodle site, on the date and at the time due. Late is better than never, but there will be a penalty, two full letter grades per week. If you find you need more time to complete the work, consult with the instructor *before* the assignment is due to avoid more points off.

Paper Guidelines:

- Your paper should have your name in the upper left corner.
- It should have a title that reflects its argument, using a subtitle to add specifics when needed.
- The best papers will be at least five paragraphs, introducing at least three evidence and analysis paragraphs to support the main argument, which should be introduced in the first sentence and concluded in the final paragraph.
- Each paper should be at least 800 words in length.
- The paper must be turned in on Moodle at the time and on the day specified. Late papers will be accepted but penalized, two full letter grades per week.

- The paper will be graded on a 150-point scale from the rubric provided at the end of the syllabus. Additional comments will also be provided. If your paper shows that you have done the reading and have thought seriously about it, you will receive at least 50 points. Additional points will depend on the quality of your title, your argument, your evidence, your analysis, your grammar, and your citations.
- ***If you complete these two papers*** (one each on Oct. 5 and Nov. 12), you will have the opportunity to replace a low grade with a revised paper.
- Your paper should be based **ONLY** on the assigned readings and notes from lecture, with preference given to readings.
- Provide citations to any idea that derives from the reading as well as all quotations. History papers often have a citation on almost every sentence.
- Please use Chicago Style footnotes throughout. There is a guide at http://www.chicagomanualofstyle.org/tools_citationguide.html The books listed above are properly formatted in Chicago Style; note that the proper format for a document within an edited collection is:

General Manuel de Mier y Terán, *Report on Tejas*, 1828, in William F. Devereil and Anne F. Hyde, eds., *Shaped by the West. Volume 1, A History of North America to 1877* (Oakland, California: University of California Press, 2018), 180.

Academic Support

The Center for Academic Success (CAS) offers several academic success services free of charge to all MC students. Services include:

- writing center services
- peer tutoring in most 100-200 level and select 300-600 level courses
- peer academic coaching
- Supplemental Instruction (select courses)
- English language learning support
- professional learning specialist services in reading, writing, mathematics and science.

Students can book appointments online by going to the 'MC Quick Links' and clicking on the 'Schedule a Tutoring Appointment' tab or by logging onto Jasper Connect.

Appointments are preferred, but drop-ins are welcome. If you have any questions, please contact the CAS at 718-862-7414, email success@manhattan.edu, or stop by the main office in Thomas Hall 3.10. For more information, please visit the CAS website, <https://inside.manhattan.edu/academic-resources/center-for-academic-success/index.php>

If you are experiencing financial hardship, have difficulty accessing sufficient food to eat every day, or you do not have a safe and stable place to live, please let me help you find the best resources to help you through this.

Schedule of Meetings

Week 1	Jan. 19	Course Outline and Introductions Definitions: Active Learning, Community-Engaged Learning, Digital Arts Racial Illiteracy, White Fragility, and a Space to Learn Keys to Succeed: Participation, Note-taking, Centrifuge Writing, History, Truth, and Justice September 25, 1879 <i>Porchester Journal</i> – a Eureka moment (in class) New York City Cemeteries Project, https://nycemetery.wordpress.com/category/bronx/ (in class) How can historians serve their community? How can we serve our Bronx community? How can we bridge past and present?
Week 2	Jan. 23	READING AND CENTRIFUGE DUE: Keith A. Erikson, “From Archive to Awards Ceremony: An Approach for Engaging Students in Historical Research.” <i>Arts & Humanities in Higher Education</i> Vol. 10, No. 4. (2011), 388–400 (on Moodle) and Bard College Center for Experimental Humanities, “Digital History Lab,” https://eh.bard.edu/dhl/ History Labs: A Contrast Signature Pedagogy Historical Thinking
	Jan. 26	READING AND CENTRIFUGE DUE: Wingspread Principles of Good Practice for Combining Service and Learning and Christine M. Cress and Peter J. Collier, <i>Learning Through Serving: A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities</i>, Chapter 1 (both on Moodle). Community-Based Learning: An Introduction Challenges and Opportunities Presentation on MC Community Engagement: Dr. Margaret Groarke
Week 3	Jan. 30	READING AND CENTRIFUGE DUE: Leslie M. Harris, <i>In the Shadow of Slavery: African Americans in New York City, 1626-1863</i> (Chicago: University of Chicago Press, 2003), Chapter 1. Native and African Slavery Slavery in New Amsterdam and New York New York Plantations
	Feb. 2	<i>This class does not meet at its normal time.</i> FIELD TRIP on your own time: African Burial Ground Indoor Museum, on 290 Broadway between Duane and Reade; 1 subway to Chambers (about an hour each way) Open Tue, Wed, Thu, Fri and Sat, 10-4 Consider NYC Freedom Trail sites as well: https://www.burialgroundmuseum.org/tickets CENTRIFUGE DUE SATURDAY NIGHT

Week 4	Feb. 6	READING AND CENTRIFUGE DUE: H. Arthur Bankoff and Frederick A. Winter, "The Archaeology of Slavery at the Van Cortlandt Plantation in the Bronx, New York," <i>International Journal of Historical Archaeology</i> Vol. 9, No. 4 (December 2005), pp. 291-318, http://www.jstor.org/stable/20853087 History, Archaeology, and the Nature of Proof Varieties of Historical Sources
	Feb. 9	READING AND CENTRIFUGE DUE: Nick Dembowski, "Eureka! The African Burial Ground in Van Cortlandt Park," https://kingsbridgehistoricalsociety.org/forums/topic/eureka-the-african-burial-ground-in-van-cortlandt-park/ and James Barron, "A Colonial Cemetery in a Park, and a Question: Does the City Own It?" <i>New York Times</i>, May 28, 2018, https://www.nytimes.com/2018/05/28/nyregion/a-colonial-cemetery-in-a-park-and-a-question-does-the-city-own-it.html Finding and Memorializing the Enslaved Prepare for Jenkins: Text Mining and Voyant (in class)
Week 5	Feb. 13	READING AND CENTRIFUGE DUE: Stephen Jenkins, <i>The Story of the Bronx from the Purchase of the Dutch...</i> New York: G. P. Putnam's Sons, 1912), selections (on Moodle) Ancestry.com introduction Who Writes the History? What Gets Included? Why?
	Feb. 16	FIELD TRIP: VAN CORTLANDT HOUSE MUSEUM <i>House is in Van Cortlandt Park; cross Broadway at 242nd or Manhattan College Parkway, and proceed to the large gray stone building; about 10 minute walk</i> CENTRIFUGE DUE SATURDAY NIGHT
Week 6	Feb. 20	READING AND CENTRIFUGE DUE: Nick Dembowski, "Historic Black Kingsbridge 1698-1850 - A Community Revealed in Documents - Part One - Van Cortlandt Plantation," Kingsbridge Historical Society, December 9, 2018, https://kingsbridgehistoricalsociety.org/black-kingsbridge-1698-to-1850-a-community-revealed-in-documents/ In class: Freedom on the Move https://freedomonthemove.org and NY Slavery Records Index https://nyslavery.commons.gc.cuny.edu/ databases Government Documents and Reading Against the Grain EXTRA CREDIT: Phi Alpha Theta History brownbag, Wed. Feb. 22 at
	Feb. 23	READ BEFORE CLASS: Cress and Collier, <i>Learning Through Serving</i>, Chapters 2 and 3 Who is the Community for this Class? Learning from the Bronx Community Changes in the Community, Changes in Ourselves Historical Expertise vs Local Expertise

Week 7	Feb. 27	READING AND CENTRIFUGE DUE: “Westchester County” excerpt from Thomas F. Gordon, <i>Gazetteer of the State of New York</i> (New York, 1836), on Moodle) In class: Andrew Skinner and George Taylor, <i>A Map of the Country Adjacent to Kingsbridge, Surveyed by Order of His Excellency General Sir Henry Clinton</i>, 1781 Colonial Geography Mapping Signs of Slavery Legacies in the Landscape Introductions to Google Docs and Ancestry.com Initial Research
	Mar. 2	READING AND CENTRIFUGE DUE: Audra D. S. Burch, “James Monroe Enslaved Hundreds. Their Descendants Still Live Next Door,” <i>The New York Times</i> (July 7, 2019), https://www.nytimes.com/2019/07/07/us/politics/monroe-slavery-highland.html and Ruth Serven Smith, “UVa begins project to identify, contact descendants of slaves,” <i>Charlottesville Daily Progress</i> July 18, 2019, https://www.dailypprogress.com/news/uva/uva-begins-project-to-identify-contact-descendants-of-slaves/article_b2dcc863-689b-5522-913d-2e536dfe4413.html Finding and Hearing Descendants of the Enslaved Obligations for Governments and Universities
Week 8	Mar. 6	READING AND CENTRIFUGE DUE: Alan Singer, “19th Century New York City’s Complicity With Slavery: The Case for Reparations,” <i>The Negro Educational Review</i>, Vol. 54, Nos.1/2 (January-April, 2003) 17-30 (on Moodle) and Singer, “New York and Slavery: Complicity and Resistance,” https://bit.ly/2K0bkZY Slavery and History in the K-12 Classroom
	Mar. 9	READING AND CENTRIFUGE DUE: D. Marvin Jones, “A Bronx Tale: Disposable People, the Legacy of Slavery, and the Social Death of Kalief Browder,” 6 <i>U. Miami Race & Soc. Just. L. Rev.</i> 31 (2016), 31-50. http://repository.law.miami.edu/umrsjlr/vol6/iss1/4 and Alexis Longdon, “Ethical Digital Libraries & Prison Labor?,” https://osf.io/yqpkqr (PowerPoint slides) Complicity and Reparations
	Mar. 13-17	SPRING BREAK

Week 9	Mar. 20	WATCHING AND CENTRIFUGE DUE: “Slavery in and out of the Archives: History, Family, and Creative Inspiration in Fairfield, Connecticut,” November 30, 2022, https://www.youtube.com/watch?v=B6ycsdu0tFU and read sections of https://linkedthroughslavery.com BRING DEVICES TO CLASS In Class: Research, Design, and Presentation Groups Work Student and Professor Consultations
	Mar. 23	WATCHING AND CENTRIFUGE DUE: https://witnessstonesproject.org/ and “Witness Stones Project, Telling the Stories of the Enslaved Across Connecticut,” https://youtu.be/5F3JvzyRioE BRING DEVICES TO CLASS In Class: Research, Design, and Presentation Groups Work Student and Professor Consultations PROGRESS REPORT DUE THURSDAY NIGHT
Week 10	Mar. 27	READ BEFORE CLASS: Helene Stapinski, “Honoring a Hidden Slave Burial Ground,” <i>New York Times</i> (November 14, 2017), https://www.nytimes.com/2017/11/14/nyregion/honoring-a-hidden-slave-burial-ground.html and “About the Hunts Point Burial Ground Project,” https://hpsbg.weebly.com/about-the-project.html Guest Speaker: Philip Paniritis CENTRIFUGE DUE TUESDAY NIGHT
	Mar. 30	Guest Artist: Alatheia Pace READ BEFORE CLASS: https://www.aletheapace.com and https://www.aletheapace.com/hgtn1 History, Place, and Art Communicating with the Public, Communicating the Unknown CENTRIFUGE DUE SATURDAY NIGHT
Week 11	Apr. 3	WATCHING DUE: HIST 100 from 2019 Presentation BRING DEVICES TO CLASS In Class: Research, Design, and Presentation Groups Work Student and Professor Consultations PROGRESS REPORT DUE TUESDAY NIGHT
	Apr. 6	Easter Break
Week 12	Apr. 10	Easter Break

Week 12 (CONT.)	Wed. Apr. 12	MANHATTAN COLLEGE ON MONDAY SCHEDULE In Class: Rehearsal Presentation EXTRA CREDIT: April 12, 5:30pm, Kelly 5C – Urban Studies annual lecture - Eric Klinenberg
	Apr. 13	In Class: Rehearsal Presentation PROGRESS REFLECTION DUE THURSDAY NIGHT
Week 13	Apr. 17	High School Presentation: Atmosphere Academy <i>5959 Broadway, across from Best Deli near the subway</i> REFLECTION ON EVENT DUE WEDNESDAY NIGHT
	Apr. 20	Presentation Debrief BRING DEVICES TO CLASS In Class: Research, Design, and Presentation Groups Work Student and Professor Consultations
Week 14	Apr. 24	BRING DEVICES TO CLASS In Class: Research, Design, and Presentation Groups Work Student and Professor Consultations PROGRESS REPORT DUE TUESDAY NIGHT EXTRA CREDIT: Phi Alpha Theta History brownbag, Wed. Apr. 26 at
	Apr. 27	BRING DEVICES TO CLASS In Class: Research, Design, and Presentation Groups Work Student and Professor Consultations
Week 15	May 1	BRING DEVICES TO CLASS In Class: Research, Design, and Presentation Groups Work Student and Professor Consultations PROGRESS REPORT DUE THURSDAY NIGHT
	May 4	Final Insights What We Have Found Writing Up Our Progress for Future Classes <i>This is a good day to discuss your draft for the final essay.</i>

Week 16	May 8-13	DUE: Final Essay
----------------	----------	-------------------------

Grading Rubric for Centrifuge Writing Assignments				
Detail 25% Here's What: (data, specific factual statements)	Poor (0) • No clear detail from the reading	Fair (1) • Detail from the reading, but unclear exactly what is being referenced	Good (1.5) • Clear, distinct detail with vague citation	Excellent (2) • Clear, distinct detail with proper citation
Significance 25% So What: (Interpretation of data, what patterns/insights do we perceive, what does the data say to us?) How does it reveal something greater for our class discussion this session?	Poor (0) • Argument for the significance for its place in the reading as well as for our class discussion are both missing	Fair (1) • Clear argument for the significance either for its place in the reading as well as for our class discussion—but not both, or both are unclear	Good (1.5) • Argument for the significance for its place in the reading as well as for our class discussion, but one is not clear	Excellent (2) • Clear argument for the significance for its place in the reading as well as for our class discussion
Implications 25% Now What: (Plan of action, including new questions, next steps) How could you research this further? What would/did you find? How would this new information or new question change our understanding of the reading?	Poor (0) • Argument does not go beyond the reading and arguments presented so far in class	Fair (1) • Unclear and/or incomplete argument that goes beyond the reading, proposing or demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach	Good (1.5) • Argument that goes beyond the reading, proposing or demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach; may be unclear	Excellent (2) • Clear argument that goes beyond the reading, demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach
Remaining Tensions 25% Self-Critique: Even after those questions are asked, what remains unresolved, or unknowable? What alternative explanations exist, and in what ways are they compelling?	Poor (0) • No self-critique or further arguments are introduced, no further tensions described.	Fair (1) • Unclear or incomplete description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; no attempt to resolve.	Good (1.5) • Unclear description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; nature of the dilemma is vague and unsuccessful attempt to resolve.	Excellent (2) • Clear description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; nature of the dilemma is clearly explained and perhaps alternative argument is defeated

Grade Expectations: Since these are submitted online and graded before class, they will not be perfect most of the time, as the follow-up discussion has not yet happened. A perfect score of 8 is rare; a 6/7 is an excellent grade (B to A-, in effect); 5 is fine (a C); 4 and below are worrisome (D and F range grades. Examples of excellent 8-point papers from peers will be provided, as well as examples from earlier courses.

Grading Rubric for Writing Assignments				
Argument, Content & Development 50 points	Poor - Argument is missing or unclear. - Content is incomplete. - Major points are not clear and/or persuasive. - Specific examples are not used. - Suggested questions are not used to structure assignment. 38	Fair - Content is not comprehensive and/or persuasive. - Major points are addressed, but not well supported. - Responses are inadequate or do not address assignment. - Specific examples do not support arguments and/or are not related to arguments. 56	Good - Content is accurate. - Argument is persuasive. - Major points are stated. - Responses are adequate and address assignment. - Content and purpose of the writing are clear. - Specific examples are used to support arguments. 64	Excellent - Content is comprehensive and accurate. - Argument is persuasive. - Major points are stated clearly and are well supported. - Responses are excellent, addressing the assignment and larger course concepts. - Content and purpose of the writing are clear. - Specific examples are used to support arguments. 72
Organization & Structure 20 points	Poor - Organization and structure detract from the message of the writer. - Paragraphs are disjointed and lack transition of thoughts. 15	Fair - Structure of the paper is not easy to follow. - Paragraph transitions are awkward and need improvement. - Conclusion is missing, or if provided, does not flow from the body of the paper. 22.5	Good - Structure is mostly clear and easy to follow. - Paragraph transitions work. - Conclusion is logical. 25.5	Excellent - Structure of the paper is clear and easy to follow. - Paragraph transitions are logical and maintain the flow of thought throughout the paper. - Conclusion is logical and flows from the body of the paper. 28.5
Grammar, Punctuation & Spelling 15 points	Poor - Paper contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone. 11	Fair - Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone. 15	Good - Rules of grammar, usage, and punctuation are followed with minor errors. - Spelling is correct. 19	Excellent - Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, varied structure. 21
Citations 10 points	Poor - Citations are not used at all. 8	Fair - Citations are used for some but not other instances. 11	Good - Citations are used for primary sources, but not to other readings. 12.5	Excellent - Citations are used for all instances, both to primary source and other readings as needed. 14
Format 5 points	Poor - Paper lacks many elements of correct formatting. - Paper is inadequate/excessive in length. 4	Fair - Paper follows most guidelines. - Paper is over/ under word length. 5	Good - Paper follows designated guidelines. - Paper is the appropriate length as described for the assignment. - Format is good. 6	Excellent - Paper follows all designated guidelines. - Paper is the appropriate length as described for the assignment. - Format enhances readability of paper. 7