

HIST 206: U.S. History through 1876

Dr. Adam Arenson Fall 2023 Mon-Wed-Thu at 11:00am-11:50am in Miguel 214
Student Hours (Office Hours) in MGL 414: Wed 10:00-10:45am 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, all waking hours 6 days
a week: adam.arenson@manhattan.edu

READ THIS SYLLABUS CAREFULLY.

IF SOMETHING SEEMS UNCLEAR, ASK ME FOR HELP

We should work together to build community—to serve as a space for exchanging information, asking important questions, changing our minds, and supporting and advocating for one another, throughout the College.

I am committed to working with each of you, and all of you, to create the conditions in which you feel supported in doing the assignments.

As issues arise that impact your learning, please let me know, and let's find solutions together.

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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.

Course Description

This course will provide an introduction to the human history of North America from before the time of European contact through the “Compromise of 1877,” with an emphasis on the main political, economic, and social developments.

Required Books (3):

1) William F. Deverell 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).

ISBN 9780520290044 **Price: starts at \$35 for paperback**

<https://www.ucpress.edu/book/9780520290044/shaped-by-the-west-volume-1>

2) *Global Americans*, Volume 1, by Maria Montoya et al: <https://www.cengage.com/c/global-americans-a-history-of-the-united-states-1e-montoya/9780618833108PF/?filterBy=Student>

NOTE: You only need the textbook, not the digital platform. Since Dr. Crafts is currently using the same book in HIST 207, you might consider buying the “Combined Volume” vs just the first half. **Or choose Volume 1 at the top.** ISBN: 9781337101110 **Price: starts at \$45 for renting hardcover**

3) *Why You Can't Teach United States History without American Indians*, edited by

Susan Sleeper-Smith et al: <https://uncpress.org/book/9781469621203/why-you-cant-teach-united-states-history-without-american-indians/> ISBN: 978-1-4696-2120-3 or 978-1-4696-2121-0

Price: starts at \$38 for hardcover

Classroom Health Policies

Masking, ventilation, and filtration of air are the proven methods to lessen the odds of infection with SARS-CoV-2 and other viruses. We will be utilizing this knowledge to create a safer classroom.

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.**

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.

Academic Support

The [Center for Academic Success](#) (CAS) is committed to providing student-centered programs and initiatives designed to enhance learning and promote success and persistence for all Manhattan College students. Students will work collaboratively with qualified peers and professionals to develop knowledge, skills and strategies needed for success in the classroom and beyond. The Writing Center, is staffed by a group of trained undergraduate Writing Consultants from a variety of majors, including History. Writing Consultants provide one-on-one assistance with papers and written work from all disciplines at any stage of the drafting process—from brainstorming through final revision.

The CAS has three locations; the Learning Commons in Thomas Hall 3.11 and the Leo Learning Center in Leo 117/118, and a new collaborative learning space on the 6th floor of Lee Hall. **Services include online and in-person individual tutoring**, student academic success coaching, and online writing center services. All services are free of charge and available to all Manhattan College students.

Appointments are preferred but walk-ins are welcome when available. To make an appointment, students can log into their [Jasper Connect](#) account or visit the CAS/Writing Center in Thomas Hall, 3.10. Students can also contact success@manhattan.edu with any questions. For more information about these services please visit the CAS webpage: <https://inside.manhattan.edu/academic-resources/center-for-academic-success/index.php>

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.

Cheating, Plagiarism, Scholastic Dishonesty, and Student Discipline

Manhattan College Academic Integrity policy: <https://inside.manhattan.edu/student-life/dean-of-students/code-conduct.php#academicintegrity>

For this course, assignments will be submitted to Turnitin, an international plagiarism-detection database, via Moodle. ***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. Consider taking this self-quiz for practice: <http://abacus.bates.edu/cbb/quiz/>

All assignments submitted in History 206 must contain your own original work with citations documenting all obligations to other sources. Submission of work that uses AI tools without approval can be considered cheating, fabrication, plagiarism, or all three. When AI tools are approved, they must be acknowledged as tools used in the paper with a footnote. In History 206 spell check, grammar check, and advice on paper structure are approved AI tools. Accessibility tools and assistive technology tools such as speak-to-text and predictive text (such as Kami) are also approved. Zotero may be used for citation style and source management. Tools that compose text, perform research, formulate arguments, or otherwise create papers, such as ChatGPT and certain AI functions of Grammarly, Microsoft Word, or Google Docs, are not permitted in this course.

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/> and EROC: End Rape On Campus (<http://endrapeoncampus.org>).

Assignments

Class Preparation and Participation

200 points

This course has an active-learning, “flipped” model—you read the secondary and primary sources outside of class, and prepare your questions, and then class time is a discussion and explanation of the content. (I try hard not to lecture.) You need to demonstrate your preparedness, so you will earn 3 points per session for attending without participating, and up to 6 points each session for active participation.

In-class points can be supplemented by discussion-forum points, *submitted to Moodle online the night before class*. “What” questions will earn up to 1 point per class session; “how/why” questions will earn up to 2 points; explaining links, memes, and connections to contemporary events will earn up to 3 points (a list of suggested sources is on Moodle); replying in the discussion forum to answer classmate questions will earn up to 4 points. Moodle site is at lms.manhattan.edu

College policy dictates that *all* students attend *all* scheduled classes. If you are regularly missing class, this will be reported to JasperConnect and your dean. *Please do not come to class when you are sick – illness will count as an excused absence.*

Entry Survey

10 points

This brief entry survey, submitted in the first week of the class, helps identify what you do or do not know about the subjects covered in this class—and helps tell me what you want to find out.

Reading Quizzes

100 points

There will be quick, 3-to-5-point reading quizzes for each day of reading assignments, to ensure you have read the material and prepared for class.

In-Class Exams

150 points

There will be three in-class exams (50 points each), spaced throughout the semester. Each will require five term identifications and an essay. The third of these hour exams will be scheduled for Finals Week, and it will also include a comprehensive essay about the entire course (#4, below) as well as an essay about the last third of the course.

Papers

300 points

There are two papers during the course of the semester, submitted via Turnitin on Moodle. Topics are below. They each will be graded on a 150-point scale from the rubric provided at the end of the syllabus. Drafts are welcomed and can be reviewed by the professor multiple times, if time allows, before the deadline. Late papers will be accepted but penalized. You will have the opportunity to raise a low grade with additional points from a revised paper. **Citations from class materials are mandatory for all evidence, whether direct quotation or paraphrase.** You can earn 5 extra points by reading and responding to my comments on the graded paper.

#1 (due Sept. 17) Read the primary-source documents in *Shaped by the West*, pp. 17-33, and from *American Yawp* in the context of other course readings. Describe three misunderstandings or disagreements between Spanish and Native peoples, and then make an overarching argument of how these misunderstandings—in three different places and times—were related to a root-cause misunderstanding.

#2 (due Nov. 12) Read the primary-source documents in *Shaped by the West*, p. 214-232. Identify the racial ideas formed by white Americans during the U.S. War with Mexico. How did these assumptions about blacks, Mexicans, and/or American Indians shape the terms of U.S. conquest? How do these documents illustrate those assumptions? How did politicians disagree?

Final Essays

100 points

There are two final essays; one in class, and one on Moodle. ***Draft outline of essay #4 is recommended; I am here to help you. A 3x5 card will be allowed in to the in-person final.***

3. On Moodle: Reflect on your answers to the “Engaging History” and “Engaging the American Past” parts of your entry survey. What have you learned in this course that would change these answers? Write at least 500 words, referencing 3 entry survey questions and including citations in your answers. (25 points)

In person: 4. Write your own U.S. history of one group (e.g. English-speaking white women, landless European immigrants, enslaved African Americans, white enslavers, members of a Native nation such as the Cherokee, Comanche, or Haudenosaunee) and one of these paired themes: equality/hierarchy; democracy/oligarchy; liberty/constraint; belonging/exclusion. Include at least seven turning points ***spread out over the entire course*** (1400s-1880s) that demonstrate how the group experienced the theme you have chosen. Provide an overarching argument about which side of the theme pair has been dominant for your selected group in U.S. history and why. In person, with aide of a 3x5 card. (75 points)

Paper Guidelines for throughout the course:

- Your paper 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.
- The paper will be graded on a 100-point scale, in 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.
- Your paper should be based **ONLY** on the assigned readings and notes from lecture, and each evidence paragraph must quote primary sources.
- 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 Texas*, 1828, in William F. Deverell 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.

Schedule of Meetings

Week 1	Aug. 28	Introductions: Humans First History vs. Heritage– A Little History can be a Bad Thing “Ignorance is Bliss” and the Naturalistic Fallacy * Writing, Thinking, Revising – and What AI Can and Cannot Do * Course Outline
	Aug. 30	Our Key Themes and Your Final Exam Keys to Succeed: Participation, Note-taking; Evidence for your arguments How to Read for History Courses – it is not TL;DR Choosing Our Own Adventure: Learning through Discussion, Covering the Key Debates * DUE after class: Entry Survey
	Aug. 31	Reading and participation DUE: <i>Global Americans</i>, Chapter 1. * Reading Quiz in class * Textbook Reading: What are the events? What are the arguments and key terms? How do they relate to course themes? What choice of emphasis has the author made?
Week 2	Sept. 4	LABOR DAY – no classes
	Sept. 6	Reading and participation DUE: <i>Shaped by the West</i>, Chapter 1; <i>You Can't Teach Without</i>, Chapter 1. * Reading Quiz in class * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes?
	Sept. 7	Reading and participation DUE: <i>You Can't Teach Without</i>, Chapter 8 (<i>not a typo</i>). * Reading Quiz in class * Textbook Reading: What are the events? What are the arguments and key terms? How do they relate to course themes? What choice of emphasis has the author made?

Week 3	Sept. 11	Reading and participation DUE: <i>Global Americans</i>, Chapter 2. * Reading Quiz in class * Textbook Reading: What are the events? What are the arguments and key terms? How do they relate to course themes? What choice of emphasis has the author made?
	Sept. 13	Reading and participation DUE: <i>Shaped by the West</i>, Chapter 2; <i>You Can't Teach</i>, pp. 87-89; <i>American Yawp</i>, sources from Columbus, Aztecs, Las Casas, and Cabeza de Vaca http://www.americanyawp.com/reader/the-new-world/ * Reading Quiz in class * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes?
	Sept. 14	Reading and participation DUE: <i>Global Americans</i>, Chapter 3 and <i>You Can't Teach Without</i>, Chapter 2. * Reading Quiz in class * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made? Paper #1 is due on Sunday evening, Sept. 17, at 8pm on Moodle
Week 4	Sept. 18	Reading and participation DUE: <i>Global Americans</i>, Chapter 4. * Reading Quiz in class * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made? EXTRA CREDIT: Costello Lecture, Tuesday September 19, 4:30-6:00pm, Kelly 5A
	Sept. 20	FIELD TRIP: VAN CORTLANDT HOUSE MUSEUM Take notes for related question on the exam <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>

Week 4 (cont.)	Sept. 21	Reading and participation DUE: <i>Shaped by the West</i>, Chapter 3; <i>You Can't Teach Without</i>, Chapter 3. * Reading Quiz in class * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? What choice of emphasis has the author made?
Week 5	Sept. 25	YOM KIPPUR – This class does not meet.
	Sept. 27	Reading and participation DUE: <i>Global Americans</i>, Chapter 5. * Reading Quiz in class * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made?
	Sept. 28	Reading and participation DUE: <i>Shaped by the West</i>, Chapters 4 and 5. * Reading Quiz in class * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes?
Week 6	Oct. 2	Exam prep – IDs and essays – work together in Google Drive to finalize
	Oct. 4	Exam #1 in class DUE after: Mid-Course Evaluation
	Oct. 5	Reading and participation DUE: <i>Global Americans</i>, Chapter 6. * Reading Quiz in class * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made?
Week 7	Oct. 9	FALL BREAK – no classes

Week 7 (cont.)	Tuesday Oct. 10	Reading and participation DUE: <i>You Can't Teach Without</i>, Chapter 4. * Reading Quiz in class * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made?
	Oct. 11	Reading and participation DUE: <i>Global Americans</i>, Chapter 7. * Reading Quiz in class * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made?
	Oct. 12	Reading and participation DUE: <i>Shaped by the West</i>, Chapter 6. * Reading Quiz in class * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made?
Week 8	Oct. 16	Reading and participation DUE: <i>Global Americans</i>, Chapter 8. * Reading Quiz in class * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made?

Week 8 (cont.)	Oct. 18	Reading and participation DUE: <i>Shaped by the West</i>, Chapter 7; <i>You Can't Teach Without</i>, pp. 90-94. * Reading Quiz in class * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made?
	Oct. 19	Reading and participation DUE: <i>Shaped by the West</i>, Chapter 10. * Reading Quiz in class * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? EXTRA CREDIT: LGBTQ+ History Month movie, 430pm, Hayden 100
Week 9	Oct. 23	Reading and participation DUE: <i>You Can't Teach Without</i>, Chapter 5. * Reading Quiz in class * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made?
	Oct. 25	Reading and participation DUE: <i>Global Americans</i>, Chapter 9 and <i>Global Americans</i>, pp. 309-319. Reading Quiz in class * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made?
	Oct. 26	Reading and participation DUE: <i>Shaped by the West</i>, Chapter 8 and pp. 202-204. * Reading Quiz in class * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes?

Week 10	Oct. 30	Exam preparation – IDs and essays – finalized in Google Drive
	Nov. 1	Exam #2
	Nov. 2	This class does not meet.
Week 11	Nov. 6	Reading and participation DUE: <i>Global Americans</i>, Chapter 10. * Reading Quiz in class * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made?
	Nov. 8	Reading and participation DUE: <i>Global Americans</i>, Chapter 11. * Reading Quiz in class * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made?
	Nov. 9	Reading and participation DUE: <i>Shaped by the West</i>, Chapter 11 and pp. 230-232; <i>You Can't Teach</i>, pp. 94-98. * Reading Quiz in class * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made? Essay #2 DUE 8pm Sunday night Nov. 12
Week 12	Nov. 13	Reading and participation DUE: <i>Shaped by the West</i>, Chapter 12; <i>You Can't Teach Without</i>, Chapter 7. * Reading Quiz in class * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? *

Week 12 (cont.)		Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made?
	Nov. 15	Reading and participation DUE: <i>Global Americans</i>, Chapter 12. * Reading Quiz in class * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made?
	Nov. 16	This class does not meet. LAST DAY TO WITHDRAW FROM CLASS IS NOV. 17
Week 13	Nov. 20	Reading and participation DUE: <i>Shaped by the West</i>, Chapter 13. * Reading Quiz in class Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes?
	Nov. 22	THANKSGIVING BREAK
	Nov. 23	THANKSGIVING BREAK
Week 14	Nov. 27	Reading and participation DUE: <i>Global Americans</i>, Chapter 13. * Reading Quiz in class * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made?
	Nov. 29	Reading and participation DUE: <i>Shaped by the West</i>, Chapter 14; <i>You Can't Teach Without</i>, Chapter 9. * Reading Quiz in class * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes? * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made?

Week 14 (cont.)	Nov. 30	Reading and participation DUE: <i>Global Americans</i>, Chapter 14. * Reading Quiz in class * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made?
Week 15	Dec. 4	Reading and participation DUE: <i>Shaped by the West</i>, Chapter 15. * Reading Quiz in class * Primary Source Reading: Why do these documents exist? What do they say? What don't they say? Are they convincing? Why? How do they relate to course themes?
	Dec. 6	Reading and participation DUE: <i>You Can't Teach</i>, Chapter 10. * Reading Quiz in class * Textbook Reading: What are the events? What are the arguments? How do they relate to course themes? What choice of emphasis has the author made?
	Dec. 7	Exam preparation – IDs and essays – finalizing on Google Drive Discussion of Final Essay #4 drafts Optional Paper Revision DUE.
Week 16	Monday Dec. 11	FINAL EXAM and ESSAY #4 in class; ESSAY #3 submitted online

Grading Rubric for Writing Assignments (150 points)				
Argument, Content & Development 100 points	Poor (up to 60%) - 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. 60	Fair (65-80%) - 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. 70	Good (80-90%) - 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. 80	Excellent (up to 100%) - 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. 100
Organization & Structure 10 points	Poor - Organization and structure detract from the message of the writer. - Paragraphs are disjointed and lack transition of thoughts. 6	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. 7	Good - Structure is mostly clear and easy to follow. - Paragraph transitions work. - Conclusion is logical. 8	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. 10
Grammar, Punctuation & Spelling 10 points	Poor - Paper contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone. 6	Fair - Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone. 7	Good - Rules of grammar, usage, and punctuation are followed with minor errors. - Spelling is correct. 8	Excellent - Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, varied structure. 10
Citations 25 points	Poor - Citations are not used at all. 12.5	Fair - Citations are used for some but not other instances. 20	Good - Citations are used for primary sources, but not to other readings. 22.5	Excellent - Citations are used for all instances, both to primary source and other readings as needed. 25
Format 5 points	Poor - Paper lacks many elements of correct formatting. - Paper is inadequate/excessive in length. 2.5	Fair - Paper follows most guidelines. - Paper is over/ under word length. 3.5	Good - Paper follows designated guidelines. - Paper is the appropriate length as described for the assignment. - Format is good. 4	Excellent - Paper follows all designated guidelines. - Paper is the appropriate length as described for the assignment. - Format enhances readability of paper. 5