

University of Florida
Quest 1
Spring 2024

IDS2935: Imagining Social Justice: The Long Civil Rights Movement

Dr. Lauren Pearlman

Email: lpearlman@ufl.edu

Office Hours: Fridays, 3:30-5:00pm and by appointment

Class Format: Asynchronous Lectures, Friday In Person Discussion Sections

Teaching Assistant and Section Times

Kristin Miller (kristinmiller@ufl.edu)

Section 30469 F | Period 4 (9:35 AM – 10:25 AM), MCCB1108

Section 30470 F | Period 5 (10:40 AM – 11:30 AM), LIT 0233

Section 30471 F | Period 6 (11:45 AM – 12:35 PM), ARCH 0213

Course Information:

Welcome to the course! Within the syllabus you will find a set of course expectations and guidelines. At the end of the day, we are all just trying to do our best. If you find yourself having trouble completing assignments, participating in discussion section, or focusing on lecture, please discuss it with me and/or your TA. I truly care about your mental and physical health.

All lectures will be pre-recorded and uploaded to the class Canvas site for you to watch on your own time, asynchronously, before your Friday section. Note: You will not be able to access course content for future weeks ahead of time. Discussion sections will meet in person, and you will be expected to attend all class sections led by your TA during the appointed section time. If you are able to dedicate the same amount of time and attention to watching lectures as you would if they were in-person, you will be set up to succeed in this course. All class resources, announcements, updates, and assignments will be made available through Canvas. Get ready to learn a lot about social justice!

Course Details:

Quest 1 Theme: Justice and Power

General Education: Humanities, Writing (2,000 words), Diversity

(Note that a minimum grade of 'C' is required for General Education credit)

Class resources, announcements, updates, and assignments will be made available through the class Canvas site (www.elearning.ufl.edu)

Course Description:

Welcome to IDS2935! During this Quest 1 course, we will examine the concept of civil rights and grapple with essential questions like 1) “How does one change what is not just?” 2) “Who has the power to make change?” 3) “What is powerful about social justice?” We will take a multidisciplinary approach to understand one of America’s most defining social justice movements: what scholars call the “long civil rights movement.” Rather than focus solely on the best-known moments of the 1950s and 1960s, this course will cover key events, issues, and organizations from slavery to the New Jim Crow. We will examine the origins of the movement,

especially in relation to the New Deal and World War II; the development and impact of the mass mobilization efforts of the movement's defining phase; and more contemporary civil rights issues. Our goal is to understand the development of the movement as well as the priorities of and outcomes for the everyday, ordinary citizens who had the courage to fight for a more just society and the skilled activists who helped them organize and mobilize to transform society during the 20th century. What, for example, was the importance of labor activism and international politics, the role of women, and the ideological and tactical transition to Black Power? How did the movement for civil rights intersect with and influence debates about gender, labor, sexuality, and foreign policy? To tackle these and other questions, students will engage with historical, sociological, philosophical, literary, and artistic works. In doing so, we hope to better understand the movement's successes, failures, and its legacy for this nation.

Required Reading

There is one required primary source reader that is available for free online. The documents in the reader will serve as the foundation for many of your assignments. In addition to this digital reader, there are readings, images, and other primary documents available online via Canvas.

- Lauren Pearlman, ed., *The West Point Guide to the Civil Rights Movement* (New York: Rowan Technology Solutions, 2014-2016).

Instructions for downloading the digital reader: In order to access the reader, you will need to download the e-book, *The West Point Guide to the Civil Rights Movement*. On the Rowan Publishing page, you will need to sign up for an account and then enter your credit card information, though you will NOT be charged. The publisher will send you an email to download the book: <https://app.rowan.nyc/products/the-west-point-guide-to-the-civil-rights-movement>

Recommended Writing Guide: A terrific guide to general writing rules is Strunk and White's *The Elements of Style*. The first edition is available online for free: <http://www.bartleby.com/141/>

Course Delivery: This course will be delivered in a hybrid format. Students will be engaged through a combination of asynchronous lectures and in person discussions, as well as through feedback from the instructor and TA on their written work. Lectures will introduce core knowledge of the week's topic and ensure timely achievement of course objectives. Weekly discussions led by the TA will build on lecture content, while homework assignments will offer additional personal engagement with the class materials.

Course Assignments and Grading:

- Please have your syllabus on hand to help keep up with all of the reading and writing deadlines. Note: your TA will allow time for discussion of assignment prompts.
- **Section Grade:** The reading for this class will ebb and flow. You are expected to read the assigned readings prior to section and show up to discussion section with questions, comments, and opinions about what you have read. You will want to read carefully, critically, and identify questions, problems, contradictions, and critiques about what you have read. Bring those issues to section and be prepared to respond to the questions,

problems, contradictions, and critiques that your classmates have also brought forth for the day. With that kind of active reading and participation, you will have productive discussions that will help you not only to come to terms with the topics discussed, but in a broader way to develop your own voice as a scholar!

- Note: A big component of active learning is also active listening. For shy students who are often careful listeners, I would encourage you to challenge yourself to come out of your shell at least once per class and engage with a question or problem that your TA or another student has posed. For the more gregarious students, however, I would coach you to practice active listening, and to engage directly with comments that other students have made, in order to make sure you are not dominating the discussion with all your own ideas.
- **Reflections:** During five designated weeks, you will write a brief reflection on the week's assignment. These responses should analyze the readings and lectures for the week. What are the main arguments? What are the strengths and weaknesses of the arguments? Why is the argument important or significant to the civil rights movement? Further guidance will be on Canvas.
- **Paper #1:** A one thousand (1000) word essay is due **February 4 at 11:59pm**. This paper counts toward the course's writing requirement. Further instructions regarding format and content will be distributed before the paper is due.
- **Virtual Museum Tour:** A reflection on the Virtual Museum Tour activity is due **February 8 at 11:59pm**. Further instructions regarding format and content will be distributed before the reflection is due.
- **Midterm Exam:** A take home midterm exam covering all material up to that point is due on **February 25 at 11:59pm**.
- **Paper #2:** A one thousand (1000) word essay on primary documents in the digital reader is due **April 7 at 11:59pm**. This paper counts toward the course's writing requirement. Further instructions regarding format and content will be distributed before the paper is due.
- **Final Exam:** A take home final exam covering all material from the midterm through the end of class is due on **April 24 at 12:00pm**.
- A final capstone project is due on **May 1 at 12:00pm**.
- **Capstone Project (15%):** In the spirit of the Quest Connection SLO, the final project asks students to identify a modern civil rights issue (including, but not limited to, criminal justice reform, the crisis of mass incarceration, police brutality, voting rights, environmental racism, and reparations) and explore how to understand and address the issue within the context of social justice. How do you imagine overcoming this issue to achieve a more just future? The paper assignments, in addition to class readings and

discussion, should prepare you to succeed in this assignment. The grade for the capstone project will involve two parts: a creative project with a public impact component and a reflection paper.

- Part 1: The final project may be completed individually or in groups of up to four students who are working on the same issue (all students working together must have the same TA). Ideas for the final project include song, dance, art, photography, poster presentations, public policy papers, museum exhibits, and podcasts, among others. Note: all creative projects must be accompanied by a 5-page well-researched written component
- Part 2: Every student must write their own 500-word reflection essay on their experience identifying a modern civil rights issue and imagining a future that overcomes their chosen issue. Students will also be asked to reflect on the ways in which the themes of this course are relevant to their own intellectual, personal, and professional development at UF and beyond. This paper will be more informal than your other papers, but must be clearly written, thoughtful, and reveal an understanding of the main themes of the course.

Grades: Your grade in this class will be determined largely by your performance on a variety of written assignments and exams. These exercises will allow you to hone your critical thinking and writing skills and allow you to reflect thoughtfully on key themes related to the civil rights movement.

Your grade for this class will be determined as follows:

Reflections	10%
Virtual Museum Tour Assignment	5%
Paper #1	15%
Paper #2	15%
Midterm Exam	15%
Section Grade/Participation	10%
Final Exam	15%
Capstone Project	15%

UF Grading Scale

A100-94, A-: 90-93	C+: 77-79, C: 74-76, C-: 70-73
B+: 87-89, B: 84-86, B-: 80-83	D+: 67-69, D: 64-66, D-: 60-64 F: below 64

More information on UF's grading policies is available at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Essays: Generally speaking, your TAs will look for the following in your papers:

1. Analysis. Does the paper make a convincing and coherent argument?
2. Evidence. Is the argument well supported by evidence? Is evidence used effectively?
3. Organization. Is the paper structured in logical way?

4. Content and originality. Does the paper make an original contribution or insight? Does the author's own opinion and voice come through?
5. Mechanics and style. Is the paper free of spelling and grammar errors? Is it clearly written?

Attendance Policy

- Attendance in discussion section is required, expected, and central to your learning experience. Discussion section will begin and end on time each week. Please make sure to arrive on time. In general, please be considerate of your classmates and avoid disrupting their learning experience. Note: Discussion section is not hyflex. You will not have an option to join remotely.
- Participation in discussion is an important part of your role as a member of this class. Your TA will evaluate participation halfway through the semester and offer tips for improvement. You are also encouraged to ask for feedback at any point in the semester.
- If you will be absent, please contact your TA as soon as possible to make arrangements to turn in work before class and provide dated documentation of illness or other university-approved absences. You are responsible for getting the information and material missed in class. A student with 3 unexcused section absences may have their grade reduced a full letter grade. Your TA will not contact students during the semester to apprise them of their attendance status; it is the responsibility of the students to check this regularly.
- Religious holidays, UF athletic travel conflicts, and written explanations from a certified health professional are eligible for an excused absence when cleared with the instructor ahead of time. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Late Work and Make-up Policy

- Assignments are due on Canvas on the due date and time. Unless stated otherwise, late assignments will be penalized one-third-letter grade after the first 24-hour period post deadline. So if you turn your assignment in 25 hours after it is due, and your grade is a B, your adjusted grade will be a B-. If you find yourself in a difficult situation, and the 24-hour buffer is not enough extra time, please email me to discuss an extension. It's always preferred that you do this ahead of time, but I recognize that sometimes issues arise last minute.
- Missed exams typically cannot be made up unless you have a university excused absence that you notify your TA or professor of beforehand. If you have an unforeseen emergency, please contact one of us as soon as possible after your absence.

Guidelines for Discussion

Please keep in mind that course material can stir up strong emotions. A great deal of this results from the environment of mistrust and misunderstanding that exists in the wider society. I start from the assumption that those of you that have chosen to take this class have come with an open mind, ready not only to share your points of view but to try to understand the perspectives of others. Thoughtful, insightful, honest, and diverse points of view are needed in order to help us all learn to communicate more effectively and openly about course material. So that everyone feels respected in the classroom, use tact and understanding when presenting your ideas.

Personal attacks, disparaging remarks, or attempts to dominate the conversation will not be tolerated. Remember as well that individuals in the classroom may have been personally affected by the issues that we are discussing; and to show respect to your peers and the educational process.

Note: This course adheres to UF's Policy on Academic Freedom and Responsibility. Consistent with the exercise of academic responsibility, an instructor of record must have freedom in the classroom to discuss academic subjects. The university student must likewise have the opportunity to study and articulate a full spectrum of ideas, opinions, and beliefs.

Correspondence

Your TA and I will send important course announcements and other correspondence to you via Canvas and your UF email account so please make sure that you check your email regularly!

How to get in touch with your TA or professor

- Your TA is your first point of contact for any questions you may have about the course material, readings, papers, exams, or grades. You should be in touch with your TA regularly. That said, I would love to get to know you better, so...
- Come to office hours. I truly enjoy getting to know more about students outside of the classroom. You are encouraged to drop in with any questions that you may have about assignments, readings, your major, going grad school, or other pertinent topics.
- "But Dr. Pearlman, what if I can't meet with you during those hours?" Great question! I would be happy to schedule an appointment to meet with you at another time.
- Email me at lpearlman@ufl.edu. I will typically get back to you within 24 hours, though my response will be slower over the weekend.

Students with Disabilities

Please do not hesitate to contact me during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodations should register with the Dean of Students Office (352-392-8565, www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting an accommodation. Students with disabilities should follow this procedure as early as possible in the semester. Note: I know firsthand that this process can be very onerous and time consuming. Please email me so we can set up a time to discuss what would best help you succeed in the class regardless of when your documentation is provided.

Academic Honesty

The University, as well as your instructor, values and expects academic integrity. Ethical violations include cheating, plagiarism, fabrication, and academic misconduct (including turning in the work of others as your own, reusing old assignments, or using AI services). These will not be tolerated and will result in an automatic failing grade in the course. Plagiarism is defined in the University of Florida's Student Honor Code as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." Students

found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy.

To avoid plagiarism, you must not copy the words, phrases, arguments, ideas, or conclusions of another person or source (including Internet sources) without properly crediting the person or source with both quotation marks and a footnote. Make sure that you properly cite direct quotations, paraphrased information, and facts that are not widely known. I will provide you with guidelines for proper citations and formatting prior to your submission of all written work, but you may contact me at any time for clarification. For more information on UF's honesty policy, see <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>. For more information on how UF's Judicial Affairs processes cases of plagiarism, see <http://www.dso.ufl.edu/judicial/academic.php>.

Student Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>.

U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Food Insecurity: The Hitchcock Field and Fork Pantry is a free resource for all members of the University of Florida community. For more information see <https://pantry.fieldandfork.ufl.edu/>

Course Schedule

Please Note: the schedule may be changed as needed by the instructor. If any changes are made, you will have ample notice. Deadlines will never be moved earlier than stated here.

Week One: Jan 8-12

Theoretical Grounding and Context

Read: excerpts from William Chafe (ed.), *Remembering Jim Crow*

Week Two: Jan 15-19

The Jim Crow South

Read: Crystal Feimster, excerpts from *Southern Horrors: Women and the Politics of Rape and Lynching* in *Racism in America* reader and submit a reflection by Thursday at 11:59pm.

Week Three: Jan 22-26

Radical Roots

Read: Adriane Lentz-Smith, excerpts from *Freedom Struggles: African Americans and World War I* in *Racism in America* reader; W.E.B. Du Bois, "Close Ranks," and "Returning Soldiers" and submit a reflection by Thursday at 11:59pm.

Week Four: Jan 29-Feb 2

Laying the Groundwork, 1930s-1940s

Read: Barbara Ransby, "Behind-the Scenes View of a Behind-the-Scenes Organizer" in *Sisters in the Struggle: African American Women in the Civil Rights-Black Power Movement* and submit a reflection by Thursday at 11:59pm.

Paper #1 due Sunday, February 4 at 11:59pm

Week Five: Feb 5-9

Double Victory

Read: Andrew Kersten, "African Americans and World War II," *OAH Magazine of History*, Vol. 16, no. 4 (Spring 2002): 13-17.

Complete Smithsonian Virtual Museum Tour available at:

<https://nmaahc.si.edu/explore/exhibitions/double-victory>

Museum Reflection due Thursday, February 8 at 11:59pm

Week Six: Feb 12-16

The Road to Brown

Read: Mary L. Dudziak, "Brown as a Cold War Case," *Journal of American History* Vol. 91, No. 1 (June 2004), 32-42 and submit a reflection due Thursday at 11:59pm.

The West Point Guide to the Civil Rights Movement, Read chapter 1.

Week Seven: Feb 19-23

The Montgomery Bus Boycott

Read: None

Take-Home Midterm due Sunday February 25 at 11:59pm.

Week Eight: Feb 26-March 1

The Civil Rights Movement and American Dreams

Read: The West Point Guide to the Civil Rights Movement, Read chapters 2-3, 9, 12-13.

Week Nine: March 4-8

The Road to the Voting Rights Act

Read: The West Point Guide to the Civil Rights Movement, Read chapters 4-8, 11.

Week Ten: March 11-15

Spring Break

Week Eleven: March 18-22

Competing Voices

Read: The West Point Guide to the Civil Rights Movement, Read chapters 10, 14-15

Week Twelve: March 25-29

Black Power

Read: The West Point Guide to the Civil Rights Movement, Read chapters 16-17, 19, 21

Week Thirteen: April 1-5

1968

Read: None

Paper #2 due Sunday, April 7 at 11:59pm.

Week Fourteen: April 8-12

New Solutions

Read: The West Point Guide to the Civil Rights Movement, Read chapters 18, 22.

Week Fifteen: April 15-19

New Challenges

Read: Angela Davis, *Are Prisons Obsolete?*, chapters 1, 5, and 6 and submit a reflection by Thursday at 11:59pm.

Week Sixteen: April 22-24

Conclusions

Read: None

Take-Home Final Exam due Wednesday, April 24 at 12:00pm.

CAPSTONE PROJECTS DUE May 1 at 12:00pm.

QUEST 1 AND GEN ED DESCRIPTIONS AND STUDENT LEARNING OUTCOMES

QUEST 1 DESCRIPTION: Quest 1 courses are multidisciplinary explorations of essential questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students apply approaches from the humanities to mine works for evidence, create arguments, and articulate ideas.

QUEST 1 SLOS:

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Connection).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

HUMANITIES DESCRIPTION: Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

These general education objectives will be accomplished through:

1. Evaluation of what scholars call the “long civil rights movement.”
2. Assessment of the different methodological approaches scholars have taken to understand social justice in general and the long civil rights movement in specific.
3. Discussion of the relationship between the long civil rights movement and contemporary social justice issues.
4. Evaluation of historical, sociological, philosophical, literary, and artistic works.

DIVERSITY DESCRIPTION: Diversity (D) – this designation is always in conjunction with another program area. In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population.

Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

These general education objectives will be accomplished through:

1. Evaluation of the priorities of the everyday, ordinary black citizens who had the courage to fight for a more just society and the skilled African American activists who helped them organize and mobilize to transform society during the 20th century.
2. Evaluation of the outcomes for the everyday, ordinary black citizens who had the courage to fight for a more just society and the skilled African American activists who helped them organize and mobilize to transform society during the 20th century.
3. Discussion of the relationship between personal beliefs about diversity and contemporary social justice issues.

HUMANITIES SLOS:

1. Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
2. Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
3. Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

At the end of the course, students will be able to:

1. Identify, describe, and explain the key developments in the long civil rights movement and how they shaped the world in which we live. (Content)
2. Identify, describe, and explain specific goals, strategies, and political ideologies of the long civil rights movement. (Content)
3. Analyze primary documents, situate them in historical and literary context, and develop critical interpretations of their significance to the long civil rights movement. (Critical Thinking)
4. Evaluate specific goals, strategies, and political ideologies of the long civil rights movement. (Critical Thinking)
5. Reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond. (Critical Thinking)
6. Identify and analyze the different methodological frameworks used to understand the long civil rights movement. (Critical Thinking)
7. Develop and present clear and effective responses to essential questions about social justice issues in oral and written forms. (Communication)

DIVERSITY SLOS

1. Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability.

2. Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.

At the end of the course, students will be able to:

1. Identify, describe, and explain the ways that the long civil rights movement helped to further the rights of African Americans, as well as Latinos, gays and lesbians, and other marginalized peoples. (Content)
2. Analyze and evaluate how social inequities affected the opportunities of African Americans and how they fought to secure their rights. (Critical Thinking)
3. Analyze and reflect on what changed for African Americans during the long civil rights movement and what inequalities still exist for them and different groups in the U.S. (Critical Thinking)
Develop and present clear and effective responses to essential questions about social justice issues in oral and written forms. (Communication)

WRITING DESCRIPTION: The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course. It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

WRITING EVALUATION:

1. This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
2. The instructor will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics.
3. Specific guidelines for individual assignments will be provided during the course of the semester. A rubric is attached. Generally speaking, I will evaluate you on the following criteria:
 - a. **Argument and support:** Does the paper make a convincing and coherent argument? Is the argument well supported by evidence? Is evidence used effectively?
 - b. **Organization and coherence:** Is the paper structured in logical way? Does the introduction include a statement of the topic or situation under investigation, a thesis statement, and a brief statement of the main supporting arguments? Do the body paragraphs have topic sentences that tie back to the paper's thesis? Do they provide specific evidence and sound analysis that supports the argument being made?

- c. **Content and originality:** Does the paper make an original contribution or insight? Does the author's own opinion and voice come through?
- d. **Style:** Is the paper formatted correctly? Does it contain the word count as specified? Are footnotes present, properly formatted, and sufficient to document ideas?
- e. **Mechanics:** Is the paper grammatically correct, free from typos and spelling errors, and generally readable? Is it written in the past tense? Does the author avoid saying "I" "we," "you," etc.

Guidelines for Discussion (Rubric)

Above Average (85-100%)	Satisfactory (75-85%)	Unsatisfactory (below 75%)
<p>The student</p> <ul style="list-style-type: none"> • actively listens • moves the discussion forward with deeper questions and well thought-out answers • consistently provides evidence to support responses • connects responses to others' comments • shows respect to peers • reflects on what reading strategies they are using 	<p>The student</p> <ul style="list-style-type: none"> • passively listens • joins the discussion by occasionally answering questions • asks (mostly surface) questions • occasionally provides evidence to support responses 	<p>The student</p> <ul style="list-style-type: none"> • ignores discussion and/or distracts others • shows little or no understanding of the text • Makes personal attacks, disparaging remarks, or attempts to dominate the conversation • is reading texts, browsing the internet, doing homework for another class, or sleeping

Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT AND ORIGINALITY	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

1. The student must earn a grade of C or better in the course.
AND
2. The student must earn an S (satisfactory) evaluation on the writing requirements of the course.