

# Course Syllabus

## IDS 2935: Migration and Identity

Quest 1 – Summer B 2025

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**Class Location:** Turlington L007

**Class Schedule:** MWR 4

**Designation:** International

**Primary Gen Ed Designation:** Humanities

**Secondary Gen Ed**

**Writing Designation:** 2000 words

**Sections:** 18299 TF 4 in Little 0233

18300 TF 5 in Little 0233

18295 TF 4 in Weil 0273

18296 TF 5 in Weil 0273

18297 TF 4 in Matherly 0113

18298 TF 5 in Matherly 0113

*This course accomplishes the [Quest](#), and [General Education](#), objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*

## 1. Course Description

Who are you? Where are you from? The dynamics of migration have shaped identity throughout human history. Migrations change how we consider ourselves, how we view others, and how we think about our positions in the world. As we move through time and space, our identities transform, becoming trajectories in their own right. Most contemporary analysis of migration and identity, however, lacks historical depth. In order to make better sense of our globalized present, this course presents a comparative assessment of migration around the world. Rather than focusing on a discrete region, the course emphasizes a series of case studies. These include: the Great Migration of Late Antiquity, the deliberate and forced mobility of the Armenians, the Viking migration to the North Atlantic region, the trans-Atlantic slave trade, Jewish expulsions, Irish and Zoroastrian diasporas, displacement in Europe between and after the two World Wars, and migration to the United States.

With each case, we will consider a series of questions: Why do people migrate? How have migrations affected the construction of personal, social, cultural, and ethnic identities? How have past migrations shaped our understandings of belonging, nation, and home? We will engage these questions from multidisciplinary perspectives and explore the theoretical, historical, psychological, and sociological dynamics of migration and identity. In addition to lectures and discussions, students will analyze memoirs, letters, films, maps, paintings, oral histories, and artifacts. Students will also participate in three faculty-student “workshops” on digital mapping, oral history, and analytical writing. In doing so, students will develop a deeper understanding of the connections between migration and identity, and of the complexities that lie behind two seemingly simple questions: Who are you? Where are you from?

### Required and Recommended Course Materials

Recommended writing manual: Patrick Rael, “Reading, Writing, and Researching for History: A Guide for College Students,” available at <https://courses.bowdoin.edu/writing-guides/>.

All other course materials are available on Canvas. There are no material and supplies fees.

## 1. Graded Work

The instructor and TAs will return assignments within one week of the deadlines. Feedback on all assignments will be provided in subsequent section meetings and, upon request, during regular office hours.

|                                   |       |      |
|-----------------------------------|-------|------|
| Assignment #1: Story Map          | (25%) | 7/25 |
| Assignment #2: Interview Analysis | (25%) | 8/01 |
| Assignment #3: Analytical Essay   | (25%) | 8/08 |
| Reflective Writing Journal        | (15%) |      |
| Participation                     | (10%) |      |

#### Assignment #1: Story Map (25%) due 7/25 – 500 words

In Week 2, you will participate in a digital mapping workshop on developing Story Maps: <https://storymaps.arcgis.com/Links to an external site.> Over the following week, you will reflect on the topics covered in the course and then imagine a story of migration related to one of the topics. You will then write a 500-word narrative of his or her life story. Some questions to consider: Who was this person? Where did he or she originate? What were the major (and minor) events of his or her life? Where and why did he or she migrate? What were the impacts of these migrations? How did migrations shape their identity? You will then create an interactive, multimedia Story Map to accompany your text.

#### Assignment #2: Interview Analysis (25%) due 8/01 – 500 words

In Week 3, you will select an interview related to migration from the SPOHP Digital Collection (<https://ufdc.ufl.edu/oral>) or from Migration to New Worlds (<https://www-migration-and-digital-co-uk.lp.hscl.ufl.edu>) and write a 500-word analysis of the interview: Who is the interviewer and who is the interviewee? What is the context for the interview? What languages are used? How do the questions shape the answers? Are oral histories valid sources?

#### Assignment #3: Analytical Essay (25%) due 8/08 – 1,000 words

For the final assignment, you will participate in a writing workshop and learn how to draw on primary and secondary sources to reflect on the relationship between migration and identity. First, you will interview two people (friends, family, roommates, neighbors, etc.) about their own experiences with migration. Your paper should contextualize your findings with reference to at least three scholarly sources from the course. You should also draw on reflections from your semester-long writing journal. Your essay should: (1) show close analysis of primary source interviews and writing journals; (2) connect evidence from your interviews and writing journals with conceptual ideas from course readings; (3) make a clear argument about the interconnected dynamics of migration and identity; (4) be written clearly and organized logically.

#### Reflective Writing Journal (15%)

Over the course of the term, you will have to write ten short self-reflections in response to prompts based on the daily readings. You may choose on which days to write. These self-reflections should be about 200 words each and will be due online via Canvas prior to your discussion section.

### Participation (10%)

You should come to each discussion section having completed the assigned readings and prepared to participate actively. Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric in the appendix below.

Please note that there is no attendance policy for this course. Students are entirely responsible for attending all lectures and reading the required texts. Be respectful and empathetic toward one another. We all learn and process ideas in our own ways. If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

### Grading scale

| <b>Letter Grade</b> | <b>Number Grade</b> |
|---------------------|---------------------|
| A                   | 100-92.5            |
| A-                  | 92.4-89.5           |
| B+                  | 89.4-86.5           |
| B                   | 86.4-82.5           |
| B-                  | 82.4-79.5           |
| C+                  | 79.4-76.5           |
| C                   | 76.4-72.5           |
| C-                  | 72.4-69.5           |
| D+                  | 69.4-66.5           |
| D                   | 66.4-62.5           |
| D-                  | 62.4-59.5           |
| E                   | 59.4-0              |

## 1. Course Schedule

### Week 1

6/30            **Lecture:** Introduction: migration and identity in history; sources and methods

7/01            **Discussion:** Review syllabus and key terms

Yannis Stouraitis, "Migrating in the medieval East Roman world, ca 600-1204," in *Migration Histories of the Medieval Afroeurasian Transition Zone. Aspects of Mobility between Africa, Asia and Europe, 300-1500 C. E.* (Leiden/Boston: Brill, 2020), pp. 141-165.

**Questions:** What is migration? What is identity? How do you think the two are related? On what sources can one draw to study the migration in the past? What kinds of migration may be identified in the historical record?

### UNIT 1: WARS, DISPLACEMENT, PERSECUTION, AND GENOCIDE

7/02            **Lecture:** Wars caused by migration: Adrianople (378) and Isandlwana (1879)

7/03            **Lecture:** Migration caused by wars: the "refugee problem"

7/04            Independence Day – no classes

### Week 2

7/07    **Lecture:** Displaced persons: from the Albigensian Crusade to World War II

7/08    **Discussion:** Megan Cassidy-Welch, "Refugees: views from thirteenth-century France," in *Why the Middle Ages Matter. Medieval Light on Modern Injustice*, edited by Celia L. Chazelle, Simon Doubleday, Felice Lifshitz, and Amy G. Remensnyder (Abingdon:

Routledge, 2012), pp. 141-153; Mark Wyman, *DPs: Europe's Displaced Persons, 1945-51* (Ithaca: Cornell University Press, 1989), pp. 86-105

Primary source analysis workshop: Niketas Choniates, "Fleeing with family from Constantinople after the sack of 1204 by the crusaders," in *Mobility and Migration in Byzantium: a Sourcebook*, edited by Claudia Rapp et al. (Vienna: Vienna University Press, 2023), pp. 42-47

**Questions:** How are individual and group identities been shaped and reshaped by forced mobility? What role did religion play in displacement? How did social and political networks contribute to the survival of refugees? What are the differences between refugees, stateless people, and internally displaced people?

7/09 Deportations: the politics of forced migrations

7/10 Religious persecution and migration: Armenians and Jews

7/11: **Discussion:** Lukas de Blois, "Invasions, deportations, and repopulation. Mobility and migration in Thrace, Moesia Inferior, and Dacia in the third quarter of the third century AD," in *The Impact of Mobility and Migration in the Roman Empire. Proceedings of the Twelfth Workshop of the International Network Impact of Empire* (Rome, June 17-19, 2015), edited by Mirian J. Groen-Vallinga, Elio Lo Cascio, and Laurens E. Tacoma, *Impact of Empire*, 22 (Leiden/Boston: Brill, 2017), pp. 42-54; Michael Gelb, "An early Soviet ethnic deportation: the Far-Eastern Koreans," *Russian Review* 54 (1995), no. 3, 389-412; State Defense Committee Decree no. 5859ss, May 11, 1944

**Questions:** What are the reasons invoked for the displacement of entire groups of population and their forced movement elsewhere? What is the relation between deportations and ethnic cleansing? Are there any differences between the power of the ancient (Roman) and modern (Soviet) state over groups of population on its territory? What are the implications of deportation for group identity?

### Week 3

7/14 Ethnic identity and the afterlives of genocide

7/15 **Discussion:** Gilles Courtieu, "Asia 88 BC: a landmark in genocide history," *Anatolica* 45 (2019), 29-41; Marie Beatrice Umutesi, *Surviving the Slaughter. The Ordeal of a Rwandan Refugee in Zaire* (Madison: University of Wisconsin Press, 2004), pp. xi-xvi, 1-44.

**Questions:** What is the difference between genocide and ethnic cleansing? What are the histories of migration and refuge-seeking in East Africa? How do those histories square with the classifications and statistics of international aid organizations? What are the politics of refugee-seeking?

## UNIT 2: SLAVERY, EMPIRES, EXPULSIONS, AND DIASPORAS

7/16 **Lecture:** Cartography and identity; GIS and story maps

7/17 **Lecture:** Empires and migrations: free people moving inside empires

7/18 **Discussion:** Digital mapping workshop.

<https://learn.arcgis.com/en/projects/share-the-story-of-an-expedition>Links to an external site.

<https://www.youtube.com/watch?v=aVPUQTRdfU>Links to an external site.



**Questions:** How does thinking spatially help one conceptualize the impacts of migration? Is it possible to map identity?

### Week 4

7/21 **Lecture:** Nomads and empires

7/22 **Discussion:** Alexander Beihammer, "Patterns of Turkish migration and expansion in Byzantine Asia Minor in the 11th and 12th centuries," in *Migration Histories of the Medieval Afroeurasian Transition Zone. Aspects of Mobility between Africa, Asia and Europe, 300-1500 C. E.* (Leiden/Boston: Brill, 2020), pp. 166-192; Emre Teğın, "Disruption of pastoral nomadism: the impacts of Russian colonialism on the Kazakh steppe during the 19<sup>th</sup> and 20<sup>th</sup> centuries," *Bilig* (2024), no. 11: 29-53.

**Questions:** What are the differences between nomadism and migration? What is relation between imperial policies and nomadism? Do borders matter to nomads? How is the local population displaced by newcomers?

7/23: **Lecture:** Famine and migration: Irish identities in North America

**Film:** "Ireland's Great Hunger and the Irish Diaspora" (50 mins.)

<https://vimeo.com/99796730>.

7/24: **Lecture:** Slavery and migration: the Transatlantic slave trade

**Film:** "Shackles of memory: the Atlantic slave trade" (55 min.)

7/25 **Discussion:** James S. Donnelly Jr., "The construction of the memory of the famine in Ireland and the Irish diaspora, 1850-1900," *Éire-Ireland* 31 (1996), nos. 1-2, 26-61; Michael A. Gomez, *Exchanging Our Country Marks. The Transformation of African Identities in the Colonial and Antebellum South* (Chapel Hill: UNC Press, 1998), pp. 114-134; a letter from Patt and Cathorine McGowan to Brother Roger, December 25, 1847; explore Slave Voyages (<https://www.slavevoyages.org/american/database>).

**Questions:** When and how did Irish people become American? How have contemporary Irish politics been shaped by the famine and subsequent migrations? How did enslaved Africans recreate and adapt language, religion, and other cultural institutions? What are the legacies of African identities in the Americas?

ASSIGNMENT #1 DUE

## Week 5

7/28 **Lecture:** Diasporas with and without empires.

7/29 **Discussion:** Greg Woolf, "Empires, diasporas, and the emergence of religions," in *Christianity in the Second Century. Themes and Development*, edited by James Carleton Paget and Judith Lieu (Cambridge: Cambridge University Press, 2017), pp. 25-38; Paulina Niechciał, "Contemporary Zoroastrians between integration and misunderstandings," *Anthropos* 115 (2020), 9-18; choose an interview from *Migration to New Worlds* (<https://www-migration-amdigital-co-uk.lp.hscl.ufl.edu>) or the SPOHP Digital Collection (<https://ufdc.ufl.edu/oral>).

**Questions:** What is the role of religion in migration? What constitutes a diaspora, and how are diasporic communities different from refugees? What is oral history? How are oral sources different from written sources? On what methods do oral historians rely?

7/30 **Lecture:** Expulsion in response to immigration

<https://www.youtube.com/watch?v=6V8BSID88fA>



**Film:** "Expulsion, Canadian experience" (44 min.)

### UNIT 3: ACROSS LINES AND BORDERS

7/31 **Lecture:** Water borders: migration to islands

8/01 **Discussion:** Davide Zori, *Age of Wolf and Wind* (Oxford: Oxford University Press, 2024), pp. 309-322; Hiroshi Takayama, "Migrations in the Mediterranean area and the Far East: medieval Sicily and Japan," in *Europa im Geflecht der Welt: mittelalterliche Migrationen in globalen Bezügen*, edited by Michael Borgolte, Julia Dücker, Marcel Müllerburg, Paul Predatsch, and Bernd Schneimüller, *Abhandlungen und Beiträge zur historischen Komparatistik*, 20 (Berlin: Akademie Verlag, 2012), pp. 217-229; *Isledingabók* on the settlement of Iceland

**Questions:** What moved the Norse settlers to Iceland? What forms of social organization they developed upon arrival? What is the relationship between an island and the mainland from which the settlers came? How does the story of the Norse settlement of Iceland challenge the understanding of ancient and modern migrations? Why isn't here any episode of mass migration in the medieval and modern history of Japan? What are the politics of settling islands?

ASSIGNMENT #2 DUE

Week 6

8/04 **Lecture:** Voluntary migration and expats

8/05 Analytic writing workshop

**Questions:** Who are you? Where are you from? Where are you going?

8/06 **Lecture:** Across ethnic lines: German emigrants to Europe and America

8/07 **Lecture:** Migration and hope in a changing world

8/08 **Discussion:** Matthias Hardt, "Migrants in high medieval Bohemia," *Journal of Medieval History* 45 (2019), no. 3, 380-388; Georg Fertig, "Transatlantic migration from the German-speaking parts of Central Europe, 1600-1800: proportions, structures, and explanations," in *Europeans on the Move. Studies on European Migration, 1500-1800*, edited by Nicholas Canny (Oxford: Clarendon Press, 1994), pp. 192-235; a letter of Pastor Frank to his daughter, Sophie, May 15, 1852

**Questions:** How do the social structures of the German-speaking immigrants of the modern period compare with those of the medieval German-speaking immigrants? What social problems emerged from the migration, and what solutions were offered in the two periods?

ASSIGNMENT #3 DUE

## 1. Writing Requirement Statements

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The instructor will evaluate and provide feedback on all written work with respect to grammar, punctuation, clarity, coherence, and organization. WR course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. Specific guidelines for individual assignments will be provided during the term. In general, the instructor will evaluate you using the rubric in the appendix below.

## 1. Quest Learning Experiences

Experiential Learning Component

In this course, you will have several opportunities for experiential learning. First, for Assignment #2, you will create an imagined migration narrative and then bring it to life with a multimedia Story Map. In Assignment #3, you will explore and engage with digital archive of oral histories at Migrations to New Worlds. Finally, for Assignment #4, you will interview two people about their experiences with migration and identity formation.

### Self-Reflection Component

You will also have consistent opportunities for self-reflection, primarily through the reflective writing journal, made up of ten reading responses. Additionally, you will reflect on your own experiences with migration and identity construction as you review your writing journal and interviews for the final analytical essay.

## **1. Quest 1 Program Description, Objectives, and SLOs**

### Quest 1 Program 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? Quest 1 students 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. They apply approaches from the humanities to mine works for evidence, create arguments, and articulate ideas.

### Quest 1 Objectives:

Quest 1 courses address the history, key themes, principles, terminologies, theories, or methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition. Students learn to identify and analyze the distinctive elements of different arts and humanities disciplines, along with their biases and influences on essential questions about the human condition. These courses emphasize clear and effective analysis and evaluation of essential questions about the human condition from multiple perspectives. Students reflect on the ways in which the arts and the humanities impact individuals, societies, and their own intellectual, personal, and professional development.

### 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)

- 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)
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. (Connection)

## 1. General Education Objectives and SLOs

### Humanities Objectives:

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 objectives will be accomplished by:

- Evaluating the interconnected dynamics of migration and identity through a series of case studies, readings, discussions, and workshops.
- Assessing and comparing the different methodological and multidisciplinary approaches scholars have used to examine the processes of migration and identity formation.
- Discussing the relationship between migration and identity in the past and present.
- Analyzing and interrogating a range of historical, literary, theoretical, and visual sources.

### International Objectives:

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

These objectives will be accomplished by:

- Investigating the history of migration and identity in different parts of the world
- Analyzing how the histories of these migrations have continued to shape identities around the world today.

- Comparing these histories with examples of how migrations have influenced identity formation in the United States.
- Reflecting on and discussing the connections between migration and identity in students' own lives.

#### Humanities SLOs:

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- 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).

At the end of this Quest 1 course, students will be able to:

- Identify and describe how migrations have shaped identities throughout history and explain how these processes have continue to shape the world today (Content).
- Identify and analyze how different disciplines and theoretical frameworks in the humanities have described and explained histories of migration and identity formation (Critical Thinking).
- Analyze, contextualize, and assess the significance of a variety of primary and secondary sources from multidisciplinary perspectives (Critical Thinking).
- Communicate insightful and reasoned responses to questions about migration and identity in discussion groups and written assignments (Communication).
- Reflect on how the dynamics of migration and identity formation examined in this course have played and will continue to play a role in their own intellectual, personal, and professional development (Connection).

#### International SLOs:

- Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world (Content).
- Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world (Critical Thinking).

At the end of this Quest 1 course, students will be able to:

- Identify and describe the historical, cultural, economic, and political dimensions of migration, and explain how these factors have shaped identities and social experiences in both the past and the contemporary world (Content).
- Critically analyze and reflect on how people in many different contexts and circumstances have understood themselves, their positions in the world, and their connections with others (Critical Thinking).

1. **Required Policies**

2. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started>[Links to an external site.](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

3. UF Evaluations Process

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>[Links to an external site.](#). 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>[Links to an external site.](#). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>[Links to an external site.](#).

4. University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>[Links to an external site.](#)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

5. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/Links to an external site.> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## 1. Appendix – Grading Rubrics

### Participation Rubric

|   | High Quality | Average | Needs Improvement |
|---|--------------|---------|-------------------|
| Informed: Shows evidence of having done the assigned work.                    |              |         |                   |
| Thoughtful: Shows evidence of having understood and considered issues raised. |              |         |                   |
| Considerate: Takes the perspectives of others into account.                   |              |         |                   |

### Grading Scale

|    |                              |    |          |
|----|------------------------------|----|----------|
| A  | 94 – 100% of possible points | C  | 74 – 76% |
| A- | 90 – 93%                     | C- | 70 – 73% |
| B+ | 87 – 89%                     | D+ | 67 – 69% |
| B  | 84 – 86%                     | D  | 64 – 66% |
| B- | 80 – 83%                     | D- | 60 – 63% |

C+                      77 – 79%                      E                      <60

Late written work will be penalized 2 points for each day it is late. Please contact the instructor beforehand to explain university-excused absences. For unforeseen emergencies, contact me as soon as possible after your absence for make-up arrangements. For more information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies> [Links to an external site.](#)

### Writing Rubric

| Grade | Introduction  | Analysis   | Organization   | Clarity and Style   |
|-------|---|--|--|---|
| A     | Contextualizes topic and directly addresses the prompt. Clearly describes what the essay will accomplish, and anticipates conclusion. Includes detailed organizational statement to guide the reader. | Analyzes all aspects of the prompt equally. Insightful assessment of evidence that connect directly with overall argument. | Logically organized with clear, relevant, and specific topic sentences for each paragraph. | Virtually no spelling/grammar errors. Writing is clear and eloquent.                              |
| B     | Introduction either only contextualizes the topic to which the prompt relates, OR only points to the main insights of the essay.  | Thoroughly explains and analyzes relevant evidence. Addresses most of the points laid out in the assignment guidelines.    | Thoughtful organization with mostly clear topic sentences.                                 | Several spelling/grammar errors. An occasional word is misused. Occasional unclear sentences.     |
| C     | Introduction directly addresses the assignment questions in a direct answer style rather than an essay format. No broad overview of the topic at hand.  | Some relevant explanation and analysis, but insufficient connection between evidence and argument.                         | Some traces of organizational pattern; topic sentences are missing or lack specificity.    | Repeated spelling/grammar errors. Writing is still relatively clear but several words misused and |

|          |   |   |  |   |
|----------|---|---|--|---|
|          |   |   |  | several unclear sentences.  |
| <b>D</b> | Introduction does not clearly explain the purpose of the essay and fails to present an overview of the topic at hand. | Analysis is irregular or generally lacking; few connections between examples and argument | Topic sentences are unclear and do not directly respond to the prompt. | Paper is full of spelling/grammar errors that hinder comprehension. Many words misused; many unclear sentences. |
| <b>E</b> | There is no introduction.   | Essay contains very little or no analysis.  | No attempt to follow essay format.                                     | Many spelling/grammar errors. Many words misused; many unclear sentences.                                       |

(adapted from Dr. Max Deardorff)