

IDS 2935: Migration and Identity

Quest 1 - Spring 2022

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Class Location: Online

Class Schedule: Tues periods 7-8

Sections: Thurs periods 7, 8, and 9

Primary Gen Ed Designation: Humanities

Secondary Gen Ed Designation:

International

Writing Designation: 2000 words

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.

I. 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 since the 1500s. Rather than focusing on a discrete region, the course emphasizes a series of case studies. These include: the trans-Atlantic slave trade, Jewish expulsions, Irish and Indian diasporas, displacement in Europe between and after the two World Wars, migration and deportation in the United States, and refuge-seeking in Africa and the Middle East.

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, dictionaries, films, poetry, maps, paintings, photographs, oral histories, and artifacts. Students will also participate in four faculty-student “workshops” on primary source analysis, 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.

II. Graded Work

The instructor and TAs will return assignments within two weeks of the deadlines. Feedback on all assignments will be provided electronically by the end of finals.

Assignment #1: Primary Source Analysis	(15%)	2/11
Assignment #2: Story Map	(20%)	3/4
Assignment #3: Interview Analysis	(15%)	4/1
Assignment #4: Analytical Essay	(25%)	4/27
Reflective Writing Journal	(10%)	
Attendance	(5%)	
Participation	(10%)	

Assignment #1: Primary Source Analysis (15%), due 2/11 – 500 words

In Week 2, you will participate in a primary source analysis workshop. You will then choose one of the personal accounts/memoirs from Unit I and write a 500-word primary source analysis. This analysis should first provide a general overview: What type of source is it and what does it contain? Who is the author or who might the author be? When and where was it written? You should also explain the major terms, personalities, events, and/or institutions mentioned in the text. Finally, the best analyses will also focus on the document's use of language, its biases, and implied audience and describe how these factors relate to the overall significance of the source.

Assignment #2: Story Map (20%) due 3/4 – 500 words

In Week 6, you will participate in a digital mapping workshop on developing Story Maps: <https://storymaps.arcgis.com/>. Over the following three weeks, 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 their life story. Some questions to consider: Who was this person? Where were they from? What were the major (and minor) events of their life? Where and why did they 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 #3: Interview Analysis (15%) due 4/1 – 500 words

In Week 10, you will participate in an oral history workshop and learn about the Samuel Proctor Oral History Program at the University of Florida. You will then choose an interview related to migration from the SPOHP Digital Collection: <https://ufdc.ufl.edu/oral> 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? To find an interview, start by looking through the different collections: Florida History Interviews; Joel Buchanan African American Oral History Archive; Native Peoples of the Americas Oral History Collections; Latinx Diaspora in the Americas.

Assignment #4: Analytical Essay (25%) due 4/27 – 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 (10%)

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

Attendance (5%)

This course features weekly discussion sections in smaller breakout groups. Attendance will be taken in these discussion sections and recorded in the Canvas gradebook. You are allowed two “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a percentage-point deduction from your final attendance grade.

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/UGRD/academic-regulations/attendance-policies/>

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 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. The instructor will inform you of your participation grade to date at the end of Week 7, and schedule a conference if you are earning below 70% of the possible points.

III. Course Schedule

Week 1 Introduction to the Course

1/6 **Discussion:** Review syllabus and key terms

Questions: What is migration? What is identity? How do you think the two are related?

UNIT 1: SLAVERY, EMPIRES, AND DIASPORAS

Week 2 Africans in the Americas

1/11 **Lectures:** Overview of the Trans-Atlantic Slave Trade; African identities in Brazil and Haiti

1/13 **Discussion:** Michael A. Gomez, "I Seen Folks Disappeah: The Igbo and West Central Africa," in Gomez, *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South* (UNC Press, 1998): 114-134.

Primary Source Analysis Workshop: "Memoirs of the Life of Florence Hall" (4p).

Questions: How did enslaved Africans recreate and adapt language, religion, and other cultural institutions? What are the legacies of African identities in the Americas?

Week 3 Exodus: Jewish Migrations In and Out of Europe

1/18 **Lecture:** Expulsion; Jewish identities in Eastern Europe and Morocco

1/20 **Discussion:** Debra Kaplan, "Jews in Early Modern Europe: The Sixteenth and Seventeenth Centuries," *History Compass* 10, no. 2 (2012): 191-206; Two personal accounts from Alexander Marx, "The Expulsion of the Jews from Spain," *The Jewish Quarterly Review* 20, no. 2 (1908): 253-257 and 267-269.

Questions: What are the connections between different Jewish migrations? How have Jewish identities been shaped and reshaped? What constitutes a "diaspora"?

Week 4 Famine, Hunger, and the Irish Diaspora

1/25 **Lecture:** Irish identities in North America

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

1/27 **Discussion:** James S. Donnelly Jr., "The Construction of the Memory of the Famine in Ireland and the Irish Diaspora, 1850-1900," *Éire-Ireland* 31, nos. 1&2 (1996): 26-61; Letter: "Hannah Curtis to brother John Curtis," November 24, 1845 (2p); Belfast Murals: <http://www.belfast-murals.co.uk/>

Questions: When and how did Irish people become "American"? How have contemporary Irish politics been shaped by the famine and subsequent migrations?

Week 5 Indentured Labor from South Asia

2/1 **Lecture:** Indentured labor; Indian diasporas in the Caribbean and South Africa

Film: "Coolies: How Britain Re-Invented Slavery" (58 mins.)

2/3 **Discussion:** "Fazal," in Noor Kumar Mahabir, *The Still Cry: Personal Accounts of East Indians in Trinidad and Tobago during Indentureship (1845-1917)* (Calaloux Publications, 1985), 47-60.

Questions: How did British colonialism contribute to the making of Indian diasporas? What is the relationship between a diaspora and a homeland?

UNIT 2: WORLD WARS, DISPLACEMENT, AND DECOLONIZATION**Week 6 Mapping Migration**

2/8 **Lectures:** Cartography and Identity; GIS and Story Maps

2/10 **Discussion:** Digital Mapping Workshop: <https://storymaps.arcgis.com/>

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

ASSIGNMENT #1 DUE 2/11

Week 7 World War I and the “Birth” of Refugees

2/15 **Lectures:** World War I and the creation of national identities

2/17 **Discussion:** Peter Gatrell, “Nation-states and the Birth of a ‘Refugee Problem’ in Inter-war Europe,” in Gatrell, *The Making of the Modern Refugee* (Oxford University Press, 2013), 52-83; “Convention concerning the Exchange of Greek and Turkish Populations” (7p).

Questions: How do borders and citizenship shape national identities? What does it mean to be a refugee?

Week 8 World War II, Statelessness, and Displaced Persons

2/22 **Lectures:** Aftermath of World War II and the UNHCR; Displaced childhoods

2/24 **Discussion:** Mark Wyman, “Displaced Children,” in Wyman, *DPs: Europe’s Displaced Persons, 1945–51* (Cornell University Press, 1989), 86-105; Hannah Arendt, “We Refugees,” in Jerome Kohn and Ron H. Feldman, eds., *The Jewish Writings* (Shoken Books, 2007): 264-274.

Questions: What are the differences between refugees, stateless people, and internally displaced people? How have these different definitions affected identities and governmental interventions?

Week 9 Postcolonial Migrations

3/1 **Lectures:** Citizenship between colonies and metropolises; The Windrush Generation and postcolonial identities

3/3 **Discussion:** Gregory Mann, “Immigrants and Arguments in France and West Africa,” *Comparative Studies in Society and History* 45, no. 2 (2003): 362-385; “Nicey and Jenny,” in David Matthews, *Voices of the Windrush Generation: The Real Story Told by the People Themselves* (Blink, 2018): 12-36.

Questions: How did decolonization challenge national, imperial, and colonial identities? What are the current impacts of postcolonial migrations in England and France?

ASSIGNMENT #2 DUE 3/4

UNIT 3: ORAL HISTORY ACROSS LINES AND BORDERS

Week 10 Oral Histories

3/15 **Lectures:** Migration, Identity, and Oral History Methods; Visit from Samuel Proctor Oral History Program

3/17 **Discussion:** Luise White, "Telling More: Lies, Secrets, and History," *History and Theory* 39 (2000): 11-22; Oral History Workshop: choose an interview related to migration from the SPOHP Digital Collection: <https://ufdc.ufl.edu/oral>

Questions: What is oral history? How are oral sources different from written sources? What methods do oral historians rely on?

Week 11 The Great Migration

3/22 **Lectures:** Legacies of Reconstruction in the US South; African-American identities in the North and West

3/24 **Discussion:** Isabel Wilkerson, *The Warmth of Other Suns: The Epic Story of America's Great Migration* (Vintage Books, 2010): 3-4, 19-35, 165-170, 183-184, 213-214, 225-226, 516-525; Jacob Lawrence "Migration Series" Paintings, <https://lawrencemigration.phillipscollection.org/the-migration-series>

Questions: What factors led to The Great Migration? How has The Great Migration reshaped the geography and demography of the United States?

Week 12 Crossing Borders in Central America

3/29 **Lectures:** US foreign policy in 1980s Central America; Asylum seekers from Nicaragua, El Salvador, and Guatemala

3/31 **Discussion:** Adam Goodman, "Nation of Migrants, Historians of Migration," *Journal of American Ethnic History* 34, no. 4 (2015): 7-16; Susan Meiselas photography series, "Crossings": <https://www.susanmeiselas.com/latin-america/border-crossings/>

Questions: What were the nature of US Cold War interventions in Central America? How have they shaped contemporary migration from Central America? What are the advantages and limitations of photography and other visual sources?

ASSIGNMENT #3 DUE 4/1

UNIT 4: REFUGEE TIME

Week 13 **Violence and Refugees in East Africa**

4/5 **Lectures:** Ethnic identity and the afterlives of genocide

4/7 **Discussion:** Marie Beatrice Umutesi, *Surviving the Slaughter: The Ordeal of a Rwandan Refugee in Zaire*, (University of Wisconsin Press, 2004), xi-xvi, 1-44; J.B. Kayigamba, "Without Justice, No Reconciliation: A Survivor's Experience of Genocide" (2009): 33-42.

Questions: What are the histories of migration and refuge-seeking in East Africa? How do these histories challenge the classifications and statistics of international aid organizations? What are the politics of refuge-seeking?

Week 14 **Seeking Refuge across the Mediterranean**

4/12 **Lectures:** Postcolonial migration between Africa and Europe; Crossing the Mediterranean; Documentary: "4.1 Miles," (21 mins.)

4/14 **Discussion:** Patrick Chamoiseau, *Migrant Brothers: A Poet's Declaration of Human Dignity*, 1-31.

Questions: Are we living in a refugee crisis? Or are these dynamics rooted in a longer histories? How has refuge-seeking challenged national identities in Europe and around the Mediterranean?

Week 15 **Departures**

4/19 Analytic writing workshop; Course wrap-up

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

ASSIGNMENT #4 DUE 4/27

IV. 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 of the student's 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 course of the semester. In general, the instructor will evaluate you using the rubric in the appendix below.

V. 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 UF's digital archive of oral histories. 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.

VI. 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)

VII. General Education Objectives and SLOsHumanities 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 since the 1500s, with an emphasis on case studies in Africa, Europe, and Latin America.
- 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).

VIII. Required Policies

1. 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/>. 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.

2. 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/>. 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/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

3. 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/>) 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.

4. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

6. Policy on Recordings

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera

off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

IX. 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 perspective 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

For more information on how UF assigns grade points, visit:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

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.
D	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.
E	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)