



Dr. Neveser Köker
Honors Faculty Fellow
Barrett, The Honors College
Arizona State University

E-mail: nkoker@asu.edu
Phone: 480-727-4568

Office: Sage North 110A
Office Hours: Tu, 1pm-3pm
and by appointment

Class Meeting Times:
Section 84211: Mon and Wed 9am-10.15am
Section 76742: Mon and Wed 10.45am-12pm
Section 7643: Mon and Wed 12.15pm-1.30pm

Class Location:
CEREUS HALL 101

Course Description

The Human Event is an intensive, interdisciplinary seminar focusing on key social and intellectual currents in the development of humanity in its diversity. Students examine human thought and imagination from various perspectives, including philosophy, history, literature, religion, science, and art. Coursework emphasizes critical thinking, discussion, and argumentative writing. Exploring texts from earliest recorded history to approximately 1600 C.E., HON171 is the first half of a two-semester sequence that concludes with HON272.

Course Objectives

In HON 171, our learning goals are:

- To improve your ability to reason critically and communicate clearly.
- To cultivate your ability to engage in intellectual discourse through reading, writing, and discussion.
- To broaden your historical and cultural awareness and understanding.
- To deepen your awareness of the diversity of human societies and cultures.
- To instill intellectual breadth and academic discipline in preparation for more advanced study.

Course Themes

This semester, we will explore the development of humanity through the lens of one of the oldest and most universal themes of human thought: travel. For some, travel is associated with excitement about discovering new places, meeting new people, learning new languages. For others, it evokes displacement, not being able to go back home, getting lost in translation. We will examine the social, cultural, political, and ethical dimensions of leaving home, being on the road, and traveling back home. We will read and discuss texts that depict literal and metaphorical journeys as well as texts that imagine life elsewhere or otherwise. The readings will take us from ancient Mesopotamia to the Americas in the sixteenth century, passing through ancient Greece and medieval Middle East and North Africa. We will use in-class discussions and different types of writing-based assignments to reflect on the perennial and ongoing relevance of the following questions: What is “home”? How does the act of leaving home change our ways of thinking about ourselves, our own communities, and the world in which we situate ourselves? In what ways does travel facilitate cross-cultural understanding? In what ways does it foreclose it? What is the relationship between travel and political authority?

Course Readings

There are five required books for this course. You MUST have paper copies of the editions specified of the first four. “Understanding Rhetoric” is a writing guide that we will use in HON171 and HON272, and you may use the e-book version if you wish. All other readings will be posted on the course’s Canvas site.

1. Euripides, *Euripides III: Heracles, The Trojan Women, Iphigenia among the Taurians, Ion*, 3rd Edition, trans. Richard Lattimore (Chicago: University of Chicago Press), 2013. ISBN: 9780226308821
2. Aristophanes, *Lysistrata*, trans. Sarah Ruden (Indianapolis: Hackett Publishing Company, Inc.), 2003. ISBN: 9780872206038
3. Ibn Fadlan, *Ibn Fadlan and the Land of Darkness: Arab Travellers in the Far North* (New York: Penguin Classics), 2012. ISBN: 9780140455076
4. Christine de Pizan, *The Book of the City of Ladies* (New York: Penguin Classics), 2000. ISBN: 9780140446890

5. Elizabeth Losh et al., *Understanding Rhetoric: A Graphic Guide to Writing*, 2nd Edition, (Boston: Bedford/St. Martin's), 2017. ISBN: 9781319042134

CONTENT WARNING: This course will address a number of sensitive and mature topics and issues, including materials and language of a sexual nature. Although some students may deem such content offensive, such materials are important for the learning process. You are not excused from interacting with such materials, but you are certainly encouraged to express well-formed opinions that express those objections and your reasons for them.

Course Requirements

Essays¹

Over the course of the semester, you will write three original argumentative essays. Each of these essays will target the development of specific writing and textual engagement skills.

Close Reading Essay (1000-1200 words): This essay will require a thesis-driven argument that is based on close reading of evidence drawn from a single passage from a single text. You will also articulate the broader significance of your argument.

Analytic Argument Essay (1200-1500 words): This essay will require a thesis-driven argument that is based on close reading of evidence drawn from a single text. You will formulate a driving question, identify your interlocutors. You will also articulate the broader significance of your argument, and provide evidence based on close reading.

Revised/Repurposed Argument (1500-1800 words): A substantial revision of one of the earlier essays that changes its genre, mode, audience, and/or purpose, coupled with a reflection on your revision process. The goal is to substantially revise an argument to meet the demands of a different genre, mode, audience, and/or purpose.

Writing Standards for Human Event Papers

- 1. A Human Event paper contains a clear thesis statement.**
 - a. The thesis statement makes a specific, text-based claim, not a vague or broad observation.
 - b. The paper must stake a substantive position, one that is neither trivial nor obvious.
 - c. Human Event papers are typically 5-7 pages, and the thesis statement should appear in the first paragraph.

- 2. The body of a Human Event paper defends the thesis via a progression of arguments.**
 - a. The opening of the paper provides an overall map of its direction.
 - b. The body of the paper mirrors the introductory map, and each paragraph builds the case in logical progression.

¹ See Appendix A at the end of this syllabus for sample grading rubric.

- c. The paper makes an evidence-based case in support of the thesis. Accordingly, the paper also anticipates and addresses potential objections.
3. **Evidence from and analysis of the primary text(s) form the backbone of the paper's defense of a thesis.**
 - a. Textual evidence constitutes the foundation of the paper's argument. The paper cites the sources of evidence using Chicago Manual of Style, 16th edition.
 - b. No outside sources are permitted.
 - c. Analysis offers plausible explications of the texts that show how the meaning of the cited evidence helps develop the argument.
 4. **Human Event papers adhere to fundamental style elements.**
 - a. The paper uses proper grammar and word choice including gender neutral and inclusive language.
 - b. The author proofreads the paper to avoid errors, wordiness, unnecessarily complex phrasings, and excessive use of passive voice.

Writing Center

The Barrett Writing Center is available to assist Barrett students with their papers for all their classes. Directed by BHC faculty and staffed by BHC writing tutors who themselves have completed both semesters of The Human Event, the Barrett Writing Center offers individual tutoring on writing papers for the Human Event and your other courses. Its goal is to help you improve your lifelong writing and critical thinking skills, so please take advantage of its services. Go to the [BWC website](#) where you can access tutoring schedules, appointment information, and academic background on the staff. To schedule an appointment, click on "Schedule Appointment (Barrett Students Only)."

Daily Engagement

- attendance
- participation in class discussions and small group activities
- 1 close-reading "5W1H" presentation
- low-stakes writing assignments

Peer Review Workshops

- typed peer review letters
- complete drafts for workshops
- active participation in workshops

Self-Reflective Writing

- Initial self-reflection essay (250-500 words)
 - Reflective Cover letters for each paper (250-500 words)
 - Cumulative Reflection letter (500-700 words)
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Grading

- ❖ Essays: 5000 points
 - Close Reading Essay: 500 points
 - Analytic Argument Essay: 1500 points
 - Revised/Repurposed Argument: 3000 points
- ❖ Daily Engagement: 3200 points
 - 100 points for each session
 - 40 for attendance, 60 for participation
 - 500 points for “5W1H” presentation
- ❖ Peer Review Workshop: 1000 points
 - 500 points for each workshop
 - 250 points for substantive engagement as peer reviewer
 - 250 points for participation during workshop
- ❖ Self-Reflective Writing: 800 points
 - 200 points for initial self-reflection essay
 - 100 points for each reflective cover letter
 - 400 points for cumulative reflection letter

Final Grading Rubric

Points	Grade
9800-10000	A+
9300-9799	A
9000-9299	A-
8700-8999	B+
8300-8699	B
8000-8299	B-
7800-7999	C+
7000-7899	C
6000-6999	D+
0-5900	E

Attendance and Participation

Your active presence in the classroom is crucial to your learning in this class. However, I understand that sometimes, life happens and the reason for your absence is your own business. For this reason,

you may miss up to two sessions without penalty. You don't need to send me an e-mail requesting an excused absence. Once you have reached your limit of **two** unexcused absences, I will deduct 100 points per each additional absence from your final point total at the end of the semester.

A note from a doctor or health professional, a signed letter from a University team or program, or documentation of a family emergency all constitute excused absences, and they won't impact your grade.

If you check your cell phone at any point during class, you will be counted as absent. If you foresee needing access to your phone during class at any point during the semester, come and talk to me.

Being more than ten minutes late to class counts as non-attendance. Leaving early without prior approval also counts as non-attendance.

If you anticipate missing course on a regular basis because of school-related activities (arts, athletics, etc.), come and see me in the first two weeks of the semester and we will figure things out. Similarly, if you anticipate missing course or being late on a regular basis due to extenuating circumstances, come and see me in the first two weeks of the semester.

Simply showing up to class will only get you **40 points per session** because learning is a collaborative effort. The viability of this course depends on your active participation. Active participation has four components:

- ❖ First, you must come prepared to every session. This means that you are expected to have done the readings, to have reflected upon them, and to bring the week's readings with you to class. **HINT: Give yourself enough time to complete the readings, and take notes as you go along.**
- ❖ Second, you must be able to demonstrate that you have done this work by contributing to class discussions with comments and questions. **HINT: Write down at least one discussion question after you've completed the reading, and bring that question with you to class.**
- ❖ Third, you must listen carefully and thoughtfully to what others have to say.
- ❖ Fourth, you must take in-class writing exercises seriously. While I won't grade these low-stakes writing exercises, they are instrumental in your own learning, and in helping me figure out how to improve your understanding of course material.

During our second class, you will sign up for your "5W1H" presentations. The goal of these 5-7 minute presentations is to give you a chance to articulate answers to the following questions and to frame the discussion:

1. When was the text written?
2. Who is the author/Who are the authors? If the text is anonymous, what do we know about the authorial context?
3. Where was the text written and/or published?
4. What is the argument of the text?

5. Why are we reading this particular text? In other words, what do you find interesting or compelling about it?
6. How does the argument of the text relate to the themes of our course?

Please refer to the “5W1H Presentation Guidelines” on the course’s Canvas page for more information.

Finally, you will probably disagree with some of the arguments voiced in class. I encourage you to express your disagreement with a fellow classmate or with me. Disagreements can be very constructive and productive. However, I also expect you to express your disagreement respectfully. Remember that you are disagreeing with an argument or an idea, and not a person. If you are unsure about what this would look like in practice, refer to the discussion guidelines document we will create as a class on the first day of the semester.

Academic Integrity

Academic communities function best when its members treat one another with honesty, fairness, respect, and trust. Hence, you are expected to adhere to ASU’s Code of Academic Integrity which states that academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, please consult the Provost Office’s [page](#) on academic integrity. If you are unsure about what counts as violations of academic integrity, you can also consult the library guide [here](#). I also encourage you to come and talk to me if you have any questions about the standards of academic integrity.

General Policies

Accommodations

Please follow the appropriate University policies to request an accommodation for [religious practices](#) or to accommodate a missed assignment due to [university sanctioned activities](#).

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu.

Late Work Policy

As a rule, work will not be accepted late except in case of documented emergency or illness.

If you miss a paper or reflection letter deadline, 100 points will be deducted from your assignment grade for each six hours past the deadline.

If you miss a peer review workshop deadline, you will be counted as absent for the day of the workshop (even if you are in class), and you will not receive any points for peer review workshop.

Technology Policy

Please be sure to turn off and put away your cell phones before each class. **If I see you checking your phone during class, you will get 0 points for daily engagement.** If you foresee needing special accommodations for this, come and see me as soon as possible.

You may choose to print the readings before you come to class, or you may use your laptop or your e-reader/tablet as your primary reading device. That being said, remember that a big component of this course is active in-class participation. If your use of any electronic device becomes distracting to you or others around you, I reserve the right to restrict electronic devices used in class.

On a few specified days of the semester, we will use laptops for classroom activities; I will announce these in advance. If you think you might need accommodations for these activities, come and talk to me as soon as possible.

E-mail and Office Hours

I am happy to answer any questions via e-mail, but please be aware that questions that require more extensive answers are often more productively answered in person. **I will take at most 24 hours during the week, and 48 hours during the weekend, to respond. Please include HON171 in the subject line.**

I will not read drafts of papers over e-mail. If you need feedback on a draft, or substantive clarification about a topic discussed in class, it is best to come to my office hours.

My office hours are as noted on top of the first page of this syllabus. Feel free to come and talk to me during those times about any questions or concerns. Keep in mind that you can always schedule an appointment with me if you are unable to come to my regular office hours.

Multiculturalism Statement

Barrett, the Honors College at Arizona State University, is committed to creating a multicultural learning environment, which is broadly defined as a place where human cultural diversity is valued

and respected. Barrett courses integrate multicultural and diversity issues in ways that are designed to enhance students' honors experience and promote learning goals. We hope that our students will contribute their unique perspectives to this effort by respecting others' identities and personal life histories and by considering and raising issues related to multiculturalism and diversity as appropriate to individual course content.

Statement of Ethics

The Barrett community is committed to upholding values of academic, professional, and personal honesty of the highest order. We believe that ethical and respectful behavior is one of the most important measures of the worth of an individual and, as such, the overall integrity of our community as a whole.

Title IX

[Title IX of the Education Amendments](#) protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. ASU is committed to providing an environment free from discrimination based on sex and provides a number of resources and services to assist students, faculty and staff in addressing issues involving sex discrimination, including sexual violence.

We strongly encourage victims of sexual violence, sexual harassment, stalking and relationship violence to seek support and report incidents. The [Office of Equity & Inclusion](#) has been designated as ASU's Title IX coordinating office. Help from the Title IX Office can be found [here](#).

For help that is **confidential** please go to [ASU Counseling](#). Walk-ins are welcome. If you have experienced sexual assault please consult [this](#) resource and [this](#) resource for help.

Faculty and staff are required to report any allegation of sexual harassment, which includes acts of sexual violence. Full reporting procedures can be found [here](#). According to the procedures (instituted in 1978, but revised May 29, 2015), "reports alleging sexual harassment by students may be made to any employee within the university. All employees, unless precluded by law, are required to immediately disclose any allegation of sexual harassment by a student to the Office of Student Rights and Responsibility who will coordinate with the Title IX Coordinator."

ASU's Policy on Handling Threatening or Violent Individuals on Campus

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per ["Instructor Withdrawal of a Student for Disruptive Classroom Behavior."](#)

Appropriate behavior is defined by the instructor and includes keeping course discussion focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the [Student Code of Conduct](#).

Course Schedule

To meet the emerging needs of the class, this schedule is subject to change; any changes will be announced in class and updated on the online version of the syllabus.

Prepare all readings before class on the dates indicated below. Bring the assigned text to class each day.

DATE	READING	ASSIGNMENT
Prologue: Introduction/Why Are We Here?		
Mon, Aug 20	Introductions/Course Logistics (No Reading)	Complete Introductory Survey by class time on Wed, Aug 22
Wed, Aug 22	<ul style="list-style-type: none"> ❖ Louis Menand, “Live and Learn,” <i>The New Yorker</i>, June 6, 2011 ❖ Scott Korb, “The Soul-Crushing Student Essay,” <i>The New York Times</i>, April 21, 2018 	
Fri, Aug 24		Submit Initial Self-Reflection Essay on Canvas by 5pm.
UNIT I: Searching for Home, Searching for Self		
Mon, August 27	<ul style="list-style-type: none"> ❖ “The Epic of Creation” in Stephanie Dalley, editor and translator, <i>Myths from Mesopotamia: Creation, The Flood, Gilgamesh and Others</i> (Oxford: Oxford World’s Classics),p. 228-277 ❖ Losh et al, <i>Understanding Rhetoric</i>, “Introduction” 	
Wed, Aug 29	<ul style="list-style-type: none"> ❖ “The Descent of Ishtar to the Underworld,” and “Nergal and Ereshkigal” in Stephanie Dalley, editor and translator, <i>Myths from Mesopotamia: Creation, The Flood, Gilgamesh and Others</i> (Oxford: Oxford World’s Classics),p. 154-177 	***Instructor out of town for professional conference. Submit reading reflection on

	❖ Losh et al, <i>Understanding Rhetoric</i> , Issue 1: “Why Rhetoric?”	Canvas by 5pm. ***
Mon, Sep 3	LABOR DAY - NO CLASS	
Wed, Sep 5	<ul style="list-style-type: none"> ❖ Euripides, “Ion,” in <i>Euripides III: Four Tragedies</i>, p.211-p.244, ln.725 ❖ Losh et al, <i>Understanding Rhetoric</i>, Issue 2: Strategic Reading 	
Mon, Sep 10	<ul style="list-style-type: none"> ❖ Euripides, “Ion,” in <i>Euripides III: Four Tragedies</i>, p.244, ln.725-p.285 ❖ Demetra Kasimis, “The Tragedy of Blood-based Membership: Secrecy and Politics of Immigration in Euripides’ Ion,” <i>Political Theory</i>, vol. 41 no.2, p. 231-256 	
Wed, Sep 12	Library Workshop for Research Literacy: Class will meet at Noble Library Instruction Room	
UNIT II: Living at Home: Trials of Love and Intimacy		
Mon, Sep 17	Sappho, Poems (selections)	Close Reading Essay due on Canvas by 11.59pm.
Wed, Sep 19	Sophocles, “Antigone,” in <i>Sophocles I: Three Tragedies</i> , ed. David Grene and Lattimore, p. 160-175, ln.385 (“Chorus: He is just coming from the house,...”)	
Mon, Sep 24	Sophocles, Antigone, p.175, ln.385 - p. 192, ln.780	
Wed, Sep 26	<ul style="list-style-type: none"> ❖ Sophocles, Antigone, p.192, ln.780 - p.212 ❖ Jennet Kirkpatrick, "The Prudent Dissident: Unheroic Resistance in Sophocles' Antigone," <i>The Review of Politics</i> 73, no. 3 (2011): 401-24. http://www.jstor.org/stable/23016517. 	
Mon, Oct 1	Aristophanes, <i>Lysistrata</i> , p.x-17	
Wed, Oct 3	<ul style="list-style-type: none"> ❖ Aristophanes, <i>Lysistrata</i>, p.18-p.40, ln.705 ❖ Where Do We Go Now? (film), dir. Nadine Labaki (2011) 	

Mon, Oct 8	FALL BREAK - NO CLASS	
Wed, Oct 10	Aristophanes, <i>Lysistrata</i> , p.40,ln.705-p.73	
Mon, Oct 15	<ul style="list-style-type: none"> ❖ Therigatha: Poems of the First Buddhist Women (selections) ❖ Losh et al, <i>Understanding Rhetoric</i>, Issue 3: Writing Identities 	
Wed, Oct 17	<ul style="list-style-type: none"> ❖ Rabi'a al-Adawiyya: Life and Poems (selections) ❖ Losh et al, <i>Understanding Rhetoric</i>, Issue 4: Argument beyond Pro and Con 	***Instructor out of town for professional conference. Submit reading reflection on Canvas by 5pm.***
Fri, Oct 19		First Draft of Essay #2 Due to Peer Review Group by 5pm.
UNIT III: Reimagining the World Otherwise?		
Mon, Oct 22	Peer Review Workshop #1	Letters due to your peers by 8am; bring copy with you to class.
Wed, Oct 24	<ul style="list-style-type: none"> ❖ Ibn Fadlan, <i>Ibn Fadlan and the Land of Darkness: Arab Travellers in the Far North</i> (New York: Penguin Classics) (p.TBD) ❖ Losh et al, <i>Understanding Rhetoric</i>, Issue 7: Rethinking Revision, sections 1 and 2, “Looking beyond the red ink” and “Reviewing rhetorically” 	
Fri, Oct 26		Final Draft of Essay #2 and Revision Reflection Letter due by 5pm.
Mon, Oct 29	Ibn Fadlan, <i>Ibn Fadlan and the Land of Darkness: Arab Travellers in the Far North</i> (p.TBD)	

Wed, Oct 31	Christine de Pizan, <i>The Book of the City of Ladies</i> (New York: Penguin Classics), (p.TBD)	
Mon, Nov 5	Christine de Pizan, <i>The Book of the City of Ladies</i> (p.TBD)	
Wed, Nov 7	<ul style="list-style-type: none"> ❖ Thomas More, <i>Utopia</i> (selections) ❖ Losh et al, <i>Understanding Rhetoric</i>, Issue 7: Rethinking Revision, sections 3 and 4, “Seeing Through Others’ Eyes” and “Revising Radically” (including “re-frame”) 	
Mon, Nov 12	VETERANS DAY - NO CLASS	
Wed, Nov 14	Anthony Munday and Henry Chettle, <i>Sir Thomas More</i> , ed. John Jowett (London: Bloomsbury Arden Shakespeare), p.162-197	
Fri, Nov 16		First Draft of Essay #3 Due to Peer Review Group by 5pm.
Mon, Nov 19	Peer Review Workshop #2	Letters due to your peers by 8am; bring copy with you to class.
Wed, Nov 21	<ul style="list-style-type: none"> ❖ Las Casas, “Preface” and “Conclusion” in Las Casas, <i>A Short Account of the Destruction of the Indies</i> ❖ Nezahualcoyotl, “<i>Flower Songs</i>”, trans. John Curl, in J. Curl ed., <i>Ancient Mesoamerican Poets</i>, Tempe: Bilingual Review, 2005. 	
Interlude: Travel, Self-Discovery, and Political Authority		
Mon, Nov 26	Etienne de la Boetie, <i>The Discourse of Voluntary Servitude</i> , trans. Harry Kurz (Indianapolis: 1942), http://oll.libertyfund.org/titles/2250	
Wed, Nov 28	Dag Herbjørnsrud, <i>The African Enlightenment</i> , <i>Aeon</i> , https://aeon.co/essays/yacob-and-amo-africas-precursors-to-locke-hume-and-kant	

Mon, Dec 3		Final Essay and Cumulative Reflection Letter due on Canvas by 5pm.
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APPENDIX A: SAMPLE GRADING RUBRIC FOR ESSAYS²

CRITERIA	Exemplary	Accomplished	Developing	Unsatisfactory
Interpretation and analysis	The essay makes a clear argument that is related to a key theme of the course, and the argument is supported with appropriate textual evidence. The use and analysis of concepts is very precise and convincing. The argument and claims that support it are sound and valid. (175)	The essay has an argument that is related to a key theme of the course and the argument is supported with evidence. Command of concepts shows precision. The argument and claims that support it accurately reflect the text. (150)	There is confusion between argument and opinion. The connection to course themes is tenuous. Use of evidence is inadequate. Use and analysis of concepts are imprecise, yet intelligible. If there is an argument, the argument is implausible or textually inaccurate. (125)	The essay has no discernible argument, and/or no connection to course themes. Claims are not supported with evidence. There is no analytic command of concepts, or concepts are entirely misinterpreted. (100)
Structure	The essay states a clear thesis in the introduction. The body of the essay is structured in a way that allows the reader to follow the argument effortlessly. The conclusion offers more than a summary of what has been said. (150)	The essay states a thesis in the introduction. The body of the essay is structured in a coherent way, but there may be a lack of flow. The conclusion doesn't offer more than a recap of the argument. (125)	The essay has a recognizable structure but the thesis is difficult to find or identify. It may be difficult to see how different parts connect to the overall plan. Some key components (thesis, introduction, conclusion) may be minimal or missing. Paragraphing may be problematic. (100)	The essay offers no thesis. There is no connection between different components of the essay, or these components make little to no sense on their own. Use of paragraphs, if any, is confusing. (75)
Writing	The prose used is clear and precise. Word choices are appropriate. Grammar, spelling, and punctuation are flawless. (100)	The prose used is intelligible. Grammar, word choices, spelling, and punctuation are mostly correct. (75)	The prose used takes some effort to understand. It may be weakened by word choices, over-writing, grammatical errors, or lack of proofreading. (50)	The prose is hard to follow. Grammatical, typographical and proofreading errors distract the reader. (25)
Formatting	The essay has a title. It is properly formatted and it uses citations as specified in the prompt. It includes page numbers. (75)	The essay has a title. It cites the sources used. It includes page numbers. (50)	The essay demonstrates that the author made some effort to format it. (25)	The essay shows that the author has not thought about formatting. (0/0)

² Subject to change according to assignment. Numbers in parentheses indicate points gained for a 500-point essay.