

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500). See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**  
(Attach copy of syllabus)

**SUBMITTED BY:**

Department	Honors	College/School	DGS
Prepared by	Marsha Sousa	Phone	7931
Email Contact	<a href="mailto:mcsousa@alaska.edu">mcsousa@alaska.edu</a>	Faculty Contact	Marsha Sousa

1. ACTION DESIRED (CHECK ONE):

Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:

Dept	HONR	Course #	F301	No. of Credits	3
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Justify upper/lower division status & number of credits:

This course is targeted at students who have developed sufficient written and oral communications skills and critical thinking skills, to participate in an interdisciplinary seminar on a controversial topic.

3. PROPOSED COURSE TITLE: Honors Interdisciplinary Seminar

4. To be CROSS LISTED? YES/NO

<input type="checkbox"/> No	If yes, Dept:	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? YES/NO

<input type="checkbox"/> No	If yes, Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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How will the two course levels differ from each other? How will each be taught at the appropriate level?:

\* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING: Fall, Spring

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)

Spring 2016 ( as HONR F393)

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
OTHER FORMAT (specify)												
Mode of delivery (specify lecture, field trips, labs, etc)												



9. CONTACT HOURS PER WEEK:	<input type="text" value="3"/>	LECTURE hours/weeks	<input type="text"/>	LAB hours /week	<input type="text"/>	PRACTICUM hours /week	<input type="text"/>
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)	Substantial work outside class both individually and as a team.
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10. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management  
3 Credits Offered Spring  
Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor.* Cross-listed with NRM F487. (3+0)

HONR F301 Honors Interdisciplinary Seminar  
3 credits Fall, Spring

Honors students will explore a problem or challenge of national or international significance from the perspectives of the natural sciences, social sciences, and humanities. Students will be expected to research information and present it, to lead discussions, to propose additional speakers and readings, and to propose ways to address the problem. (*Prerequisites: ENGL F211X or ENGL F213X, and COMM F131X or COMM F141X, and admission to the Honors Program.*) (3+0)

11. **COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES: <input type="text"/>	NO: <input type="text"/>	No <input type="text"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 <input type="text"/>	W = Writing Intensive, Format 7 <input type="text"/>	X = Baccalaureate Core <input type="text"/>
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11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES  NO

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

The topic of the project will change each semester.

How many times may the course be repeated for credit?	<input type="text" value="3"/>	TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text" value="9"/>	CREDITS
If the course can be repeated with <u>variable</u> credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS



13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER:  PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

14. **PREREQUISITES** ENGL F211X or ENGL F213X, and COMM F131X or COMM F141X, and admission to the Honors Program

These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

Open only to Honors Students

16. **PROPOSED COURSE FEES**

\$ 0

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

No

Yes/No

If yes, give semester, year, course #, etc.:

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

The course will be taught in the Honors House.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No  Yes

Since topics will change, we will have to find useful resources just prior to, or during, the semester the course is taught. We anticipate being able to be flexible and easily acquire sufficient written sources from Rasmuson or the internet.

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

Only the UAF Honors Program will be affected.

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

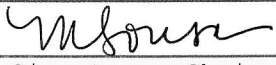
This should have positive impacts in the Honors Program by providing opportunity for students to explore multi-disciplinary thinking and problem solving. We do not anticipate any negative impacts.

**JUSTIFICATION FOR ACTION REQUESTED**

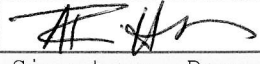
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course is part of the changes we are proposing in the Honors Program to make the program have greater value for students. Critical thinking skills, problem-solving skills, good communication, and teamwork are essential skills for our students and we want to provide robust opportunities for their development and documentation.

**APPROVALS:** Add additional signature lines as needed.

	Date	10-7-16
Signature, Chair, Program/Department of:		

NA	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	10-7-16
Signature, Dean, College/School of:	General Studies	

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

	Date	
Signature, Chair Faculty Senate Review Committee:	___ Curriculum Review	___ GAAC
	___ Core Review	___ SADAC

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		



ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time (make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.  
 Supplementary readings (indicate whether  required or  recommended) and  
 any supplies required.

**4. Course description:**

Content of the course and how it fits into the broader curriculum;  
 Expected proficiencies required to undertake the course, if applicable.  
 Inclusion of catalog description is *strongly* recommended, and  
 Description in syllabus must be consistent with catalog course description.

**5.  Course Goals (general), and (see #6)**

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

**11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

**HONR F301**  
**Honors Interdisciplinary Seminar**  
**3 Cr, Spring, 2017**  
**Food, Glorious Food!**

**Topic:** The topic of the Honors Interdisciplinary Seminar changes each semester, but is always a challenging one. This semester we will think about food on the local, national, and international scale. You will help determine the direction of the discussion, but you will be required to tackle problems associated with food from the perspectives of the natural sciences, social sciences, and humanities. We will lay out the semester during our first week, and then jump in and run all the way to the end of the semester. A syllabus is attached, but ultimately, you will be in charge of the actual schedule and the specific aspects of the topic we will address.

**Course Description:** Honors students will explore a problem or challenge of national or international significance from the perspectives of the natural sciences, social sciences, and humanities. Students will be expected to research information and present it, to lead discussions, to propose additional speakers and readings, and to propose ways to address the problem. Prerequisites: ENGL F211X or ENGL F213X, and COMM F131X or COMM F141X, and admission to the Honors Program. (3+0)

**Meeting times:** T and R from 3:45 – 5:15 at the Honors House, weekly.

**Instructor:** Dr. Sousa is the instructor of record for this course. However, other speakers will be invited to participate in our discussions and to provide expertise.

Dr. Marsha Sousa

Honors House, room 202

474-7931

[mcsousa@alaska.edu](mailto:mcsousa@alaska.edu)

Office hours: MWF 1-3, TR, 10-12.

**Course Goals:** Our primary goal is for you to learn to tackle complex problems from multiple perspectives. This semester, with our focus on food, you will also learn something about nutrition, food production, international transportation of food, inequities in food availability, cultural associations of significance regarding food, economics and politics of food trade, and more.

## Student Learning Outcomes

By the end of this term you will be able to:

- Identify reliable resources to inform your discussion of a difficult topic.
- Bring multiple perspectives to the discussion of a complex topic.
- Discuss and debate, respectfully, various opinions and ideas about this topic.
- Propose multiple strategies to address the problem and provide some solutions to aspects of the problem.
- Demonstrate excellent written and oral communication skills.
- Propose concrete projects that could expand the knowledge of others in the community regarding this topic.

## Course Readings and Materials

Selected articles will be provided for you on the Blackboard site. You will be responsible for identifying other resources. No books will be required.

## Instructional Methods

This is a seminar course. You will be expected to read all assigned material PRIOR to class and to come to class prepared to engage in lively discussion and to lead discussions. You will be expected to identify appropriate topics for additional exploration and to identify potential speakers to bring additional expertise to our discussion. You will prepare written papers as well as project proposals.

## Evaluation

You will receive a letter grade for this course. It will be based on the quality of your presentations, your written summaries and project proposals, and your participation. Together, we will develop the full list of assignments and their relative weight in evaluation during our first two weeks of seminar. A typical semester might cover 4 topical presentations. In each you would complete a white and an oral presentation of the paper. Your grade for that topic will be based on the paper (40%), the presentation (40%), and your contribution to the discussion (20%).

Grades will be assigned as follows. Remember that Honors students must earn a B or better in order for this course to count toward your Honors requirements.

Grade	Percentage	Calculation in your GPA	Explanation
A+	99-100%	4	An honor grade, indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more work than is regularly required.
A	90-98%	4	
B+	89%	3.3	Indicates outstanding ability above the average level of performance.
B	81-88%	3.0	

B-	80%	2.7	
C+	79%	2.3	Indicates a satisfactory or average level of performance.
C	71-78%	2.0	
C-	70%	1.7	
D	60-69%	1.0	The lowest passing grade, indicates work of below-average quality and performance.
F	59 or below	0.0	Indicates failure.

## Course Policies

This is an Honors class. You are expected to fully participate at every meeting, to do your work at a high level both inside and outside class, and to be at every scheduled class meeting. You will not plagiarize or be dishonest in any way. You should review the UAF Code of Conduct and make sure that you fully understand it and will abide by it. All discussion will be honest and respectful. If at any time you cannot meet these standards, you should contact Dr. Sousa immediately.

## Support Services

### Disability Services

The office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials. Your course instructors will work with the Office of Disabilities Services to provide reasonable accommodations to students with documented disabilities. Their office is in 208 Whitaker, and you may contact them at 474-5655.

### Health and Counseling

The health and counseling center in the Whitaker building is available to you. In addition to seeing you for physical ailments, counselors can help you if you are experiencing anxiety and/or depression.

### Title IX Protection

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident.

Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;



2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

### **Student Support Services**

Student Support Services are available at UAF (<http://www.uaf.edu/sssp>). These include: free tutorial services to eligible students, academic advising, mentoring and personal support, direct financial assistance to qualified low-income participants, use of laptop computers, labs, and other technology resources, and cultural and social engagement. The office is located in Gruening 512.

### **Assistance with Writing**

Information about the UAF Writing Center can be found at [www.uaf.edu/english/writing-center/](http://www.uaf.edu/english/writing-center/). The writing center is located in GRUE 801.

### **Schedule**

Tuesday, Jan XX. Brainstorm the breadth of the topic and focus on what we are most interested in covering in this class.

Thursday, Jan XX. Together set the draft schedule for the semester. Identify how best to evaluate student contributions to discussion and how many written papers to require. Identify how the project proposal is to be done. Determine due dates as best possible, given that some changes will occur particularly if we are inviting guest speakers. Identify papers to be read for next Tuesday's class.

T and R for the rest of the semester will be determined in our first week.

Within the context of food - here is a list of possible topics we might address. We cannot cover everything. For each topic, we will identify reliable data, discuss the issue(s) in class, and prepare a white paper on the topic. Those who choose to may enroll next semester in HONR 302 to pursue a project on this topic.

Global food – where does it grow, where does it go?

Food price supports in the US – a history of policy.

Depletion of the world's fisheries.

Fertilizer – the benefits and the downsides. What did the green revolution do for us?

Food production and population increase

Food insecurity – what is it, where is it, how does Alaska fit in?

Hunger – global hunger, food deserts in America, malnutrition.

Diseases of excess – diabetes, metabolic syndrome, the “obesity epidemic.”

Nutrition - what constitutes healthy eating?

Food waste – Do we really throw away 30-40 % of the food we grow? Dumpster *dining* in Fairbanks.

Growing food at home/ the locovore perspective – can communities support themselves.

Organic foods – feasible on an international scale?

GMO foods – are they Frankenfish?

No matter which topics we choose, you will need to address the following:

How do natural science, social science, and humanities perspectives inform us on this topic?

What scientific evidence informs our understanding of this issue/question?

How do politics play into this issue/question?

How does this issue affect social/cultural structure and interactions?

How can art and literature help us address the issue?

What should/could we do?

A topical development and discussion might take this form:

Day 1 – Identification of topic, break into small groups, small groups identify literature, read and summarize it, and bring it back to large group.

Day 2 – Discussion of topic, focusing on the information brought forward through natural sciences.

Day 3 – Discussion of topic, viewed through the lens of the social sciences.

Day 4 – Discussion of topic, viewed through the lens of the humanities.

Day 5 – Guest speaker on topic or movie/you tube/TED talk followed by discussion.

Day 6 – Wrap up of content, and assign group to prepare white paper.( ½ of topical grade)

Day 7 – Presentation and critique of white paper; determine next steps.(1/2 of topical grade)

The exact flow of the discussion may vary. For instance, a speaker might be first on the agenda followed by discussion, and the order of the “lenses” may vary.

If each topic takes 3 - 4 weeks (6-7 class meetings), we can cover 3-5 topics in a semester.

Examples of rubrics that will be modified for specific assignments and used to grade your written papers and your class discussion are attached.

The rubric for discussion is modified from

<https://www.cmu.edu/teaching/design/teach/rubrics.html>

Component	A = 4	B = 3	C = 2	D/F = 1/0
Conduct	Student shows respect for members of the class, both in speech and manner, and for	Student shows respect for members of the class and for the method of shared	Student shows little respect for the class or the process as evidenced by speech	Student shows a lack of respect for members of the group and the



	the method of shared inquiry and peer discussion. Does not dominate discussion. Student challenges ideas respectfully, encourages and supports others to do the same.	inquiry and peer discussion. Participates regularly in the discussion but occasionally has difficulty accepting challenges to his/her ideas or maintaining respectful attitude when challenging others' ideas.	and manner. Sometimes resorts to ad hominem attacks when in disagreement with others	discussion process. Often dominates the discussion or disengages from the process. When contributing, can be argumentative or dismissive of others' ideas, or resorts to ad hominem attacks.
<i>Ownership/Leadership</i>	Takes responsibility for maintaining the flow and quality of the discussion whenever needed. Helps to redirect or refocus discussion when it becomes sidetracked or unproductive. Makes efforts to engage reluctant participants. Provides constructive feedback and support to others.	Will take on responsibility for maintaining flow and quality of discussion, and encouraging others to participate but either is not always effective or is effective but does not regularly take on the responsibility.	Rarely takes an active role in maintaining the flow or direction of the discussion. When put in a leadership role, often acts as a guard rather than a facilitator: constrains or biases the content and flow of the discussion.	Does not play an active role in maintaining the flow of discussion or undermines the efforts of others who are trying to facilitate discussion.
<i>Reasoning</i>	Arguments or positions are reasonable and supported with evidence from the readings. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation.	Arguments or positions are reasonable and mostly supported by evidence from the readings. In general, the comments and ideas contribute to the group's understanding of the material and concepts.	Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings. Comments or questions suggest a difficulty in following complex lines of argument or student's arguments are convoluted and difficult to follow.	Comments are frequently so illogical or without substantiation that others are unable to critique or even follow them. Rather than critique the text the student may resort to ad hominem attacks on the author instead.
<i>Listening</i>	Always actively attends to what others say as evidenced by regularly building on, clarifying, or responding to their comments. Often reminds group of comments made by someone earlier that are pertinent.	Usually listens well and takes steps to check comprehension by asking clarifying and probing questions, and making connections to earlier comments. Responds to ideas and questions offered by other participants.	Does not regularly listen well as indicated by the repetition of comments or questions presented earlier, or frequent non sequiturs.	Behavior frequently reflects a failure to listen or attend to the discussion as indicated by repetition of comments and questions, non sequiturs, off-task activities.
<i>Reading</i>	Student has carefully read and understood the readings as evidenced by oral contributions;	Student has read and understood the readings as evidenced by oral contributions. The work	Student has read the material, but comments often indicate that he/she didn't read or think	Student either is unable to adequately understand and interpret the

	familiarity with main ideas, supporting evidence and secondary points. Comes to class prepared with questions and critiques of the readings.	demonstrates a grasp of the main ideas and evidence but sometimes interpretations are questionable. Comes prepared with questions.	carefully about it, or misunderstood or forgot many points. Class conduct suggests inconsistent commitment to preparation.	material or has frequently come to class unprepared, as indicated by serious errors or an inability to answer basic questions or contribute to discussion.
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The rubric for the written assignment is modified from

<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=written%20assignment%20grading%20rubric>

	<b>A (4)</b>	<b>B (3)</b>	<b>C (2)</b>	<b>D/F (1/0)</b>
<b>Focus: Purpose</b>	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
<b>Main idea</b>	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
<b>Organization: Overall</b>	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
<b>Organization: Paragraphs</b>	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas
<b>Content</b>	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
<b>Research (if assignment includes a research component)</b>	Sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to MLA style sheet.	Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to MLA style sheet.	Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in MLA style..	The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly according to MLA style, nor listed correctly on the Works Cited page.
<b>Style: Sentence structure</b>	Sentences are clear and varied in pattern, from	Sentences are clear but may lack variation; a few	Sentences are generally clear but may have	Sentences aren't clear



	simple to complex, with excellent use of punctuation.	may be awkward and there may be a few punctuation errors.	awkward structure or unclear content; there may be patterns of punctuation errors.	
<b>Style: Word choice, Tone</b>	There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.	No attempt at style
<b>Style: Details and Examples</b>	Large amounts of specific examples and detailed descriptions.	Some use of specific examples and detailed descriptions. May have extended examples that go on for too long.	Little use of specific examples and details; mostly generalized examples and little description.	No use of examples
<b>Grammar &amp; Mechanics</b>	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proofreading.	Continuous errors