

ENC 1145 – Writing About Animals

Section 35G8, Spring 2020

Instructor Name: Samantha Baugus

Course meeting times & locations: Turlington 2333, MWF Period 7 (1:55-2:45 PM)

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Course Description

We humans are fascinated by animals and the role(s) they have played in our communities: food, entertainment, test subject, friend, worker, predator. We have written countless narratives about animals, imagining their lives and projecting our own thoughts about their lives into narratives. This course will explore *what* we write about animals and *why*.

The course will investigate three kinds of writing about animals: writing with animals (human narrator accounts of experiences with animals), writing for animals (fictional or fictionalized accounts of animal lives), and writing by animals (animal “autobiographies”). Through the investigation of these three subgenres, this course will try to answer questions about the place of animals in the modern world, our moral and ethical responsibilities to animals, and how to write about those who cannot write for themselves.

Content Warning: This course will involve reading and seeing depictions of animal abuse, death, and violence. Please do not register for this class if you’ll find this material too disturbing.

Course Learning Outcomes

The goal of this course is to think about animals, what our responses to animals can be, should be, and currently are, and how we can fluently and convincingly write about them. At the end of the course students will have expected to achieve the following:

- An understanding of some of the major schools of thoughts regarding animals’ places in Western society
- The ability to discuss and argue foundational questions of animal ethics
- Confidence in their knowledge of animals and their ability to write about them

General Education Objectives

- This course confers General Education credit for either Composition (C) *or* Humanities (H). This course also fulfills 6,000 of the university’s 24,000-word writing requirement (WR).

- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. 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. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Texts

Note About Texts

Whenever possible opt for purchasing second-hand or digital copies. Second&Charles on 13th and Book Gallery West at the intersection of 43rd and 16th are both good options for finding second-hand books (and selling them back when you are finished with them). You can also donate books to the Friends of the Library book sale in downtown. If you'd prefer to buy new books then I would recommend patronizing our local independent bookstore ThirdHouse Books also downtown. The in-store selection is very small but they are able to order any currently in-print book. I also have placed orders for the books to the UF bookstore if you have bookstore credit or would like a more convenient option. Most of these texts are also available used on Amazon.

Books

The list below are books you must purchase for this course. All readings are required, no exceptions.

- *Call of the Cats* by Andrew Bloomfield (ISBN: 978-1608683987)
- *The Only Harmless Great Thing* by Brooke Bolander (ISBN: 978-1250169488)
- *We3* by Grant Morrison and Frank Quitely (ISBN: 978-1401243029)
- *Pleasurable Kingdom* by Jonathan Balcombe (ISBN: 978-1403986010)
- *Hollow Kingdom* by Kira Jane Buxton (ISBN: 978-1538745823)

Films

I do not expect you to purchase these films since renting or streaming is fine, but I do expect you to have access to these films prior to class.

- *Isle of Dogs* (2018) dir. Wes Anderson
- *The Champions* (2015) dir. Darcy Dennett
- *Blackfish* (2013) dir. Gabriela Cowperthwaite
- *Bolt* (2008) dir. Byron Howard and Chris Williams
- *The Secret Life of Pets* (2016) dir. Chris Renaud
- *Hachi: A Dog's Tale* (2009) dir. Lasse Hallström

Assignments

All required assignment must be completed in order to receive credit for this course. Failure to complete the WR assignments will result in failure for this course regardless of how many other assignments the students has completed. Additionally, failing to meet the word count for the WR assignments will result in failure of the assignment which will lead to failure in the course.

Assignment Summary

Title	Words	Points	Due
Passage Analysis	300	50	January 15
Close Reading/Viewing Analysis Paper	900	125	January 22
Critical Narrative	300	50	February 5
Working Thesis		25	February 7
Close Reading/Viewing Revision Plan		25	February 12
Arguing from Personal Experience Paper	1,100	125	February 17
Analytical Observations	300	50	February 28
Outline		25	March 9
Arguing from Personal Experience Revision Plan		25	March 23
Arguing Through Texts Paper	1,300	125	March 30
Prospectus		25	April 8
Annotated Bibliography	300	50	April 13
Experiential Journal		25	April 22
Reflection Paper		25	April 24
Arguing for a Side Paper	1,500	125	April 27
Discussion		50	
Attendance		50	
Extra Credit: Farm Sanctuary			
Extra Credit: Speaker Response 1			February 13
Extra Credit: Speaker Response 2			February 24
Extra Credit: Speaker Response 3			April 14
Total	6,000	1000	

Assignment Descriptions

The above table lists all the assignments in due date order while the assignment descriptions below groups the assignments by unit to give you an idea of how the smaller assignments support the major papers.

Close Reading/Viewing Analysis Paper

900 words

125 points

Due: January 22

Close reading and viewing is the foundational skill required for success in a literature-focused composition course so the first week of the semester will be focused on developing close reading and viewing skills that will serve as a base for the rest of the semester. The product of this students will be the Close Reading/Viewing Analysis Paper. Students will select either “The Evolution of Trickster Stories Among the Dogs of North Part After the Change” by Kij Johnson or *Isle of Dogs* and write a close reading or viewing analytical argument based on one of these texts. The paper needs to construct a clear, coherent arguments and draw amply on direct quotes and evidence from the primary text.

Passage Analysis

300 words

50 points

Due: January 15

This mini essay will refine and hone close reading or viewing skills in preparation for the Close Reading/Viewing Analysis Paper. Students will select one of five passage options and write a close reading argument in response about that passage.

Arguing from Personal Experience

1,100 words

125 points

Due: February 17

The first unit of texts we explore in this class are accounts of people who work with animals and how they use their experiences to craft arguments about what our response to animals should be—how we should care for them, what we should learn about them and from them, what our relationship to them is and should be. Based on the experience of reading these arguments, students will write their own arguments about the proper response to animals based on their own experiences with animals. Students will be expected to draw on personal experience as a mode of crafting a compelling argument with the purpose of persuading audience to take a specific course of action.

Critical Narrative

300 words

50 points

Due: February 5

Arguing from personal experience is more than conveying autobiographical anecdotes but instead the transformation of a personal experience into evidence to support an argument. For this mini essay, students are expected to relate a personal experience they have with animals then close read that experience to construct a critical and analytical narrative of the experience.

Working Thesis

25 points

Due: February 7

This assignment asks students to draft a working thesis for their Argument from Personal Experience paper. The working thesis needs to provide the thesis the student is intending to argue and additionally state some of the key pieces of evidence the student will be using to support their thesis.

Arguing Through Texts

1,300 words

125 points

Due: March 30

This assignment is a “traditional” literary analysis. Students are expected to select one of the texts from this unit and write an analysis of the text utilizing the skills they’ve developed from the previous two papers to construct an argument that relies on close reading and the incorporation of evidence. The analysis should respond to the topic and questions of the course regarding animals, our relationship to them, and their positionality in Western society. This paper must use at least one secondary source to support the argument.

Analytical Observations

300 words

50 points

Due: February 28

To foster the sort of attention that needs to be paid to a text to develop a strong analysis of it, this mini essay asks students to detail observations they make of a text and compose a brief analysis of each observation explaining why that observation is significant and how that observation can be used as an interpretative lens through which to understand the text as a whole.

Outline

25 points

Due: March 9

For a deeper study of essay organization and structures, students will submit an outline of the Arguing Through Texts essay. The outline needs to consist of a thesis, inclusion of the key quotes students will be using, and a sentence outline of the essay argument.

Arguing For A side

1,500 words

125 points

Due: April 27

To bring all of the semester's discussion into a cohesive final project, this paper will have students answer one of the following questions:

1. What is the ethics of anthropomorphism?
2. Why do we want animals to speak and how can we know what they want to say?
3. What can we use animals for, why and how?
4. How can we write for and with animals?
5. What, if anything, separates humans from animals, why and how?

These questions tackle the main themes of this course and require students to think cumulatively about all the materials presented throughout the course with an especial focus on the final unit of readings and viewings. This paper must draw on a least two primary texts and three secondary sources to make the argument.

Prospectus

25 points

Due: April 8

The goal of a prospectus is to demonstrate an understanding of the argument and receive preliminary feedback on potential pitfalls and further areas of research or investigation. Since the Arguing for a Side paper is the most complex and ambitious project of the semester, the prospectus assignment will serve to help students organize their thoughts in advance of submitting a final paper.

Annotated Bibliography

300 words

50 points

Due: April 13

Annotated bibliographies serve to help writers collect all the citations for their secondary sources and record their thoughts about how to incorporate this source into their arguments and their analysis of the source's arguments and effectiveness. This annotated bibliography will serve as a reference for students while they are writing their paper to keep track of their secondary sources and ensure proper use of them.

Revision Plans

25 points (each)

A revision plan is a document that writers create to work as a guide while they revise their papers. In order to write these revision plans, students must collate all the feedback they have received, identify main weakness and strengths, and construct a plan for how to improve, highlighting specific actionable steps. The first three papers all require revision plans

Close Reading Analysis Due: February 12

Arguing from Personal Experience Due: March 23

Arguing Through Texts Due: April 17

Experiential Journal

25 points (total)

Due: April 22

Through the semester students will be expected to keep a journal of their experiences with animals in any context. The goal of this assignment is to encourage students to become aware of the different ways they interact with animals. The journal entries should describe the experience and offer a brief reflection. Students must write about at least five unique, distinct events.

Any experience would be acceptable ranging from interaction with companion animals in the student's home to more intentional, sought-after experiences. Some examples would be meals, going to a zoo, visiting a natural history museum, volunteering at an animal rescue or shelter, or visiting a farm. This list is not exhaustive and is not meant to be a list of required experiences, just examples.

Discussion, Participation, Attendance

Besides the above essays and homework assignments, coursework will be supplemented with classroom discussions and in-class activities. These will range widely in scope, purpose, and goals but expect most class periods to involve something requiring active participation. These activities will count as part of your grade and cannot be made-up. If you have to miss class for an excused absence you will also be excused any point opportunities missed due to your absence. UNEXCUSED ABSENCES WILL, ACCORDINGLY, RESULT IN A LOSS OF POINTS.

Discussion

50 points (total)

As part of the development of careful reading/viewing skills, each student is expected to post the following to a discussion board before **each** class:

1. Five keywords about the reading (important terms, key characters or places, etc.)
2. Three questions you have about the text (something you don't understand, something that you are curious about, etc.)
3. One discussion prompt (something controversial about the text, an area for debate, etc.)

These responses will be used to shape class discussion. On days where no reading or viewing is assigned the discussion board posts are not required.

Participation

50 points (total)

Attendance will count for up to 50 points in this class. How many of those 50 points students receive will depend on how many class periods they miss according to the guidelines below.

Three or less absences = 50 points

Four or five absences = 25 points

Six absences = 0 points

Seven or more absences = course failure

Any absences that comply with UF's 12-day policy will be excused. Any absences related to religious observances will be excused. For doctor's notes please see the following SHCC policy: <https://shcc.ufl.edu/forms-records/excuse-notes/>.

Students will be considered absent if they are in the classroom but have their headphones on, are distracting themselves or others on their smartphones, or refuse to participate in classroom activities.

Reflection Paper

25 points

For this assignment, reflect on all your experiences in this class: in-class discussion/activities, homework assignment, major writing assignments, guest speakers, readings and viewings. What was formative for your thinking? What was challenging or uncomfortable? What aspects of the course were helpful, and which were confusing? Was anything unsettling? How have you improved as a writer through this course and what has helped you reach that goal? The paper should not be limited to these questions but should reflect a critical and thoughtful evaluation of your work in this class and the class itself. Papers should be at least two pages long but can exceed that if necessary.

Extra Credit: Farm Sanctuary

50 points

There are two options for this extra credit activity. Students can select *one*.

OPTION ONE: Twice in the semester (dates TBD), students are invited to visit Critter Creek Farm Sanctuary. We have been graciously invited to go on a tour and spend time with the animals there. Students participating in one of the trips will receive 50 points extra credit. You may only visit the farm once for credit, but you are welcome to come on both trips.

OPTION TWO: While I encourage you to join us at the sanctuary, if you are unable to students can still receive the extra credit by writing a 750-word essay on factory farms and farm animal rescue. Students can take any stance or approach to this short essay, but they must engage with academic research and activist/participant experiences as evidence for their argument.

Extra Credit: Speaker Responses

25 points

300 words

Due: Class period after speaker presents

Thrice in the semester we will have guest speakers. The class period after the speaker, students may turn into a short essay as a response to the speaker. This essay need to address the style of the speaker's presentation, what is something you learned from the speaker, and the applicability of the

speaker's talk to the text we are reading/viewing—does the information the speaker provided change your relationship to the book and in what ways?

Course Policies

1. You must complete *all* assignments to receive credit for this course.
2. See Attendance assignment for attendance policy; attendance is mandatory.
3. Excused Absences
 - a. 12-Day Rule: Students are allowed up to 12 days of excused absences in order to attend university-sponsored events
 - b. Religious Observances: Students must inform me at the beginning of the semester of any class periods that will be missed for religious observances.
 - c. Illnesses: The SHCC will provide students with an excuse note only for students in their medical care for three or more days and in some other limited circumstances (this is the link to the full policy: <https://shcc.ufl.edu/forms-records/excuse-notes/>). Students seen by an off-campus medical provider will have to speak to that office about obtaining an excuse note
4. The material we cover in this class could be triggering. If a student finds themselves emotionally distressed during a class period, you are free to exit the class. Please leave at least one of your possessions on your desk as a means of communicating to me that you are not leaving class early.
5. Students are expected to participate actively in classroom discussion and come to class prepared to discuss the material and engage in classroom activities.
6. Students *must* engage with myself and their fellow classmates with respect and kindness.
7. All papers should be submitted as .docx files and uploaded to Canvas in the appropriate assignment dropbox.
8. Assignments turned in by the deadline will be graded within a week; assignments turned in after the deadline will be graded by the end of the semester with a 1% deduction in grade for each day late up to a 10% deduction. After a student reaches the 10% deduction the assignment will be assigned a failing grade.
 - a. Failure of technology is not an excuse for a late paper. I recommend screenshotting your submission time in case I request documentation a paper was submitted on time.
9. Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code:
<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

10. Students with disabilities who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give the instructor.
11. Parents are welcome in the classroom. In instances where childcare falls through students are allowed to bring their children to class on an exceptional policy. Such arrangements need to be made with the instructor in advance.
12. For information on UF Grading policies, see:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
13. In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.
14. Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>
15. Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575, or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>
16. UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>

Schedule

*Any texts marked with asterisks (**) will be available as PDF downloads on Canvas. This are just as required as any other course reading.*

Readings need to be finished before class is due. Unless otherwise noted homework assignments are due before class start of the assigned day; papers are due at midnight of the assigned day.

<i>Date</i>	<i>Topic</i>	<i>Reading</i>	<i>Due</i>
<i>Unit One: Developing Close Reading Skills</i>			
<i>Monday, January 6</i>	Syllabus and course introduction	Syllabus	
<i>Wednesday, January 8</i>	Icebreakers and student introductions		
<i>Friday, January 10</i>	How to Close Read	*"The Evolution of Trickster Stories Among the Dogs of	

		North Park After the Change”*	
Monday, January 13	How to Close View	<i>Isle of Dogs</i>	
Wednesday, January 15	Creating Strong Paragraphs		Passage Analysis
Unit Two: Writing With Animals			
Friday, January 17	What do animals need: Unit theme introduction	<i>The Champions</i> “The Discourse of Dog Fighting”	
Monday, January 20		MLK JR. DAY	
Wednesday, January 22	Writing About Your Experience: Personal Narratives	<i>Call of the Cats</i> Prologue – Chapter 5	Close Reading Analysis Paper
Friday, January 24	Guest Speaker: Melissa Jenkins from Operation Catnip	<i>Call of the Cats</i> Chapter 6 – 8	
Monday, January 27		<i>Call of the Cats</i> Chapters 9 - 11	Extra Credit: Speaker Response
Wednesday, January 29		<i>Call of the Cats</i> Chapters 12 – 15	
Friday, January 31		<i>Call of the Cats</i> Chapters 16 – 19	
Monday, February 3	“Isn’t it obvious that dogs love to chase balls and cats adore basking in the sun?”	<i>Pleasurable Kingdom</i> Part One	
Wednesday, February 5	Writing Arguable Theses	<i>Pleasurable Kingdom</i> your choice of one chapter from Part Two & Chapter 11	Critical Narrative
Friday, February 7	Revising paragraphs and argument		Working Thesis
Monday, February 10		<i>Blackfish</i> “ <i>Blackfish</i> and SeaWorld: A Case Study in Framing a Crisis”	

Wednesday, February 12	“Billions of lives hang in the balance”	*“On the Road with Open Rescue” *“That’s Some Sheep” *“Slaughtergate” *“Animal Ways”	Close Reading Analysis Paper Revision Plan
Friday, February 14	MLA citation and style		
Unit Three: Writing For Animals			
Monday, February 17	What do animals think: Unit theme introduction	*“Author of the Acacia Seeds”	Arguing from Personal Experience paper
Wednesday, February 19	Guest Lecture: Ayanni Cooper, comics scholar	<i>We3</i> Chapter One	
Friday, February 21	“RUN NO MORE”	<i>We3</i> Chapters Two and Three	Extra Credit: Speaker Response
Monday, February 24	Literary Techniques	<i>The Only Harmless Great Thing</i> Part One	
Wednesday February 26	“So much for her”	<i>The Only Harmless Great Thing</i> Part Two	
Friday, February 28	Essay Organization/Outlining		Analytical Observations
Monday, March 2		SPRING BREAK	
Wednesday, March 4		SPRING BREAK	
Friday, March 6		SPRING BREAK	
Monday, March 9	Secondary Source Analysis	<i>Hachi: A Dog’s Tale</i> Journal Article TBD	Outline

Wednesday, March 11	"Now is not the time to be lazy, Marmalade."	**"Cat's Meat" pages 286-321	
Friday, March 13	"He comes to kill."	**"Cat's Meat" pages 321-374*	
Monday, March 16	Revising for Essay Organization		
Wednesday, March 18		ICFA	
Friday, March 20		ICFA	
Monday, March 23		<i>Bolt</i> "Dancing Penguins and a Pretentious Raccoons"	Arguing from Personal Experience Revision Plan
Unit Four: Writing By Animals			
Wednesday, March 25	What do animal have to say: Unit theme introduction	<i>Secret Life of Pets</i>	
Friday, March 27		<i>Black Beauty</i> Chapters 1 – 16 "Black Beauty, Masculinity, and the Market for Horseflesh"	
Monday, March 30		<i>Black Beauty</i> Chapters 17 – 32 "Sentimental Emasculations"	Arguing Through Texts essay
Wednesday, April 1		<i>Black Beauty</i> Chapters 33 – end "A Horse of a Different Color"	
Friday, April 3	Synthesizing Secondary Sources		
Monday, April 6	Proposing Arguments & Doing Research		
Wednesday, April 8		YOM KIPPUR	

**Friday,
April 10**

GOOD FRIDAY

Monday, April 13	Revising for Synthesis and Coherence	<i>Hollow Kingdom</i> Chapters 1 – 8	Annotated Bibliography
Wednesday, April 15		<i>Hollow Kingdom</i> Chapters 9 – 14	
Friday, April 17	Guest Speaker: Jackson Baugus, corvidologist	<i>Hollow Kingdom</i> Chapters 15 – 21	Arguing Through Texts Revision Plan
Monday, April 20		<i>Hollow Kingdom</i> Chapters 22 – 29	Experiential Journal Extra Credit: Speaker Response
Wednesday, April 22		<i>Hollow Kingdom</i> Chapters 30 - end	Reflection Paper
Monday, April 27		Arguing for a Side essay	

Grading & Assessment Rubric

Please note this a **thousand**-point class, but grades will be given as letters (this is the university standard: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>).

Therefore, a letter grade is 100 points, a half letter grade is 50 points.

Letter	GPA	Numeric	Points	Letter	GPA	Numeric	Points
A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

Rubric

	A-Level Paper	B-Level Paper	C-Level Paper	D-Level Paper	Failing Paper
Thesis and Argumentation	Thesis will be clear and specific, presenting a thoughtful,	Thesis will be clear and specific, might be less critical	Thesis is muddled and unspecific and demonstrates	Thesis is vague and confused, demonstrate a failure	No thesis presented. Paper is a list of fact or quotes

	critical, engaging, and creative interpretation of the text. Argument will fully support this thesis logically and thoroughly, drawing on sources.	and/or creative than an A-level paper. Shows insight and obvious attention to the text(s) under consideration. Argument is generally logical, but may have gaps in thoroughness.	a lack of critical engagement with the text. Argumentation is weak and ill-thought out, missing important details or making leaps of logic without any support.	of student to read or understand the text(s) at all. Argument lacks any logical flow and does not draw on any source material.	without any connection or logical consistency, no argument presented at all. <i>Failure to provide a thesis will result in failure of the paper.</i>
Use of texts/sources	Primary texts are gracefully incorporated with the essay explaining the inclusion of a quote and demonstrating how that quote supports the paper's argument over all. Secondary sources are referred to with insight and clarity, demonstrating the validity of their inclusion	Primary texts are well-incorporated into the essay and it is clear why the quote is included. Essay demonstrates a strong understanding of the quote/text. Secondary sources are not as well incorporated, without a direct explanation of other	Some quotes are included, but they are not properly incorporated or given explanations, "quote-dropping." Secondary source material is either too much or not enough.	Quotes are included without much introduction or engagement with the quote, reader is left to decipher why a specific passage is included based on the argument of the essay.	No quotes or reference to text(s) is provided at all. <i>Failure to incorporate any sources will result in a failure of the paper.</i>

	and how the text supports the essay's argument.	scholar's viewpoints.			
Proper MLA formatting/cititing	No errors	Few errors	Some errors	Many errors	No formatting at all.
Style and tone	Proper academic style and tone maintained at all times. No second person, no slang, not colloquialisms, no idioms.	Proper academic style and tone is generally maintained.	Academic style and tone is sometimes present, but muddled with more informal writing.	Informal writing style is generally present.	No academic style.
Grammar and mechanics	No errors	Few errors	Some errors	Many errors	Number of errors makes the paper unreadable.