

**Writing the West:  
Imagining the Settler Colonial Environment from the 13 Colonies to Today  
AML 2410**

Fall 2022

**Instructor:** Lizzy Nichols

**Class No.:** 10346

**Section No.:** 1629

**Classroom:** MAEB0229, F2F

**Meeting Time:** MWF Period 7 (1:55-2:45pm)

**Office Hours:** MW 3:00-4:00pm, or by appointment

**Office Location:** TUR4309, Zoom preferred

**Course Website:** Canvas

**Instructor Email:** e.nichols@ufl.edu

**Course Description:** As extractive practices continue to dominate the American relationship with the natural world in the age of climate change, this course seeks to situate these practices within the United States' broader history of settler-colonization, or the means through which the US state and nation seized its land from Indigenous peoples. To do so, the course is guided by two central questions: what stories has America told about its landscape over time, and how have these stories contributed to the contemporary settler-colonial relationship with that landscape today? While recent environmental literature has rightly spotlighted man's relationship with nature as a storytelling element worthy of our attention, reading this element through the critical and historical lens of settler-colonialism provides a larger narrative of land, ownership, and violence that are crucial for considering ecological crises today.

For a topic that is, by its nature, interdisciplinary, the materials for this course seek to engage with texts on science, history, and archaeology in addition to a survey of literature in its myriad forms, including non-fiction, popular fiction, poetry, and digital media. Through these texts, among others, students will practice identifying and tracing American settler-colonial rhetoric in the imagined western landscape, working toward critical engagement with vital, contemporary environmentally-focused literature today. In order to practice these skills, assessment for this course will take the form of five, 400-600 word short responses to select readings across the semester, a presentation on a local ecological site that is accompanied by a 2-3 page reflection on the site in conversation with course material, and a final 5-7 page research paper analyzing 1-2 texts from the course reading list.

### **COVID Statement**

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccine are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit [one.ufl.edu](https://one.ufl.edu) for screening/testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

### **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:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** 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.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

### Required Texts:

Students should purchase the following texts:

- *Braiding Sweetgrass* by Robin Wall Kimmerer
- *Walden and Civil Disobedience* by Henry David Thoreau
- *Little House on the Prairie* by Laura Ingalls Wilder
- *Desert Solitaire* by Edward Abbey
- *The Octopus Museum* by Brenda Shaughnessy

The following texts will either be provided on Canvas or have links provided in the syllabus schedule below:

- "The Dark History of Land-Grant Universities" by Margaret A. Nash
- "The 'Crying Indian' Ad" by podcast *Not Past It*
- *Pedagogy of the Oppressed* by Paulo Freire
- Selections from *1491* by Charles C. Mann
- Selections from *An Indigenous People's History of the United States* by Roxanne Dunbar-Ortiz
- "From *Terra Nullius* to *Terra Communis*: Reconsidering Wild Land in an Era of Conservation and Indigenous Rights" by Yogi Hale Hendlin
- "The Tribe that's Moving Earth (and Water) to Solve the Climate Crisis" by podcast *How to Save a Planet*
- Excerpt "A True Relation of Such Occurrences and Accidents of Note, as Hath Hapned in Virginia" by John Smith

- “Pioneers! O Pioneers” by Walt Whitman
- “Neighbour Rosicky” by Willa Cather

Note: While you may purchase any edition of these texts, please be sure that they are not abridged.

**Assignments** (see below for Grading Rubric):

- Participation & in-class discussion (20%)
- Landscape Analysis (6%)
- 6 Brief Responses (4% ea—24%)
- 1 Ecological Site Project (10%)
- 1 Annotated bibliography (5%)
- 1 Peer review (5%)
- 1 Final research project (15%)
- 1 Letter to a future student (5%)

### **1. Participation & in-class discussion:**

This course has been framed on the assumption that discussion brings the following benefits (from Brookfield and Preskill):

- It helps students explore a diversity of perspectives.
- It increases students’ awareness of and tolerance for ambiguity or complexity.
- It helps students recognize and investigate their assumptions.
- It encourages attentive, respectful listening.
- It develops new appreciation for continuing differences.
- It increases intellectual agility.
- It helps students become connected to a topic.
- It helps students learn the process and habits of democratic discourse.
- It affirms students as cocreators of knowledge.
- It develops the capacity for the clear communication of ideas and meaning.
- It develops habits of collaborative learning.
- It increases breadth and makes students more empathetic.
- It helps students develop skills of synthesis and integration.

Therefore, in order to access these benefits of discussion, students are expected to read the assigned readings before class.

### **2. Landscape Analysis**

Before each class, students will complete a landscape analysis for the day’s reading. In the landscape analysis, students will identify three important quotes from the reading, summarizing their main takeaways, and pose one critical or interpretive question for class discussion.

### **3. Brief Responses: 400-600 words**

Six times over the course of the semester students are required to write a brief (400-600 word) response to either a given question or course text. These responses must be uploaded to our Canvas discussion page BEFORE class the day on which they are due. The first three of these brief responses must be completed during the first three weeks of the course. With the second three, it is up to the student when they would like to respond and on which texts they would like to engage with, but responses must be posted on the first day of class discussion for that text (for example, if a student wishes to respond to *Little House on the Prairie*, their response should be posted before class on October 21<sup>st</sup>).

The first three brief responses to three guided questions, while the second three will practice raising either *interpretive* or *critical* questions concerned with textual meaning. These latter three will comment on themes, figurative language, and symbolism within the narrative. They also may make judgements regarding the period, history, politics, and ethical questions that are relevant to the text. The open-endedness of interpretive and critical responses indicates that there may well be neither simply “right” nor simply “wrong” answers; the success of a response is based on the evidence and reasoning students employ to support their analysis and judgement. Students are also expected to comment on their peer’s responses at least 5 times across the semester.

#### **4. Ecological site project: 500-750 words**

Each student will give a 10-minute presentation on an “ecological site,” broadly interpreted, that they will visit during the course in either Gainesville or another community the student considers local to them. This could be a community garden, conservation area, farmer’s market, etc. The presentation will be accompanied by a 500-750-word reflection paper on how this site relates to course topics, themes, and discussions.

This exam will be distributed on Canvas, and will have two parts to it:

- *Part 1* will consist of 10 multiple-choice questions worth 5 points each for a total of 50 points.
- *Part 2* will be a short answer portion with several options. You may answer as many or as few questions as you like, but keep in mind that this portion is worth 150pts. Thus, depending on how many questions you answer, the grade will be distributed as follows:  
Option A: 1 short answer=150pts/ea  
Option B: 2 short answers=75pts/ea  
Option C: 3 short answers=50pts/ea  
Option D: 4 short answers=37.5pts/ea  
Option E: 5 short answers=30pts/ea  
Each short answer should be 500-600 words long.

#### **6. Annotated Bibliography: 1200 words (5%)**

In preparation for the final research paper, students will compose an annotated bibliography of secondary sources pertinent to their research topic. The bibliography should consist of at least four sources of at least 300 words.

#### **7. Peer Review (5%)**

In preparation for the final research paper, students will bring a draft of their essay to class for peer review. In small groups, students will provide, receive, and discuss feedback on their drafts and submit a written summary to Canvas for a peer review grade.

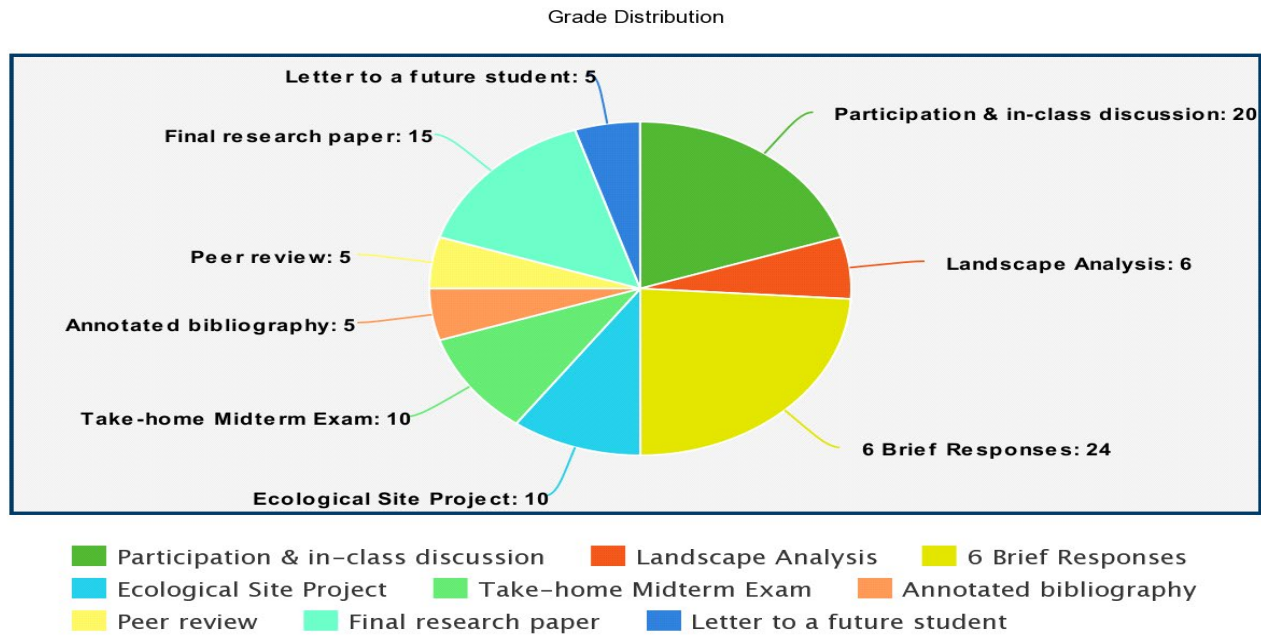
#### **8. Final Research Paper: 1300-1500 words (15%)**

Students will synthesize outside research as well as 1-2 texts from the course syllabus to create an original argument, articulated in a 1300-1800-word research paper.

#### **9. Letter to a Future Student: 600 words (5%)**

Each student will reflect on their experiences in the course in the form of a letter to future students of this class. Possible questions to consider for this assignment include: what do you wish you had known at the start of this course that you know now? What strategies did you find helped you

succeed in this course? What was difficult about this course? What will you take with you from this course?



**Total word count: 6,000-7,650**

You can find information about the **University Writing Requirement** [here](#).

### Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. **Attendance:** Like all lecture-discussion courses, this one needs you! Use your allotted absences wisely (for emergencies or illness) as you would for any job. In general, acceptable reasons for an excused absence are illness, serious family emergencies, special curricular requirements, military obligations, severe weather conditions, religious holidays, and participation in official university activities. Reasons for excused absences must be communicated with the instructor ahead of time, or within a week afterward in case of unexpected events. After three unexcused absences, **each subsequent unexcused absence will result in a letter-grade deduction from your final grade** (4 absences: 5% off final course grade, 5 absences: 10% off final course grade). **Six unexcused absences will result in the automatic failure of the overall course.** For the official University policy on absences, please refer to <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
3. **Tardiness:** Latecomers will receive a partial absence, and they must see me after class so I know you attended. 3 tardies constitute 1 absence.
4. **UF's policy on Sexual Harassment:** The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/about/title-ix-rights/>
5. **Paper Format & Submission:** All essays must be formatted in MLA style. This means that your paper must meet the following guidelines:
  - Double-spaced

- 12 point, Times New Roman font
- 1-inch margins on all sides
- MLA-style headers with page numbers
- MLA (8<sup>th</sup> edition) style citations

All papers must be submitted on Canvas as .doc or .docx files. (All UF students have access to free copies of Office 365 ProPlus. This can be downloaded at:

<https://it.ufl.edu/services/gatorcloud-microsoft-office-online> )

6. *Late Papers/Assignments*: I will not accept papers after the day an assignment is due. If you need an extension for an appropriate reason, please talk to me at least two days in advance of the due date.
7. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
8. *Academic Honesty and Definition of Plagiarism*. UF students are bound by The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.  
UF Student Honor Code:  
A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:
  - a. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
  - b. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
  - c. Submitting materials from any source without proper attribution.
  - d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.>
9. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/> ), which will provide appropriate documentation to give your instructor early in the semester.
10. *Students who are in distress* or who are in need of counseling or urgent help: please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a team member can reach out to you. UF's Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>
11. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
12. *Grade Appeals*. 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). Please contact Ms. Blount at [cblount@ufl.edu](mailto:cblount@ufl.edu) Grade appeals may result in a higher, unchanged, or lower final grade.
13. *Course Evaluations*. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://ufl.bluera.com/ufl/>
14. *Classroom behavior and etiquette*: Computers, laptops, and e-readers are excellent tools for course-related activities. However, checking Facebook, web surfing unrelated to class, and doing

work for other classes are examples of behavior that may result in deductions from your participation grade or you being asked to leave class for the day. You can, however, use an approved device to take notes or view course readings (if you prefer not to print electronic readings). Please always bring the assigned readings to class for active discussion.

15. *Policy on environmental sustainability.* Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)

## SYLLABUS

Week	Date	Unit 1 Orienting Ourselves: Ecocriticism & Settler Colonialism	Due
1	W 8/24	Syllabus & Introductions	
	F 8/26	Write Class Ground Rules for Discussion & “The Dark History of Land-Grant Universities” by Margaret A. Nash (2 pages, 5 audiobook minutes)	Fill out get-to-know you <a href="https://forms.gle/XyKLUBBg">https://forms.gle/XyKLUBBg</a>
2	8/29	<i>Pedagogy of the Oppressed</i> by Paulo Freire, Ch. 2 on Canvas (16 pages, 30 audiobook minutes)	Sign up for ecological site pr  <a href="#">Ecological Site Sign Up - Goo</a>
	8/31	“The Aritificial Wilderness” from <i>1491</i> by Charles C. Mann (19 pages, 30 audiobook minutes) on Canvas “The ‘Crying Indian’ Ad” by podcast <i>Not Past It</i> <a href="https://open.spotify.com/episode/6Qe37WTHC9FngNs blmA">https://open.spotify.com/episode/6Qe37WTHC9FngNs blmA</a> (26 minutes)	
	9/2	Terminology In class reading: Indigenous, Native American, Indian, Settler	Brief Response #1 d What is the history of the consider home?
3	9/5	No Class (Labor Day)	
	9/7	<i>Braiding Sweetgrass</i> by Robin Wall Kimmerer, Preface & Planting Sweetgrass (63 pages, 1 hour 30 minutes)	Brief Response #2 d What do you know about how family, or your ancestors consider what you think o hometown your homet
	9/9	<i>Braiding Sweetgrass</i> by Robin Wall Kimmerer, Tending Sweetgrass	

		(58 pages, 2 hours 14 minutes)	
4	9/12	<i>Braiding Sweetgrass</i> by Robin Wall Kimmerer, Picking Sweetgrass (84 pages, 3 hours 32 minutes)	Short Response #3 c What is your relationship with you consider home
	9/14	<i>Braiding Sweetgrass</i> by Robin Wall Kimmerer, Braiding Sweetgrass (98 pages, 4 hours 25 minutes)	
	9/16	<i>Braiding Sweetgrass</i> by Robin Wall Kimmerer, Burning Sweetgrass & Epilogue (82 pages, 4 hours)	
5	9/19	Writing About Literature: Thesis Statements	
	9/21	Excerpts <i>An Indigenous People's History of the United States</i> by Roxanne Dunbar-Ortiz on Canvas	
	9/23	<b>Indigenous People's Day</b> Excerpts <i>An Indigenous People's History of the United States</i> by Roxanne Dunbar-Ortiz on Canvas	
		<b>Unit 2</b> <b>13 Colonies to the Plains</b>	
6	9/26	"From <i>Terra Nullius</i> to <i>Terra Communis</i> : Reconsidering Wild Land in an Era of Conservation and Indigenous Rights" by Yogi Hale Hendlin on Canvas (34 pages, 1 hour) "The Tribe that's Moving Earth (and Water) to Solve the Climate Crisis" by podcast <i>How to Save a Planet</i> <a href="https://gimletmedia.com/shows/howtosaveaplanet/5whko6o">https://gimletmedia.com/shows/howtosaveaplanet/5whko6o</a> (44 minutes)	
	9/28	Excerpt "A True Relation of Such Occurrences and Accidents of Note, as Hath Hapned in Virginia" by John Smith <a href="https://encyclopediavirginia.org/entries/arriving-in-virginia-an-excerpt-from-a-true-relation-of-such-occurrences-and-accidents-of-note-as-hath-hapned-in-virginia-by-john-smith-1608/">https://encyclopediavirginia.org/entries/arriving-in-virginia-an-excerpt-from-a-true-relation-of-such-occurrences-and-accidents-of-note-as-hath-hapned-in-virginia-by-john-smith-1608/</a> (10 pages, 20 minutes)	



	9/30	Ecological Site Presentations	
7	10/3	<i>Walden and Civil Disobedience</i> by Henry David Thoreau, "Solitude" & "The Bean Field" (20 pages, 30 minutes)	
	10/5	<i>Walden and Civil Disobedience</i> by Henry David Thoreau, "Baker Farm" & "Higher Laws" (20 pages, 30 minutes)	
	10/6	<i>Walden and Civil Disobedience</i> by Henry David Thoreau, "The Ponds" (20 pages, 30 minutes)	
8	10/10	"Pioneers! O Pioneers!" by Walt Whitman <a href="https://whitmanarchive.org/published/LG/1891/poems/99">https://whitmanarchive.org/published/LG/1891/poems/99</a> (4 pages, 5 minutes)	
	10/12	"Neighbour Rosicky" by Willa Cather, Parts I-III <a href="http://fullreads.com/literature/neighbour-rosicky/">http://fullreads.com/literature/neighbour-rosicky/</a> (10 pages, 20 minutes)	
	10/14	"Neighbour Rosicky" by Willa Cather, Parts IV-VI <a href="http://fullreads.com/literature/neighbour-rosicky/">http://fullreads.com/literature/neighbour-rosicky/</a> (10 pages, 20 minutes)	
9	10/17	Ecological site presentations	Midterm due at midn
	10/19	How to write an Annotated Bibliography	
	10/21	<i>Little House on the Prairie</i> by Laura Ingalls Wilder, "Going West"- "The Wolf-Pack" (100 pages, 3 hours)	
10	10/24	<i>Little House on the Prairie</i> by Laura Ingalls Wilder, "Two Stout Doors"- "Mr. Edwards Meets Santa Claus" (134 pages, 4 hours)	
	10/26	<i>Little House on the Prairie</i> by Laura Ingalls Wilder, "A Scream in the Night"- "Going Out" (114 pages, 3 hours)	
	10/28	Ecological Site Presentations	

		<b>Unit 3</b> <b>Sea to Shining Sea</b>	
11	10/31	How to write introductions and conclusions	Annotated Bibliography midnight
	11/2	Paintings of Thomas Moran & photography of Ansel Adams	
	11/4	How to write body paragraphs	
12	11/7	<i>Desert Solitaire</i> by Edward Abbey, "Introduction" - "The National Parks" (52 pages, 1 hour 30 minutes)	
	11/9	<i>Desert Solitaire</i> by Edward Abbey, "Cowboys and Indians" - "Water," & "Terra Incognita" - "Bedrock and Paradox" (87 pages, 2 hours 30 minutes)	
	11/11	No class (Veteran's Day)	
13	11/14	Peer Review	Research Paper draft due b
	11/16	Ecological Site Presentations	
	11/18	Thanksgiving Special: <i>1491</i> by Charles C. Mann, Ch.2 "Why Billington Survived" on Canvas (36 pages, 1 hour)	
14	11/21	Continued Thanksgiving Special: <i>1491</i> by Charles C. Mann, Ch.2 "Why Billington Survived" on Canvas	
	11/23	No class (National holiday)	
	11/25	No class (National holiday)	
15	11/28	<i>Oregon Trail</i> Video Game	
	11/30	Continued <i>Oregon Trail</i> Video Game	
	12/2	<i>The Octopus Museum</i> by Brenda Shaughnessy, "Visitor's Guide to the OM Exhibits" - "Special Collection: 'As They Were'"	Final Research paper

		(29 pages, 1 hour)	
16	12/5	<i>The Octopus Museum</i> by Brenda Shaughnessy, “‘To Serve Man’: Rituals of the Late Anthropocene Colony”- “Permanent Collection: Archive of Pre-Existing Conditions” (42 pages, 1 hour 30 minutes)	
	12/7	Class Wrap Up & Reflection	Letter to a Future Student
		Final Exam	

**IMPORTANT:** I reserve the right to adjust the schedule/assignments as needed to accommodate course goals and to better meet student needs.

### GRADING SCALE

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

**Note:** A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

<http://www.isis.ufl.edu/minusgrades.html>

### ASSESSMENT RUBRIC

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to the individual assignment may be delivered throughout the semester. View this rubric as a guide for expectations—papers are graded holistically.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
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<p><b>Thesis and Argumentation</b></p> <p><i><b><u>Failure to provide a thesis will result in a 0 paper.</u></b></i></p>	<p>Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly and effectively uses sources.</p>	<p>Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.</p>	<p>Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak or ill-thought out, missing important details or making logical leaps with little support.</p>	<p>Thesis is vague and/or confused, demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.</p>
<p><b>Use of Texts/Sources</b></p> <p><i><b><u>Failure to use the primary text/sources will result in a 0 paper.</u></b></i></p>	<p>Primary and secondary texts are well incorporated, utilized, and contextualized throughout.</p>	<p>Primary and secondary texts are incorporated and utilized but not contextualized as neatly or as significantly.</p>	<p>Primary and secondary texts are mostly incorporated and utilized but are not properly contextualized ("quote dropping").</p>	<p>Primary and secondary texts are absent.</p>
<p><b>Organization</b></p>	<p>Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.</p>	<p>Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.</p>	<p>Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.</p>	<p>Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.</p>
<p><b>Grammar, Mechanics, and MLA style</b></p>	<p>No errors.</p>	<p>A few errors.</p>	<p>Some errors.</p>	<p>Many errors.</p>

