



Christian Wiediger, CCO

## LIT2000: Introduction to Literature

Spring 2023

**Instructor:** Lizzy Nichols

**Class No.:** 13691

**Section No.:** 17B9

**Classroom:** virtual

**Meeting Time:** MWF Period 3 (9:35-10:25pm)

**Office Hours:** TuThu 9:00-10:00am, or by appointment

**Office Location:** virtual

**Course Website:** Canvas

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

### Course Description

This course examines the role literature has played in individuals' lives and in society. It is centered on three questions: *What is literature? Why do we write literature? And why do we read literature?* LIT 2000 introduces students to a diverse range of literary genres, from different national traditions and historical periods.

Among the primary aims of this course is to help students develop critical skills of literary analysis and interpretation. Students will also learn how formal and stylistic elements as well as historical contexts shape the meaning and significance of literature. By becoming more skillful readers of literature and its contexts, students become better readers of the worlds that literature addresses, develop their ability to decipher meaning from language, and better

Course Description:

COVID Statement

General Education Objectives:

General Education Learning

Outcomes:

Required Texts:

Assignments (see below for Grading Rubric):

Course Policies:

Schedule

Assessment Rubric

understand their own relationship to science, technology, media, commerce, and politics. *This course confers H credit.*

## 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. Vaccines 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

In addition to gaining a deeper appreciation of the expressive potential of language and the varieties of literature, students will develop a broader cultural literacy and an understanding of the changing definition and role of literature in society.

Therefore, by the conclusion of the course students will be able to:

1. Demonstrate knowledge of the content of specific literary works and the structures and conventions of different literary genres.
2. Produce original, critical readings of literary texts, using different methods of interpretation and analysis, while identifying and interpreting formal and genre-related elements in the texts.
3. Critically assess the variety of roles that literature has played historically and continues to play in the human experience.
4. Draw connections between literary texts and their biographical, historical, and cultural contexts of authorship and reading.

## 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:

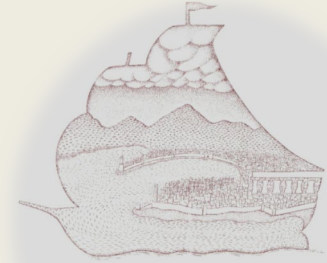
- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students 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:

- *I, Rigoberta Menchu* by Rigoberta Menchu
- *Beloved* by Toni Morrison
- *The Tale of the Unknown Island* by Jose Saramago
- *Persepolis* by Marjane Satrapi



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

- *Pedagogy of the Oppressed* by Paulo Freire
- “What is Literature” by Terry Eagleton
- *Inferno* by Dante
- *Six Characters in Search of An Author* by Luigi Pirandello
- “The Colossus” and “Morning Song” by Sylvia Plath
- “A Good Man is Har to Find” by Flannery O’Connor
- “Hell-Heaven” by Jhumpa Lahiri
- “Low Tide,” “And In the Morning, Work,” and “How to Leave Hialeah” by Jenine Capo Cruet
- “Does Great Literature Make Us Better?” by Gregory Currie

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

## Assignments (see below for Grading Rubric)

- 1 Start of Semester Quiz (1%)
- 1 Semester-Long Landscape Analysis (8%)
- Participation & in-class discussion (15%)
- 4 Brief Responses (4% ea—16%)
- 2 Essay Peer Reviews (5% ea—10%)
- 2 Brief Response Peer Reviews (5% ea—10%)
- 1 Close reading of a literary text or passage (10%)
- 1 Midterm exam (10%)
- 1 Critical analysis paper (15%)
- 1 Letter to a future student (5%)

### 1. Start of Semester Quiz

At the start of the semester, students will complete a quiz covering:

- Syllabus content.

- Information about the student.
- Take-aways from a randomly assigned past Letter to a Future Student.

## 2. Landscape Analysis

Before each class, students will complete a mindmap on the reading due for that day. These mindmaps can be flexible regarding their content, but must at least include:

- 3 important quotes.
- 1 main take-away.
- 1 critical or interpretive question for class discussion.

Students are encouraged to make this map their own and use it to make connections across texts. One suggested platform to create the mindmap is [Mind Meister](#).

## 3. 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.

Of course, there are myriad reasons why we may not contribute to class the same every day. This includes both involvement in class discussion and attendance. This course values class discussion and participation over simple attendance. Thus, for each day we meet, you will use the following rubric to assess your participation in that day's class. Of course, if you are not present, you must assign yourself a zero for the day.

	Grading Area
--	--------------

	Analytical Contribution (1 point)	Textual Contribution (1 point)	Challenging Contribution (1 point)	Notes Taken (1 point)
November 10 4/4	I surfaced how the main character was struggling with an internal conflict in Chapters 1-3. I read two quotes to support my idea. I said the plot is impacted by the main character's internal conflict.	I supported Melissa's point about tension in Chapter 4 with a quote from the text.	I countered the idea that the main character was not abusive by citing evidence of his abusive language toward women in the text.	I found Yazan's connection between today's reading and Denevan particularly inciteful. I took notes on his analysis for later reference.

### 3. Brief Responses: 300-500 words

Four times over the course of the semester students are required to write a brief (300 word) response to the day's reading. These responses are due BEFORE class.

These responses raise either *interpretive* or *critical* questions concerned with textual meaning. They comment on themes, figurative language and symbolism within the narrative. They also may make judgments 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 judgment.

### 4. Close Reading Assignment: 2-3 pages

This assignment will test student skills in close reading, especially as that skill pertains to works of poetry and short fiction. Students will be expected to analyze a text carefully and develop an argument regarding the whole of the text through a close reading. No outside sources may be used for this assignment.

### 5. Critical Analysis Paper: 3-4 pages

This assignment asks students to combine close reading skills with critical concepts or historical information introduced in class or supplemental readings. The goal is for students to produce a strong conceptual argument supported by textual and contextual evidence.



Nick Morrison, CCO.

## 6. Midterm Exam: 500-3000 words

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

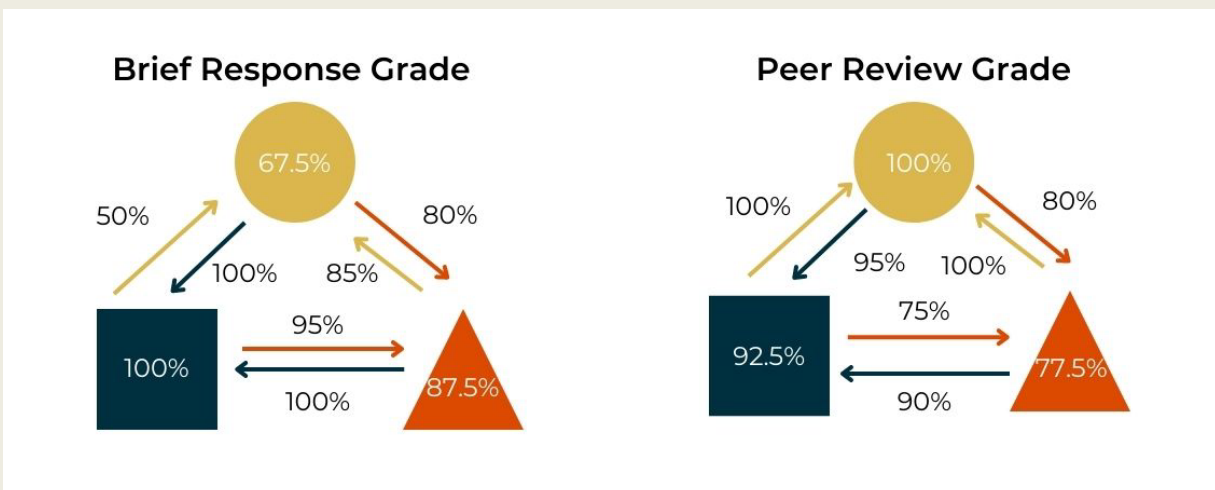
Each short answer should be 500-600 words long.

## 7. Essay Peer Review (5% ea)

Twice over the course of the semester, 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. Brief Response Peer Review (5% ea)

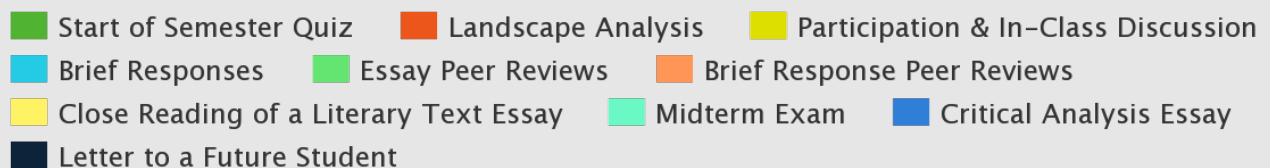
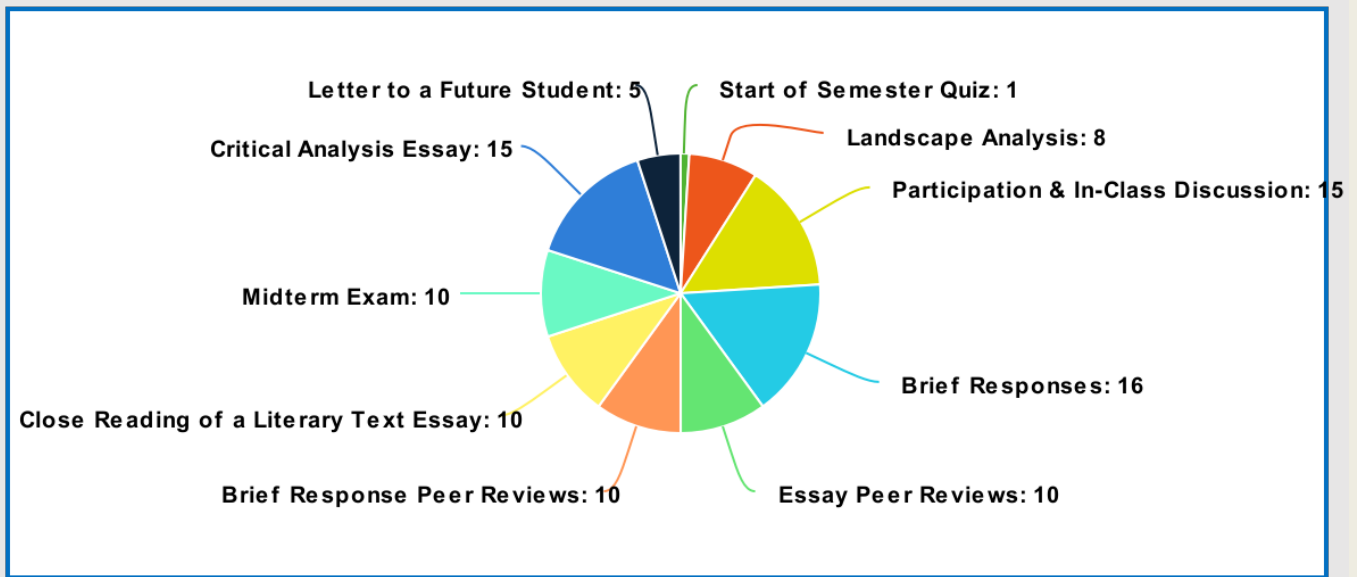
For the final two brief responses, students will be placed in randomized, anonymous groups of 3. Students will provide feedback on and grades for their group members' responses, and the average of the group members' grades will be the official grade for the brief response. For the peer review grade, students will grade the quality of feedback they received from their anonymous reviewers. The average of the two will be the student's official peer review grade.



## 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?

Grade Distribution



meta-chart.com

## 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.)

# Schedule

Week	Date	Unit 0 Class Policies and Freire By the end of this unit, students will be able to describe course policies and expectations for class participation.	Due
1	M 1/09	Syllabus & Introduction	
	W 1/11	Define critical thinking strategies and write class ground rules for discussion.	1. Start of semester quiz 2. Shared copies of self-evals and landscape analysis
	F 1/13	<i>Pedagogy of the Oppressed</i> by Paulo Freire, Ch. 2 on Canvas (16 pages)	
		Unit 1 What is Literature? By the end of this unit, students will be able to identify and describe the elements of epic, drama, poetry, and short stories, working toward a definition of "literature." Students will be able to use primary textual evidence to develop original arguments.	
2	M 1/16	No Class	
	W 1/18	"What is Literature" by Terry Eagleton <a href="https://www.dartmouth.edu/~engl5vr/Eagle1.html">https://www.dartmouth.edu/~engl5vr/Eagle1.html</a> (12 pages)	
	F 1/20	<i>Writing About Literature</i> : Close reading strategies	
3 Epic	M 1/23	<i>Inferno</i> by Dante (Cantos I) <a href="https://www.gutenberg.org/files/1001/1001-h/1001-h.htm">https://www.gutenberg.org/files/1001/1001-h/1001-h.htm</a> (5 pages)	
	W 1/25	<i>Inferno</i> by Dante (Cantos XXVI) <a href="https://www.gutenberg.org/files/1001/1001-h/1001-h.htm">https://www.gutenberg.org/files/1001/1001-h/1001-h.htm</a>	

		(5 pages)	
	F 1/27	<i>Writing About Literature: Thesis and Argumentation</i>	
4 Drama	M 1/30	<i>Six Characters in Search of An Author</i> by Luigi Pirandello (Acts I-II) <a href="http://gutenberg.net.au/ebooks06/0608521h.html">http://gutenberg.net.au/ebooks06/0608521h.html</a> (37 pages)	Brief Response #1 to Pirandello due
Poetry	W 2/1	<i>Six Characters in Search of An Author</i> by Luigi Pirandello (Act III) <a href="http://gutenberg.net.au/ebooks06/0608521h.html">http://gutenberg.net.au/ebooks06/0608521h.html</a> (37 pages)	
	F 2/3	“The Colossus” and “Morning Song” by Sylvia Plath <a href="https://www.poetryfoundation.org/poems/89119/the-colossus">https://www.poetryfoundation.org/poems/89119/the-colossus</a> <a href="https://www.poetryfoundation.org/poems/49008/morning-song-56d22ab4a0cee">https://www.poetryfoundation.org/poems/49008/morning-song-56d22ab4a0cee</a>	
5	M 2/6	Peer Review #1	Close Reading Draft due
Short Story	W 2/8	“A Good Man is Hard to Find” by Flannery O’Connor <a href="https://xroads.virginia.edu/~DRBR/goodman.html">https://xroads.virginia.edu/~DRBR/goodman.html</a> (17 pages)	
	F 2/10	Continued discussion for “A Good Man is Hard to Find” by Flannery O’Connor	
		<b>Unit 2</b> <b>Why write literature?</b> By the end of this unit, students will be able to identify and describe myriad authorial motivations for writing, leveraging authorial intent with reader impact to create an original argument about a primary text.	
6 World Making	M 2/13	“Hell-Heaven” by Jhumpa Lahiri <a href="https://www.newyorker.com/magazine/2004/05/24/hell-heaven">https://www.newyorker.com/magazine/2004/05/24/hell-heaven</a> (21 pages)	Close Reading Assignment due

Self Expression	W 2/15	Continued discussion of "Hell-Heaven"	
	F 2/17	<i>I, Rigoberta Menchú</i> by Rigoberta Menchú (ch. 1-11) (79 pages)	Brief Response #2 to <i>I, Rigoberta Menchú</i> due
7	M 2/20	<i>I, Rigoberta Menchú</i> by Rigoberta Menchú (ch. 12-18) (62 pages)	
	W 2/22	<i>I, Rigoberta Menchú</i> by Rigoberta Menchú (ch. 19-26) (54 pages)	
	F 2/24	<i>I, Rigoberta Menchú</i> by Rigoberta Menchú (ch. 27-34) (52 pages)	
8  Shaping Citizens	M 2/27	<i>Writing about literature: Research strategies</i>	
	W 3/1	<i>Beloved</i> by Toni Morrison (Part 1), up to "Pleasantly troubled, Sethe..." (54 pages)	Brief Response #3 to <i>Beloved</i> due
	F 3/3	<i>Beloved</i> by Toni Morrison (Part 1), up to "It was time..." (50 pages)	
9	M 3/6	<i>Beloved</i> by Toni Morrison (the rest of Part 1) <b>(103 pages)</b>	Midterm Exam due
	W 3/8	<i>Beloved</i> by Toni Morrison (Part 2), up to "Beloved, she my..." (39 pages)	
	F 3/10	<i>Beloved</i> by Toni Morrison (the rest of Part 2) (47 pages)	Peer Review for brief response #3 due
10	M 3/13	<b>Spring Break</b>	
	W 3/15	<b>Spring Break</b>	
	F 3/17	<b>Spring Break</b>	

		<b>Unit 3</b> <b>Why read literature?</b> By the end of this unit, students will be able to describe the cultural and personal importance of reading literature. Students will also be able to create an original argument about a primary text and construct an essay situating the argument within wider contextual research.	
11  Finding new selves	M 3/20	<i>Beloved</i> by Toni Morrison (Part 3) (45 pages)	<i>Beloved</i> Peer Review evaluations due
	W 3/22	<i>Writing about literature: Introductions and Conclusions</i>	
	F 3/24	“Low Tide” by Jennine Capó Crucet (14 pages)	Brief Response #4 to Capó Crucet due
12  Exploration & Discovery	M 3/27	“And In the Morning, Work” by Jennine Capó Crucet (16 pages)	
	W 3/29	“How to Leave Hialeah” by Jennine Capó Crucet (17 pages)	
	F 3/31	<i>Writing about literature: Body paragraphs and supporting evidence</i>	Peer Review for Brief Response #4 due
13	M 4/3	“Dead Zones of the Imagination: On Violence, Bureaucracy, and Interpretive Labor” by David Graeber (23 dense pages)	
	W 4/5	“The Tale of the Unknown Island” by José Saramago (42 pages)	
	F 4/7	Peer Review	Critical Analysis draft due
14	M 4/10	Conferences	
	W 4/12	Conferences	

	F 4/14	Conferences	Capó Cruet peer review evaluations due
15 New Ways of Seeing	M 4/17	<i>Persepolis</i> by Marjane Satrapi (ch. "The Veil" - "The F-14s") (86 pages)	
	W 4/19	<i>Persepolis</i> by Marjane Satrapi (ch. "The Jewels" - "Tyrol") (85 pages)	
	F 4/21	<i>Persepolis</i> by Marjane Satrapi (ch. "Pasta" - "The Return") (84 pages)	Critical Analysis final due
16	M 4/24	<i>Persepolis</i> by Marjane Satrapi (ch. "The Joke" - "The End") (82 pages)	
	W 4/26	"Does Great Literature Make Us Better?" by Gregory Currie <a href="https://opinionator.blogs.nytimes.com/2013/06/01/does-great-literature-make-us-better/">https://opinionator.blogs.nytimes.com/2013/06/01/does-great-literature-make-us-better/</a> (5 pages)	Letter to a Future Student due

**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.

	A	B	C	D
<p><b>Thesis and Argumentation</b></p> <p><u><i>Failure to provide a thesis will result in a 0 paper.</i></u></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><u><i>Failure to use the primary text/sources will result in a 0 paper.</i></u></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.</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</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</p>

		Conclusion is recognizable and ties up almost all loose ends.	distracting read. Conclusion is recognizable but does not tie up all loose ends.	of logical body paragraphs.
<b>Grammar, Mechanics, and MLA style</b>	No errors.	A few errors.	Some errors.	Many errors.