Multicultural Contemporary Literature as

NC Community College Course ENG 271

Kerri Wike

Dr. Shu-ching Huang and Dr. Wendy Sharer

25 April 2023

ENG 271 Fall 2024 Course Outline

|  |  |
| --- | --- |
| Week 1 (Aug 21-27)  Themes explored:   * Violence and trauma * Black masculinity and sexuality * Religion and spirituality * History and legacy * Love and connection | Monday   * Class introduction * Read syllabus & outline * Watch “[The Danger of a Single Story](http://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en)” in class * Begin reading *Transcendent Kingdom* by Yaa Gyasi * Post Adichie discussion by Tuesday, 8/22 at 11:59pm.   Wednesday   * Read selections from Jericho Brown’s *The Tradition* * [Listen](https://kutkutx.studio/this-is-just-to-say/jericho-brown) to Jericho Brown podcast * Reply to at least two Adichie discussion posts by Thursday, 8/23 at 11:59pm.   Friday   * Class time for Adichie discussion. * Watch [Yaa Gyasi](https://youtu.be/jCSl6wY-0-8) introduce her novel * [Watch](https://www.youtube.com/live/r2isBZUSKDg?feature=share) interview with Yaa Gyasi * Post Brown discussion by Sunday, 8/27 at 11:59pm. |
| Week 2 (Aug 28- Sept 3)  Themes explored:   * Family and relationships * Faith and science * Immigration and the American Dream * Mental health and addiction * Identity and belonging | Monday   * Class meets in campus library. * Introduction of annotated bibliography assignment * Respond to at least two Brown discussion posts by Tuesday, 8/29 at 11:59pm.   Wednesday   * Class time for Brown discussion. * Class time provided for work on annotated bibliography.   Friday   * Class time for work on annotated bibliography. * Finish reading Gyasi’s *Transcendent Kingdom.* * Post Gyasi discussion by Sunday, 9/3 at 11:59pm. |
| Week 3 (Sept 4-10)  Themes explored:   * Family and heritage * Loss and grief * History and memory * Social justice and activism * Language and communication * Immigration and identity | Monday   * Introduce *Infinite Country* by Patricia Engel (begin reading). * *A Tongue in the Mouth of the Dying* by Laurie Ann Guerreroselected poems * [Watch](https://youtu.be/BwUHEtXj8FM) Laurie Ann Guerrero – Personal Insight on Writing and [watch](https://youtu.be/5EYGtTnPJ4c) What I Learned from My City, Laurie Ann Guerrero * Reply to at least two Gyasi discussion posts by Tuesday, 9/5 at 11:59pm.   Wednesday   * Class time for Gyasi discussion. * Class time for discussion and work on annotated bibliography.   Friday   * Class time for peer review and revisions on annotated bibliography. * Submit annotated bibliography on Canvas by Sunday, 9/10 at 11:59pm. * Post Guerrero discussion by Sunday, 9/10 at 11:59pm. |
| Week 4 (Sept 11-17)  Themes explored:   * Immigration and identity * Family and relationships * Home and belonging * Race and class * Love and sacrifice | Monday   * [Watch](https://youtu.be/PFCsa05boUg) The Inspiration Behind *Infinite Country* with Author Patricia Engel * Post replies to at least two Guerrero discussion posts by Tuesday, 9/12 at 11:59pm.   Wednesday   * Class time for Guerrero discussion. * Literary analysis introduction.   Friday   * Class time to begin literary analysis (brainstorming, small group/partner work). * Finish reading *Infinite Country*. * Post Engel discussion by Sunday, 9/17 at 11:59pm. |
| Week 5 (Sept 18-24)  Themes explored:   * Addiction and family * Native American identity and culture * Love and intimacy * Language and communication * Nature and environment | Monday   * Read selected poems (in class) from *When My Brother Was an Aztec* by Natalie Diaz. * [Watch](https://youtu.be/zrL5cxIsWmI) PEN DIY with Natalie Diaz: How to Sacrifice Your Brother Even When He Is an Aztec. * Reply to at least two Engel discussion posts by Tuesday, 9/19 at 11:59pm. * Begin reading *The Removed* by Brandon Hobson.   Wednesday   * Class time for Engel discussion. * Class time for work on literary analysis.   Friday   * Class time for work on literary analysis. * Post Diaz discussion by Sunday, 9/24 at 11:59pm. |
| Week 6 (Sept 25-Oct 1)  Themes explored:   * Grief and loss * Identity and culture * Family and relationships * Trauma and healing * Memory and history | Monday   * [Listen](https://www.npr.org/2021/02/07/964593882/powerful-removed-walks-a-path-between-memory-and-mourning) NPR interview with Hobson. * Class time for work on literary analysis. * Reply to at least two Diaz discussions by Tuesday, 9/26 at 11:59pm.   Wednesday   * Class time for Diaz discussion. * Class time for work on literary analysis.   Friday   * Class time for peer review/revision on literary analysis. * Submit literary analysis by Sunday, 10/1 at 11:59pm. * Finish reading *The Removed.* * Post Hobson discussion by Sunday, 10/1 at 11:59pm. |
| Week 7 (Oct 2-8)  Themes explored:   * Identity and belonging * Discrimination and racism * Family and community * Injustice and resistance * Democracy and citizenship | Monday   * Introduce *They Called Us Enemy,* by George Takei. * [Watch](https://www.pbs.org/wnet/amanpour-and-company/video/george-takei-on-his-new-memoir-they-called-us-enemy/) interview with George Takei. * [Read](https://pdxscholar.library.pdx.edu/comminfolit/vol5/iss2/9/) “The Case for Graphic Novels.” * Reply to two Hobson discussion posts by Tuesday, 10/3 at 11:59pm. * Begin reading *Crying in H Mart* by Michelle Zauner.   Wednesday   * Class time for Hobson discussion. * Final paper introduction.   Friday   * Class time for partner/small group final paper brainstorming. * Finish reading *They Called Us Enemy.* * Post Takei discussion by Sunday, 10/8 at 11:59pm. |
| Week 8 (Oct 9-15)  Themes explored:   * Grief and loss * Identity and culture * Family and relationships * Food and memory * Self-discovery and healing | Monday   * Continue reading *Crying in H Mart* by Michelle Zauner. * [Listen](https://www.npr.org/2021/04/22/989234501/in-crying-in-h-mart-michelle-zauner-grapples-with-food-grief-and-identity) to NPR interview with Michelle Zauner. * Reply to at least two Takei discussion posts by Tuesday, 10/10 at 11:59pm.   Wednesday   * Class time for Takei discussion. * Class time for work on final paper discussion/brainstorming.   Friday   * Class time for final paper topic discussion. * Post Zauner discussion by Sunday, 10/15 at 11:59pm. * Post 1-3 final paper topic ideas to Canvas discussion by Sunday, 10/15 at 11:59pm. |
| Week 9 (Oct 16-22)  Themes explored:   * Cultural identity * Family and relationships * Gender roles * Prejudice and discrimination * Resistance and resilience | Monday   * In class reading: “I’ve Got My Eye on You” short story ([download here](https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:0593a153-7a2a-3599-8833-ba143f41e716)) pp. 128-144. * Begin reading *The Beauty of Your Face* by Sahar Mustafah. * Reply to at least two Zauner discussion posts by Tuesday, 10/7 at 11:59pm.   Wednesday   * [Watch](http://www.youtube.com/watch?v=wzkFoetp-_M) What it’s like to be a Muslim in America, Dalia Mogahed. * Class time for Zauner discussion. * Class time to refine final paper topic.   Friday   * Class time for work on final paper (thesis and outline instructions). * Post Shakir discussion by Sunday, 10/22 at 11:59pm. |
| Week 10 (Oct 30-Nov 5)  Themes explored:   * Identity and belonging * Family and relationships * Trauma and healing * Faith and spirituality * Prejudice and discrimination | Monday   * Continue reading *The Beauty of Your Face.* * Class time for final paper thesis and outline discussion/work. * Reply to at least two Zauner discussion posts by Tuesday, 10/31 at 11:59pm.   Wednesday   * Class time for Zauner discussion. * Class time for work on final paper thesis and outline.   Friday   * Class time for work on final paper. * Post Mustafah discussion by Sunday, 11/5 at 11:59pm. |
| Week 11 (Octo 30-Nov 5)  Themes:   * Family and relationships * Identity and belonging * Violence and trauma * Loss and grief * Social class * Addiction | Monday   * Introduce *Demon Copperhead* byBarbara Kingsolver. * [Watch](http://www.youtube.com/watch?v=SgerYHXH0YE&list=PLydmnAVFqe5Gupuipo6GyKC6giegxV2nN) The Beverly Hillbillies – S1E2 – Getting Settled. * Reply to at least two Mustafah discussion posts by Tuesday, 10/31 at 11:59pm.   Wednesday   * Class time for Mustafah discussion. * Class time for work on final paper.   Friday   * Class time for work on final paper. * Submit final paper thesis statement and outline on Canvas by Sunday, 11/5 at 11:59pm. |
| Week 12 (Nov 6-12) | Monday   * Continue reading *Demon Copperhead.* * Class time for final paper conferences and work.   Wednesday   * Class time for final paper conferences and work.   Friday   * Class time for final paper conference/work. * Post Kingsolver discussion by Sunday, 11/12 at 11:59pm. |
| Week 13 (Nov 13-19) | Monday   * Class time for paper discussion/work. * Reply to at least two Kingsolver discussion posts by Tuesday, 11/14 at 11:59pm.   Wednesday   * Class time for Kingsolver discussion. * Begin peer review on final papers.   Friday   * Continue peer review on final papers. |
| Week 14 (Nov 20-21) | Monday   * Peer Review/Feedback/Revisions |
| Week 15 (Nov 27-Dec 3) | Monday - Friday   * Class time for peer review and revisions. * Submit final papers in Canvas by Sunday, 12/3 at 11:59pm. |

**Adichie Discussion Questions:**

“The Danger of a Single Story”

1. Adichie discusses how a single story can create stereotypes and limit people’s understanding of a person or culture. Give 1-2 examples of stereotypes that may be perpetuated by a single story.
2. Adichie speaks on the power dynamics involved in storytelling. Who has the power to tell stories, and how can we ensure that diverse voices are heard?
3. Adichie argues that literature and storytelling have the power to break down stereotypes and promote empathy. Discuss a book or story that has challenged your own assumptions or stereotypes.

**Brown Discussion Questions:**

*The Tradition,* Jericho Brown

“The Tradition”

1. What is the significance of the title, “The Tradition”? What tradition is Brown referring to?
2. Why do you think Brown writes about flowers? What do you think flowers represent in this poem?
3. Brown ends the poem with a powerful statement. What do you think he means by this statement; what (or who) has been cut down?
4. Discuss the relation of this reading to any of the class themes.

“Bullet Points”

1. Discuss the significance of the title “Bullet Points”.
2. In the beginning of the poem, the speaker discusses several ways in which he will *not* kill himself. What do these suggestions imply about the treatment of Black Americans in police custody?
3. In line 11, the speaker makes a promise to the reader. What is the significance of this line? As the reader, did it increase the connection between you and the speaker?
4. Discuss the relation of this reading to any of the class themes.

“Duplex”

1. The title of the multipart poem is also the name of the new form Brown invented. Notice the structure of the poem. The second line of each couplet is restated in the first line of the next. What do you think the purpose of this is?
2. The poem uses a lot of contrasting imagery (ex. first love/last love, mother/father). Choose one example of contrasting imagery and discuss its significance.
3. Discuss the relation of this reading to any of the class themes.

**Gyasi Discussion Questions:**

*Transcendent Kingdom,* Yaa Gyasi

1. Why do you think Gyasi chose a non-linear timeline in which to tell the story of Gifty and her family? How did this impact your reading experience?
2. Gifty acknowledges that, “America changes around big black men” (Gyasi 28). Discuss how the novel addresses racism, and its effect on different characters.
3. What role does religion play in the novel? How does religion intersect with science in Gifty’s life?
4. Discuss how the novel explores the concepts of addiction. Consider Gifty, Buzz, and Black Mamba in your answer.
5. How does Gyasi address the concept of the American Dream? How is Gifty’s pursuit of science significant in this context?
6. Discuss the relation of this reading to any of the class themes or previous readings.

**Guerrero Discussion Questions:**

*A Tongue in the Mouth of the Dying,* Laurie Ann Guerrero

“Babies Under the House”

1. This poem is written in memoriam. Why do you think Guerrero chose to write about this incident? And why do you think she chooses to speak directly to the lost siblings?
2. Guerrero references food several times throughout the poem. What is the significance of food in this poem, and does it relate to the title of the collection?
3. The poem touches on themes of loss, resilience, and hope. How does the speaker convey these emotions, and what impact do they have on you as the reader?
4. The poem ends on a note of survival and empowerment. What message is the speaker trying to convey to the reader?
5. Discuss the relation of this reading to any of the class themes or previous readings.

“How I Put Myself Through School”

1. What significance does the mention of food carry in this poem?
2. Does this poem carry commentary on the American Dream? What does this poem suggest about the American Dream and who can achieve it?
3. The speaker lists “nail clippings” as one of the contents of the junk drawer she must clean out. What is the significance of this inclusion?
4. Why does the speaker continue to accept hand-me-downs that she knows will not fit her children?
5. Discuss how this poem relates to the title of the collection.
6. Discuss the relation of this reading to any of the class themes or previous readings.

“Put Attention”

1. What does this poem suggest about language and identity?
2. “…we threw / down shards of English, laughing, for her to leap in and around” (lines 10-11). Discuss the significance of this line in relation to language, family, and identity.
3. How does this poem tie memory to language? How do the lapses (in memory and/or language) affect familial relationships?
4. Discuss the relation of this reading to any of the class themes or previous readings.

**Engel Discussion Questions:**

*Infinite Country,* Patricia Engel

1. How do the alternating perspectives of the novel affect your reading experience? Why do yo think Engel chose to structure her novel this way?
2. What message does Engel want to convey regarding the experiences of undocumented immigrants in the United States? Was she successful?
3. How does Engel explore the relationship between language and identity?
4. How do the characters’ experiences with loss and displacement impact their understanding of themselves and their families?
5. The novel suggests that identity is shaped by both individual experience and broader cultural contexts. How do the characters navigate their various identities and the expectations placed upon them by society?
6. Discuss the relation of this reading to any of the class themes or previous readings.

**Diaz Discussion Questions:**

*When My Brother Was an Aztec,* Natalie Diaz

“Hand-Me-Down Halloween”

1. What is the significance of the title? Do you think Diaz intends the term “hand-me-down” to refer to anything more than a costume?
2. The color of skin is mentioned repeatedly throughout the poem (“grandmother’s / reddish brown / my mother’s skin / brown-redskin” and “white / Jeremiah told all his / white / friends” (lines 7-8, 13). What is the significance of skin color in the context of this poem?
3. Discuss the relation of this poem to any of our class themes or previous readings.

“My Brother at 3 a.m.”

1. Diaz uses a structure call [pantoum](https://poets.org/glossary/pantoum) in this poem. Why do you think Diaz chose this structure? Does it add meaning to the poem?
2. Discuss the cultural significance of the speaker’s brother sitting “cross-legged.” Does the brother represent something larger than himself?
3. Compare “the devil,” seen in the third stanza to the “hellish vision” seen in the final stanza. What does the transition say to the reader?
4. Consider the slight variation in the pantoum structure (the 2nd and 4th lines do not repeat *exactly*). Why do you think Diaz chose to vary the form in such a way?
5. Discuss the relation of this poem to any of the class themes or previous readings.

“When My Brother Was an Aztec”

1. This poem explores the theme of addiction. How does diaz use language and imagery to convey her thoughts on the impact addiction has on family?
2. Diaz uses metaphorical language throughout the poem. What metaphor(s) stood out to you, and what do you think they represent?
3. Discuss the relation of this poem to any of the class themes or previous readings.

**Hobson Discussion Questions:**

*The Removed,* Brandon Hobson

1. What role do cultural traditions and beliefs play in the novel? How do the characters’ Cherokee heritage shape their understanding of themselves and their relationships with one another?
2. The title of this book references the Trail of Tears. How does Hobson address the issue of historical trauma and its impact on contemporary Indigenous communities?
3. How do the members of the Echota family navigate the tension between their individual identities and their sense of belonging to a broader cultural community?
4. How do the characters’ experiences with grief and trauma intersect with larger conversations about mental health and social justice?
5. Discuss the relation of this reading to any of the class themes or previous readings.

**Takei Discussion Questions:**

*They Called Us Enemy,* George Takei

1. Takei tells his family’s story from his childhood perspective. How do you think this affects the story?
2. How do yo think Takei being incarcerated as a small child has affected his identity as an adult?
3. After the Takei family’s release, Takei remembers, “…sometimes we longed for those barbed-wired fences…To us, *that* was home” (167). What does this tell s about the Takei children’s sense of place?
4. Takei describes arguing with his father over politics as he grew up. Near the end of the book, Takei’s father says, “…of all the forms of government that we have, American Democracy is still the best” (195). Takei was frustrated with this stance. After everything the Takei family endured, whose opinion do you agree with, Takei or his father’s, and why?
5. Considering the article, “The Case for Graphic Novels,” why do you think Takei chose to tell his story in this format?
6. Discuss the relation of this memoir to any of our class themes or previous readings.

**Zauner Discussion Questions:**

*Crying in H Mart,* Michelle Zauner

1. This memoir focuses on Zauner’s relationship with her mother and her Korean American heritage. How does Zauner explore these themes throughout the book, and what message is she conveying to her readers?
2. Zauner includes several recipes and food descriptions, which play an important role in Zauner’s exploration of her identity. How does food contribute to the overall message of the memoir?
3. Compare and contrast Zauner’s use of food to some of our previous readings that include food descriptions. For instance, how do Zauner and Guerrero relate food to culture in their respective works?
4. The title of the book refers to a particularly emotional moment Zauner experiences. Why is this grocery store significant to Zauner, her grief, and her identity?
5. This memoir depicts several instances of cultural misunderstandings and differences between Zauner’s Korean American heritage and mainstream American culture. How does Zauner explore these differences, and what impact do they have on her personal identity and sense of belonging?
6. Discuss the relation of this memoir to any of our class themes or previous readings.

**Shakir Discussion Questions:**

“I’ve Got My Eye on You,” Evelyn Shakir

1. The story highlights the impact of racial profiling and discrimination on Arab Americans, and the sense of constant surveillance and suspicion they may feel. Is Sissie’s family aware that they are being watched? If so, how might they be affected?
2. The story also touches on the theme of cultural identity, as the narrator discusses the many families living on her street and how undesirable it would be to be “a minority on my own street” (131). What does this tell us about the narrator’s identity?
3. Why did the narrator feel uncomfortable letting Mo use her restroom?
4. What is the significance of the item dropped by Mo in the narrator’s bathroom? How/why did this misunderstanding escalate so dramatically?
5. What do you think will happen when the police arrive?
6. Discuss the relation of this short story to any of our class themes or previous readings.

**Mustafah Discussion Questions:**

*The Beauty of Your Face,* Sahar Mustafah

1. How does Mustafah explore the intersections of identity, culture, and religion in the novel, and what message is she conveying about these themes?
2. The novel includes flashbacks to Afaf’s childhood in Palestine. How are these flashbacks important to the overall message of the novel?
3. The present day of this novel takes place around a school shooting where Afaf is principal. How does Mustafah use the shooting to explore themes of violence, trauma, and resilience?
4. Mustafah includes the shooter’s portrayal of the shooting in the novel. What effect does his perspective achieve?
5. Afaf and her siblings wind up on very different paths in life. How did their choices affect their familial relationships? Do you think their family dynamic has affected their personal identities?
6. Discuss the relation of this novel to any of our class themes or previous readings.

**Kingsolver Discussion Questions:**

*Demon Copperhead,* Barbara Kingsolver

1. Demon claims that “the born of this world are marked from the get-out, win or lose.” What does he mean by this in relation to social class and privilege?

2. What is a Melungeon? How does this affect Demon’s identity?

3. Why is Demon fascinated by superheroes? How do superheroes help Demon establish an identity?

4. Discuss the significance of water throughout the novel (ex. death, birth, desires).

5. Discuss the differences between being “country poor” or “city poor.” Do you see an advantage or disadvantage to either?

6. The opioid crisis is a major motif throughout this novel. Discuss how Demon and his friends and family were affected in different ways by the opioid epidemic.

7. How big a factor is the geographical setting of this story? How much impact do you think location had to the severity of the opioid crisis in rural Virginia?

8. What does Demon learn from Mr. Armstrong about various stereotypes concerning class, race, and culture? Why does he and his wife choose to stay in southern Appalachia?

9. Discuss this novel as related to any of our class themes or previous readings.

**Assignments**

**Annotated Bibliography**

This assignment will be due early in the semester and is designed to ensure you know how to gather appropriate resources to use in literature analysis. We will begin with a tour of the campus library and instruction provided by the librarians concerning where to find appropriate print and digital resources. They will also cover basic formatting of an annotated bibliography. Explicit instruction and guidance will be provided in class for this assignment.

For your annotated bibliography, you should choose a research question related to a theme found in one of our first readings, or otherwise related to multicultural literature. Search for peer-reviewed academic articles involving this theme. You should have a minimum of five sources that relate to your theme and could be used together in a single article. Compile the MLA citations and write a short passage for each entry summarizing the article and how you would use it in a research paper. Please include at least one direct quotation, that aids in your summary for each entry. If any of these resources apply to your final research project, you will be welcome and encouraged to use them again. This assignment will be worth 10% of your grade.

**Grading Rubric for Annotated Bibliography**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **A** | **B** | **C** | **D/F** |
| **Quantity of Sources**  **10pts.** | Cites five sources, as outlined in the instructions. | Is either one source over or under the required number of sources. | Is two sources over or under the required number of sources. | Is three or more sources over or under the required number of sources. \*Feel free to collect more sources, but please only include five for the sake of your audience. |
| **Quality/Reliability of Sources**  **20 pts.** | All sources cited can be considered reliable and/or trustworthy. | Most sources cited can be considered reliable and/or trustworthy. | Some sources can be considered reliable and/or trustworthy. | Few sources cited can be considered reliable and/or trustworthy. |
| **Writing fluency of annotations**  **35 pts.** | All annotations are thoughtful, complete, and well written, with few or no grammatical, punctuation, or spelling errors. | Most annotations are thoughtful, complete, and well written, with some grammatical, punctuation, or spelling errors. | Some annotations are well written, but some are lacking in completeness, thought, and/or include several grammatical, spelling, or punctuation errors. | Most annotations are lacking in completeness, thought, and/or have many grammatical, punctuation, or spelling errors. |
| **MLA Formatting**  **35 pts.** | Citations are mostly formatted correctly. | There are some citation formatting errors. | There are several citation formatting errors. | There are many and/or frequent citation formatting errors. |

**Literary Analysis**

Write an analysis of one text we’ve read thus far this semester. Your paper should be a minimum of 1000 words, double spaced, and use 12 pt. Times New Roman font. You should include at least two secondary sources, as well as your primary source. You will either be using these sources to support your own analysis, or you may choose to argue against the criticism in the source. We will discuss this assignment further in class, and you will be given ample class time for questions, peer work, and revisions. You may preview some guidelines [here](https://owl.purdue.edu/owl/teacher_and_tutor_resources/teaching_resources/writing_a_literary_analysis_presentation.html). This paper will be worth 20% of your grade.

What is a literary analysis?

“Literary analysis is the examination and evaluation of a literary work. When people analyze literature, they consider how the author used literary techniques to create meaning. Readers first critically read the text and examine elements like figurative language, syntax, diction, and structure. When looking at these elements, readers consider how the author used them to create meaning. They then make analytical claims about the text they can support by discussing specific evidence from the work.” (Literary Analysis)

See [here](https://www.studysmarter.us/explanations/english/research-and-composition/literary-analysis/) for more detailed information.

**Final Research Paper**

For this paper, you will compare the portrayal of a single theme found within two novels read this semester. For instance, an overarching theme we’ll examine this semester is identity. You may consider comparing how the characters in two different works reconcile (or attempt to reconcile) their identity. This paper should be 2000-2500 words, double spaced, and use 12pt. Times New Roman font. You should use a minimum of five academic resources to support your thesis. We will work on this paper in stages over several weeks, and you will be given ample class time for questions, discussion, peer review and revision. This paper will be worth 30% of your grade.

**Grading Rubric for Literary Analysis and Final Paper**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **A** | **B** | **C** | **D/F** |
| **Thesis 20 pts** | Presents a clear and insightful thesis that effectively guides the paper. | Presents a thesis that adequately guides the paper but lacks depth or originality. | Presents a thesis that is vague or overly general and does not effectively guide the paper. | Does not present a clear thesis or one that is irrelevant to the assignment. |
| **Analysis 20 pts** | Demonstrates sophisticated understanding of the text and uses strong evidence to support the analysis. | Demonstrates understanding of the text and uses appropriate evidence to support the analysis but lacks some depth or originality. | Demonstrates some understanding of the text and uses limited evidence to support the analysis. | Fails to demonstrate an understanding of the text and/or uses no evidence to support the analysis. |
| **Organization 20 pts** | Organizes paper effectively, with logical and coherent development of ideas, and smooth transitions between paragraphs. | Organizes paper adequately, with generally clear development of ideas, but with some awkward transitions between paragraphs. | Organizes paper with limited effectiveness, with unclear or disjointed development of ideas, and abrupt or nonexistent transitions between paragraphs. | Paper lacks organization and does not effectively develop or connect ideas. |
| **Writing Style and Accuracy 20 pts** | Demonstrates excellent writing skills with clear and concise sentences, varied sentence structure, appropriate vocabulary, and no errors in grammar, punctuation, or spelling. | Demonstrates good writing skills with generally clear and concise sentences, varied sentence structure, appropriate vocabulary, and minor errors in grammar, punctuation, or spelling. | Demonstrates fair writing skills with some unclear or awkward sentences, limited sentence structure, inappropriate vocabulary, and multiple errors in grammar, punctuation, or spelling. | Demonstrates poor writing skills with many unclear or awkward sentences, limited or repetitive sentence structure, inappropriate vocabulary, and numerous errors in grammar, punctuation, or spelling. |
| **Use of Sources 20 pts** | Uses primary and secondary sources effectively, with clear and appropriate citations, and accurate and insightful integration of sources into the analysis. | Uses primary and/or secondary sources adequately, with some citation errors or ineffective integration of sources into the analysis. | Uses sources with limited effectiveness, with citation errors or inappropriate integration of sources into the analysis. | Uses no sources or uses sources incorrectly. |