In this class, you’ll explore cutting-edge research on whales, primates and elephants and the human brain as you think critically about the study of biology and other sciences. Do whales have a language and culture? Can elephants communicate over distances? Who is the most intelligent of all species? Do emotions have a cellular component? What qualities and ethics are required to succeed as a scientist today? In addition to being inter-disciplinary, this class is experiential and hands-on; we will attempt put into practice some of the current findings on the neuroscience of learning. Be prepared to act as a teacher as well as a student: you’ll be instructing classmates about some of our readings and will make presentations on your research. Of course, since this is a writing class, much of your responses to the assigned readings and class activities will be through the written word. You’ll be asked to examine new ideas, looking for hidden assumptions, subtexts and inferences in what we read and to debate issues. What you think matters. The writing that you do to describe it, and the writing done by your classmates, will create the biologic entity of our class.
CLASS RULES
- Have fun.
- Never apologize for your own writing or ideas!
- Ask questions. What you don’t know is more important than what you know.
- Don’t dump on yourself or any other individual or group.

TOOLS NEEDED
- A copy of *The Molecules of Emotions* by Candace Pert.
- Access to the internet and a printer so you can download and print out the rest of the required reading.
- The ability to find the good stuff lurking in the writing of others and the willingness to admit that there’s good stuff in your own writings.
- Patience. Kindness. Hard work.

STUDENT LEARNING OUTCOMES/COURSE GOALS
Here’s what you’ll be able to do by the end of this class:
- Write evidence-based essays demonstrating logical reasoning and argumentative skills.
- Evaluate logical reasoning and argument in assigned and researched texts.

GRADING

Studies show that students do best if they know exactly what is required and how they will be graded. So, I’ve tried to be as specific as possible about what you need to do. Your grade will be based on how well you’ve mastered the class goals or outcomes. I’ll know this through:

5 major papers (each worth 100 possible points – a total of 500)
1 Annotated Bibliography (worth 100 possible points)
12 quizzes/homework assignments (each worth 10 points – a total of 120). Note that the quizzes total more than the equivalent of a paper!
Total possible points: 720
Here’s the catch: You can’t make up any quizzes or homework assignments, so this means that your participation is also crucial. Homework assignments need to be handed to me in person on the day that they are due. This course is designed for active learners. If you miss class, you miss out. Therefore, absences will affect your grade.

At the end of the semester, I’ll simply add up all the points you’ve earned.
648-720 points (90-100%) = A
576-647 points (80-89%) = B
504-575 points (70-79%) = C
432-503 points (60-69%) = D
502 or lower (59% or below) = F.

To help you keep track of your grades, I’ve included a sheet in this syllabus so you can record your scores. You won’t ever need to ask me how you’re doing. You can always know yourself. But come talk to me if you start to get worried.

So now you know the point totals you need, but what do they mean? How will I be grade all those papers and assignments? What precisely do you need to do to earn high scores? The end of this syllabus contains detailed instructions for each major paper and the rubric that both you and I will use to grade it (yes, you will be evaluating your own work and then we’ll engage in a dialogue about any differences in our scores!). There are also rubrics for the quizzes and other homework assignments. I want you to know exactly what you need to do BEFORE you do it.

If you have any questions about my grading requirements, please come see me! I wrote all this down to be clear, so that you can get an A!

CLASS DISCUSSION
Active participation in this class is essential. When you read, make notes in the margins, agreeing or disagreeing with the author. Tell off the writers you can’t stand. Cheer on the ones that you like.
Come to class with questions about what you don’t understand. You are encouraged to admit what you don’t know. We’re a group made up of differences in expertise and experience. Discussion is a time to investigate and share, not show off. Celebrate what you don’t know. You don’t have to be right in here, only curious.
Finally, be willing to listen and learn. If you are usually quiet in discussions, make an effort to speak up. If you usually talk a lot, make an effort to let the silence sit for a moment so others can find their voices.
GENERAL PAPER FORMAT

Please type and double-space in size 12 font. Use one-inch margins on all sides. Make a title page and title your paper. Please staple the pages together. Use MLA citation and documentation format for quotes and citation. See links on my website if you’ve forgotten your citation chops.

Photo by Susan Alancraig

FULL DISCLOSURE: THINGS THAT MAKE MARCY GROWL
I believe that it is only fair to warn you about my quirks. I’m usually a very kind and happy person, but I can get grumpy about:

- No Visitors During my Office Hours. This is a time when we can talk one- to-one about anything. Come see me!
- Not Completing the Work. I tend to snarl if I feel that you aren’t trying -- but what do I know? Please see me if your life goes wacko and you are having problems doing the work for the class.
- Not Completing the Work Because You Were Absent. The reason I give you such a detailed schedule of assignments is so you can catch up when you’ve missed class. Please come to class with all your work done!
- Being Tardy! I know this may be a personal failing, but I start right on time and go for the whole period. Therefore, be considerate of others and get here at 2:30! Better yet, come early and chat; much of the real juice of the class takes place in these gaps between the main events. **Anyone coming ten minutes late will be asked to bring food for everyone at the next class.** This is known as a ”Tardy Party.”
- Late Papers! Okay, I admit it -- I hate getting papers late. So, you will receive a LATE PAPER TICKET that will entitle you to turn in one paper late. That paper must be turned in at the following class. Being absent that day will not give you more time; instead you’ll get a zero. After you have used your ticket, any paper not turned in by the end of the class on which it is due is an automatic zero. If you are sick, beg a family member or friend to turn the paper in for you. And here’s a word of advice: Save the late paper ticket for late in the semester when you are feeling fried.
- Cell Phones in Use During Class. Please, I beg you, put your cell on vibrate. Answer any calls later. Don’t even think about texting someone during class. If
you have some sort of emergency (a deathly ill child, awaiting the results of a court case) and need to use your phone, let me know ahead of time.

- Not attending the final. Mark your calendars – our final is Friday June 4 from 1-4 pm. Make your vacation plans for after that.

FIELD TRIPS

Much of this class depends on venturing out in the field, and getting your hands dirty. Even though we are out of the classroom, regular class activities will be held. If you miss a field trip, you will be expected to make it up. Sometimes we will be hiking, so if you have any physical limitations, please let me know.

CLASS SCHEDULE AND ASSIGNMENTS

Below are your assignments for the entire semester. The work described under each day below is what you need to have completed by that class meeting. Got it? If not, ask me!

(For)

Feb 17: Neuroscience of Learning

Write: a short (1-2 page) letter in response to the syllabus after you read it completely. Describe your reactions: thoughts, feelings, worries or concerns. Where does this class call on your strengths? Where will you be challenged? What life circumstances might affect how you do in this class? Finally, what kind of help can I give you? What do you need from your fellow students? If you have any physical or learning disabilities, please let me know, so we can begin to work together.

Read: Read the handout you’ve been assigned and fill out a Reading Log form about it. Be prepared to teach what you’ve read to your fellow students.
Watch: “A Private Universe”. This twenty-minute video can be found at [www.learner.org/resources/series28.html](http://www.learner.org/resources/series28.html). Click on the video icon by the video itself (not the free video icon) to start playing the film. Fill out a reading log after you view the film and be prepared for a quiz on it.

Feb 24: Writing about Learning
Write: a complete draft of Paper #1. Bring a copy to class.

Read: “A Fresh Look at Brain-based Education” by Eric P. Jensen in Kappan Magazine. This is an on-line article that you can download at [www.pdkintl.org/kappan/k_v89/k0802jen.html](http://www.pdkintl.org/kappan/k_v89/k0802jen.html). Please print out a copy of this to bring to class. Fill out a Reading log on this article and also bring it to class. You can download blank Reading Log forms on my web site.

Feb 27 (Saturday): Whale Watch Trip

Mar 3: Scientific Thinking
Paper #1 due
Field Trip to Seacliff Beach (weather permitting)
Write: Finish Paper #1. Attach your reading logs to the end of the paper.

Mar 10: Life in the Sciences
Read: Read chapters 1,3, 7 and 9 of Candace Pert’s *Molecules of Emotion*.

Write: Compose an abstract of the chapter that you have been assigned to teach. This will count as your quiz for the next class. If you’re still not sure how write an abstract about someone else’s writing, look at this web address: [http://papyr.com/hypertextbooks/comp2/abstract1.htm](http://papyr.com/hypertextbooks/comp2/abstract1.htm). It includes a slightly different description of the parts AND a good example.

Presentation Preparation: Meet with your group to finalize a presentation on your chapter tailored to the VARK learning style you’ve been assigned. Your participation in this presentation will also count as a quiz. This means you’re earning DOUBLE quiz points for your homework this week.
**Research:** Do a little more research and find a scientist to write about for Paper #2. Come to class knowing her/his name and field of study.

**Mar 17:**

**Equity Issues in the Sciences**

*Read:* The rest of Candace Pert’s book, focusing especially on the chapters you’ve been assigned. In addition, read the handout you received in class on diversity issues in science.

*Write:* an abstract of the two Pert chapters you’ve been assigned to teach. This will count as a quiz.

**Presentation Preparation:** Meet with your group to finalize a 10 minute presentation on your Pert chapters, incorporating anything you find useful in the diversity materials to help you present the argument Pert is making about life in sciences. Tailor your short presentation to the specific Kiersey learning style that you’ve been assigned. Your participation in this presentation will also count as a quiz – DOUBLE quiz points are again the result of doing your homework this week.

**Editing Log:** Complete one for Paper #1 and ready it to hand in to Marcy.

**Mar 24:**

**Analyzing Nature**

*Paper #2 due*

*Write:* Finish Paper #2 and the abstract that describes it. Attach the reading logs for this section of the class to the back of your paper.

*Bring:* 6 copies of your abstract to class in addition to your paper.

**Mar 31:**

**Spring Break**

**April 7:**

**Cetaceans, Primates, Elephants and Humans: Who’s Smarter?**

*Fieldtrip to New Brighten State Beach (weather permitting)*

*Read:* Read each of the four short articles listed below. Fill out a reading log for each and be ready for a quiz on them. Print out the articles and bring them to class.

• “Toolmaking Among the Apes and the Emergence of Human Culture,” Chuck Smith. You can download this article from Chuck’s website at http://www.cabrillo.edu/~crsmith/anth1.html. Scroll through his list of assignments to find it. This article will download as a WORD.doc to your computer’s desktop.
• “Are Human Brains Unique?” Michael Gazzaniga. You can download this article from www.edge.org/3rd_culture/gazzaniga08/gazzaniga08_index.html.

Research: Choose one of the articles you read and research more information to either back up some of the claims in the article or to refute them. Since all of the articles are rather general, your task is to find more evidence that either supports or argues against what the writer is saying. Complete a reading log on the article that you find. Be prepared to share what you learned with others in the class and to use this article in a quiz.

April 14: The Ethics of Studying Animals
Read: Read the following provocative article on how we study animals: “Animal Passions and Beastly Virtues: Cognitive Ethology as a Unifying Science for Understanding the Subjective, Emotional, Empathetic and Moral Lives of Animals” by Mark Bekoff. You can access this article at www.dancingstarfoundation.org/pdfs/bekoff.pdf.

Read: In addition to the article above, choose whether you want to concentrate on primates, cetaceans or elephants for this homework assignment. Read one of the following articles:
• “Ethics and Marine Mammals,” Marc Bekoff from www.lierati.net/bekoff/ethicsandmarinemammals.pdf
• “Habituating Primates: Processes, Techniques, Variables and Ethics” by Elizabeth Williamson and Ann Feistner. Access the article at https://dspace.stir.ac.uk/dspace/birstream/1892/1218/1/WilliamsonFeistner2003. Also look at this one page guideline for working with primates from the American Society of Primatologists which you can access at:
  o www.asp.org/society/resolutions/EthicalTreatmentofNonHumanPrimates.html.
**Reading Logs:** Filling out a reading log on both article (the first one and the one of your choice) this. Then write three counter arguments that you could make to each author’s point of view. Bring the articles, the logs and the counter arguments to class.

**Read:** Read the excerpt from Marcy’s Baja Travel Journal (posted on her web site) about her interactions with gray whales. Fill out a reading log on piece. Be prepared to use this information in a quiz.

**Write:** Brainstorm ideas for your third paper and come up with one sentence that describes the argument you will be making.

**Editing Log:** Complete one for Paper #2 and ready it to hand in to Marcy

**April 21:**  
**Art and Animal Intelligence**  
**Paper #3 due**  
**Write:** Complete Paper #3. Attach the reading logs for this section of the class to the back of your paper.

**April 28:**  
**Diving Deeper into Biological Research**  
**Write:** Finalize the topic of paper #4. Write a description of your topic in 1-3 sentences.

**Research:** Find three possible sources for your topic. Make a list of them using proper MLA format.

**May 5:**  
**Field Trip to Long Marine Lab**  
**Research:** Find four sources you will use for your research proposal.

**Write:** Make a work cited list of these sources, using MLA citation, and under each listing, describe it in three sentences, including how you will use it for Paper #4. Prepare this to turn in to Marcy. It will count as a quiz.

**Editing Log:** Complete an editing log for Paper #3. Be sure to highlight what you will work on in Paper #4.

**May 12:**  
**Research Proposal Issues**
Write: Using the directions for how to write an Annotated Bibliography, write up just one of the sources you will for your research proposal. Prepare this to hand in to Marcy. It will count as a quiz.

May 19: Celebrating Research: Picnic at Seacliff Beach
Paper #4 due
Write: Finish Paper #4

Bring: Gather some food to share for our picnic at Seacliff Beach

May 26: Research Proposal Presentations
Presentation Preparation: Meet with your group to finalize a 30 minute presentation on your research proposals. Remember that you are designing it for all learning styles. Your participation in this presentation will count as a double quiz.

June 2: Final Exam
Field Trip to Point Lobos
Write: Complete take home final
PAPER #1
THE NEUROSCIENCE OF LEARNING

Assignment: Write an argument that combines information you’ve learned about the brain and the neuroscience of learning with your own personal experience. The topic is wide open, as long as you select juicy facts from the articles we’ve read and mix them with examples from your own life to make your stand. Include at least one other source (another print article or book and/or information from a reputable web site) for this paper.

For those of you who are drawing a blank, below are some possible paper topics, but these are only possibilities. Write about something that moves you.

1. Using information learned about how the brain works, argue how you came to learn a specific thing. What was happening in your brain as you learned?
2. Argue why you fit or do not fit one of your particular learning styles.
3. Argue the validity of learning styles. They are considered controversial by some and there is a lot of debate about them. Where do you stand on their usefulness? Include examples from your life.
4. Analyze what occurred in a both a successful and unsuccessful classroom learning experience, drawing on brain research and brain-based educational theory to explain why.
5. Argue how you think high school or college education should be changed to utilize implications from neuroscience research. Use examples from your own life.
6. Other???

Length: at least 1000 words

Audience: Your audience is a very interested reader who HAS NOT read the information or attended our class. Write this for a stranger whom you are trying to educate.

Format: Follow the standard format for an argument paper (intro with thesis, body supported by tons of quotes and evidence, rousing conclusion) and use proper MLA documentation to cite your sources. Include a Works Cited List at the end. Please type, double space and carefully proofread.
Assignment: Argue why or why not a scientist of your choosing should win one of four brand new Nobel Prizes in Science: Marine Mammal Biology, Primatology, the Study of Elephants and Cutting Edge Research on Humans. Discuss the scope of his or her work, the reactions of other researchers to this scientist’s findings and why it matters. You may also want to include a bit of biographical data about the scientist as well.

Use at least three paper or on-line sources to form your argument (more would be better). Be sure to describe what important contribution this scientist has made to the field. Why does she or he deserve this prestigious prize? What are the counter arguments to your position?

If one of these Nobel Prize categories doesn’t ring your bell, suggest another to Marcy and she will bring it to the Nobel committee.

In addition to your paper, you will be writing a 250 word (or less) abstract of it.

Length: at least 1500 words

Audience: Your fellow classmates! Members of the class will judge who will win the prize in each category by reading your abstract (which will be due on the same day as the paper). The four winners will receive a yummy prize AND something that will be to their advantage later on in the semester.

Late Paper Ticket: It’s fine if you end up using your late paper ticket for this paper, but you will not be eligible to win. Only papers and abstracts turned in on the due date can compete for the prizes.

Format: Follow the standard format for an argument paper (intro with thesis, body supported by tons of quotes and evidence, rousing conclusion) and use proper MLA documentation to cite your sources. Include a Works Cited List at the end. Please type, double space and carefully proofread.

Your abstract should be single spaced on a separate page.
Assignment: Argue one way of seeing an issue that we explored about the cognitive abilities of cetaceans, primates, elephants or humans and/or the ethics of studying them. Anything is possible here, but it must arise from something specific written in one of the assigned readings or the articles you researched to augment them. Find your way to a topic that you care about. Put some passion into this.

Include at least three other sources as you make your argument. This paper should be full of lots of juicy quotes that you are using as evidence to prove your point. Consider the counter arguments to your position and, if possible, use quotes to present them. Be sure to include why this matters. What’s the wider relevance of your subject?

Length: at least 1500 words

Audience: Your audience is a very interested reader who HAS NOT read the article(s) to which you are responding. You need to both summarize the arguments being made and say why you disagree (or agree). Your reader has also not been attending our class and has not participated in any of our discussions. Like paper #1, write this for a stranger whom you are trying to educate.

Format: As usual, follow the standard format for an argument paper (intro with thesis, body supported by tons of quotes and evidence, rousing conclusion) and use proper MLA documentation to cite your sources. Include a Works Cited List at the end. Please type, double space and carefully proofread.
Assignment: Write a research proposal that seeks funding for an experiment or research study on a topic of your choice. In addition to the proposal itself, the assignment includes an abstract (no more than 250 words) and an annotated bibliography (an abstract-with-a-twist about each of your sources – see the separate set of directions). You will need to use at least 7 print or web sources for this paper.

To maximize your time, you may want to choose a topic about one of the biological areas we have studied this semester but it can also be about something utterly new. If you are tired of science, think about exploring literature, social science or the human/animal interface about whales, elephants or primates. Anything is possible, as long as you can get enough outside information about it.

Research proposals follow a certain format that is slightly different from the papers you’ve written so far, but they are basically an argument: “Here’s the problem I want to research and why it’s important; here’s what other folks have found out about it; here’s what I want to do; and here’s why you should fund me to do it.” You will be asked to write a research proposal for your senior thesis at some universities, for your master’s degree and for your PhD. This assignment will give you practice for this task.

Length: at least 3500 words (including annotated bibliography)

Audience: Your audience has some knowledge of your field and has money to grant. They want to know why they should invest it in your project in order to solve this important problem or issue.

Format: These are the sections you will need to include in your research proposal (please note that this is a simplified and more general format than what you will be asked for later in life, depending on your area of study).

1. Abstract: 250 words. Use the handout given out in class. Remember, it’s easier to write if you do it after the entire paper is done.

2. Statement of the Problem or Issue: A rousing description of the burning issue you’re researching and why it matters. Here you want to stir your reader and make her/him aware of the significance of this problem and this proposal. In Marcy’s world, you can use creative, rabble rousing or poetic
language to do this, though this approach will probably not be appreciated in your later academic life.

3. **Review of the Literature:** In this section of the paper, take a look at the research that has already been done and evaluate it. This should be the bulk of the paper. As you well know by now, researchers disagree about their understanding of the issues or solutions, so present what the major thinkers in this area say and critique their conclusions, methods or evidence.

4. **Methodology:** Here is where you get to describe what you’d like to do to study this problem. This should include precisely what you aim to do (play music with elephants, compare four novels and interview the authors, test Peptide T as a cure for autism) and how you will do it. Include a discussion about the ethics of your approach. For the purposes of this paper, you may invent equipment that does yet exist (a submarine that is small enough to swim with blue whales as they migrate or GPS devices that will actually stay on an elephant or whale for long periods of time no matter what they do).

5. **Significance/Conclusion:** This is a section that talks about why your method and approach may generate answers to the key question or problem. It should describe how your project will extend existing knowledge or discover new ideas. You are arguing why you and your approach matters and making a plea that says, “Fund me!”

6. **Annotated Bibliography** (see separate set of instructions).

You will, of course, use proper MLA documentation to cite your sources throughout the proposal and to compile your Works Cited List/Annotated Bibliography. As usual, please type, double space and carefully proofread.
Assignment: This is the Work Cited List for the paper, but I’m asking you to do it differently than the usual ho-hum list of sources. Under each source, I’d like you to write an expanded abstract that both describes and evaluates it. Since you’ve already had plenty of practice writing abstracts for this course, this should be a cinch. Below is the list of the components and the order they should be in. Remember that each entry should be no more than 250 words, with each component only a sentence, except for the #6 and possible #7 (in bold).

1. Author, title, publication data and other information listed in proper MLA citation format.
2. Motivation/problem statement: Describe the issue and/or knowledge gap that the resource (book, article or web site) is attempting to solve or describe.
3. Methods/procedure/approach: What did the writer do to get answers to the problem (e.g. isolated neuropeptides, taped humpback whale songs, tried a new way of studying that matched a particular learning style)
4. Results/findings/product: What happened as a result of the methods? What did the writer discover, create, learn or invent? What evidence does is provided to show this?
5. Conclusion/implications: Why does it matter? What are the larger implications, especially in regards to the problem?
6. QUOTE: include a quotation from the source to highlight your answers to 2,3 or 4.
7. Describe how you will use this source to understand your subject, make your argument, or represent a counter way of looking at this issue.

Length: No more than 250 words per entry

Format: Please type, single space and carefully proofread.

Samples: See the following two samples from Marcy’s research on whales as examples.
Sample Annotated Bibliography Entries

This book chronicles musician and philosophy professor David Rothenberg’s quest to make music with orcas, belugas, sperm and humpback whales, highlighting some of the issues facing cetaceans today and the challenges of studying and interacting with them. Rothenberger uses research and interviews to discuss the latest research on whale song and the differences between scientific attitudes and his as a musician. “The Longest Liquid Song,” his chapter on humpbacks, profiles the current competing theories on why the humpbacks sing along with describing his attempts to make music with them. I was most helped in my research by his report about the latest discoveries on the neuroscience of baleen whales. It has been shown that they possess a type of brain cell previously thought only to exist in humans and great apes, “but no one knows what they are doing there. Whales have come to have these cells on a completely different evolutionary pathway from humans...Whales have had these cells for at least twice as long as we have had them and they may have three times as many of them in proportion to the mass of their brains. Spindle neurons transmit highly processed information...they help us remember emotions and insights and enable us to care for others beyond our immediate needs...The presence of spindle cells suggests the whale may be adept at communicating emotional content to one another” (160-1). *Thousand Mile Song* further demonstrates this emotional communication with an accompanying CD of the music Rothenberg made with whales, moments of interspecies interaction and possible communication.


This article presents data that that eastern and western Pacific gray whales are genetically different enough to be considered separate populations. Mitochondrial DNA samples were obtained from 45 western whales and 120 eastern whales. The study showed that the eastern population has had a minimal loss of genetic diversity despite heavy whaling, but the western group is at risk and not experiencing any growth. One of the reasons for this study was to determine if eastern and western gray whales could be distinguished through
genetic testing. Why? “Based on molecular identification, Baker et al (2002) determined that seven commercial market products purchased in Wakayama Prefecture, Japan in August and October 1999 were samples of gray whale meat” (4). The authors hoped their research would provide a clue about where the whale came from but “…it is not possible to definitively assign the Wakayama meat samples (or any given gray whale sample) to either population using mitochondrial sequence data” (4). It is this aspect of the study that aids my research because these findings have very large political implications, given that western whales are not to be hunted at all and only a limited number of eastern ones are allowed to be whaled. Japan hunts the eastern ones for “scientific” purposes, but is not supposed to take western ones at all yet some hunted gray whale ended up in a market. It’s unfortunate that the DNA sequencing was not successful in discovering which population it came from; I cannot use this as a methodology for my research proposal.
Assignment: To describe how you see primates, elephants, whales, the human brain and life in the sciences after all that we have studied in this class. Do you regard any of these topics differently? Has anything we’ve studied changed the way you look at the world, act as a student or affected your values and beliefs? In other words, what the heck have you learned this semester? What will you carry with you into the future? Use quotes from the readings, your papers, and any homework or in-class writings. Write from your heart, being as detailed as possible.

If you’re feeling creative, an alternative approach can be used. Write this as a journal that will be found in the future or a letter to someone who is going to take this class next year. Write this as a letter to me rather than a formal paper. Just be sure that you cover all that is being asked for in the description above. Go for it!

Length: at least 750-1000 words.

Audience: Your eager teacher who wants to know what in the world you have learned this semester. You can assume that I have been present for all the readings and discussions, so you are not explaining your views to a stranger.

Format: Please type, double space and carefully proofread.
PAPER GRADING RUBRIC

W0W!!! You Got There! (90-100 Points - Grade A)
• Begins with an introduction that shows your understanding of the argument, grabs your readers’ attention, and presents a strong and insightful thesis or point of view.
• Engages the paper topic in a thoughtful and individual way, showing originality, elegance and clear thinking while maintaining focus on the thesis.
• Develops the argument in support of the thesis using a strong detail, quotes from other sources, and a unique synthesis of ideas.
• Utilizes library research and quotes from outside sources, always properly citing them with the MLA format.
• Possesses a fully explained and logical progression of ideas that indicates sensitivity to different ways of looking at the topic with an awareness of key counter arguments and a consideration of how those alternate positions shape your understanding of the topic.
• Ends with a strong conclusion that clarifies the significance of the argument.
• In Paper #4, correctly follows the research proposal format, thoroughly describing each required section in great detail.
• Chooses words aptly and sometimes inventively.
• Demonstrates mastery of most of the grammar and usage conventions of Standard English.
• Uses phrasing, tone, and expression that reflects a unique personal voice.

Good! Almost There (80-89 Points - Grade B)
• Begins with an introduction that shows some understanding of the issues, gives some background and has an adequate thesis or point of view.
• Presents a thoughtful response to the argument and thesis, using appropriate reasoning and a partially realized analysis that is accurate.
• Develops the topic in support of the thesis by using appropriate details, a sense of orderly progress between ideas, and use of references that reveal a familiarity with the topic.
• Ends with a fairly strong conclusion that indicates the significance of the argument.
• In Paper #4, mostly follows the research proposal format, describing each required section in some detail.
• Uses words precisely if not creatively.
• Varies sentence structure enough to read smoothly.
• Utilizes library research and quotes from outside sources, frequently citing them properly using the MLA format.
• Competently uses the conventions of written English, containing few, if any, errors in sentence structure, punctuation and capitalization or usage.
• Uses mostly consistent phrasing, tone and expression that reflects a personal world view and style

Getting there (70-79 Points - Grade C)
• Presents an adequate response to the argument, but the analysis is sometimes superficial and the point of view is weak.
• Uses logical reasoning to support the thesis, but the supporting evidence is general and imprecise with few examples. There may be some small factual errors.
• Comes to some sort of conclusion but it is weak and/or brief.
• In Paper #4, includes most parts of the research proposal format but some sections are not developed with much detail.
• Uses a less-than-precise vocabulary and may contain awkwardness of expression.
• Utilizes library research and quotes from outside sources, with fairly consistent use of the MLA citation format. May make some errors.
• Contains minor errors in mechanics and usage, and perhaps one or two more distracting errors in sentence structure.
• Uses fairly consistent phrasing, tone and expression that reflect a personal world view and style with occasional inconsistencies.

Try Again (60-69 Points - Grade D)
• Responds to the topic illogically, without a coherent structure or focus.
• Has no point of view, uses mostly summary and lacks evidence and support.
• Makes several large, factual errors.
• May not have a conclusion.
• In Paper #4, includes only one or two sections of the research proposal format and/or does not describe much in each area.
• Makes enough errors in usage and sentence structure to cause a reader serious, if occasional, distraction.
• Improperly uses the MLA format for citations. Uses few sources.
• Uses frequently inconsistent phrasing, tone and expression, often formulaic and imitative; lacks evidence of a personal worldview and style.

Let’s not even go there (50-59 Points - Grade F)
• Paper is plagiarized, in part or in full.
• Doesn’t attempt the task or distorts it with no organization or detail.
• Contains many distracting errors in sentence structure, simplistic or inaccurate word choice, many repeated errors in grammar and usage.
• Not enough is written to get a sense of personal worldview and style.
Paper #1-5 Grading Sheet

Name: _______________________________ Total Grade: ________

Based on the paper grading rubric, your grade is divided into the elements listed in the chart below.

<table>
<thead>
<tr>
<th>Elements of Grade</th>
<th>Wow!</th>
<th>Good</th>
<th>Getting There</th>
<th>Try Again</th>
<th>Let’s Not Go There</th>
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</thead>
<tbody>
<tr>
<td>Introduction</td>
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<tr>
<td>Thesis</td>
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<tr>
<td>Response to Topic</td>
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<tr>
<td>Evidence to support thesis</td>
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<td>MLA citation and documentation</td>
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<tr>
<td>Flow and order of Ideas</td>
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<td>Use of counter arguments</td>
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<tr>
<td>Conclusion</td>
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<tr>
<td>For Paper #4 only – Format</td>
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<tr>
<td>Word Choice</td>
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<tr>
<td>Grammar and Punctuation</td>
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<tr>
<td>Personal Voice</td>
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</table>

Comments:
Annotated Bibliography Rubric
(100 possible points)

Wow! Your Bibliography rocks! (90-100 points)
- Each source used in the paper is described thoroughly, including the following components:
  - At least 90% are listed correctly using MLA citation
  - The problem or issue is thoroughly described; it’s very apparent why this research or subject in each entry is a big deal.
  - The methods/procedure/approach used in each source is described in strong and sufficient detail; it’s apparent exactly what was done.
  - The evidence used to show the results is described in such detail that it’s clear what each writer discovered, created, learned or invented.
  - The conclusion or implications of the results describe why each entry matters.
  - A quote is included to highlight your description of each entry.
  - You eloquently state how you will use this source for your research.
- Each entry is no more than 250 words
- The writing contains no distracting errors in grammar or English usage.

Good! Your Bibliography is Almost There (80-89 points)
- Almost all sources for the paper are described adequately, with one or two lacking full detail. All include the following components:
  - At least 80% are listed correctly using MLA citation
  - The problem or issue is adequately described; it’s mostly apparent why this research or subject is a big deal.
  - The methods/procedure/approach used in the source is described in moderate detail, but it may not be clearly exactly what was done.
  - The evidence used to show the results is a little murky and it may not be precisely apparent what the writer discovered, created, learned or invented.
  - The conclusion or implications of the results isn’t always clear on why it matters.
  - A quote is included to highlight your description in almost all entries.
  - You adequately state how you will use this source for your research.
- Most entries are 250 words; a couple are shorter or longer.
- The writing contains a few minor errors.
Getting There; Your Bibliography is Okay (70-79 points)

- Most all sources for the paper are described adequately, with a few lacking full detail. They include the following components:
  - At least 70% are listed correctly using MLA citation
  - The problem or issue is fairly adequately described; it’s mostly apparent why this research or subject is a big deal.
  - The methods/procedure/approach used in the source is described in some detail, but it may not be clearly exactly what was done.
  - The evidence used to show the results is murky and it may not be precisely apparent what the writer discovered, created, learned or invented.
  - The conclusion or implications of the results isn’t clear on why it matters.
  - A quote is included to highlight your description in most entries.
  - You state how you will use this source for your research

- Several entries are 250 words; a few are shorter or longer.
- The writing contains some minor errors, but I can understand your meaning.

Try Again; Your Bibliography needs work (60-69 points)

- Not all sources are described. The ones that are include the following components:
  - 60% are listed with correct MLA citation
  - The problem or issue described can’t be understood in most entries.
  - A description of the methods/procedure/approach used to solve the research problem is attempted, but doesn’t make sense.
  - Most entries contain no evidence of the results.
  - The conclusion or implications of the results in most entries is very murky.
  - A quote is included to highlight your description in one or two entries.
  - You forgot to say how you will use this source for your research

- Most entries are either way too long or short.
- I can’t understand your writing.

Let’s Not Even Go There; Your Bibliography is a mess (50 points)

- You forgot to write one.
- You just did a regular works cited list and didn’t add the annotated descriptions.
- You plagiarized.
Annotated Bibliography Grading Sheet

Based on the annotated bibliography grading rubric, your grade is divided into the elements listed in the chart below.

<table>
<thead>
<tr>
<th>Elements of Grade</th>
<th>Wow!</th>
<th>Good There</th>
<th>Try Again</th>
<th>Let’s Not Go There</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entries for each Source</td>
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<tr>
<td>MLA citation</td>
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<tr>
<td>Problem or Issue Statement</td>
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<tr>
<td>Methods/Procedure</td>
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<tr>
<td>Results/Evidence</td>
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<tr>
<td>Conclusion/Implication</td>
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<tr>
<td>Quote</td>
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<tr>
<td>Statement of Usefulness</td>
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<tr>
<td>Length</td>
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<tr>
<td>English usage/Grammar</td>
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</tbody>
</table>

Comments:
Rubric for In-class Quizzes
(10 possible points total)

Your quiz rocks! (9-10 points)
- Quiz question is answered thoroughly and in detail.
- Reading log is used to provide at least one specific quote from the assigned reading.
- Quotes are cited correctly, using MLA citation.
- Quiz contains no distracting errors in grammar or English usage.

Your quiz is okay (7-8 points)
- Quiz question is answered adequately.
- Though the reading log isn’t used to provide an exact quote, paraphrased examples from the assigned reading are used.
- Though the writing contains a few errors, I can still understand your meaning.

Your quiz has writing on it (5-6 points)
- You are present in class to take the quiz but brave enough to admit that you didn’t do the reading and can’t answer the question.
- You explain why you didn’t do the homework.
- I can understand your writing.

Your quiz doesn’t exist (0 points)
- You are absent that day and can’t take the quiz.
- You are tardy and miss taking the quiz.
- You plagiarize or cheat to answer the quiz.
Rubric for Abstract Writing
(10 possible points total for homework abstract assignments)

Your abstract rocks! (9-10 points)
- The problem or issue that the article or chapter is about is thoroughly described; it’s very apparent why this research or subject is a big deal.
- The methods/procedure/approach used to solve the research problem is described in strong and sufficient detail; it’s apparent exactly what was done.
- The evidence used to show the results is described in such detail that it’s clear what the writer discovered, created, learned or invented.
- The conclusion or implications of the results describe why it matters.
- The abstract is the proper length, with only one or two sentences used to describe the four areas listed above.
- Abstract contains no distracting errors in grammar or English usage.

Your abstract is okay (7-8 points)
- The problem or issue that the article or chapter is about is adequately described; it’s mostly apparent why this research or subject is a big deal.
- The methods/procedure/approach used to solve the research problem is described in moderate detail, but it may not be clearly exactly what was done.
- The evidence used to show the results is a little murky and it may not be precisely apparent what the writer discovered, created, learned or invented.
- The conclusion or implications of the results isn’t clear on why it matters.
- The abstract is mostly the proper length, but may be either a bit too long or short.
- Though the writing contains a few errors, I can still understand your meaning.

Your abstract needs to be done over (5-6 points)
- The problem, or issue that the article or chapter is about isn’t described or can’t be understood.
- A description of the methods/procedure/approach used to solve the research problem is attempted, but doesn’t make sense.
- The abstract contains no evidence of the results.
- The conclusion or implications of the results is murky.
- The abstract is either way too long or short.
- I can understand your writing.

Your abstract doesn’t exist (0 points)
- You didn’t turn one in.
Group Presentation Rubric
(10 possible points per group member; the Final Group presentation is worth 20 possible points – just double the scores listed below)

Your presentation rocks! (9-10 points)
• The information presented is clear and concrete.
• The presentation successfully taught to the specific learning style assigned.
• Everyone in the group participated equally in the presentation.
• The presentation kept to the assigned time limit (not too short or too long).
• Your audience was presented with handouts that highlighted key information.
• Your presentation was energetic and engaging to the audience.

Your presentation is okay (7-8 points)
• The information presented is mostly clear and concrete, but some parts may be confusing.
• The presentation fairly successfully taught to the specific learning style assigned.
• Everyone in the group participated in the presentation in a mostly equal way but a couple folks had more to do.
• The presentation mostly kept to the assigned time limit (but was either a little too short or too long).
• Your audience was presented with handouts that shared some information.
• Your presentation was fairly energetic and engaging to the audience.

You tried but your presentation bombed (5-6 points)
• The information presented was mostly confusing.
• The presentation forgot to teach to the specific learning style assigned.
• Not everyone in the group participated in the presentation; some folks had a way more prominent role.
• The presentation did not keep to the assigned time limit (was either way too short or too long).
• You forgot to prepare handouts for your audience.

Your presentation didn’t happen (0 points)
• You were absent and couldn’t make the presentation.
• You were there but bailed on your group and refused to participate.