ENGL 212: Topics in Critical Writing: Techno-Futures
Winter 2019 – Online

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Considerations before we begin this course:
- ENGL 212 is a Category 10 course, meaning you will be writing a lot.
- This is an asynchronous course, meaning we will not be "meeting" for a virtual lecture nor will be meeting in person. You are responsible for completing each week's module on time.
- Please read the course calendar, which is at the end of the syllabus, carefully. Note that some assignments are due at different times throughout the week, but all are due by 11:59 p.m. EST. If you are living in a different time zone, please make sure you take careful note of this requirement. No late assignments will be accepted. If you know there's a conflict, submit your work early.

Very important: Ask yourself this question: "What will happen to my participation in this course if my computer goes down?" If the answer is "I am doomed," then you should withdraw and register for a face-to-face section another time. You need to have backup technology plans, because a "down" computer will not excuse you from the work in this course. Please use a cloud-based storage system (such as Dropbox, Google Docs, or OneDrive) to save your work and have access to it in multiple locations.

Category 10: Written Communication
Student Learning Outcomes
Students will:
1. Summarize source material;
2. Analyze arguments conveyed in one or more modes of communication;
3. Synthesize sources to defend/support a thesis.

Class procedures
This course is divided into modules. You are expected to complete the activities in each module by the due dates. While all of the modules are available "on demand," the modules are **NOT** self-paced—that is, each week has different activities that must be completed in that week (i.e., discussion posts). You must complete all the activities in each module to earn credit. Please be aware that some modules will require you to comment on others' discussion posts. Just as you would in a face to face class, you are expected to be active and participate in discussion with your classmates. Failure to do so will result in a lower grade.

Participation in this course is asynchronous. You are not expected to be online at the same time as the professor or as your peers, as long as you complete the assignments. Each week, all instructions and assignments, along with a description of the week's activities, are made available to you in the "Modules" tab.

I check the course site daily and will generally respond to questions within 24-48 hours, so feel free to post any questions you have in the "Questions for Kim" discussion board. Please note, however, that

email is the easiest way for me to respond. Oftentimes, I will repost questions I receive via email on the "Questions for Kim" discussion board (with your name removed). Many students have the same questions, so this saves time for everyone. Please consider checking the "Questions for Kim" discussion board before emailing me—someone may have already asked the same question!

Canvas is not a new tool at SVSU, and I do expect you to be well versed in using Canvas. However, if you need help, please refer to the extensive library of Canvas how-to videos and help pages: http://guides.instructure.com/

Participation
For this class, I strongly suggest you log on at least once a day, if for no other reason than just to keep up with what is going on in the course. I also want to reinforce that you should try to check the course at least one weekend day, even if you have completed the requirements for the week.

As in a face-to-face class, attendance does not equal participation. Merely logging in does not mean that you are participating in class.

I recommend that you treat this like a face-to-face class, meaning you set aside some time each week for you to "have class." Even though we aren't meeting, you should carve out specific time that you can devote to this course. That might mean two hours every Tuesday and Thursday, or it might mean three hours in the middle of the night. Whatever works for you, find a schedule and stick with it all semester. It will make keeping up with the course load much easier.

Tone
The objective of the discussions we will have is to be collaborative rather than combative. Remember that even an innocent remark in the online environment can be easily misconstrued. Some suggestions to combat this are to carefully proofread your responses and to remember that humor online is sometimes difficult to carry off. Sarcasm is particularly difficult to get across in written form, so be careful.

Our classroom
We will spend most of our time in class in following places:
- **Modules (direct access via "Modules" tab):** The entire semester is built around 16 weekly modules. In each module, you'll find all the work to be completed that week. You should follow these in order.
- **Assignments (direct access via the "Assignments" tab):** Paper descriptions are available in the "Assignments" tab. You can also find these under the "Files" tab.
- **Discussion posts (direct access via the "Discussions" tab)**: This is where you will be participating in the Current Events discussions, Questions and Answers, and some other activities. The "Modules" link right to where you need to go for each activity.
- **Weekly updates (direct access via each weekly "Module"):** At the start of each week I will post a short video discussing some of the issues of the week. These include, but are not limited to: reviewing assignments, tricky ideas, points of interest and confusion, answers to questions, etc. I will post the weekly update at the beginning of each weekly module.
- **Watch, Read, Browse/Click Around (direct access via each weekly "Module" tab)**: Most weeks, you will be required to watch videos, read articles, or peruse a website. All of these are noted on the syllabus and are linked in the "Modules." These assignments are self-explanatory.
- **Pages (direct access via the "Pages" tab)**: This tab is a collection of smaller pages containing items we'll be using this semester. These include your "Groups" (see note below), links, where you'll post

your Anthology Project links, sign-up for Current Events, and other actions. All of this will be linked in the "Modules."

- **Questions for Kim (direct access via "Discussions" tab)**: Use this to post any questions that you have about the course, modules, etc. I generally check here first when I enter Canvas, so post any questions or problems (i.e., can't see links, when are things due, etc.) here. Others are free to answer in this forum as well. This discussion forum will be pinned to the top of the "Discussions" tab all semester.

A note about "groups": Each student will be assigned into one of four groups: A, B, C, or D. Most weeks, these groups will have some task to accomplish. Sometimes, this task will involve creating questions and facilitating a discussion while other weeks you will have to answer questions and respond to others. More specific instructions will be in the actual module itself. The groups are listed under "Pages" → "Group Assignments."

Textbooks
You might notice that we do not have any textbooks. All our texts (this includes readings and viewings) are weblinks. This course is part of an Open Education Resources grant, which supports the development of courses without requiring students to purchase textbooks. If you prefer to print out your materials, you should factor in that cost for the semester. However, you are not required to print anything if you don't want to.

Technology requirements
To have success in this class, you are expected to access and use Canvas regularly. You should also have access to a cloud-based storage system (as noted above). For your papers, you must use some sort of word processing software. Office 365 is available to all SVSU students for free, which I encourage you to use. Additionally, you must have access to a means of creating and posting a video. This could simply be taking a video on your phone, tablet, or computer. Finally, you will also be required to have a dedicated blogging platform for the "Anthology Project" assignment (please see the assignment description for further details).

Assignments
Further details about assignments can be found under the "Assignments" and "Files" tabs on Canvas. Please see the Course Calendar below for due dates.
Questions and Answers and Discussion post Week 1: 26% (2% each)
Synthesis Essays: 25% (5% each)
Interview Assignment: 10%
Current Events Summary Report: 5%
Current Events Video Presentation: 4%
Current Events Participation (on the week you're not "presenting"): 4%
Ethical Evaluation Paper: 13%
Anthology Project: 13%

All assignments will use the ENGL 212 rubric, which can be found below at the end of this syllabus (following the course calendar).

Grading Scale
↑95%: A
↑90%: A-
↑87%: B+
↑83%: B
↑80%: B-
↑77%: C+
↑73%: C
↑60%: D
  0%: F

All grades will be posted on Canvas. I will not share grades on social media.

A note on the grading scale: SVSU does not assign C-, D+, D- grades. Anything below a 73% will result in a D. Anything below a 60% will result in a F.

A note about extra credit and extensions: I do not give extra credit or extensions. Please complete all assignments to the best of your capabilities on time.

Late work is unacceptable. Please ensure that your work is submitted on time. The deadlines are clearly marked on all assignments and on the syllabus. If you know a due date conflicts with something outside of class, plan ahead and submit your assignment early. I will send a confirmation e-mail by 9 a.m. the next morning. If you do not receive a confirmation e-mail, I did not receive your paper.

Disability and Non-Discrimination Clause
Students with disabilities which may restrict their full participation in course activities are encouraged to meet with the instructor or contact the SVSU Office of Disability Services, Phone: 989-964-4168. SVSU does not discriminate based on race, religion, color, gender, sexual orientation, national origin, age, physical impairment, disability, or veteran status in the provision of education, employment, and other services.

Academic Integrity Policy
According to the *SVSU Student Handbook*, "Academic integrity is undermined whenever one is dishonest in the pursuit of knowledge. Dishonesty takes many forms, including cheating, plagiarism, and other activities for undermining the educational process and will be reported to the Academic Conduct Board for further sanctions."

Forms of plagiarism include directly transcribing (copying) without quotation and attribution, summarizing without attribution, paraphrasing or patchwork paraphrasing without attribution, patching electronic materials (including pictures, graphs, and/or charts) without attribution. In ENGL 212 deliberate plagiarism or cheating in any form will result in the grade of zero (0) for the entire assignment. I reserve the right to use Turn It In if necessary.

The full Academic Integrity Policy can be found here:
http://www.svsu.edu/studentconductprograms/policies/academicintegritypolicy/

Writing Center Information
One of the many advantages of this University is the Writing Center. You are strongly encouraged to meet with a tutor to discuss your writing. Sessions at the Writing Center are available on a first come, first serve basis. Please stop by the Writing Center anytime you need additional help.

Writing Center Hours: M-R 11 a.m.-6 p.m.
Location: Zahnow 250 (2nd floor of the library)
Phone: 989-964-6061
Website: www.svsu.edu/writingcenter

Course Calendar
Important notes:
- This schedule is subject to changes. If changes are made, you will be notified in writing via e-mail.
- Make sure you read through and complete the entire module for each week. The "module work" listed below is simply a checklist of weekly requirements. Each part of the modules has very specific directions.
- Only major papers are listed in the "Major Assignment Due" column. There is other work that needs to be completed during each week.
- Please note: our final assignment of the semester is due on a <u>Saturday</u>, not Sunday like most other major assignments.

Dates	Reading	Major Assignment Due
	Phase 1: Techno-Panic Through History	

Week 1
January 14-
January 20
	1.1 Welcome!
	1.2 Watch
	  Weekly Update #1
	1.3 Discussion Post
	  Introducing yourself
	1.4 Read
	  "4 Thought-Provoking Questions to Spark Conversation":
	  https://ideas.ted.com/4-thought-provoking-questions-to-spark-conversation/
	1.5 Discussion post
	  Respond to 4 questions in TED article
	1.6 Watch
	  Introduce Interview Assignment
	1.7 Watch
	  Introduce Synthesis Essays
	1.8 Read
	  "History's Greatest Technopanics"
	  http://www.bbc.com/future/story/20160701-historys-greatest-technopanics
	  "Techno-Panic Cycles"
	  https://techliberation.com/2011/02/24/techno-panic-cycles-and-how-the-latest-privacy-scare-fits-in/	

	"The Victorians Had the Same Concerns"
	http://theconversation.com/the-victorians-had-the-same-concerns-about-technology-as-we-do-60476
	1.9 Watch
	"Ray Kurzweil's Craziest Predictions about the Future"
	(12:16)
	https://www.youtube.com/watch?v=YaZRx7qoYdU
	1.10 Questions and Answers
	     Group A: Create and post 2 Discussion Questions
	     Group B: Create and post 2 Content Questions
	     Group C: Respond to 2 Discussion Questions
	     Group D: Respond to 2 Content Questions	

Week 2: January 21- January 27	**2.1** Watch Weekly Update #2 **2.2** Watch Introduce Current Events Assignment **2.3** Read "Don't Touch That Dial!" http://www.slate.com/articles/health_and_science/science/2010/02/dont_touch_that_dial.html "Americans Are More Afraid of Robots Than Death" https://www.theatlantic.com/technology/archive/2015/10/americans-are-more-afraid-of-robots-than-death/410929/ "11 Examples of Fear and Suspicion of New Technology" http://lenwilson.us/11-examples-of-fear-and-suspicion-of-new-technology/ "More Than 70% of US Fears Robots Taking Over Our Lives, Survey Finds" https://www.theguardian.com/technology/2017/oct/04/robots-artificial-intelligence-machines-us-survey "Humans Once Opposed Coffee and Refrigeration. Here's Why We Hate New Stuff" https://www.washingtonpost.com/news/innovations/wp/2016/07/21/humans-once-opposed-coffee-and-refrigeration-heres-why-we-often-hate-new-stuff/?noredirect=on&utm_term=.71896d039551 "12 Technologies That Scared the World Senseless" https://www.techradar.com/news/world-of-tech/12-technologies-that-scared-the-world-senseless-1249053 "When People Feared Computers" https://www.theatlantic.com/technology/archive/2015/03/when-people-feared-computers/388919/ **2.4** Questions and Answers Group A: Respond to 2 Discussion Questions Group B: Respond to 2 Content Questions Group C: Create and post 2 Discussion Questions	Synthesis #1

	Group D: Create and post 2 Content Questions **2.5** Reminder Synthesis #1 due Sunday!	
	Phase 2: The Future of the Body	
Week 3 January 28- February 3	**3.1** Watch Weekly Update #3 **3.2** Read "When State-of-the-Art is Second Best" http://www.pbs.org/wgbh/nova/next/tech/durable-prostheses/ "Inside the Memory Machine" http://www.pbs.org/wgbh/nova/next/body/memory-prostheses/ "Creating a Prosthetic Hand That Can Feel" https://spectrum.ieee.org/biomedical/bionics/creating-a-prosthetic-hand-that-can-feel **3.3** Watch "The New Bionics That Let Us Run, Climb, and Dance" (18:57) https://www.ted.com/talks/hugh_herr_the_new_bionics_that_let_us_run_climb_and_dance "My 12 Pairs of Legs" (9:55) https://www.ted.com/talks/aimee_mullins_prosthetic_aesthetics **3.4** Questions and Answers Group A: Create and post 2 Content Questions Group B: Create and post 2 Discussion Questions Group C: Respond to 2 Content Questions Group D: Respond to 2 Discussion Questions	
Week 4 February 4- February 10	**4.1** Watch Weekly Update #4 **4.2** Read "Why Human Head Transplants Will Never Work" https://www.livescience.com/60987-human-head-transplants-will-never-work.html "World's First Head Transplant Volunteer Could Experience Something 'Worse Than Death'" https://www.sciencealert.com/world-s-first-head-transplant-volunteer-could-experience-something-worse-than-death **4.3** Watch "Head Transplantation: The Future Is Now" (17:46) https://www.youtube.com/watch?v=_EHCHv5u3O4&feature=youtu.be **4.4** Questions and Answers Group A: Respond to 2 Content Questions	Interview Assignment

	Group B: Respond to 2 Discussion Questions Group C: Create and post 2 Content Questions Group D: Create and post 2 Discussion Questions **4.5** Reminder Interview Assignment due Sunday!	
Week 5 February 11- February 17	**5.1** Watch Weekly Update #5 **5.2** Read "Why Cryonics Makes Sense" https://waitbutwhy.com/2016/03/cryonics.html "Why Freezing Yourself Is A Terrible Way to Achieve Immortality" https://gizmodo.com/why-freezing-yourself-is-a-terrible-way-to-achieve-immo-1552142674 **5.3** Browse/Click Around http://www.cryonics.org/ **5.4** Watch "A Roadmap to End Aging" (22:45) https://www.ted.com/talks/aubrey_de_grey_says_we_can_avoid_aging "Suspended Animation is within Our Grasp" (18:06) https://www.ted.com/talks/mark_roth_suspended_animation **5.5** Questions and Answers Group A: Create and post 2 Discussion Questions Group B: Create and post 2 Content Questions Group C: Respond to 2 Discussion Questions Group D: Respond to 2 Content Questions **5.6** Reminder Synthesis #2 due Sunday! **5.7** Reminder Current Events Week next week!	Synthesis #2
Week 6 February 18- February 24	**6.1** Watch Weekly Update #6 **6.2** *Presenters:* Video presentation: 3-4 minutes *Non-presenters*: Discussion participation: 25-word response to each question from each presenter	Current Events: Presenters' Videos due <u>Monday</u>
Phase 3: Intelligent Systems		
Week 7 February 25- March 3	**7.1** Watch Weekly Update #7 **7.2** Watch Introduce Ethical Evaluation **7.3** Watch "IBM Watson: How It Works" (7:53) https://www.youtube.com/watch?v=_Xcmh1LQB9I	

	Jeopardy! (Watch first of three episodes listed) (20:19) https://archive.org/details/Jeopardy.2011.02.The.IBM.Challenge **7.4** Browse/Click Around https://www.ibm.com/watson/ **7.5** Read "Watson's Next Feat? Taking on Cancer" https://www.washingtonpost.com/sf/national/2015/06/27/watsons-next-feat-taking-on-cancer/?utm_term=.02b025102eb7 "MD Anderson Benches IBM Watson in Setback for Artificial Intelligence in Medicine" https://www.forbes.com/sites/matthewherper/2017/02/19/md-anderson-benches-ibm-watson-in-setback-for-artificial-intelligence-in-medicine/#77c90e4e3774 **7.6** Questions and Answers Group A: Respond to 2 Content Questions Group B: Respond to 2 Discussion Questions Group C: Create and post 2 Discussion Questions Group D: Create and post 2 Content Questions	
Spring Break March 4-10	*No work*	
Week 8 March 11- March 17	**8.1** Watch Weekly Update #8 **8.2** Watch Introduce Anthology Project **8.3** Browse/Click Around http://sophiabot.com/ **8.4** Read "Facebook's Head of AI Really Hates Sophia the Robot (and with Good Reason)" https://www.theverge.com/2018/1/18/16904742/sophia-the-robot-ai-real-fake-yann-lecun-criticism "The Complicated Truth about Sophia the Robot—an Almost Human Robot or PR Stunt" https://www.cnbc.com/2018/06/05/hanson-robotics-sophia-the-robot-pr-stunt-artificial-intelligence.html **8.5** Watch "We Talked to Sophia" (3:38) https://www.youtube.com/watch?v=78-1MlkxyqI "Japanese Hotel Run by Robots" (1:33) https://www.youtube.com/watch?v=xmt6OCBeS94 **8.6** Questions and Answers Group A: Create and post 2 Content Questions Group B: Create and post 2 Discussion Questions Group C: Respond to 2 Discussion Questions	

	Group D: Respond to 2 Content Questions	
Week 9 March 18- March 24	**9.1** Watch Weekly Update #9 **9.2** Browse/Click Around https://waymo.com/journey/ **9.3** Read "6 Surprising Ways Driverless Cars Will Change Our World" https://www.nbcnews.com/mach/science/6-surprising-ways-driverless-cars-will-change-our-world-ncna867061 "Driverless Cars Are Further Away Than You Think" https://www.technologyreview.com/s/520431/driverless-cars-are-further-away-than-you-think/ "As Driverless Car Crashes Mount, Fear of Riding in Them Rises, Too" https://www.tampabay.com/news/As-driverless-car-crashes-mount-fear-of-riding-in-them-rises-too_170344568 "Twelve Things You Need to Know about Driverless Cars" https://www.theguardian.com/technology/2017/jan/15/driverless-cars-12-things-you-need-to-know **9.4** Watch "Tony Seba on the Driverless Car Disruption" (17:25) https://www.youtube.com/watch?v=xg03UUYKG1s "Are We Going Too Fast on Driverless Cars?" (4:34) http://www.sciencemag.org/news/2017/12/are-we-going-too-fast-driverless-cars "The Ethical Dilemma of Self-Driving Cars" (4:16) https://www.ted.com/talks/patrick_lin_the_ethical_dilemma_of_self_driving_cars "How a Driverless Car Sees the Road" (15:30) https://www.ted.com/talks/chris_urmson_how_a_driverless_car_sees_the_road **9.5** Questions and Answers Group A: Respond to 2 Discussion Questions Group B: Respond to 2 Content Questions Group C: Create and post 2 Content Questions Group D: Create and post 2 Discussion Questions **9.6** Reminder Synthesis #3 due Sunday! **9.7** Reminder Current Events next week	Synthesis #3
Week 10 March 25- March 31	**10.1** Watch Weekly Update #10	Current Events: Write-up and Video due <u>Monday</u>

	10.2 *Presenters:* Video presentation: 3-4 minutes; Summary report: 500 words *Non-presenters*: Discussion participation: 25-word response to each question from each presenter **10.3** Reminder Post link for Anthology Project	
Phase 4: Making and Things		
Week 11 April 1-April 7	**11.1** Watch Weekly Update #11 **11.2** Watch "What is 3-D Printing and How does it Work?" (2:21) https://www.youtube.com/watch?v=Vx0Z6LplaMU "17 Incredible 3-D Printed Objects" (8:41) https://www.youtube.com/watch?v=FSu19nz7NlE "Printing a Human Kidney" (16:48) https://www.ted.com/talks/anthony_atala_printing_a_human_kidney **11.3** Read "3D-Printed Prosthetic Limbs: The Next Revolution in Medicine" https://www.theguardian.com/technology/2017/feb/19/3d-printed-prosthetic-limbs-revolution-in-medicine "The 3D-Printed Gun Controversy: Everything You Need to Know" https://www.cnet.com/news/the-3d-printed-gun-controversy-everything-you-need-to-know/ "Meet the NYC Entrepreneurs Bringing 3-D Printing to the Masses" https://nypost.com/2018/08/02/meet-the-nyc-entrepreneurs-bringing-3d-printing-to-the-masses/ **11.4** Questions and Answers Group A: Create and post 2 Discussion Questions Group B: Create and post 2 Content Questions Group C: Respond to 2 Discussion Questions Group D: Respond to 2 Content Questions **11.5** Reminder Ethical Evaluation due Sunday!	Ethical Evaluation
Week 12 April 8-April 14	**12.1** Watch Weekly Update #12 **12.2** Watch "How It Works: Internet of Things" (3:38) https://www.youtube.com/watch?v=QSIPNhOiMoE **12.3** Read "A Simple Explanation of 'The Internet of Things'"	Synthesis #4

	https://www.forbes.com/sites/jacobmorgan/2014/05/13/simple-explanation-internet-things-that-anyone-can-understand/#22ebd3061d09 "What is the Internet of Things? Wired Explains" https://www.wired.co.uk/article/internet-of-things-what-is-explained-iot "The Internet of Things You Don't Really Need" https://www.theatlantic.com/technology/archive/2015/06/the-internet-of-things-you-dont-really-need/396485/ "In the Programmable World, All Our Objects Will Act as One" https://www.wired.com/2013/05/internet-of-things-2/	
	12.4 Questions and Answers Group A: Respond to 2 Discussion Questions Group B: Respond to 2 Content Questions Group C: Create and post 2 Discussion Questions Group D: Create and post 2 Content Questions	
	12.5 Reminder Synthesis #4 due Sunday!	
Phase 5: Cyborgs and Bioart		
Week 13: April 15-April 21	**13.1** Watch Weekly Update #13	
	13.2 Read "The Insane and Exciting Future of the Bionic Body" https://www.smithsonianmag.com/innovation/the-insane-and-exciting-future-of-the-bionic-body-918868/ "As a Species, We Have a Moral Obligation to Enhance Ourselves" https://ideas.ted.com/the-ethics-of-genetically-enhanced-monkey-slaves/ "Are Cyborgs the Next Step in Human Evolution?" https://bigthink.com/amped/are-cyborgs-the-next-step-in-human-evolution-2	
	13.3 Watch "How We'll Become Cyborgs and Extend Human Potential" (15:14) https://www.ted.com/talks/hugh_herr_how_we_ll_become_cyborgs_and_extend_human_potential "We Are All Cyborgs Now" (7:46) https://www.ted.com/talks/amber_case_we_are_all_cyborgs_now	
	13.4 Questions and Answers Group A: Create and post 2 Content Questions Group B: Create and post 2 Discussion Questions Group C: Respond to 2 Content Questions Group D: Respond to 2 Discussion Questions	

Week 14 April 22-April 28	**14.1** Watch Weekly Update #15	Synthesis #5
	14.2 Course Evaluations	
	14.3 Read	
	"Bioart: The Ethics and Aesthetics of Using Living Tissue as a Medium"	
	https://www.wired.com/2011/07/bioart/	
	"This Artist is Growing an Ear on His Arm"	
	http://www.slate.com/articles/technology/future_tense/2015/02/stelarc_and_other_contemporary_artists_experiment_with_science.html	
	"7 Bio-Artists Who Are Transforming the Fabric of Life Itself"	
	https://io9.gizmodo.com/7-bio-artists-who-are-transforming-the-fabric-of-life-i-558156053	
	"Extended-Body: Interview with Stelarc"	
	https://web.stanford.edu/dept/HPS/stelarc/a29-extended_body.html	
	14.4 Browse/Click Around	
	https://www.glofish.com/about/glofish-science/	
	http://stelarc.org/projects.php	
	http://www.ekac.org/gfpbunny.html	
	14.5 Questions and Answers	
	Group A: Respond to 2 Content Questions	
	Group B: Respond to 2 Discussion Questions	
	Group C: Create and post 2 Content Questions	
	Group D: Create and post 2 Discussion Questions	
	14.6 Reminder	
	Synthesis #5 due Sunday!	
	14.7 Reminder	
	Anthology Project due **Saturday**, May 4!	
	14. 8 Bye and thank you!	
Week 15: April 29-May 4		Anthology Project due **Saturday**, May 4

ENGL 212: Rubric	Content	Organization	Style	Conventions
A	• The paper presents a logical, persuasive, scholarly argument about a particular topic. • The paper addresses relevant authorities on the topic and clearly explains its relationship to their ideas. • The paper weighs a wide range of viewpoints, and persuasively articulates the reasons for its position on the topic. • The paper creates genuine interest in the topic.	• The structure of the paper's overall argument is remarkably clear and logical. • Individual paragraphs are always unified and coherent. • Transitions between paragraphs underscore the links in the paper's argument. • The paper possesses a skillful and interesting introduction and conclusion.	• The sentences are consistently clear, coherent, and syntactically varied. • Precise word choice and an appropriate tone support the paper's purpose and display a command of the conventions of academic writing.	• The grammar, spelling, punctuation, and usage conform to conventions of academic writing. • References to sources are accurately cited and documented according to the appropriate style manual. • Format is consistently correct and appropriate.
B	• The paper presents a logical argument about a particular topic in a scholarly manner. • The paper often engages relevant authorities on the topic and employs their ideas. • The paper considers a range of viewpoints and presents them fairly in the course of explaining its position on the topic. • The paper is able to express the interest that the topic might possess.	• The structure of the paper's overall argument is clear and logical. • Individual paragraphs are almost always unified and coherent. • Transitions link the paragraphs. • The paper possesses an introduction and conclusion that accurately reflect the paper's content	• Sentences are usually clear, coherent, and syntactically varied. • Word choice and tone support the paper's purpose and usually display a command of the conventions of academic writing.	• The paper is free of serious errors in grammar, spelling, punctuation, or usage. • References to outside sources are usually cited accurately and documented according to the appropriate style manual. • Format is correct and appropriate

C	• The paper presents a reasonably successful argument about a topic, although its force may at times be compromised by faulty logic or superficial thinking. • The paper sometimes engages relevant authorities on the topic; its stance regarding their ideas could be clearer. • The paper's presentation of alternative viewpoints on the topic is occasionally lacking. • It does not consistently engage its audience.	• The clarity and logic of the paper's organizational structure could be somewhat clearer. • Individual paragraphs occasionally lack unity or coherence. • Transitions between paragraphs seem wooden and arbitrary. • The introduction and conclusion are perfunctory, but do present the content of the paper, albeit not in an interesting way	• Sentences are generally clear and correct; however, some may be basic, choppy, or lack syntactic variety. • Word choice and tone generally support the paper's purpose but may less consistently display a command of the conventions of academic writing.	• Errors in grammar, spelling, punctuation, or usage occasionally interfere with communication and damage the writer's credibility. • References to outside sources are generally cited and documented, but not always in the appropriate style. • Format is generally correct and appropriate.
D	• The paper's argument about a topic is only marginally successful. • The paper's attention to what others have said on the topic is minimal. • The paper's presentation of alternative viewpoints is often lacking. • The paper does not attempt to engage the audience in the topic or explain its interest.	• The paper's organizational structure is unclear; the reader may be confused by the direction of the argument. • Paragraphs often lack unity or coherence. • Transitions are occasionally missing or illogical. • The introduction and conclusion are awkward; they may not relate clearly to the content of the paper.	• Sentences are frequently basic, choppy, or repetitive in structure and may display lapses in clarity or coherency. • Inappropriate word choice or tone detract from the paper's purpose and frequently display a lack of command of the conventions of academic writing.	• Many errors in spelling, grammar, punctuation, and usage impede communication and undercut the writer's credibility. • References to outside sources are not clearly cited; documentation style is inappropriate. • Format is not consistently correct or appropriate

F	• The paper's argument about a topic is unsuccessful; it might be confusingly unclear, obviously biased, or insufficiently developed. • The paper neglects to consider what others have said or written on the topic. • The paper's presentation of the material seems to use sources solely to support its own point, without considering opposing viewpoints. • The paper does not attempt to engage the reader in the topic or explain its interest.	• The paper's organizational structure is underdeveloped. • Most paragraphs seem to have no unifying idea, and may include gaps in logic; often they simply summarize a series of events. • No effort is made to link paragraphs with transitions. • The introduction or conclusion may be missing or underdeveloped.	• Sentences are mostly basic, choppy, or repetitive in structure and display lapses in clarity or coherency. • Inappropriate word choice or tone detract from the paper's purpose and display a general lack of command of the conventions of academic writing	• Numerous errors in spelling, grammar, punctuation, and usage impede communication. • References to outside sources are not cited. • Format is not consistently correct or appropriate