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Classroom: Lowell Hall B-11
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Time: T/Th 1:00 (231) & 2:00 (232)

Expos 231 and 232 Segregation and Boston Schools: The Fight for Equality



Over sixty years after the Supreme Court ruled that “separate but equal” schools are unconstitutional, segregation is on the rise. Today, despite widespread evidence that integrated education increases student learning and reduces prejudice, American public schools are increasingly divided by class and race. In this course, we investigate attempts to achieve educational equality in Boston, focusing on the decision to use busing to desegregate the public schools in the 1970s and the wave of violent opposition that followed. Throughout the semester, we undertake “engaged scholarship,” combining academic learning and community engagement by collaborating with Bostonians directly affected by these historical events – we partner with history teachers and students at a neighborhood high school in the Boston Public Schools (BPS) system – and by focusing on communication with diverse audiences through writing, speaking, and visual presentation.

To ground our understanding of the complex issues we wrestle with in the course, we begin with a journalist’s Pulitzer Prize winning account of school integration in the 1970s, contrasting the perspectives of black and white families. We next examine historical debates on the causes of the “antibusing” movement and pedagogical debates about how to teach controversial and contested historical topics. For the final project, we have the opportunity to further investigate these subjects and other current challenges around educational equity facing BPS. In thoughtful collaboration with our community partners and through research, we design lesson plans for a high school course on desegregation and prepare arguments for why the various plans might be effective. We not only delve into the remarkable written and visual materials in Harvard’s libraries but also conduct conversations with teachers and students at Brighton High School and representatives from Facing History and Ourselves. The class culminates in a “Civics Fair” (held at Harvard’s Education Portal serving residents of the Allston and Brighton neighborhoods) in which students present their lesson plans and engage with our partners at Brighton High and other community members.

These three assignments introduce first-year students to the fundamental elements of academic writing in preparation for their future courses at Harvard. They teach students how to:

- pose an analytical question or problem that will make a paper’s argument necessary;
- craft a thesis that is arguable, not self-evident or descriptive;
- substantiate the thesis with thoughtfully analyzed evidence;
- anticipate and respond to objections to an argument;
- structure an argument logically;
- use primary and secondary sources responsibly, including how to avoid plagiarizing.
- locate and evaluate sources in both the physical and online resources of Harvard’s libraries;
- understand the roles that their sources will play in their papers;
- integrate and properly cite their sources.¹

Additional Meeting Times

The “Engaged Scholarship” components of this course include three required meetings outside class time that have been tentatively scheduled: a panel discussion held on Harvard’s campus with teachers from Brighton High and representatives from Facing History and Ourselves (March 7 from 7:00-8:30 PM); a visit to Brighton High (students have the option of visiting on either April 5 from 7:45-10:45 AM or April 7 from 11:15 AM-2:15 PM); and a “Civics Fair” Hosted by the Harvard Ed Portal (May 2 from 10:30 AM-1:30 PM).

Texts

Course pack available at Gnomon Copy

Final Grades

Revision of Essay 1	15%
Revision of Essay 2	30%
Revision of Essay 3	45%
Poster Presentation of Lesson Plan	5%
Participation	5%

Participation encompasses active participation in class discussions, pre- and post-draft assignments, drafts, cover letters, and workshop letters to your peers. If you neglect to submit these written assignments, you will not receive credit towards your participation grade.

Please note that I expect your revisions to be free of grammatical, spelling, and formatting errors. I am happy to explain any technical issues that seem confusing or obscure. Failure to meet these expectations may result in a lowered final grade.

¹ For more information on the goals of Expos, see <http://writingprogram.fas.harvard.edu/pages/expos-20-0>.

Overview of Submission Deadlines

Essay One

Tuesday February 7 – Three Analytical Questions Due at 11:59 PM

Sunday February 12 – Pre-Draft Introduction of Essay One Due at 11:59 PM

Friday February 17 – Draft of Essay One Due at 11:59 PM

Sunday Feb 26 – Revision of Essay One Due at 11:59 PM

Essay Two

Sunday March 5 – Response Paper for Essay Two Due at 11:59 PM

Sunday March 19 – Draft of Essay Two Due at 11:59 PM

Wednesday March 22 – Outline of Essay Two Due at 11:59 PM

Tuesday March 28 – Revision of Essay Two Due at 11:59 PM

Essay Three

Sunday April 9 – Teaching Group Proposals Due at 11:59 PM

Sunday April 16 – Annotated Bibliographies Due at 11:59 PM

Sunday April 23 – Draft of Essay Three Due at 11:59 PM

Tuesday May 2 – Civics Fair at Harvard Ed Portal (Poster Presentations Due) 10:30-1:30

Monday May 8 – Revisions of Essay Three Due at 11:59 PM

Extensions and Late Papers

I will be happy to grant each of you ONE extension of 24 hours on a pre-draft, response paper, or draft. After you have used this extension, I will not be able to offer feedback on late assignments. The deadlines for revisions, however, are firm. I will deduct 1/3 of a grade for every 24 hours that the revisions of essays one and two are late (an A would become an A-, an A- a B+, etc.).

Synopsis of Assignments

Essay One: “Common Ground” A Close Reading (5-6 pages; 1500-1900 words)

In explaining his approach to chronicling the lives of three families in *Common Ground*, J. Anthony Lukas writes, “At first, I thought I read clear moral imperatives in the geometry of their intersecting lives, but the more time I spent with them, the harder it became to assign easy labels of guilt or virtue. The realities of urban America, when seen through the lives of actual city dwellers, proved far more complicated than I had imagined.”

Offer an argument that explains the importance of one or more short passages from *Common Ground* in understanding Lukas’s overall assessment of the book. Your evidence should derive directly from the passages you select, and your analysis should be based on your close reading of these selections.

**Essay Two: Conflicting Accounts of Desegregation and “Busing” in Boston
Intervene in a Debate (6-8 pages; 1800-2500 words)**

The role of racial, ethnic, class, and gender identities in the opposition to busing/desegregation in Boston continues to be a subject of historical debate. For this essay, you will read four interpretations of this topic. Your assignment is to “identify, compare, and evaluate” the arguments of two to four of these interpretations.

A wide variety of courses in the humanities, social sciences, and sciences include assignments that ask students to read and assess scholarly debates. A key purpose of such assignments is to help you to understand scholarship as an ongoing conversation and then to write to include yourself in that conversation. Such assignments are often called literature reviews. For our assignment, “intervening in a debate” takes the form of a historiographic essay.

**Essay Three: Teaching about Segregation and Boston Schools
Lesson Plan and Applied Research Paper
(8-10 pages; 2,400 to 3,100 words)**

Working with your teaching group, craft a lesson plan to supplement and expand on the lesson plans on “Education and Civil Rights: School Desegregation in Boston” from Facing History and Ourselves. You may select a historical or more contemporary topic. Include the following components with your lesson: Rationale (80-120 words); Objectives (3-4 of each of the following: Answer These Guiding Questions, Define These Key Terms, Practice These Skills); Materials (2-4); Handouts (1-2 written assignments); and Lesson Plan (2-3 pages). Present this lesson plan in the form of a poster presentation and accompanying packet of materials.

Working independently, write a persuasive essay (8-10 pages) that offers an argument for 1.) the rationale for your teaching group’s lesson plan, 2.) its effectiveness in achieving your learning outcomes, and 3.) the value of your learning outcomes (not necessarily in that order). Please include the lesson plan itself in appendix form with the essay.

You may make use of any of the course materials for both components of this assignment (lesson plan and persuasive essay): *Common Ground*, the historiographical debates, the readings on pedagogy, the sources on Brighton High, and the discussions with the teachers and students from Brighton High and the representative from Facing History and Ourselves. In addition, you must also independently locate at least half of the materials you assign as part of your lesson plan and at least two to four secondary sources (journal articles or academic books) to support the argument of your essay. These secondary sources might be additional readings on pedagogy, historiographical debates on “busing” and the larger civil rights movement, and/or more recent social science studies of education in Boston.

Communication

E-mail: In an effort to hold in-class announcements to a minimum, I will be using e-mail to relay most of the nuts and bolts of the course, which, logistically, is quite complex. I ask that you check your e-mail every day. You are responsible for any information that I pass along via this medium.

Conferences: We will have several conferences over the course of the term to discuss your writing and ideas: two twenty-minute individual draft conferences, a briefer meeting to discuss your plans for the research paper, and, in the third unit, a group conference on your draft. I expect you to be prepared for these conferences—to have reviewed your writing and reflected on your plans for revision before we meet.

Office Hours: I am happy to meet with you by appointment to discuss writing, reading, or any other issues pertaining to this seminar. Just ask or e-mail me, and we can arrange a time to meet.

Course Website and Electronic Submissions

Throughout the semester, you will need to download course materials and upload assignments to our course Canvas site, available through my.harvard.edu. Please familiarize yourself with this site as soon as possible. As you send or upload each document, it is your responsibility to ensure that you have saved the document in a form compatible with Microsoft Word. It is also your responsibility to ensure that your file is not corrupted or damaged. If I cannot open or read the file you have sent, the essay may be subject to a late penalty.

Laptops and Cell Phones

Please turn off laptops and cell phones at the start of class.

The Writing Center

At any stage of the writing process – while brainstorming ideas, reviewing drafts, approaching revisions – you may find yourself wanting help with your essays above and beyond your conferences with me and our peer workshops. The Writing Center (located on the garden level of the Barker Center, telephone 617-495-1655) offers hour-long appointments with trained tutors. Visit the Writing Center's web site at <http://www.fas.harvard.edu/~wricntr> to make an appointment. Tutors also hold drop-in office hours in Lamont, Hilles, and designated Houses.

Policy on Academic Honesty

Throughout the semester we'll work on the proper use of sources, including how to cite and how to avoid plagiarism. You should always feel free to ask me questions about this material. All the work that you submit for this course must be your own, and that work should not make use of outside sources unless that is explicitly part of the assignment. Any student submitting

plagiarized work is eligible to fail the course and to be subject to disciplinary action by the Honor Council.

Collaboration

Students in writing courses receive feedback on their drafts from their peers, from their instructors, and also often from tutors in the Writing Center. Developing or refining ideas in conversation with other students is also permitted and encouraged in this course. Indeed, most scholars customarily turn to their colleagues for feedback on their work. When such assistance is significant, you should thank your colleague(s) in your cover letter. Please keep in mind, however, that all the work you submit must be your own: writing any of your assignments (response papers, drafts, or revisions) with another person is prohibited and can result in disciplinary action by the Honor Council. For more information, please see Harvard's Plagiarism Policy:

<http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page355322>

Harvard College Writing Program Policy on Attendance

Because Expos has a shorter semester and fewer class hours than other courses, and because instruction in Expos proceeds by sequential writing activities, your consistent attendance is essential. *If you are absent without medical excuse **more than twice**, you are eligible to be officially excluded from the course and given a failing grade.* On the occasion of your second unexcused absence, you will receive a letter warning you of your situation. This letter will also be sent to your Resident Dean, so the College can give you whatever supervision and support you need to complete the course.

Apart from religious holidays, only medical absences can be excused. In the case of a medical problem, you should contact your preceptor before the class to explain, but in any event within 24 hours: otherwise you will be required to provide a note from UHS or another medical official, or your Resident Dean. *Absences because of special events such as athletic meets, debates, conferences, and concerts are not excusable absences.* If such an event is very important to you, you may decide to take one of your two allowable unexcused absences; but again, you are expected to contact your preceptor beforehand if you will miss a class, or at least within 24 hours. If you wish to attend an event that will put you over the two-absence limit, you should contact your Resident Dean and you must directly petition the Expository Writing Senior Preceptor, who will grant such petitions only in extraordinary circumstances and only when your work in the class has been exemplary.

Harvard College Writing Program Policy on Completion of Work

Because your Expos course is a planned sequence of writing, you must write all of the assigned essays to pass the course, and you must write them within the schedule of the course—not in the last few days of the semester after you have fallen behind. You will receive a letter reminding you of these requirements, therefore, if you fail to submit at least a substantial draft of an essay by the final due date in that essay unit. The letter will also specify the new date by which you must submit the late work, and be copied to your Resident Dean. *If you fail to submit at least a*

substantial draft of the essay by this new date, and you have not documented a medical problem, you are eligible to be officially excluded from the course and given a failing grade.

The Honor Code

As you complete all of the assignments for this course, please remember your commitment to uphold the Harvard College Honor Code:

Harvard College is an academic and residential community devoted to learning and the creation of knowledge. We – the academic community of Harvard College, including the faculty and students – view integrity as the basis for intellectual discovery, artistic creation, independent scholarship, and meaningful collaboration. We thus hold honesty – in the representation of our work and in our interactions with teachers, advisers, peers, and students – as the foundation of our community.

The Harvard College Honor Code

Members of the Harvard College community commit themselves to producing academic work of integrity – that is, work that adheres to the scholarly and intellectual standards of accurate attribution of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and conclusions. Cheating on exams or problem sets, plagiarizing or misrepresenting the ideas or language of someone else as one's own, falsifying data, or any other instance of academic dishonesty violates the standards of our community, as well as the standards of the wider world of learning and affairs.

For more information, see: <http://honor.fas.harvard.edu/honor-code>.

What to Do Now

When you get to this point, please email me to say that you read the syllabus. Feel free to ask any questions that you may have about the seminar. I'll do my best to answer you.

Course Schedule

Week One

Tuesday January 31 – Introduction to the Course, Engaged Scholarship, & Brighton High School

Reading assignment: None

Writing assignment: None

Thursday February 2 – “School Desegregation in Boston”

Reading assignment: Meghan E. Irons, “Boston’s busing history to be taught in schools: Painful chapter now in class plan,” *The Boston Globe*, February 23, 2015, <https://www.bostonglobe.com/>; “Education and Civil Rights: School Desegregation in Boston,” *Civil Rights Historical Investigations*, Facing History and Ourselves, <https://www.facinghistory.org/>, 159-259.

Writing assignment: None

Week Two

Essay One: “Common Ground” A Close Reading

Tuesday February 7 –

Reading assignment: J. Anthony Lukas, *Common Ground: A Turbulent Decade in the Lives of Three American Families* (New York: Alfred A. Knopf, 1985), vi, 252-351.

Writing assignment: None

Tuesday February 7 – Three Analytical Questions Due at 11:59 PM

Thursday February 9 - Thesis, Stakes, and “Motivating Moves”

Reading assignment: “Elements of Academic Argument”; sample student papers–introductions.

Writing assignment: Before class complete the exercises “Is This Thesis Arguable?” and “Motivating Moves”

Week Three

Sunday February 12 – Pre-Draft Introduction of Essay One Due at 11:59 PM

Tuesday February 14 – Writing for Real Audiences

Reading assignment: Steven Pinker, "Writing as Psychology," *Exposé* (2006-2007): iv-v; Fareed Zakaria, *In Defense of a Liberal Education* (New York: W.W. Norton and Company, 2016), 72-75.

Writing assignment: Please bring a copy of your introduction to class for peer review of introductions

Thursday February 16 - Writing with Sources

Reading assignment: Sample student papers – body paragraphs; "Introduction," "Why Use Sources?" and "Integrating Sources," *Harvard Guide to Using Sources*,

<http://usingsources.fas.harvard.edu> (not in the course pack - please read on-line)

Writing assignment: None

Friday February 17 – Draft of Essay One Due at 11:59 PM

Week Four

Monday – Thursday Individual Draft Conferences

Tuesday February 21 - Workshops of Student Drafts of Essay One

Reading assignment: Student drafts for workshops (2)

Writing assignment: Draft response letters due in class (2)

Thursday February 23 – Voices of Students from Brighton High

Reading assignment: None

Writing assignment: None

Week Five

Sunday Feb 26 – Revision of Essay One Due at 11:59 PM

**Essay Two: Conflicting Accounts of Desegregation and "Busing" in Boston
Intervene in a Debate**

Tuesday February 28 –

Reading Assignment: Ronald Formisano, *Boston Against Busing: Race, Class and Ethnicity in the 1960s and 1970s* (Chapel Hill: University of North Carolina Press, 1991), xi-xiv, 1-21, 88-98; Jeanne F. Theoharis, "'We Saved the City': Black Struggles for Educational Equality in Boston, 1960-1976," *Radical History Review* 81 (Fall 2001): 61-93.

Writing Assignment: Prepare for in-class presentations (see essay guidelines)

Thursday March 2 –

Reading Assignment: Jim Vrabel, “From School Reform to Desegregation” and “The Battle over Busing,” *A People’s History of the New Boston* (Amherst: University of Massachusetts Press, 2014), 47-63, 169-87; Matthew Delmont, *Why Busing Failed: Race, Media, and the National Resistance to School Desegregation* (Oakland: University of California Press, 2016), 1-21, 77-92, 190-208.

Writing Assignment: Prepare for in-class presentations (see essay guidelines)

Additional recommended reading: Kathleen Banks Nutter, “ ‘Militant Mothers’: Boston, Busing, and the Bicentennial of 1976,” *Historical Journal of Massachusetts* 38, no. 2 (Fall 2010): 53-71.

Week Six

Sunday March 5 – Response Paper for Essay Two Due at 11:59 PM

Tuesday March 7 – Teaching School Desegregation in Boston

Evening Panel – Class Meets at 7:00 PM, location TBD

Panelists: Paula Bowles, History Teacher, Brighton High School; Laura Rosenfield, History Teacher, Brighton High School; Jocelyn Stanton, Senior Associate for Program Staff Development, Facing History and Ourselves

Reading Assignment: “Our Approach,” Facing History and Ourselves, <https://www.facinghistory.org/our-approach> (not in the course pack - please read on-line); “The History of Busing & Desegregation,” Boston Public Schools, <https://sites.google.com/a/bostonpublicschools.org/desegregation/> (not in the course pack - please read on-line)

Writing Assignment: Post two questions for our panelists on our discussion board by 5:00 PM.

Thursday March 9 - Peer Review: Partial Draft Workshops in Small Groups

Reading assignment: Sample of student papers, intervene in a debate

Writing assignment: Please bring a copy of your introduction and first body paragraph with you to class

March 11-19 Spring Break

Week Seven

Sunday March 19 – Draft of Essay Two Due at 11:59 PM

Tuesday – Friday Individual Draft Conferences

Tuesday March 21 - Workshops of Student Drafts of Essay Two

Reading assignment: Student drafts for workshops (2)

Writing assignment: Draft response letters due in class (2)

Wednesday March 22 – Outline of Essay Two Due at 11:59 PM

Thursday March 23 – Structure and Audience

Reading assignment: “Point Outlines”

Writing assignment: None

Week Eight

Tuesday March 28 – Argument and Counterargument: How Do Writers Disagree?

Reading assignment: Raising and Responding to Counterarguments

Writing assignment: Find an example of a counterargument in one of the readings for essays one or two (Lukas, Formisano, Theoharis, Vrabel, Delmont, and Nutter) and email it to me by 11:59 PM on Monday March 27.

Tuesday March 28 – Revision of Essay Two Due at 11:59 PM

**Essay Three:
Applied Research Paper**

Thursday March 30 –

Reading assignment: “About Us” (“Mission & Vision,” “The Problem,” “The Solution: Action Civics,” “Values,” “Our Story”), Generation Citizen, <http://generationcitizen.org/about-us/mission-vision/> (not in the course pack - please read on-line); Anthony M. Pellegrino, Linda J. Mann, and William B. Russell III, “Historical Examination of the Segregated School Experience,” *The History Teacher* 46, No. 3 (May 2013) 355-72; David H. Lindquist, “Avoiding the Complex History, Simple Answer Syndrome: A Lesson Plan for Providing Depth and Analysis in the High School History Classroom,” *The History Teacher* 45, no. 3 (May 2012): 405-20.
Writing Assignment: None

Review: “Education and Civil Rights: School Desegregation in Boston,” *Civil Rights Historical Investigations*, Facing History and Ourselves, <https://www.facinghistory.org/>; “Our Approach,” Facing History and Ourselves, <https://www.facinghistory.org/our-approach>

Week Nine

Tuesday April 4 – The Boston Public Schools in 2017

Reading assignment: Katherine Q. Seelye, “Boston Schools Revise '70s Busing System,” *New York Times*, <https://www.nytimes.com/>, March 15, 2013; Allison Pohle, “More than 2,000 Boston public school students walk out of class to protest budget cuts,” *Boston.com*, March 7, 2016, http://www.boston.com/news/local-news/2016/03/07/more-than-2000-boston-public-school-students-walk-out-of-class-to-protest-budget-cuts?s_campaign=bcom%3Asocialflow%3Atwitter (not in course pack – please read on line, watch the video, and look at the photographs); James Vaznis, “Two Boston schools join the ranks of underperforming,” *The Boston Globe*, September 26, 2016, <https://www.bostonglobe.com/>.

Writing Assignment: Post two questions for the students at Brighton High on our discussion board by 5:00 PM.

Thursday April 6 – Library Visit: Meet in Lamont B-30

Reading Assignment: None

Writing Assignment: None

Wednesday April 5 – Visit to Brighton High at 8:30 (bus leaves at 7:45 AM)

OR

Friday, April 7 – Visit to Brighton High at 12:00 (bus leaves at 11:15 AM)

Friday – Sunday: Meet with your teaching group and draft your proposal

Week Ten

Sunday April 9 – Teaching Group Proposals Due at 11:59 PM

Tuesday April 11 – Community Knowledge and Academic Research

Reading assignment: **TBD**

Writing assignment: None

Thursday April 13 - Writing Research Papers and Avoiding Plagiarism

Reading assignment: “Locating Sources,” “Evaluating Sources,” “Avoiding Plagiarism,” and “Citing Sources,” *Harvard Guide to Using Sources* (not in the course pack - please read on-line); sample papers

Writing assignment: None

Week Eleven

Sunday April 16 – Annotated Bibliographies Due at 11:59 PM

Tuesday April 18 – Visual and Oral Communication: Poster Presentations

Reading Assignment: “How to Create a Research Poster: Poster Basics,” NYU Libraries, <http://guides.nyu.edu/posters>; “The Writer’s Handbook: Creating Poster Presentations,” The Writing Center at the University of Wisconsin, Madison, <https://writing.wisc.edu/Handbook/PosterPresentations.html> (not in the course pack - please read on-line)

Thursday April 20 – Workshop of Lesson Plans

Reading Assignment: Your research materials
Writing Assignment: Please bring a draft lesson plan to class

Week Twelve

Sunday April 23 – Draft of Essay Three with Research Journal Due at 11:59 PM

Monday – Friday Group Draft Conferences

Tuesday April 25 – In-Class Evaluations

Reading Assignment: None
Writing Assignment: None

Tuesday May 2– Civics Fair at Harvard Ed Portal (Poster Presentations Due) 10:30-1:30

Monday May 8 – Revisions Due at 11:59 PM

Grading Standards

(adapted from the original by Kerry Walk, formerly of the Harvard College Writing Program)

A paper in the **A range** deploys the “**Elements of Academic Argument**” with exceptional grace and mastery:

- *Thesis and stakes*: interesting, arguable, incisive; sufficiently limited in scope; stated early on and present throughout; supported by a clear stakes that suggests why it is original or worthwhile
- *Structure*: logical, progressive (not just a list); invites complications, considerations of counter-arguments; strong and obvious links between points; coherent, well-organized paragraphs
- *Evidence*: sufficient, appropriate, and well-chosen; presented in a readable and understandable manner
- *Analysis*: insightful and fresh; more than summary or paraphrase; shows how evidence supports thesis
- *Sources*: well-chosen; deployed in a range of ways (to motivate the argument, provide key terms, and so on); quoted and cited correctly
- *Style*: clear and conversational yet sophisticated; diction level appropriate to audience; smooth, stimulating, a pleasure to read

A **B range** paper may in part resemble an A range paper but may also exhibit any of the following qualities:

- *Thesis and stakes*: arguable but may be vague or uninteresting or feature unintegrated parts; may be only implied rather than articulated clearly and/or not stated early on; may not be argued throughout and disappear in places; may be supported by a functional but unsubstantial stakes
- *Structure*: generally logical but either confusing in places (big jumps, missing links) or overly predictable and undeveloped; few complications or considerations of counterarguments; some disorganized paragraphs (excessively long or short; could be confusing)
- *Evidence*: generally solid but may be scanty or presented as unanalyzed or unexplained quotations
- *Analysis*: at times insightful but sometimes missing or mere summary; may make inconsistent connections between evidence and thesis
- *Sources*: quoted and cited correctly (for the most part) but deployed in limited ways, often as a straw person or simply as affirmation of writer’s viewpoint
- *Style*: generally clear but lacking in sophistication; may be weighed down by fancy diction meant to impress; may exhibit some errors in punctuation, grammar, spelling, and format

A **C range** paper may in part resemble a B range paper but may also exhibit any of the following qualities:

- *Thesis and stakes*: vague, descriptive, or confusing; parts unintegrated (e.g., three unrelated prongs); only implied or not stated early on; not argued throughout, disappears in places; supported by simplistic stakes or none at all

- *Structure*: confusing (big jumps, missing links) or overly predictable (“five-paragraph”); few complications or considerations of counter-arguments; disorganized paragraphs, often headed with descriptive (versus analytical) topic sentences
- *Evidence*: either missing or presented as undigested quotations; may be taken out of context
- *Analysis*: some insightful moments but generally either missing or mere summary; may present some misreadings
- *Sources*: plopped in (if used at all); may be quoted and cited incorrectly, used merely as filler or affirmation of writer’s viewpoint
- *Style*: may be generally unclear and hard to read, or simplistic; may evince many technical errors

A **D range** paper may in part resemble a C range paper but may also exhibit any of the following qualities:

- *Thesis and stakes*: missing or purely descriptive (an observation or statement of fact), or may be a total misreading; lacking a clear stakes
- *Structure*: confusing; little focused development (paper usually short but may be rambling); disorganized paragraphs (also usually short); missing, garbled, or purely descriptive topic sentences (plot summary)
- *Evidence*: very few examples; unanalyzed or unexplained quotations; often taken out of context
- *Analysis*: missing or based on misinterpretations or mere summary
- *Sources*: plopped in (if used at all); incorrectly quoted or cited; used as filler
- *Style*: either simplistic or difficult to read; probably riddled with technical errors

An **F** paper is similar to a D paper but is significantly shorter than the assigned length and addresses the assignment superficially.