

Dr. Elizabeth Peacock
Section: TuTh 11a-12:25p
Classroom: 305 Wimberly

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ANT 323: Anthropology of Youth & Adolescence

Course Description

This course provides an overview of the anthropology of youth and adolescence, emphasizing how these concepts both vary and are similarly shaped cross-culturally. Starting with the idea that categories of youth are flexible and achieved through everyday practice, we will examine topics such as socialization, development, rites of passage, adult perspectives of the adolescent experience, subcultures, and youth engagement with globalization and technology. In our discussions, we will also consider how adolescents are active agents in shaping the world around them and conversely, how they are shaped by their worlds.

Course Outcomes and Student Learning Outcomes

Upon completion of this course, students will be able to:

- 1) Identify, describe, and discuss various anthropological perspectives on the study of youth and adolescence.
- 2) Discuss the similarities in the experiences of young people, and how they differ cross-culturally.
- 3) Apply course concepts to analyze the depiction of youth in the media.
- 4) Demonstrate in-depth mastery of an issue related to youth and adolescence through a major research paper and an oral presentation of their research.

Required Texts

Katz, Cindi. 2004. *Growing Up Global: Economic Restructuring and Children's Everyday Lives*. Minneapolis: University of Minnesota Press.

Montgomery, Heather. 2009. *An Introduction to Childhood: Anthropological Perspectives on Children's Lives*. Malden, MA: Wiley-Blackwell.

Additional readings will be made available as **PDFs** on D2L.

Course Requirements

Response Papers: You will be expected to write **FOUR** short papers (400-600 words) presenting and reflecting on the assigned readings for the day's class. Papers will be due to D2L by the start of class. See the attached guidelines.

Projects: You will also be asked to complete **THREE** short projects where you explore a particular aspect of childhood and youth, such as collecting examples from your surroundings and comparing it to the claims in one of the readings. You will then write a paper (500-700 words) explaining what you found and how it relates to one of the course readings. Although project papers will be **due to D2L by the start of class**, please bring a hard copy with you to class (or at least your notes) on the day it is due so that you can share your examples in the class discussion. See the attached guidelines.

Research Paper: In lieu of a final exam, you will write a **12-15 PAGE** research paper in which you explore an issue related childhood, youth, and adolescence. You will be required to complete preparatory assignments: a paper proposal (worth 20 points), an annotated bibliography of the literature you read while conducting library research (50 points), and an outline of your paper (20 points). In addition to the final paper, you will be expected to give a 5-10 minute oral presentation of your paper. Your score will be based on peer evaluations as well as that of the professor.

Attendance & Participation: Attendance and active participation are essential to a successful learning environment both individually and collectively. This includes coming to class prepared to discuss the course materials as well as your projects on the days in which they are due. Although there will be a significant amount of class time devoted to my lecture, every meeting will have a time for discussing the issues raised in the lecture, in the readings, or in your projects. In addition, we will have small group activities. Since your attendance and participation is essential for these activities, *if you miss more than TWO class meetings, your score will be no higher than 25 points, and **more than FOUR absences will result in 0 points.***

Grading Procedure and Grading Scales

4 Response Papers (20 points each)	80 points
3 Projects (40 points each)	120 points
Preparatory work for paper	90 points
Final Paper	100 points
Project Presentation	20 points
<u>Attendance & Participation</u>	<u>50 points</u>
Total	460 points

A= 93-100%, AB=89-92, B = 83-88, B/C = 79-82, C= 70-78, D = 60-69, F = 59 & lower

Classroom Protocol

It is vital for members of this course to participate actively in class. Active participation aids in learning class material and provides for a variety of viewpoints in class discussion. Your life after your career here at UW-L, regardless of your occupation, will involve discussing ideas in groups and actively supporting your own position. Appropriate and respectful disagreement or confrontation of ideas is appropriate for this class. Opinions given during discussion will not be used against you. It is important to remember, however, that remarks that are direct personal attacks or that devalue others, will not be tolerated. As is the nature of anthropology, there are often no “right” answers in the topics we will be discussing. While I will have brief lectures to provide context and background information on the readings, I do not want to dominate the discussion. You will be given reading questions to help you prepare, and I expect students to respond to each others’ contributions and not simply answer my questions. My role during these discussions will be to facilitate the interactions between you and your classmates, not to look for or give you the “right” answers.

Projects, papers and exams must be completed and submitted to D2L by the beginning of class on the date due. All work submitted to D2L will be reviewed for originality by Turnitin.com. Late assignments will not be accepted unless you have spoken with me at least one week before to the assignment due date, and/or I determine that the circumstances are beyond the student’s control.

Course Schedule (subject to change)

All readings listed for a scheduled class should be read prior to attending that class. All written assignments are to be submitted to D2L by the **beginning of class** on the due date indicated. The questions listed under the week’s topic are to be addressed in that week’s Response Paper.

Date	Topics & Reading Questions	Assignment
Childhood & Youth in Anthropology		
Tues (9/2)	Course Introduction	

Thurs (9/4)	RP #1: <i>Why have anthropologists not studied children or childhood?</i>	Hirschfeld, Lawrence A. 2002. "Why Don't Anthropologists like Children?" <i>American Anthropologist</i> (104)2: 611-627. Bluebond-Langner and Jill E. Korbin. 2007. "Challenges and Opportunities in the Anthropology of Childhoods: An Introduction to 'Children, Childhoods, and Childhood Studies.'" <i>American Anthropologist</i> 109(2): 241-246.
Tues (9/9)	<i>How do the American and British approaches to studying childhood differ?</i>	Montgomery (Intro, Chap. 1) Response Paper #1 due
Thurs (9/11)	RP #2: <i>How has "childhood" been defined in anthropology? What definition of childhood do you think is the most useful?</i>	Montgomery (Chap. 2)

Fetuses and Personhood		
Tues (9/16)	<i>How do ideas about fetuses differ between Western and non-Western societies? Are there any cross-cultural universals?</i>	Montgomery (Chap. 3) Response Paper #2 due
Thurs (9/18)	<i>When do infants become "people" in each of these societies? What ideas about "personhood" are taught through socialization?</i>	Ochs, Elinor, and Bambi B. Schieffelin. 2013 [1984]. "Language Acquisition and Socialization: Three Developmental Stories and their Implications." In <i>Making Sense of Language: Readings in Culture and Communication</i> . Susan D. Blum, ed. Reprint. Pp. 71-95.

Childcare Practices		
Tues (9/23)	<i>Why do some societies frequently include adoptive and non-biological siblings in family and kinship structures?</i>	Montgomery (Chap. 4) Project #1 due
Thurs (9/25)	<i>How might the differing cultural practices of caregivers affect minority children's experiences when they attend school?</i>	Mavoa, Helen M., Julie Park, Pauline Tupounuia, and Christopher R. Pryce. 2004. "Tongan and European Children's Interactions at Home in Urban New Zealand." <i>Ethos</i> 31(4): 545-576.
Tues (9/30)	RP #3: <i>What reasons do caregivers give to explain their childrearing practices? How do they compare cross-culturally?</i>	Chapin, Bambi L. 2010. "'We Have to Give': Sinhala Mothers' Responses to Children's Expressions of Desire." <i>Ethos</i> 38(4): 354-368. Rae-Espinoza, Heather. 2010. "Consent & Discipline in Ecuador: How to Avoid Raising an Antisocial Child." <i>Ethos</i> 38(4): 369-387. Response Paper #3 due

Socialization through Play/Work		
Thurs (10/2)	<i>What do boys and girls typical do in Howa? How do they contribute to their families?</i>	Katz (Chap. 1)
Tues (10/7)	<i>How are work and play intertwined in Howa? What does Katz mean by the concept of “mimesis” (pp. 97-102)?</i>	Katz (Chap. 3)
Thurs (10/9)	<i>How can play be a tool of socialization?</i>	Montgomery (Chap. 5) Project #2 due
Tues (10/14)	<i>How can work (ie. domestic chores) be a tool of socialization?</i>	Ochs, Elinor and Carolina Izquierdo. 2009. “Responsibility in Childhood: Three Developmental Trajectories.” <i>Ethos</i> 37(4): 391-413.

Through Adults’ Eyes and Youths’ Mouths		
Thurs (10/16)	RP#4: <i>Develop your own question that you will respond to using the reading from (10/16).</i>	Montgomery (Chap. 7 & 8) Response Paper #4 due
Tues (10/21)	<i>What cultural norms are associated with young people in New Guinea, according to Mead?</i>	Mead, Margaret. 2001 [1930]. <i>Growing Up in New Guinea</i> . Pp.109-144. New York: Perennial.
Thurs (10/23)	<i>In-class peer reviewing, responding, and discussion of research projects.</i>	Paper Proposal Due
Tues (10/28)	One-on-one meetings with students	
Thurs (10/30)	<i>How do adults view youth use of online media? How does Herring challenge this perspective?</i>	Herring, Susan C. 2008. “Questioning the Generational Divide: Technological Exoticism and Adult Constructions of Online Youth Identity.” In <i>Youth, Identity, and Digital Media</i> . David Buckingham, ed. Pp. 71-92. Cambridge, MA: The MIT Press. Project #3 due
Tues (11/4)	<i>How do adults view the Gothic/Lolitas? How do the girls themselves interpret the meaning of their styles?</i>	Gagné, Isaac. 2008. “Urban Princesses: Performance and ‘Women’s Language’ in Japan’s Gothic/Lolita Subculture.” <i>Journal of Linguistic Anthropology</i> 18(1): 130-150.

Thurs (11/6)	<i>How have Black urban youth often been viewed by adults? How does LaBennett challenge this perspective?</i>	LaBennett, Oneka. 2011. "Consuming Identities: Toward a Youth Culture-Centered Approach to West Indian Transnationalism." In <i>She's Mad Real: Popular Culture and West Indian Girls in Brooklyn</i> . Pp. 1-40. New York: New York University Press.
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Youth & Globalization		
Tues (11/11)	<i>In-class peer reviewing, responding, and discussion of research sources & ideas.</i>	Annotated Bibliography Due
Thurs (11/13)	<i>What are the contradictory values Davidson finds at Sanders? How does she see students managing these contradictions?</i>	Davidson, Elsa. 2011. "Marketing the Self: Aspiration Management among Middle-Class Youth in Silicon Valley." In <i>The Burdens of Aspiration: Schools, Youth, and Success in the Divided Social Worlds of Silicon Valley</i> . Pp. 67-114. New York: New York University Press.
Tues (11/18)	<i>How are traditional notions of women's roles and work being renegotiated as Thai girls engage in direct-to-customer marketing?</i>	Fadzillah, Ida. 2005. "The Amway Connection: How Transnational Ideas of Beauty and Money Affect Northern Thai Girls' Perceptions of Their Future Options." In <i>Youthscapes: The Popular, the National, the Global</i> . Sunaina Maira and Elisabeth Soep, eds. Pp. 85-102. Philadelphia: University of Pennsylvania Press.
Thurs (11/20)	<i>How were earlier practices able to persist despite the new political-economic relationships in Howa?</i>	Katz (Chap. 7, pp. 185-187, 194-217)
Tues (11/25)	<i>In-class peer reviewing, responding, and discussion of drafts.</i>	Paper Outline due
<i>Thanksgiving Break</i>		

Student Presentations		
Tues (12/2)	Presentations	
Thurs (12/4)	No class.	Work on final project.
Tues (12/9)	Presentations	
Final Research Paper is DUE, Monday, December 15th, by 4:30p to D2L		

Disability Accommodations

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, or hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Disability Resource Services office (165 Murphy Library, 785-6900) at the beginning of the semester. Students who are currently using the Disability Resource Services office will have a copy of a contract that verifies they are qualified students with disabilities who have documentation on file in the Disability Resource Services office. In addition to registering with Disability Resource Services, it is the student's responsibility to communicate their needs with the instructor in a timely manner.

Academic Misconduct

Academic misconduct is a violation of the UW-L student honor code (<http://www.uwlax.edu/records/UGCat/Regulations/Disciplinary.htm>). Plagiarism, including inadequate referencing or citation of other research is unacceptable. All work handed in for this class must be the students' own individual work. Plagiarism or cheating in any form may result in failure of the assignment or exam, failure of the course, and may include harsher sanctions. Refer to the Eagle Eye at http://www.uwlax.edu/StudentLife/academic_misconduct.htm#14.03 for a detailed definition of academic misconduct. For helpful information on how to avoid plagiarism, go to <http://libguides.uwlax.edu/content.php?pid=363671>. You may also visit the Student Life Office if you have questions about plagiarism or cheating incidents. I encourage you to discuss any concerns regarding plagiarism or cheating with me directly and well before any assignments are handed in. Failure to understand what constitutes plagiarism or cheating is not a valid excuse for engaging in academic misconduct.

Communication about Class Interruptions

In the event of a campus incident that impacts the availability of teaching spaces, any changes or cancellations will be communicated to you via your university email. Depending on the incident, some or all of the information might be posted on the UW-L home page.

Eagle Alert System

This class will be participating in the "Eagle Alert" system through WINGS. The Early Alert system is designed to promote student success. If I notice that you are experiencing difficulties early in the semester (e.g., low assignment scores or poor attendance), I may enter feedback into the program and you will receive an email indicating that feedback has been left. I may also enter positive feedback encouraging you to think about additional opportunities. You will be able to access the feedback through your student center in WINGS. I encourage you to meet with me and use one or more of several helpful campus resources listed at <http://www.uwlax.edu/studentsuccess/>.

Response Papers

Instructions

You will write **FOUR** response papers (400-600 words) to specific assigned readings of the day. The due dates and posed questions will develop as the semester progresses. Response papers should be submitted digitally to the appropriate D2L Dropbox by the beginning of class on the day they are due.

Posed Questions and Due Dates

With each response paper, you will be responsible for a greater amount of work in understanding and synthesizing the course materials.

1) **Response #1. (Due Tuesday, September 9th)**

- a. Use Hirschfeld, OR Bluebond-Langner & Korbin to answer the following question:
- b. Why have anthropologists not studied children or childhood?

2) **Response #2. (Due Tuesday, September 16th)**

- a. Use Montgomery's Chapter 2 to answer the following questions:
- b. How has "childhood" been viewed and studied?
- c. What perspective on childhood do you think is the most useful? Why?

3) **Response #3. (Due Tuesday, September 30th)**

- a. Use Chapin and Rae-Espinoza to answer the following questions:
- b. What reasons do caregivers give to explain their childrearing practices?
- c. How do they compare cross-culturally?

4) **Response #4. (Due Thursday, October 16th)**

- a. Use Montgomery's Chaps. 7 & 8.
- b. Develop your own question that you will respond to using these readings.
- c. State your question in the introduction, and give your "answer" to the question as your thesis statement (claim). Then, use the rest of your response to explain and support your claim.

Required Elements

In each response paper, address the following:

- 1) **Main argument** (2-3 sentences): What are the authors arguing in the texts? Why are their arguments important?
- 2) **Support** (1-2 sentences): What evidence do the authors present to support their claims?
- 3) **Posed question** (6-7 sentences): What is your perspective on the author's claims, in light of the posed questions? Do you agree? Why or why not?

Formatting

Your paper (400-600 words) must be double-spaced, with one-inch margins and in 12-point font. Include the word count below your name at the top of the first page. Be sure to use AAA citation format (the PDF link is available on D2L), and properly cite any direct quotes, paraphrases, or other ideas you use from the readings. It should be clear what information comes from the texts and which are your own ideas. Include a bibliography at the end of your paper (the bibliography does not count towards the word count).

Projects

Instructions

You will be completing THREE projects and submitting a short paper (500-700 words) explaining what you found, and how it relates to a course reading.

The Projects

1. Pro-Choice or Pro-Life Website. (Due Tuesday, September 23rd)

- a. Find an example of the typical views of either pro-life or pro-choice supporters. Examples may come from an organization's website, such as a blog posting or article, or any other popular media source.
- b. How does the group define a "person"? What rights do "people" have? Are fetuses "people"?
- c. How does your example relate to Montgomery's discussion in Chap. 3 on variety of ways that fetuses are seen as "persons" cross-culturally?
- d. Be sure to include a print-out or screenshot of the website or blog as an Appendix.

2. Gender in the Toy Section. (Due Thursday, October 9th)

- a. Go to the toy section of a store. (ie. Walmart, Target, ShopCo, Toys R Us). Observe and record the differences between toys that are aimed at boys vs. those for girls.
- b. Record the specific details of 10 toys for each gender (ie. description of the toy, color, words used on packaging). We will brainstorm these details in class.
- c. How does your data relate to Katz's descriptions of boys' and girls' play activities in Chaps. 1 & 3, and how these activities relate to their future adult responsibilities?
- d. Be sure to include the notes on your observations, or a chart organizing your collected data, as an Appendix.

3. Children and Youth in the Media. (Due Thursday, October 30th)

- a. Watch one of the following films about children or youth: *The Sandlot*, *Welcome to the Dollhouse*, *Napoleon Dynamite*, *Thirteen*
- b. Take note of how young people are portrayed. What are they shown doing? How can we explain their behaviors?
- c. Explain how the attitudes you see in the film relate to one of the course readings.
- d. Be sure to include your notes on the film as an Appendix.

Required Elements

In each project paper, include the following headings:

- 1) **Introduction.** What is your main claim? Why is it important?
- 2) **Framing Literature.** Present the required course reading (and other relevant course ideas), and explain how it helps you analyze and understand your example materials.
- 3) **Empirical Data.** What did you find in your materials? Provide 2-3 examples that support your main claim and explain how they do that.
- 4) **Discussion.** How do the materials and reading relate to each other? Do your materials support, strengthen, challenge, undermine, provide an alternative to the claims in the reading? Why or why not?
- 5) **Appendix.** Include your notes, data charts, screenshots, photos, etc. that you created or drew from in completing the project. The Appendix is NOT included in your word count.

- 6) **Bibliography.** Use AAA citation format to cite your sources. This includes the course reading, as well as any websites, films, or online videos used as source materials to be analyzed. The Bibliography is not included in your word count.

Formatting

Your paper (500-700 words) must be double-spaced, with one-inch margins and in 12-point font. Include the word count below your name at the top of the first page. Be sure to use AAA citation format (the PDF link is available on D2L), and properly cite any direct quotes, paraphrases, or other ideas you use from the readings. It should be clear what information comes from the texts and which are your own ideas. Include a Bibliography at the end of your paper (the bibliography does not count towards the word count). You must also submit your notes, data chart, and/or copies of the material culture as Appendices to your paper.

Grading

Your project papers will be graded on a 40-point scale. Your score will be based on the:

- Main argument (finding and significance)—6 points
- Supporting claims and evidence (presented, explained)—20 points
- Explanation of relevance to course reading, concept—10 points
- Overall readability (grammar, spelling, clarity of writing, organization, etc.)—2 points
- Formatting (AAA style, correct citation, inclusion of Bibliography, Appendices)—2 points

Research Paper

Instructions

In lieu of a final exam, you will write a 12-15 page paper in which you explore an issue related to childhood, youth, and adolescence. As part of this assignment, you will be asked to submit a short description of your proposed topic and a bibliography for instructor approval prior to writing your paper.

Since this paper is a significant part of your final course grade, I encourage you to start thinking about it early. Try to see how the course readings might help you narrow your topic, spur your ideas, and help you find other related sources. Working on your paper is also a great excuse for meeting with me during office hours! I also encourage you use the resources available at the UW-L Writing Center in 120 Murphy Library for help refining your ideas.

The Assignments

1. Paper Proposal (Due Thursday, October 23rd)

- a. In 300-500 words, write about your research topic
- b. What do you plan to research? Why is it important to know, better understand?
- c. Which course reading, concept, or theory will you use to frame your research? Why?
- d. List a bibliography of **15 relevant sources** you think might be useful for your paper.

2. Annotated Bibliography (Due Tuesday, November 11th)

- a. Your annotated bibliography should include **FIVE** non-course texts. Focus on those you find most useful for your research.
- b. For each source, include its full citation information in AAA formatting.
- c. Write 1-2 paragraphs presenting a summary of the reading. What is the main point? Why is it important? How is it supported (what evidence is given)?
- d. Then, write 1 paragraph explaining how the reading is useful for your research. What questions does it raise? Does it give you any ideas or models you might want to apply?

3. Paper Outline (Due Tuesday, November 25th)

- a. Your outline should clearly present a “road map” of your research paper.
- b. Write out all claims in complete sentences. This includes your main argument (thesis statement), as well as supporting claims (topic sentences)
- c. Direct quotes, paraphrases, or other evidence from sources can be in a truncated form, as long as the full in-text citation is included. [I.e. “peer culture shapes the rules of gameplay (Smith 1996: 125)”]
- d. Analysis or other discussion can also just be listed off, in short phrases
- e. Include any planned section headings and a complete bibliography of cited sources.

4. Oral Presentation (Due Tuesday, December 2nd)

- a. Prior to turning in the final paper, you will give an oral presentation of your paper. This will allow you to “test” your claims on an audience, and get feedback that can be used in revising your paper.
- b. Prepare a 5-10 minute presentation of your paper. You are encouraged to include a visual presentation, such as PowerPoint.
- c. Be sure to state your main argument, present the most important literature you used, and give 2-3 examples of supporting evidence.

- d. Your peers will be evaluating your presentation, so be sure to make it clear and interesting!

5. Final Research Paper (Due Monday, December 15th, by 4:30p)

- a. The final paper should be 12-15 pages in length, not including the Bibliography or any additional Appendices.

Required Elements

You are encouraged to look at the articles we read in class as examples of appropriate style, organization, and format for your paper. I also encourage you to visit my office hours to discuss any part of the assignment that concerns you. Though research papers may vary in approach and style, successful papers tend to include the following:

- 1) **Main Argument & Larger Significance.** Though the majority of your paper may involve you presenting, analyzing, and discussing various texts and what they say about your topic, your paper should have a clear point. In light of the texts you are using, what do you think about the issue? If a reader is not interested in your topic, why should they be? What can they learn about the topic that is important?
- 2) **Supporting Claims and a Variety of Evidence.** Your claims should be grounded in literature about your topic, and come from credible sources. Try to place yourself in conversation with other authors. Supporting evidence include a variety of things. They include elements drawn from other authors: their arguments, theoretical frameworks, models, or ideas. For these kinds of evidence, someone else has already provided an explanation (“secondary sources”); you will need to relate that explanation to the claim you are making. Other kinds of support include evidence that needs to be analyzed to be meaningful (“primary sources”), such as stories, narratives, interview transcripts, anecdotes, objects, images, films, or other creative works. In other words, you will need to explain the meaning of this kind of evidence.
- 3) **Analysis & Discussion.** Rather than simply reiterating the points made by other authors, you will need to analyze and synthesize them as a whole in order to make your overall main claim. How do the texts you are using relate to each other? How do your primary materials support, strengthen, challenge, undermine, or provide an alternative to the claims made in other texts?
- 4) **Bibliography.** Only include those sources you actually cite in your paper, and be sure to use AAA format. You may also include tables, charts, or images in the body of your paper (ie. the image of a poster you analyze and discuss in the paper), but they do not count towards the final page limit.

You may also include tables, charts, or images in the body of your paper (ie. the image of a poster you analyze and discuss in the paper), but they do not count towards the final page limit. Remember to use AAA citation format (the PDF link is available on D2L) for all in-text citations as well as for the Bibliography.

General Rubric

(adapted from Ambrose et al. 2010. *How Learning Works*. Pp. 234-235)

	Excellent	Competent	Fair	Poor
Creativity, Originality	Exceeds the goals of the assignment, with original insight and/or engaging ideas.	Meets the goals of the assignment.	Meets most of the goals of the assignment.	Does not meet the goals of the assignment.
Argument	Main argument is clear, interesting, and based on evidence. The claims clearly support the main argument. Arguments and claims reflect a robust and nuanced understanding of key ideas from the course.	Main argument is clear and based on evidence. The claims support the main argument. Arguments and claims reflect a solid understanding of key ideas from the course.	Main argument is based on evidence, but not entirely clear. A few of the claims do not support the main argument. Arguments and claims reflect some understanding of key ideas from the course.	Main argument is unclear or not based on evidence. The claims do not support the main argument. Arguments and claims reflect little understanding of key ideas from the course.
Evidence	Evidence is specific, rich, varied, and unambiguously supports claims. Quotations and examples are framed effectively and explained appropriately.	Evidence supports claims. Quotations and examples are framed reasonably and explained appropriately.	Some of the evidence does not support claims. Some of the quotations and examples are not framed effectively or explained appropriately.	Little evidence used supports claims. Few quotations and examples are framed effectively or explained appropriately.
Organization, Clarity	Ideas are presented in a logical and coherent manner, with strong topic sentences. Sentences are concise, and well crafted, with precise vocabulary. The reader can effortlessly follow the structure, and discern the meaning, of the argument.	The reader can follow the structure, and discern the meaning, of the argument with very little effort.	The reader cannot always follow the structure, or discern the meaning, of the argument.	The reader cannot follow the structure, or discern the meaning, of the argument.
Mechanics	There are no distracting spelling, punctuation, or grammatical errors. Sources are properly cited.	There are few distracting spelling, punctuation, and/or grammatical errors. Sources are properly cited.	There are some distracting spelling, punctuation, or grammatical errors. Some sources are not properly cited.	There are significant distracting spelling, punctuation, or grammatical errors. Sources are not properly cited.