

QUEST 1: IDS 2935
THE IDEA OF HAPPINESS
FALL 2020

INSTRUCTOR

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TEACHING ASSISTANT

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COURSE DETAILS

Time: Tuesday periods 8-9/Thursday period 9
Quest 1 Theme: The Examined Life
General Education: Humanities
Class resources, announcements, updates, and assignments will be made available through the class Canvas site (www.elearning.ufl.edu).

COURSE DESCRIPTION

Every person, presumably, wants to have a good life. What is it, though, to live well? What sorts of things make our lives good? These, and related questions regarding the nature of human happiness and well-being and how they may be achieved were fundamental to philosophy at its inception. Socrates famously declared that the unexamined life is not worth living, thereby calling attention to the need to focus on fundamental matters of value in order to live a genuinely worthwhile life. Philosophers have continued to approach the question of how we ought to live in order to attain genuine happiness or well-being, and in recent decades this issue has become the focus of renewed attention.

This Quest 1 course addresses the question that we cannot help but ask ourselves, “How should I live?” Drawing primarily on the disciplines of Philosophy and Classics, in conjunction with close analysis of works of literature, drama, and film, this course will expose students to both historical and contemporary perspectives on well-being and happiness. The readings have been selected to represent a number of distinct perspectives, both philosophical and non-philosophical, and to help students think for themselves about the kind of lives they want to live. Students will be encouraged to find in historical texts material relevant to their own lives, not despite, but because of the fundamentally different assumptions and commitments that animate views which are thousands of years old.

QUEST 1 AND GEN ED DESCRIPTIONS AND STUDENT LEARNING OUTCOMES

QUEST 1 DESCRIPTION: Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.

QUEST 1 SLOs:

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Connection).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

HUMANITIES DESCRIPTION: Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

HUMANITIES SLOs:

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

COURSE OBJECTIVES AND GOALS

STUDENT LEARNING OUTCOMES:

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking The Idea of Happiness students will be able to:

1. Identify, describe, and explain some of the principal philosophical theories of well-being and happiness, as well as the considerations that motivate them. **(Content SLOs for Gen Ed Humanities and Q1)**

2. Identify and analyze some of the major issues and problems traditionally encountered in attempts to provide a viable account of human happiness. (**Content and Critical Thinking SLOs for Gen Ed Humanities and Q1**)
3. Analyze and evaluate principal theories of well-being and happiness and adjudicate some of the problems traditionally encountered in attempts to provide a viable account of human happiness. (**Critical Thinking SLO for Gen Ed Humanities**)
4. Connect course content to the development of students' own conceptions of well-being, happiness, and what makes for a worthwhile life. (**Connection SLO for Gen Ed Humanities**)
5. Develop and present clear and effective responses in oral and written forms to essential questions about the nature of happiness and well-being that are appropriate to the dramatic, fictional, visual and philosophical sources studied in this course. (**Communication SLO for Gen Ed Humanities and Q1**)

TO SEE HOW ASSIGNED WORK ADVANCES EACH SLO, GO TO PAGES PP 8-10.

TEXTS AND MATERIALS

Required books for class are available at the UF Bookstore. Shorter assigned readings will be available through the class Canvas page. Students are required to bring a hard copy of the day's assigned reading to class every day; failure to do so will result in a loss of attendance points.

Required

Books

1. *How Are We To Live?*, Peter Singer, ISBN: 0879759666
2. *Nicomachean Ethics*, Aristotle, ISBN: 1624661173
3. *The Reasons of Love*, Harry Frankfurt, ISBN: 0691126240

Movie Screenings

As part of the course we will be watch two movies, *Ikiru* and *Naked*. These movies will be made available through the UF library streaming services.

Recommended

1. A terrific guide to general writing rules is Strunk and White's *The Elements of Style*. The first edition is available online for free: <http://www.bartleby.com/141/>

GRADE DISTRIBUTION AND GRADING POLICIES

All assignments are worth 100 points each for the purposes of grading, but are weighted differently in calculating the final grade. In calculating the final grade, the assignments are weighted as follows:

- | | |
|----------------------------------|-----|
| 1. 10 short response assignments | 20% |
|----------------------------------|-----|

- | | |
|--|-------------------|
| 2. Interview assignment | 5% |
| 3. 2 Short Papers (1000-1200 words each) | 40% (15% and 25%) |
| 4. Capstone Project | 25% |
| 5. Attendance | 10% |
| 6. Participation | 5% |

Grading Scale

This course will employ the following grading scale:

Letter Grade	4 pt. scale	Percentage/Points
A	4.0	93-100
A-	3.67	89-92
B+	3.33	86-88
B	3.0	83-85
B-	2.67	79-82
C+	2.33	76-78
C	2.0	73-75
C-	1.67	69-72
D+	1.33	66-68
D	1.0	63-65
D-	0.67	60-62
E	0.0	0-59

More information on UF's grading policies is available [here](#).

COURSE POLICIES AND STUDENT RESOURCES

Attendance Policy

Students are expected to attend class regularly and to arrive on time. Attendance is worth 100 points, and the attendance grade is 10% of the final course grade.

In order to count as present in class you must:

- Turn on your camera and show your face
- Be sitting in a class-like setting, e.g. desk in your room. Things that do not count as sitting in a class-like setting are, lying down, your car, while walking back to your apartment, and so on.

Unexcused absences from more than three classes will negatively affect your attendance grade. For each unexcused absence beyond the third, you will lose 10 points from your attendance grade. For example, 100 points will become 90 points upon a fifth unexcused absence; 90 points would become 80 points upon a sixth unexcused absence; and so on.

Attendance will be taken at the TA's discretion at a random point in the class period. If you are not present when the TA takes attendance you will be marked absent for the class.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Recording Classes

I will not be recording anything.

Academic Honesty

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Plagiarism on any assignment will automatically result in a grade of "E" for the course.

Plagiarism is defined in the University of Florida's Student Honor Code as follows: "A student shall not represent as the student's own work all or any portion of the work of another.

Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." Students found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy.

Making Up Work

Work is due as specified in the syllabus. Late work is subject to a 1/3 grade penalty for each 24 hour period it is late (e.g., a paper that would've earned an A if turned in in class on Monday becomes an A- if received Tuesday, a B+ if received Wednesday, etc, with the weekend counting as two days). To be excused from submitting work at the assigned time, you must give 48 hours advance notice and/or meet the UF standards for an excused absence.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found

at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should

follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing UF's standard [online evaluations](#) (summary results will be available to students [here](#)) as well as a course-specific evaluation that focuses on course content and the experience of the Quest curriculum. Class time will be allocated for the completion of both evaluations.

Class Demeanor and Participation

Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students. Students must also come to class prepared. This means keeping current on the reading assignments and being aware of the course schedule and activities, as presented in this syllabus, discussed in class, and announced on the course website. It also means having the day's reading in hand at the start of class.

- Electronic devices beside your computer should be turned off.

Consistent high-quality class participation will improve the class experience and outcomes for everyone. "High-quality" in this case means:

- informed (i.e., shows evidence of having done assigned work),
- thoughtful (i.e., shows evidence of having understood and considered issues raised in readings and other discussions), and
- considerate (e.g., takes the perspectives of others into account).

Participating in class discussion can improve your grade, but if you do not participate it will not negatively impact your grade.

If students have personal issues that prohibit them from joining freely in class discussion, e.g., shyness, language barriers, etc., they should see the instructors as soon as possible to discuss alternative modes of participation.

Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.

Materials and Supplies Fees

There are no additional fees for this course.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

GRADED WORK AND ASSIGNMENTS

(YOU MUST COMPLETE ALL THE ASSIGNED WORK IN ORDER TO PASS THE CLASS)

Attendance and Participation

This course does require attendance. One cannot engage in high quality class participation if one is not in class. Unexcused absences from more than four classes will negatively affect the attendance grade. Attendance is worth 100 points, and is 10% of the final course grade. For each unexcused absence beyond the third, you will lose 10 points from your attendance grade. For example, 100 points will become 90 points upon a fifth unexcused absence; 90 points would become 80 points upon a sixth unexcused absence; and so on.

Considered and productive participation is integral to each student and the class as a whole getting something from the course. Participating in class discussion can improve your grade up to 5%. If you do not participate, it will not negatively impact your grade.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Advances SLOs: 1, 2, 3, 4, 5

Weekly Writing Assignments

Ten weekly written responses. Each week when they do not have an essay or capstone project due, students will prepare and submit a brief response (c. 300 words) on assigned topics relating to the week's readings. These short, written responses have three functions. They will ensure that students are engaging properly with the course material, and serve as launching points for class discussion and interaction. Finally, these assignments will provide students a low stakes opportunity to try out thoughts they may have about the course material, and think through how the current course content might be relevant to their own views about happiness and well-being.

These weekly assignments will be group work. Students will be divided into groups of 6 and each group will submit one written copy. The groups will be shuffled at various points over the course of the semester. In order to complete the assignment, students should arrange a group Zoom meeting to hash out the answer(s) and divide up the work. Just opening a Google doc and hoping for the best is not going to work. It will also make your work far less worthwhile. Your lowest score on a short weekly assignment will be dropped and replaced with a perfect score.

All weekly assignments must be typed, double-spaced with one-inch margins, 12 pt Times New Roman. You must include a word-count at the top of your first page. Please also include every student's name who contributed to the submission, and the date you hand in the assignment.

Advances SLOs: 2, 3, 4, 5

Interview Assignment

Students will be tasked with choosing a person and interviewing them about their understanding of happiness. The person chosen must be someone whose understanding of happiness you think of as importantly different from your own. A pre-determined set of questions will be given to students, although they are also encouraged to come up with further questions, and will need to pursue promising and confusing answers by asking follow ups. Students will be responsible for summarizing the interviewee's answer and then writing a short reflection paper about how their understanding of the interviewee's conception of happiness has or has not changed as a result of the interview.

Advances SLOs: 2, 3, 4, 5

Short Papers

Over the course of the semester students will be asked to write two original papers (1000 words each). Essays will be on assigned topics relating to the material read and discussed in class, due in weeks 6 and 12. Students will be asked to demonstrate their ability to respond to questions on pertinent topics in ways that are both original and informed by the concepts, ideas, and themes of the course material. These essays will not be exercises in the regurgitation of supposedly expert information, whether presented in the readings or in the voice of the instructor. Please see the attached rubric for the assessment method and the course schedule for due dates.

All papers must be typed, double-spaced with one-inch margins, 12 pt Times New Roman. You must include a word-count at the top of your first page. Please also include your name, the date you hand in the assignment, and title your essays. If it is difficult for you to choose a title, consider that a clue that you may need to focus your essay more.

For each paper students must submit an electronic copy. The electronic copy is to be uploaded onto the course's e-learning site in Canvas. You can log in and find the course web page here: elearning.ufl.edu. The papers will be graded electronically, and returned to you electronically. We will consider allowing you to turn in a paper late without penalty only if you have a valid and documented reason for doing so. If you turn in a paper without a valid or documented reason, your paper will lose one third of a grade per day late. For example, an A paper submitted two days late would receive a B+.

Advances SLOs: 1, 2, 5

Capstone Project

Students will have several choices as to the topic of their Capstone project. For example, one topic will ask you to choose one good such as friendship, membership in an organization, wealth, self-esteem, knowledge, etc. and develop a view as to how an encounter with one of the theories of happiness examined in the course altered their sense of the importance of the chosen good.

The Capstone project will also be a group assignment. Students will present the essentials of their views in the form of a structured workshop paper. Each member of the group will be responsible for one part of the presentation. After presenting their view, the group as a whole will field questions and comments from the class. Students will be responsible for submitting a

750 word reflection paper on the day they make their presentation. They will then be encouraged, to revise this paper in the light of the feedback they receive. The deadline for submitting a revised paper will be the Monday following the presentation.

The short paper assignments, in addition to readings and discussion, should prepare you to produce an interesting and successful capstone project. The grade for the capstone project will be based on 100 points and will involve three parts: the presentation (40 points), response to questions and comments (10 points) and the workshop paper (50 points).

Advances SLOs: 1, 2, 3, 4, 5

COURSE SCHEDULE

NOTE: COURSE CONTENT IS TENTATIVE AND SUBJECT TO CHANGE
 ASSIGNMENT DEADLINES INDICATED IN **BOLD**

Week	Topic	Readings and Assignments
1 Sep 1 Sep 3	The Examined Life?	Introductory class and syllabus review Plato's <i>Apology</i>
2 Sep 8 Sep 9	Problems with hedonism and getting what one wants	Short assignment 1 due by class Sep 8 Nozick, "The Experience Machine" Kupperman, "Myth One" Heathwood, "Fairing Well and Getting what you Want" Parfit, "What Makes Someone's Life go Best?"
3 Sep 15 Sep 17	Unhappy Lives	Short assignment 2 due by class Sep 15 Tolstoy, "The Death of Ivan Ilych" Mike Leigh, <i>Naked</i> (film)
4 Sep 22 Sep 24	Living well as living ethically	Short assignment 3 due by class Sep 22 Singer, <i>How Are We to Live?</i> Ch 1, 2, 4 Singer, <i>How Are We to Live</i> , Ch 7
5 Sep 29 Oct 1	Living well as living ethically	Short assignment 4 due by class Sep 29 Singer, <i>How Are We to Live?</i> Ch 8, 9, 10 Singer, <i>How Are We to Live?</i> Ch 11 Camus, "The Myth of Sisyphus"
6 Oct 6 Oct 8 Oct 9	Living well is living a life with meaning	Frankfurt, <i>The Reasons of Love</i> , Part 1 Frankfurt, <i>The Reasons of Love</i> , Part 2 Paper # 1 due by noon
7 Oct 13 Oct 15	Living well is living a life with meaning	Short assignment 5 due by class Oct 13 Frankfurt, <i>The Reasons of Love</i> , Parts 2 and 3 Frankfurt, <i>The Reasons of Love</i> , Part 3
8 Oct 20 Oct 22	Can you really choose what matters to you?	Short assignment 6 due in class Oct 20 Sophocles, <i>Electra</i> David Fincher, <i>Fight Club</i>

		Sartre, "Existentialism is a Humanism" (excerpt)
9 Oct 27 Oct 29	What's so bad about pleasure?	Interview due in class Oct 27 Csikszentmihalyi, "If We are so Rich, Why aren't We Happy?" Krishnamurti "Why does sex play such an important part in life" https://www.youtube.com/watch?v=lrKj3lRXeCM Plato, excerpts from <i>Republic</i> , <i>Laws</i>
10 Nov 3 Nov 5	Happiness as socially mediated/ Living well is realizing your nature	Short Assignment 7 due in class Nov 3 Lear, <i>Radical Hope</i> , Ch 1 Aristotle, <i>Nicomachean Ethics</i> , I.1-I.13
11 Nov 10 Nov 12 Nov 13	Virtue is realizing your nature	Aristotle, <i>Nicomachean Ethics</i> , II.1-II.5 Aristotle, <i>Nicomachean Ethics</i> , II.6-7, III.6-9, IV.1 Paper # 2 due by noon
12 Nov 17 Nov 19	Living well is the life of knowledge	Short assignment 8 due in class Nov 17 Aristotle, <i>Nicomachean Ethics</i> , VIII, IX Aristotle, <i>Nicomachean Ethics</i> , VI Aristotle, <i>Nicomachean Ethics</i> , X.6-8 (recommended)
13 Nov 24 Nov 26	The superficiality of reflecting on how to live	Short assignment 9 due in class Nov 24 Nehemas, <i>Only a Promise of Happiness</i> (excerpt) Kehiche, <i>Blue is the Warmest Color</i> (Film) No class, Thanksgiving
14 Dec 1 Dec 3	The Religious/Pulling things together	Short assignment 10 due in class Dec 1 Class time change (?) 1 period Tuesday, 2 periods Thursday Lovell, "The Late Great Stephen Colbert" Kierkegaard, <i>The Concept of Anxiety</i> (excerpt) Student Workshop Presentations
15 Dec 8 Dec 8	Pulling things together	Workshop Papers due by 12pm Student Workshop Presentations
16 Dec 14	Finals Week	Workshop Papers due by 12pm

Short Paper Rubric

<p>Thesis</p>	<p>A clear statement of the main conclusion of the paper.</p> <p>5 points</p>	<p>The thesis is obvious, but there is no single clear statement of it.</p> <p>4 points</p>	<p>The thesis is present, but must be uncovered or reconstructed from the text of the paper.</p> <p>1- 3 points</p>	<p>There is no thesis.</p> <p>0 points</p>	<p>5 points</p>
<p>Exposition</p>	<ul style="list-style-type: none"> ● The paper contains accurate and precise summarization, description and/or paraphrasing of the issue being discussed ● Key concepts and theories are accurately and completely explained ● When appropriate, good, clear examples are used to illuminate concepts and issues and/or support arguments. ● The paper uses appropriate textual support. <p>32-35 points</p>	<ul style="list-style-type: none"> ● The summarization, description and/or paraphrasing of the issue is fairly accurate and precise. ● Key concepts and theories are explained. ● Examples are clear, but may not be well chosen. ● The paper has textual support, but other passages may have been better choices. <p>29-31 points</p>	<ul style="list-style-type: none"> ● The summarization, description and/or paraphrasing of the issue is fairly accurate, but not precise. ● Key concepts and theories are not explained. ● Examples are not clear, and may not be well chosen or appropriate. ● The textual support is inappropriate. <p>26-28 points</p>	<ul style="list-style-type: none"> ● The summarization, description and/or paraphrasing of the issue is inaccurate. ● Key concepts and theories may be identified but are not explained. ● Examples are not clear, are inappropriate, and/or do not illuminate concepts and issues. ● No textual support. <p>0-25 points</p>	<p>35 points</p>
<p>Evaluation</p>	<p>The paper presents an original argument regarding a position on an issue important to the course. This argument is supported by:</p> <ul style="list-style-type: none"> ● checking for support in the argument 	<p>The paper presents an original argument regarding a position on an issue important to the course. This argument is supported by:</p> <ul style="list-style-type: none"> ● checking for support in the argument 	<p>The paper presents an original argument but describes and/or considers its plausibility in a weak or superficial way. It does not check for the support offered in the argument or the argument's internal consistency. It does not</p>	<p>The paper does not present an original argument about the issues in question, or, it fails to offer support through rational argument.</p>	

	<ul style="list-style-type: none"> ● checking for the argument's internal consistency ● considering objections to one's own argument. This involves presenting 1 or more plausible and appropriate objections, and responding to them thoroughly. <p>32-35 points</p>	<ul style="list-style-type: none"> ● checking for the argument's internal consistency ● considering objections to one's own argument, though the objections may be ill chosen and/or not thoroughly responded to. <p>29-31 points</p>	<p>defend the central argument against plausible objections.</p> <p>26-28 points</p>	<p>0-25 points</p>	<p>35 points</p>
Writing: Mechanics	<ul style="list-style-type: none"> ● All sentences are complete and grammatical. ● Paper has been spell-checked and proofread, and has no errors, and no rhetorical questions or slang. <p>9-10 points</p>	<ul style="list-style-type: none"> ● All sentences are complete and grammatical. ● Paper has been spell-checked and proofread, and has very few errors, and no rhetorical questions or slang. <p>7-8 points</p>	<ul style="list-style-type: none"> ● A few sentences are incomplete and/or ungrammatical. ● Paper has several spelling errors, rhetorical questions and/or uses of slang. <p>5-6 point</p>	<ul style="list-style-type: none"> ● Many sentences are incomplete and/or ungrammatical. ● Paper has many spelling errors, rhetorical questions and/or uses of slang. <p>0-4 points</p>	<p>10 points</p>
Writing: Flow and Coherence	<ul style="list-style-type: none"> ● All words are chosen for their precise meanings and are used consistently. ● All of the content of the paper is relevant to the main line of argument; no extraneous material. ● Ideas are developed in a natural order. Premises fit together naturally and it is easy to identify the main 	<ul style="list-style-type: none"> ● Most words are chosen for their precise meanings. ● Most of the content of the paper is relevant to the main line of argument; extraneous material is at a minimum. ● Ideas are mostly developed in a natural order. It is not hard to understand what is being said. 	<ul style="list-style-type: none"> ● Words are not chosen for their precise meanings. ● May be substantial extraneous material. ● Ideas are not always developed in a natural order. It is sometimes difficult to identify the line of argument 	<ul style="list-style-type: none"> ● Words are not chosen for their precise meanings. ● Substantial extraneous material. ● Ideas are not developed in a natural order. Premises do not fit together naturally and it is difficult 	<p>10 points</p>

	<p>line of argument and to understand what is being said.</p> <ul style="list-style-type: none"> ● All new or unusual terms are well-defined. ● Information (names, facts, etc.) is accurate. <p>13-15 points</p>	<p></p> <ul style="list-style-type: none"> ● Most new or unusual terms are well-defined. ● Information (names, facts, etc.) is accurate. <p>10-12 points</p>	<p>or to understand what is being said.</p> <ul style="list-style-type: none"> ● New or unusual terms are not well-defined. ● Information (names, facts, etc.) is mostly accurate. <p>6-9 points</p>	<p>to identify the line of argument or to understand what is being said.</p> <ul style="list-style-type: none"> ● New or unusual terms are not defined. ● Information (names, facts, etc.) is inaccurate. <p>0-5 points</p>	
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Total Points Possible: 100 points

