

**PHI 2010: INTRODUCTION TO PHILOSOPHY**  
**J. ROTHSCHILD**  
**FALL 2021 SYLLABUS**

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## **Instructor Information and Office Hours**

### Professor

Jennifer Rothschild, jrothschild@ufl.edu, 352-173-1831      M 2-4 pm, W 9-10 am FLO 307 (in person)  
To reserve a time slot during my office hours, use the sign-up sheet on my office door. During office hours, open time slots are available for drop-ins.

### Graduate Student Teaching Assistants

Sarah Dunn, sarah.dunn@ufl.edu      T 10 am-1 pm on Zoom at <https://ufl.zoom.us/j/92961976127>  
Rusong Huang, rusonghuang@ufl.edu      R 2-5 pm on Zoom at <https://ufl.zoom.us/j/6842605694>

Your TA is a graduate student in philosophy who will lead your Friday classes, grade your papers, and do many other things besides. Your TA is your email contact for questions about administrative matters in the course.

## **Course Times and Locations**

Lecture (Rothschild): MW6 (12:50p-1:40p) TUR L011

### Discussion (Dunn)

Section 17233: F3 (9:35-10:25a) CSE E221  
Section 23462: F5 (11:45a-12:35p) MAT 0014  
Section 17264: F6 (12:50-1:40p) RNK 0225

### Discussion (Huang)

Section 17232: F3 (9:35-10:25a) MAT 0117  
Section 17260: F5 (11:45a-12:35p) MAT 0015  
Section 17263: F6 (12:50-1:40p) MAT 0114

## **Course Description**

*Content.* In this course we will engage some of the fundamental questions and classical texts in philosophy. Central topics include questions about what human beings are and what we need; questions about the possibility of morality and about the construction of just political arrangements; questions about human understanding and its limits; questions about the being of humans in the world; and questions about the ways we are determined from without and the ways we are free to determine ourselves. We will track our various authors' approaches to these philosophical concerns, examine their arguments about how these concerns relate to one another, and consider how the course texts make a case for the relevance of these questions to our own human lives.

*Method.* This course also has significant goals in building skills of philosophical thinking, speaking, and writing.

## **UF Course Objectives & Distribution Credits**

Humanities Credit and Objectives:

This course provides Humanities credit (H) for the purpose of general education requirements. All such courses include the following objective: 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. A minimum grade of C is required for general education credit.

<http://gened.aa.ufl.edu/program-area-objectives.aspx>

Student Learning Objectives (SLOs):

Students will gain a basic understanding of philosophy and learn how to utilize this knowledge to evaluate and develop their own ideas. Students will pursue these goals across these three categories, all of which will be assessed via written assignments and participation in discussion:

- *Content*: Students will learn to identify, describe, and explain the history, underlying theory and methodologies used according to methods of the discipline.
- *Communication*: Students will learn to communicate knowledge, thoughts, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.
- *Critical Thinking*: Students will learn to identify and analyze key elements, biases and influences that shape thought within the subject area, as well as to approach issues and problems within the discipline from multiple perspectives. We will do this carefully and logically, in order to develop reasoned solutions to philosophical problems.

Writing Requirement (WR):

This course confers 4000 words towards the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence, and organization. Course grades have two components. To receive Writing Requirement credit, a student must receive an overall course grade of C or higher and a satisfactory completion of the writing component of the course (= satisfactory completion of all five written assignments plus earning a C+ or higher on at least three of the five). A writing rubric is available as an addendum to this syllabus.

## Required Materials

You are expected to bring a hard copy of the current reading with you to class every day. (You will not be able to use your computers, tablets, and other electronic devices during class.)

The following texts are available at the UF bookstore:

1. Plato, *Republic* (Grube/Reeve, Hackett) ISBN: 0872201368
2. Descartes, *Discourse on the Method and Meditations* (Pearson) ISBN: 0023672609
3. Hume, *An Enquiry Concerning Human Understanding* (Hackett) ISBN: 9780872202290
4. Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil* (Penguin) ISBN: 9780143039884

Other texts will be available on our course Canvas site. Under *Files* you will find remaining readings, which should be printed and brought to class. Note: the files were made by the library, from books in their collection, and as such have handwritten notes. I encourage you to ignore these markings and make your own assessments of what is important. Under *Course Reserves* you will find a link to stream our one movie.

## Assessment

Excelling in the Course:

- To do well in this course you must be in class prepared to engage the assigned material. This includes: keeping current on the reading assignments, bringing the current reading with you to class, and being aware of the course schedule and activities as discussed in class and posted on the course web page.
- You are responsible for regularly checking your UF email.
- Important announcements are often made at the beginning of lecture and are not repeated.
- Attendance in lectures is strongly encouraged. I will not keep records of your presence or absence, but the material I expect you to engage in your written work is the material I cover in lecture.

- Most people who do well in this course begin writing assignments well in advance of deadlines. You should meet with one of your instructors to discuss your plans for your papers, and you should expect to write and revise drafts of your essays.

#### Assignment Breakdown and Grading Scale:

1. Discussion Grade	150 points
2. 1 Writing Exercise (300-400 words)	50 points
3. 2 Analytic Expositions (550-700 words each, 150 points each)	300 points
4. 2 Essays (1300-1500 words each, 250 points each)	<u>500 points</u>
	Total: 1000 points

Points for all written materials will be posted as soon as they are graded, so you will be able to monitor your progress on Canvas. You may check in on your discussion grade throughout the semester by contacting your TA.

grades	% of points	
A	4.0	94-100
A-	3.67	90-93
B+	3.33	87-89
B	3.0	84-86
B-	2.67	80-83
C+	2.33	77-79

C	2.0	74-76
C-	1.67	70-73
D+	1.33	67-69
D	1.0	64-66
D-	0.67	60-63
E	0.0	0-59

If your total number of points for the course falls between two grades in the end, we will round to the nearest mark. X.5 rounds up; for example, 93.5 percent of all points will earn you an A. Any 93 below 93.5 is an A-. UF policy on assigning grade points: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

#### Writing Requirement Grade:

You will receive two grades for this course. One will be a letter grade corresponding to the points out of 1000 (see assignment breakdown above). The other indicates whether you have satisfied the writing requirement (WR 4000) for the course. In order to earn the WR credit in this class, you must complete all five writing assignments to a satisfactory level, earn a grade of C+ or higher on at least three of the five writing assignments, and earn an overall course grade of C or higher (735 points or more).

#### Discussion Grade and Attendance:

This portion of your grade will depend on your attendance, engagement, and contribution (quality, not quantity) in Friday discussion section. Quality participation in discussion depends upon being prepared and making a substantial effort to engage the material in class. Students who attend discussion section but who are not prepared and participating should expect to receive a discussion grade that matches their contribution. A discussion quality rubric is attached as an addendum to this syllabus.

Attendance is required in discussion sections. Each student will be permitted 2 “free” absences during discussion section. Beyond this number, proper documentation will be required to excuse absences (e.g., a doctor’s note). You must provide this documentation to your TA within one week of the missed class. Each unexcused absence beyond the 2 free absences will drop a student’s participation grade by 15 points. Arriving to discussion section more than ten minutes late without prior TA approval counts as an absence. Six or more unexcused absences is an automatic zero for the discussion portion of your grade.

If you are absent from discussion for an excused reason, you will not lose any points and the absence will not exhaust one of your free absences. In most cases you need documentation of the excuse (see below). Excused absences are limited to the following cases:

- *Health.* If your physical or mental health causes you to miss class, a note from your doctor or from the Dean of Students *within one week of the absence* will count as documentation for this.
- *Personal Reasons.* The Dean of Students will send me a note of excuse if you have personal reasons for needing one, such as a death in the family or an ongoing medical issue. I need your note from the DOS *within one week of the absence*. Note: I do not get involved in adjudicating good personal reasons from bad ones. I let the DOS handle that.
- *Some UF Activities* are excused absences. You must provide a note for activities absences *prior to the day of absence*. Notes may come from the activity supervisor, such as a coach. Regular activities absences will lead to make-up assignments.
- *Religious observances.* See your TA at the beginning of the semester about this.
- Any absence Professor Rothschild agrees to count as excused. If you think you have an exceptional case, ask your TA and your TA will pass your request along.

All other absences are typically unexcused, including some very good reasons to miss a class, like career or family events. I support your interest in these things, and understand why you might prioritize them over class, but that does not make them excused absences.

Requirements for class attendance in this course are consistent with university policies.  
<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Please note that you are responsible for the information presented in (lecture and) discussion section even if you miss class, whether for excused or unexcused reasons. Your discussion sections are where you get a chance to go over some of the main points of the course in more detail. They are also the place where you get a chance to talk philosophy, to develop arguments of your own. Finally, they are the place where you will receive instruction about how to write philosophy, including specific training to do your written assignments. In grading your work, we will hold you to a standard that assumes your attendance in (lecture and) discussion.

#### Writing Assignments:

We will have five writing assignments, one short (300-400 words), two medium (550-700 words), and two full essays (1300-1500 words). I will assign topics for your writing assignments, though you will have some choice among options. All papers must be typed, double-spaced with one-inch margins, page numbers, and 12 point Times New Roman font. You must include a word-count at the top of page one. Please also include your name, your TA's name, the date you hand in the assignment, and title and staple your essays.

Your written work for this course will depend only upon the texts for the course, the conversations we have in lecture and discussion, and some careful thinking, writing, and revising. No outside sources, including other books, articles, web sources, and so on, are permitted to appear in your assignments.

Each essay must be turned in *in two ways* by the deadline. (1) You must deliver a hard copy to your TA. (2) You must also upload your paper onto UF's e-learning site, Canvas. Exception: your first assignment (the writing exercise) is due online only.

A writing rubric for your essays is attached as an addendum to this syllabus.

#### Late written work:

In general you should assume that late work will not be accepted without penalty. If there is a foreseeable conflict with a due date for any reason, including activities, religious observances, and so on, you should make alternative arrangements with your TA well in advance so that we can set an early deadline. Computer errors (including disk, printer, or e-mail problems) are not acceptable excuses for late work.

Extensions on written work without penalty are granted by Professor Rothschild only, and will only be considered if you have a documented reason for your request, and if you take the initiative to make contact with your TA about the request as soon as the need arises.

You may, however, without prior permission or documentation, grant yourself an extension with penalty on any assignment except the last one. The penalty for taking extra time is 1/3 of a letter grade deducted immediately at the deadline, and again at each 24-hour mark beyond the deadline until the work is

submitted (including weekend days).

For the first four assignments, no assignments will be accepted which are more than one week late; for the final essay, no late assignments will be accepted. Exceptions require instructor approval.

Written work is not turned in until it is submitted both in hard copy and on Canvas.

Requirements for make-up assignments and other work in this course are consistent with university policies. <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

## Writing Assistance

In this class we will devote time explicitly to lessons on writing, and you are accountable in your written work for those lessons. The TA and the instructor for the course are available to answer questions about writing philosophy papers, talk through the paper topics or your ideas or outlines for the papers, or go over graded work and develop strategies for improvement.

We also have writing assistants who are available to read drafts of your essays. Writing assistants have regular office hours when a writing assignment is open. For example, if paper topics come out on a Thursday and are due one week following, you can expect writing assistants to be available during their office hours during that entire week. WA office hours will happen over Zoom. Please email a WA to arrange an appointment during their office hours; once you do so, the WA will send you a Zoom location for the meeting. You are expected to visit WA office hours \*with your best draft of the assignment already completed\* to make the best use of their time. (Between assignments you are welcome to request meetings with WAs, too, and they will grant them if they are able.)

Note on the role of our writing assistants: our writing assistants are undergraduates who are good philosophers and experienced writers of philosophy papers. They work as volunteers so that you have someone available to help you revise and restructure your written work, including but not limited to reading drafts of assignments before you turn them in. The writing assistants are not TAs, and are not authorized to speak for the administrative or content aspects of the course. This means they are not able to discuss or predict your grade on papers. It also means that if you want to talk ideas—to make sure you are getting the philosophy right, or understanding the paper topic correctly, or just bounce an outline off of someone—you should see Prof. Rothschild or a graduate student TA.

Writing Assistant Info, Office Hours:

Michael Hwang, [m.hwang@ufl.edu](mailto:m.hwang@ufl.edu)

OH: M 10:40 am - 12:35 pm, W 11:45 am - 12:35 pm

Theo Thomas, [theo.n.thomas00@gmail.com](mailto:theo.n.thomas00@gmail.com)

OH: T 11:45 am - 1:40 pm, R 11:45 am - 12:35 pm

Students will also find a number of resources for improving their writing at the university's Writing Studio page (<http://writing.ufl.edu/writing-studio/>), including a link to an electronic version of Strunk and White's *The Elements of Style* (<http://www.bartleby.com/141/>), the recommended style manual for this course.

## Other Course Policies

Instructor contact:

Please email one of us if you have administrative questions your syllabus and other documents cannot answer, if you want to arrange a meeting, or if you need to inform us of relevant difficulties on your end. If you have substantive philosophical questions, email is not the best place for these; please come visit us in office hours so that we can have a better conversation. We like to talk to students, and we encourage you to come see us. We will talk to you about the reading, about the assignments, about specific strengths and weaknesses of essays that have been returned to you with comments, about your interest in or struggles with this course or with philosophy more broadly.

COVID-19:

You are encouraged to comply with ongoing UF directives regarding COVID-19.

#### Online / in person:

This course is designed as an in-person course, and will be organized around the expectation that students will be in the room. Attendance in discussion section is required as part of your grade. If you are unable to attend lecture or discussion for an extended period of time for excused reasons, please get in touch with us right away.

#### Electronic devices:

If you have electronic devices with you—including phones, computers, tablets, and recording devices—these should be silenced, and you will need to suspend interaction with them during class (except to start or stop recording as appropriate). This means you will need to bring a hard copy of your reading and a way to take notes, as you won't be able to use your devices to facilitate in-class activity.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

#### Working together:

You are encouraged to talk to one another outside of class about philosophy and about this course as much as possible. This includes discussion of paper topics, and it includes reading drafts of one another's work. If you do work together, please be mindful of the following:

1. Your final product must be your own original work, and not a repetition of someone else's ideas or essay.
2. Each essay must be a piece of written thinking in itself. Sometimes conversation in advance of writing can make you feel like the conclusions of that conversation are now established, such that you can now talk about them by stating them (or assuming, or implying). But your essays need to “show your work”—if the argument is not explicitly on the page, you haven't made the argument. We need to see the important pieces of reasoning.
3. You must be willing to endorse what ends up in your paper. Beware of letting others persuade you to go in the wrong direction. You are ultimately responsible for both the understandings and misunderstandings in the papers you turn in.

#### Classroom conduct:

Philosophy is sometimes mistakenly understood to be a combative exercise. That style does not impress me at all. I encourage you to direct your first effort toward trying to understand and develop both the contributions of the authors we read and the contributions of others in the class. Where those are limited, of course, good philosophy also happens when you (respectfully) disagree, note tensions, make distinctions, reshape the question, and so on. Students who repeatedly act aggressively, in ways which attempt to incite unnecessary conflict or to dominate the discussion and/or other people, will receive a zero for participation.

#### 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 about what constitutes plagiarism, please ask one of us. You should expect the minimum penalty for academic dishonesty to be a grade of E for the class (not just the assignment). All incidents of academic dishonesty will be reported to Student Judicial Affairs. Repeat offenders may be penalized by suspension or expulsion from the university.

#### Accommodations:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (<https://disability.ufl.edu/students/get-started/>). 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.

#### Diversity and Inclusion:

The instructors of this course are committed to supporting all our students—to making class administration fair for everyone, to ensuring class space is welcoming for all and assignments and discussions productive opportunities for all. We invite conversation with you about how we may better accomplish this at any time.

#### Course Evaluations:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at: <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: <https://evaluations.ufl.edu/results>.

#### Campus Resources: Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161
- University Police Department: call 352-392-1111 (or 9-1-1 for emergencies).

**PHI 2010: Introduction to Philosophy (J. Rothschild)**  
**Schedule of Readings and Assignments**

The reading listed for a given date is the subject of lecture on that date. You should read assigned material *before* coming into class to hear the lecture.

DATE	READING	ASSIGNMENT
<i>Week 1</i>		
M, Aug 23	Introduction	
W, Aug 25	Descartes, <i>Meditations</i> : Letter, Preface, Synopsis, Med 1, pp. 61-80	
F, Aug 27	Discussion: Descartes, close reading of passages	
<i>Week 2</i>		
M, Aug 30	Descartes, <i>Meditations</i> : Meditation 2, pp. 81-91	
W, Sept 1	Descartes, <i>Meditations</i> : Meditation 3, pp. 91-108	Assignment: writing paragraphs
F, Sept 3	Discussion: Descartes, writing paragraphs	Assignment due Sun, Sept 5 11:59 pm (online only)
<i>Week 3</i>		
M, Sept 6	No class—holiday	
W, Sept 8	Hume, <i>Enquiry</i> : Sections I-IV, pp. 1-25	
F, Sept 10	Discussion: Descartes/Hume, argument, objections & replies	
<i>Week 4</i>		
M, Sept 13	Hume, <i>Enquiry</i> : Sections V-VII, pp. 25-53	
W, Sept 15	Hume, <i>Enquiry</i> : Sections XI-XII, pp. 90-114	Assignment: analytic exposition
F, Sept 17	Discussion: Hume, analytic exposition	
<i>Week 5</i>		
M, Sept 20	Writing Philosophy Q & A	
W, Sept 22	Aristotle, <i>Nicomachean Ethics</i> : Book VIII, pp. 1825-1839	Assignment due Sept 22 at the start of class (12:50 pm), online & hard copy
F, Sept 24	Discussion: Aristotle, evidence and building argument	
<i>Week 6</i>		
M, Sept 27	Aristotle, <i>Nicomachean Ethics</i> : Book IX, pp. 1839-1852	
W, Sept 29	Aristotle, <i>Nicomachean Ethics</i> VIII and IX continued	
F, Oct 1	Discussion: Aristotle, thesis and argumentative line	
<i>Week 7</i>		
M, Oct 4	Althusser, “Ideology & ISAs”, pp. 170-177 / two short videos	Assignment: analytic exposition 2
W, Oct 6	Lear, <i>Radical Hope</i> , pp. 1-52	
F, Oct 8	No discussion section – football holiday	

<i>Week 8</i>		
M, Oct 11	Arendt, <i>Eichmann in Jerusalem</i> , pp. 3-55	Assignment due Oct 11 at the start of class (12:50 pm), online & hard copy
W, Oct 13	Arendt, <i>Eichmann in Jerusalem</i> , pp. 56-111	
F, Oct 15	Discussion: Arendt, objections and replies 2	
<i>Week 9</i>		
M, Oct 18	Arendt, <i>Eichmann in Jerusalem</i> , pp. 112-219	
W, Oct 20	Arendt, <i>Eichmann in Jerusalem</i> , pp. 220-252	
F, Oct 22	Discussion: Arendt, thesis and argumentative line 2	
<i>Week 10</i>		
M, Oct 25	Arendt, <i>Eichmann in Jerusalem</i> , pp. 253-298	Assignment: essay 1
W, Oct 27	Arendt Wrap	
F, Oct 29	Discussion: Arendt, essay Q & A	
<i>Week 11</i>		
M, Nov 1	Movie: The White Ribbon (2009)	
W, Nov 3	Plato, <i>Republic</i> : Book I, pp. 1-31 (margin #s 327a-354c)	
F, Nov 5	Discussion: White Ribbon/Plato, introductions and conclusions	
<i>Week 12</i>		
M, Nov 8	Plato, <i>Republic</i> : Book II, pp. 32-59 (357a-383c)	Assignment due Nov 10 at the start of class (12:50 pm, online & hard copy)
W, Nov 10	Plato, <i>Republic</i> : Book III-IV, pp. 60-102 (386a-427c)	
F, Nov 12	Discussion: Plato, opening up an understanding and audience	
<i>Week 13</i>		
M, Nov 15	Plato, <i>Republic</i> : Book IV, pp. 102-121 (427d-445e)	
W, Nov 17	Plato, <i>Republic</i> : Book V-VI, pp. 146-177 (471c-503e)	
F, Nov 19	Discussion: Plato, problem construction	
<i>Week 14</i>		
M, Nov 22	Plato, <i>Republic</i> : Book VI, pp. 177-185 (504a-511e)	
W, Nov 24	No class – holiday	
F, Nov 26	No class – holiday	
<i>Week 15</i>		
M, Nov 29	Plato, <i>Republic</i> : Book VII, pp. 186-212 (514a-541b)	Assignment: essay 2
W, Dec 1	Plato, <i>Republic</i> : Book XIII-IX, pp. 213-263 (543a-592b)	
F, Dec 3	Discussion: Plato, revising a paper	
<i>Week 16</i>		
M, Dec 6	Plato, catching up and synthesis	
W, Dec 8	Plato, catching up and synthesis	

Essay 2 due Sunday, December 12<sup>th</sup> at 11:59 pm online;  
hard copy delivered by 3 pm Monday, Dec 13th to your TA's box in FLO 330

NO FINAL EXAM

## DISCUSSION QUALITY GRADE RUBRIC

A	<ol style="list-style-type: none"><li>1. Student makes consistent, quality contributions to class discussion. Quality contributions are thoughtful, relevant, and responsive to the instructor, the other students in the room, and the course materials.</li><li>2. Student is present and ready when class begins, remains alert and focused on the class discussion the entire period, keeps electronic devices silenced / away from use, and only begins packing belongings when class is over.</li><li>3. Student has brought a copy of all relevant course materials to class (e.g., current reading, handouts) and consults them as appropriate.</li></ol>
B	<ol style="list-style-type: none"><li>1. Student is often an active participant in class discussion.</li></ol> 2-3 as above
C	<ol style="list-style-type: none"><li>1. Student is an active listener of class discussion but is mostly silent.</li></ol> 2-3 as above
D or below	<ol style="list-style-type: none"><li>1. Student is disruptive of class space or conversation, either actively or passively.</li><li>2. Student is disrespectful of other students or instructors.</li></ol>

## ATTENDANCE DEDUCTIONS

Your quality grade for participation will be assigned first. From that grade we will deduct points for unexcused absences over your free ones. See syllabus for details on deductions and also for policies on excused versus unexcused absences.

The point total you receive after deductions will be your final participation grade.

WRITING ASSESSMENT RUBRIC					
	A	B	C	D	E
<b>RESPONSE TO PAPER TOPIC, FOCUSED USE OF TEXTS AND COURSE MATERIAL</b>	• Overall, the paper does an excellent job of responding to the topic question and reflects a more than competent command of the relevant texts and material discussed in class.	• Overall, the paper responds well to the topic question and reflects a competent command of the relevant texts and material discussed in class.	• Overall, the paper provides a merely sufficient response to the topic question and reflects a less than competent command of the relevant texts and material discussed in class.	• Overall, the paper only partially responds to the topic and reflects an incompetent command of the relevant texts and materials discussed in class.	• Overall, the paper does not respond to the topic and fails to draw upon relevant texts and materials discussed in class.
<b>INTRO &amp; THESIS</b>	• The introduction & thesis do an excellent job of identifying the issues raised by the topic to be discussed in the rest of the paper. The thesis makes a significant and debatable claim.	• The introduction & thesis do a good enough job of identifying the issues raised by the topic to be discussed in the rest of the paper. The thesis is clear and fairly interesting.	• The introduction & thesis do not adequately identify the issues raised by the topic to be discussed in the rest of the paper. The thesis is somewhat unclear, fairly obvious, or a bit misguided.	• The introduction & thesis do not identify the issues raised by the topic to be discussed in the rest of the paper. The thesis is confused, obvious, or obviously wrong.	• The introduction & thesis do not identify the issues raised by the topic to be discussed in the rest of the paper. The thesis is missing or incoherent.
<b>PARAGRAPH</b>	• Paragraphs are excellently written. Paragraphs make a point, with clear topic sentences to govern them, contain no irrelevant sentences or gaps, and each paragraph advances the thesis one step further.	• Paragraphs do a good enough job of making a point, and have clear enough topic sentences to govern them. They contain no irrelevant sentences or gaps, and each paragraph for the most part advances the thesis one step further.	• Only some of the paragraphs do their job well enough. Topic sentences are partly clear or only partially govern; point of the paragraphs is only somewhat intact; the paragraphs don't explicitly relate to the thesis or to nearby paragraphs.	• An unsatisfactory use of paragraphs. Topic sentences are missing or unclear. Paragraphs have multiple or underdeveloped ideas. Paragraphs are islands and have no relation to thesis or nearby paragraphs.	• It is unclear how the paragraphs are individual units of meaning toward an overall end.
<b>STRUCTURE OF ARGUMENT</b>	• The argumentative line of the paper is fully intact—all the content of the paper supports its main ideas with no irrelevant material and no gaps in argument. The argument advances in a manner that is easy to follow.	• The argumentative line of the paper is almost intact—almost all the content of the paper supports its main ideas with no irrelevant material and very few gaps in argument. The argument advances in a manner that is for the most part easy to follow.	• The argumentative line of the paper is generally intact—content of the paper generally supports its main ideas, though there is some irrelevant material and perhaps some gaps in argument. The argument is difficult to follow in places.	• The argumentative line is not intact—the content of the paper tends not to support its main ideas, and there is a good deal of irrelevant material and/or major gaps in the argument. The argument is difficult to follow or incomplete.	• The argumentative line is either missing or incoherent—how the content of the paper is supposed to support its main ideas is unclear, there is far too much irrelevant material, and there is a failure to link pieces of the idea to one another. The argument is very difficult to follow.
<b>STRENGTH OF ARGUMENT</b>	• The main ideas of the paper are clear and convincing.	• The main ideas of the paper are for the most part clear and convincing.	• The main ideas of the paper are only partially clear and convincing.	• The main ideas of the paper are only marginally clear and convincing.	• It is unclear what the paper's main ideas are supposed to be.
<b>USE OF EVIDENCE</b>	• The paper's claims are all well-grounded in cogent interpretations of the relevant textual evidence.	• The paper's claims are generally well-grounded in cogent interpretations of the relevant textual evidence.	• Only some of the paper's claims are well-grounded in cogent interpretations of the relevant textual evidence.	• None of the interpretations on which the paper's claims are based are cogent.	• None of the paper's claims are based on interpretations of the relevant textual evidence.