

**QUEST 1: IDS 2935**  
**THE IDEA OF HAPPINESS**  
**FALL 2023**  
**T/TH PERIOD 7**

**INSTRUCTOR**

Nathan Rothschild (Philosophy)  
Office hours: Tuesday 3-5pm  
                    Thursday 3-4 pm  
Office: Griffin Floyd 311  
Telephone: (352) 294-1922  
Email: njrothschild@ufl.edu  
Personal Zoom address: <https://ufl.zoom.us/j/4225788584>

**TEACHING ASSISTANT**

Anastasia Gavrilos  
Office Hours:  
Office:  
Email: agavrilos@ufl.edu

**COURSE DETAILS**

Time: Tuesday/Thursday period 7  
Location: Pugh 170  
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](http://www.elearning.ufl.edu)).

**COURSE DESCRIPTION**

Every person wants to live well. What is it, though, to live well? What sorts of things make our lives good? These, and related questions 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 think seriously about fundamental matters of value in order to live a genuinely worthwhile life. Nor has there ever been a time when philosophy, art, literature, history-or any other form of human culture-has not been guided by the question of how we ought to live in order to attain genuine happiness.

This Quest 1 course addresses that question which 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. Many texts will be historical, and students will be encouraged to find in these texts material relevant to their own lives, not despite, but because of the fundamentally different assumptions and commitments that animate views which are up to 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.

#### **Required Books**

1. *Nicomachean Ethics*, Aristotle, ISBN: 1624661173
2. *The Reasons of Love*, Harry Frankfurt, ISBN: 0691126240

#### **Movie Screenings**

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

#### **Recommended**

1. *How Are We To Live?*, Peter Singer, ISBN: 0879759666
2. 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 quizzes                            | 20%               |
| 2. Interview assignment                  | 5%                |
| 3. 2 Short Papers (1000-1200 words each) | 40% (15% and 25%) |
| 4. Capstone Project                      | 20%               |
| 5. Attendance in lecture                 | 5%                |
| 6. Participation in discussion section   | 10%               |

## **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**

**Email:** Email is an essential mode of communication in the course. Students are expected to read all email they receive concerning the course and to do so in a timely fashion.

- *Be sure set your Canvas notifications to "Notify me right away."* I will proceed on the assumption that you have done so.
- If you want to reach me by email, please do so via UF email and not via Canvas. If you have substantive philosophical questions, email is not the best place for these; please come visit me in office hours.

**Texts:** For the required texts, students must purchase a *paper copy of the edition listed on the syllabus*. We will read passages from these texts in class, and there are substantial differences

between various editions and translations. As a result, it is imperative that students not use different editions and electronic copies.

**Attendance Policy:** Students are expected to attend class regularly and to arrive on time. Attendance is worth 50 points, and the attendance grade is 5% of the final course grade.

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, 50 points will become 40 points upon a fourth unexcused absence; 40 points would become 30 points upon a fifth 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>.

### **In Class Expectations**

**In Class:** 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:** Please turn off and put away your laptop (etc.) and phone before class period begins. There are exceptions to this policy which I am happy to discuss with you.

**Recording Lectures:** I will not be recording anything.

### **OUTSIDE SOURCES**

*Do not use texts or internet sources outside of those listed on the syllabus.* If you would like to use an outside source when writing a paper, please clear the text with me first.

### **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>

## **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.

## **STUDENTS REQUIRING ACCOMMODATIONS**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://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.

**Pandemic:** Visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

## **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.

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**

### **Quizzes**

Each week when they do not have an essay or capstone project due, students will take a short quiz in section relating to the week's readings. These weekly quizzes will be collaborative. Students will be divided into groups via Canvas and work together with their group on their quiz. Quizzes will be administered at the beginning of section. If a student misses a quiz because of lateness or unexcused absence, they will receive a zero for that quiz. The procedure for the quizzes will be as follows: students will break into their groups, the quizzes will be distributed, and students will have roughly five minutes to discuss the answers to the quiz with their group, then students will break out of groups and each student will complete their own copy of the quiz.

One perfect score will be factored into your final quiz average.

These quizzes have four functions. First, they will ensure that students are engaging properly with the course material. Second, they will serve as launching points for class discussion and interaction. Third, they will provide students a low stakes opportunity to think through the course content and consider how it might be relevant to their own views about happiness and well-being. Finally, these quizzes will give students an opportunity to get to know their classmates

Advances SLOs: 2, 3, 4, 5

### **Interview Assignment**

You 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 (1000-1200 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](http://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+.

If you believe your situation warrants an extension without penalty, you must get in touch with the professor at least two days in advance.

Advances SLOs: 1, 2, 5

### **Capstone Project**

You will have several choices as to the topic of your 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 your sense of the importance of the chosen good.

The Capstone project will also be a group assignment. You will present the essentials of your views in the form of a structured presentation. 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 from the class. The deadline for submitting the revised reflection paper will be several days following the presentation.

The writing assignments (both papers and weekly group work), in addition to the readings and discussion, should prepare you to produce an interesting and successful capstone project. The grade for the capstone project will be based on the three parts of the assignment: 1) the presentation and 2) response to questions will together be worth 40 points, and 3) the workshop paper 60 points (for a total of 100 points).

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

### **Attendance in Lecture**

This course does require attendance to the lecture. One cannot engage in high quality class participation if one does not go to class. Unexcused absences from more than four classes will negatively affect the attendance grade. Attendance is worth 50 points, and is 5% of the final course grade. For each unexcused absence beyond the third, you will lose 10 points from your

attendance grade. For example, 50 points will become 40 points upon a fourth unexcused absence; 40 points would become 30 points upon a fifth unexcused absence; and so on.

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

### **Participation in Discussion Section and Lecture**

There will be weekly discussion sections led by the TA. Participation in section counts for 10% of the student's grade. Attendance is not required. However, it is obviously essential to good participation. In addition, simply coming to section is a minimal form of participation. That said, the emphasis here is on *participation*. Section is a place where students engage in serious and lively discussion of the course material, and students will be assessed on the extent to which they contribute to this conversation and the environment which supports it.

Consistent high-quality class participation will improve the class experience and what students get out of it. "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).

Along with discussion section, lecture will also provide students the opportunity to participate, primarily by asking and answering questions. Getting involved in lecture in this way will also count towards a student's participation grade.

For some, speaking in front of others is not easy. If that is the case, attending office hours to discuss the material is a partial substitute for getting involved in section and lecture. In addition, if students have any issue that prevents or severely impacts their ability to participate, please come see us as soon as possible.

Advances SLOs: 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
<b>1</b> Aug 24	The Examined Life?	Introductory class and syllabus review
<b>2</b> Aug 29 Aug 31 <b>Sep 1</b>	Hedonism and getting what one wants?	Nozick, "The Experience Machine" Kupperman, "Myth One" Heathwood, "Fairing Well and Getting what you Want" Parfit, "What Makes Someone's Life go Best?" <b>1<sup>st</sup> quiz in section</b>
<b>3</b> Sep 5  Sep 7 <b>Sep 8</b>	Unhappy Lives	Tolstoy, "The Death of Ivan Ilytch"  Mike Leigh, <i>American Beauty</i> (film) <b>2<sup>nd</sup> quiz in section</b>
<b>4</b> Sep 12  Sep 14 <b>Sep 15</b>	Living well as living ethically	Singer, <i>How Are We to Live?</i> Ch 1, 2, 4  Singer, <i>How Are We to Live</i> , Ch 5, 7 <b>3<sup>rd</sup> quiz in section</b>
<b>5</b> Sep 19  Sep 21 <b>Sep 22</b>	Living well as living ethically	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" <b>4<sup>th</sup> quiz in section</b>
<b>6</b> Sep 26  Sep 28	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
<b>7</b> <b>Oct 2</b> Oct 3  Oct 5 <b>Oct 6</b>	Living well is living a life with meaning	<b>Paper # 1 due by noon</b> Frankfurt, <i>The Reasons of Love</i> , Part 2 and 3  Frankfurt, <i>The Reasons of Love</i> , Part 3 <b>5<sup>th</sup> quiz in section</b>
<b>8</b> Oct 10  Oct 12 <b>Oct 13</b>	Can you really choose what matters to you?	Sophocles, <i>Electra</i>  Nehemas, <i>The Promise of Happiness</i> (excerpt) <b>6<sup>th</sup> quiz in section</b>

<b>9</b> Oct 17  Oct 19 <b>Oct 20</b>	Living well is being unified	Plato, <i>Republic</i> , books IV, IX (excerpts) Brand, “What it is Like Being a Drug Addict”  Darren Aronofsky, <i>Black Swan</i> (film) <b>7<sup>th</sup> quiz in section</b>
<b>10</b> Oct 24  Oct 26  <b>Oct 27</b>	Living well is being unified?	Evans, “In Two Minds” Haidt, “The Emotional Dog and Its Rational Tail”  Hume, <i>Treatise on Human Nature</i> , Book II, Section iii (excerpt) Epictetus, <i>Enchiridion</i> (excerpts) Nietzsche, <i>Beyond Good and Evil</i> (excerpt) Aristotle, <i>Nicomachean Ethics</i> , I.13 <b>Interview assignment due by end of day (11:59pm)</b>
<b>11</b> Oct 31  Nov 2 <b>Nov 3</b>	Living well is realizing your nature	Csikszentmihalyi, “If We are so Rich, Why aren’t We Happy?” Aristotle, <i>Nicomachean Ethics</i> , I.1-I.13  Aristotle, <i>Nicomachean Ethics</i> , I.1-I.13 <b>8<sup>th</sup> quiz in section</b>
<b>12</b> Nov 7  Nov 9	Virtue	Aristotle, <i>Nicomachean Ethics</i> , II.1-II.7  Aristotle, <i>Nicomachean Ethics</i> , II.6-9, III.6-9, IV.1
<b>13</b> <b>Nov 13</b> Nov 14  Nov 16 <b>Nov 17</b>	Friendship and Vice	<b>Paper # 2 due by noon</b> Aristotle, <i>Nicomachean Ethics</i> , VIII, IX (VIII.1-8, IX.1-6)  Aristotle, <i>Nicomachean Ethics</i> , VII.1-3, 8-9 <b>9<sup>th</sup> quiz in section</b>
<b>14</b> Nov 21  Nov 23	Pause	Capstone project Taking stock  <b>No Class, Thanksgiving</b>
<b>15</b> Nov 28  Nov 30 Dec 1	Happiness is a thoughtful life	Aristotle, <i>Nicomachean Ethics</i> , VI.1, 5, 12-13 Aristotle, <i>Nicomachean Ethics</i> , X.6-8 (recommended)  <b>Presentations in place of lecture</b> <b>Presentations in place of section</b>
<b>16</b> Dec 6	Workshop	<b>Presentations in place of lecture</b>



## Short Paper Rubric

<b>Thesis</b>	<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>	5 points
<b>Exposition</b>	<ul style="list-style-type: none"> <li>• The paper contains accurate and precise summarization, description and/or paraphrasing of the issue being discussed</li> <li>• Key concepts and theories are accurately and completely explained</li> <li>• When appropriate, good, clear examples are used to illuminate concepts and issues and/or support arguments.</li> <li>• The paper uses appropriate textual support.</li> </ul> <p>32-35 points</p>	<ul style="list-style-type: none"> <li>• The summarization, description and/or paraphrasing of the issue is fairly accurate and precise.</li> <li>• Key concepts and theories are explained.</li> <li>• Examples are clear, but may not be well chosen.</li> <li>• The paper has textual support, but other passages may have been better choices.</li> </ul> <p>29-31 points</p>	<ul style="list-style-type: none"> <li>• The summarization, description and/or paraphrasing of the issue is fairly accurate, but not precise.</li> <li>• Key concepts and theories are not explained.</li> <li>• Examples are not clear, and may not be well chosen or appropriate.</li> <li>• The textual support is inappropriate.</li> </ul> <p>26-28 points</p>	<ul style="list-style-type: none"> <li>• The summarization, description and/or paraphrasing of the issue is inaccurate.</li> <li>• Key concepts and theories may be identified but are not explained.</li> <li>• Examples are not clear, are inappropriate, and/or do not illuminate concepts and issues.</li> <li>• No textual support.</li> </ul> <p>0-25 points</p>	35 points
<b>Evaluation</b>	<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"> <li>• checking for support in the argument</li> </ul>	<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"> <li>• checking for support in the argument</li> </ul>	<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"> <li>● checking for the argument's internal consistency</li> <li>● considering objections to one's own argument. This involves presenting 1 or more plausible and appropriate objections, and responding to them thoroughly.</li> </ul> <p>32-35 points</p>	<ul style="list-style-type: none"> <li>● checking for the argument's internal consistency</li> <li>● considering objections to one's own argument, though the objections may be ill chosen and/or not thoroughly responded to.</li> </ul> <p>29-31 points</p>	<p>defend the central argument against plausible objections.</p> <p>26-28 points</p>	<p>0-25 points</p>	35 points
<b>Writing: Mechanics</b>	<ul style="list-style-type: none"> <li>● All sentences are complete and grammatical.</li> <li>● Paper has been spell-checked and proofread, and has no errors, and no rhetorical questions or slang.</li> </ul> <p>9-10 points</p>	<ul style="list-style-type: none"> <li>● All sentences are complete and grammatical.</li> <li>● Paper has been spell-checked and proofread, and has very few errors, and no rhetorical questions or slang.</li> </ul> <p>7-8 points</p>	<ul style="list-style-type: none"> <li>● A few sentences are incomplete and/or ungrammatical.</li> <li>● Paper has several spelling errors, rhetorical questions and/or uses of slang.</li> </ul> <p>5-6 point</p>	<ul style="list-style-type: none"> <li>● Many sentences are incomplete and/or ungrammatical.</li> <li>● Paper has many spelling errors, rhetorical questions and/or uses of slang.</li> </ul> <p>0-4 points</p>	10 points
<b>Writing: Flow and Coherence</b>	<ul style="list-style-type: none"> <li>● All words are chosen for their precise meanings and are used consistently.</li> <li>● All of the content of the paper is relevant to the main line of argument; no extraneous material.</li> <li>● Ideas are developed in a natural order. Premises fit together naturally and it is easy to identify the main</li> </ul>	<ul style="list-style-type: none"> <li>● Most words are chosen for their precise meanings.</li> <li>● Most of the content of the paper is relevant to the main line of argument; extraneous material is at a minimum.</li> <li>● Ideas are mostly developed in a natural order. It is not hard to understand what is being said.</li> </ul>	<ul style="list-style-type: none"> <li>● Words are not chosen for their precise meanings.</li> <li>● May be substantial extraneous material.</li> <li>● Ideas are not always developed in a natural order. It is sometimes difficult to identify the line of argument</li> </ul>	<ul style="list-style-type: none"> <li>● Words are not chosen for their precise meanings.</li> <li>● Substantial extraneous material.</li> <li>● Ideas are not developed in a natural order. Premises do not fit together naturally and it is difficult</li> </ul>	10 points

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

Total Points Possible: 100 points



