

Course Syllabus
Sociology 258: Power And Conflict (Writing Intensive)
Department of Sociology and Anthropology,
Moravian College
Instructor: Dr. Akbar Keshodkar
Fall Semester 2017

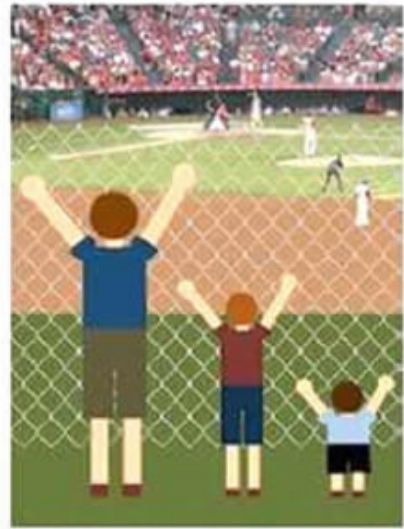
EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Source: <http://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/>

Class meetings: Mondays and Wednesdays, 10:20 – 11:30 am (PPHAC 116)

Office Hours: Mondays and Wednesdays (1-2:30 pm), Tuesdays (8:30–10 am), or by appointment

Office Location: PPHAC, 311

Office Tel. #: 610 861 1685

Email: keshodkara@moravian.edu (please provide up to a minimum of 24 hours for response)

COURSE DESCRIPTION:

The course explores ways that sociologists and anthropologists have tried to understand social hierarchies and the processes by which social activity develops and sustains them. By studying social-science theories and concepts that describe and analyze how issues related to power, conflict, social inequalities have taken shape in modern life, students will examine how foundations of inequalities today are grounded in the developments of the concepts of Self versus Other, orientalism, colonialism, capitalism, neoliberalism, nation-state, patriarchy, secularism, contemporary globalization, and neo-colonialism, as they have been instrumental in shaping discourses of power and conflict around the world in the age of modernity and lie at the root of increasing poverty and inequalities globally and in proliferating conflict and injustices around the world. Through the lens of inequalities, the course further encourages students to scrutinize the levels at which issues of power and conflict manifest within aspects of daily modern life. Student will explore how inequalities mediate social relations and learn about multi-faceted perspectives related to issues of power and conflict in their lives. Lastly, in aligning the course objectives with the mission of the college's InFocus program, the course will endeavor to equip students with intellectual tools to contest and negotiate issues of power and conflict, with the goal of empowering them to understand the role of their own agency to promote social justice and equity at multiple levels of society, within their own lives and in society at large. Student activities examining these relationships between power, conflict and inequalities in the course will be carried out in conjunction with and in support of the college's InFocus program on Poverty and Inequality.

COURSE LEARNING OUTCOMES:

By the conclusion of the course, students should:

- Acquire a diverse understanding of issues relates to the study of power and conflict within the context of sociological inquiry
- Cultivate an awareness of agency to understand issues of power, conflict and inequalities in all aspects of social lives
- Engage in different forms of writing exercises to adequately express and analyze perspectives on power and conflict
- Demonstrate satisfactory knowledge of the varying components of composition (from summaries to research papers), audience, the role of the writer, rhetorical strategies, writing conventions and correctness in their writing

TEXT:

Required reading:

The following book is available for purchase at the college bookstore:

Grusky, D. and Szelényi, S. eds., 2011. *The inequality reader: Contemporary and foundational readings in race, class, and gender, Second Edition*. Westview Press. ISBN: 9780813344843

Freire, P., 2000. *Pedagogy of the oppressed*. Bloomsbury Publishing. ISBN: 9780826412768

Additional articles required for the course can be accessed through the college library electronic journal database or will be posted on Canvas.

Supplementary Reading:

De Vos, G.A. and M.M. Suárez-Orozco. 1990. *Status inequality: The self in culture*. Sage Publications, Inc.
Ferguson, S.J. (ed). 2016. *Race, Gender, Sexuality and Social Classes: Dimensions of Inequality and Identity*. Second Edition. Sage.

Finel, B. and K. Lord. (eds), 2002. *Power and Conflict in the Age of Transparency*. Springer.

Giddens, A. and D. Held (eds). 1982. *Classes, Power and Conflict: Classical and Contemporary Debates*. Berkeley: University of California Press.

Horowitz, D.L. 1985. *Ethnic groups in conflict*. Berkeley: University of California Press.

Hurrell, A., 2007. *On global order: power, values, and the constitution of international society*. Oxford: Oxford University Press.

Johnson, A.G. 2006. *Privilege, Power and Difference*. Third Edition. McGraw Hill.
Price, T.D. and Feinman, G.M. (eds). 1995. *Foundations of social inequality* (Vol. 1). Springer.
Royce, E. 2015. *Poverty and power: The problem of structural inequality*. Rowman & Littlefield.

Websites:

American Anthropological Association: <http://www.aaanet.org/>

UN Library of World's Knowledge: <http://www.wdl.org/en/>

Conflict Resolution Information Center: <http://www.beyondintractability.org/>

International Center on Non-Violent Conflict: <https://www.nonviolent-conflict.org/>

COURSE EXPECTATIONS AND REQUIREMENTS:

1. *Attendance and Participation:* Students are required to *attend* class regularly and *participate* in discussions and brief presentations. Questions, feedback, and student interaction are an integral part of the learning process, and will supplement lectures and films. Students should come prepared, having read the assigned materials prior to coming to class and having the materials accessible during class. Students will be required to actively participate in classroom activities (volunteering thoughtful answers on a regular basis); inadequate and passive participation (just attending and sitting quietly) in class activities will result in deduction of class participation points. Students are also expected to devote an average of 6-8 hours per week outside class in preparing for the course. Chronic absences, tardiness and leaving early will adversely affect your grade. Attendance will be taken at the beginning of class (college policy) and tardiness or absences will result in a deduction of 5 points per infraction from the class participation grade. Absences due to illness or emergencies must be communicated to the instructor prior to the class
2. *Basic classroom rules:* While in class, students are expected to use appropriate language with the instructor as well with each other, have their cell phones on silent and not be involved in personal conversations with each other or any activities which would disrupt the classroom environment. Infraction of these rules will result in a deduction of 20 points from the class participation grade and the student being asked to leave the classroom.
3. *Academic Code of Conduct:* I take plagiarism, copying someone else's work and representing it as your own, very seriously. This applies to all work submitted for the course. If a student's work is suspected of plagiarism, the student as well the Dean's office will be notified of the charge and it will be the student's responsibility to demonstrate evidence reflecting the originality of the work, such as all notes and other materials utilized in developing the submitted work. **Plagiarism, academic dishonesty, or cheating will result in an automatic grade of F for the course.** Students should refer to the college's academic handbook for more information about plagiarism and academic code of conduct.
4. *Canvas:* All assignments, additional reading materials, announcements and information related to the course will be posted on Canvas. It is the students' responsibility to check Canvas and their Moravian College email on a regular basis throughout the semester.
5. *Accommodations and Academic Support:* Students who wish to request accommodations in this class for a disability should contact the Academic and Accessibility Support Center, located in the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic and Accessibility Support Center.
6. *Writing Center:* The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-625-7820.
7. *Title IX and Faculty Responsibility and Commitment to Learning:* Moravian College faculty are committed to providing a learning environment free from gender discrimination and sexual violence. Should a student disclose a concern of this nature, the faculty member is obligated to inform the Title IX Coordinator, who will assist the student in determining resources for support and resolution. Fully confidential reporting options include the [Counseling Center](#), [Health Center](#), and [Religious Life](#) (chaplain). Survivors are

encouraged to seek immediate assistance by contacting the [Advocates](#) at (484) 764-9242. For more information, please visit www.moravian.edu/titleix.

8. *Weekly Power/Conflict Journal*: Students will be required to maintain a weekly journal throughout the semester in which they have to document issues of power and conflict that they encounter in their daily lives, highlighting ways in which they exercise different forms of power, are subjected to the will of others, initiate conflict and/or encounter different forms of inequalities. Guidelines for the journal entries are posted on Canvas. No late papers will be accepted!
9. *Service Learning - Exposure to Power and Conflict*: As part of the course, students will be required to engage in service learning activities through community service with underprivileged, underserved, marginalized local communities at least two times a month and write a two page reflection each month examining issues of power and conflict which explain the inequalities impacting these communities. Guidelines for the reflection are posted on Canvas. No later papers will be accepted!
10. *Notes*: Students will be required to take notes in class and on course readings on a regular basis. These notes must be organized in a 3-ring binder folder, with an accurate account of course materials, examples and summaries. Students will be required to submit their folders to the instructor at the end of week 6 and at the conclusion of the semester. Grades will be allocated on the basis on the quality of and organization of notes submitted at the end of the semester.
11. *Reaction Papers*: Over the course of the semester, students will be required to submit four reaction papers, in which they will provide an analysis of the questions on course materials they are asked to address. The response must be based on course materials - critically evaluating readings, issues discussed in class from the previous weeks and further incorporating perspectives on the materials covered in class. Each reflection paper should be a minimum of two pages in length, with adequate citations and a bibliography.
12. *Research Paper*: Over the course of the semester, students will embark on a research project in which they will be required to focus on one arena of power, conflict and inequalities and its manifestation within a particular context. For the project, students must apply course materials to an area of personal, social or intellectual interest through specific theoretical concepts of power and inequalities and examine how they are pertinent within a particular social context, investigating how issues related to the area of their research have evolved over the past 50 years and in what capacity these manifestations of power and inequalities remain meaningful today. The final draft of the paper must be at least 10 pages in length (excluding cover page, abstract and bibliography). Further guidelines for the research project and a rubric for the presentations are posted on Canvas. The timeline for the development of the research projects over the course of the semester will be as follows:
 - Weeks 3 and 4 – Meeting with instructor to discuss topic (15 pts)
 - Week 6 – Research questions due (15 pts)
 - Week 10 – Annotated bibliography with 10 sources (minimum) (80 pts)
 - Week 14 – Submission of draft for Peer Review (60 pts)
 - Week 15: Presentations on Research topics (50 pts)
 - Final Exam week – Final draft of research paper (200 pts)
13. *“I’ve Got the Power” - Expressing Power/Conflict*: Students, in groups of no more than two, will develop a performance acting out various discourses of power and inequalities, in the form of a monologue or dialogue that will take place as a public performance open to the college community and the broader public at the end of the semester (evening of Friday, 1 December). The performance will be promoted on campus as an activity supporting the college’s InFocus program on Poverty and Inequality. Students will choose their topics and develop a script that they will then act out to explain specific discourses of power and inequalities, as examined within and reflected in course materials. These performances, while offering a creative means to explore and examine various related discourses, will encourage students to engage the audience by highlighting the layers of personal, social, historical, theoretical issues related to questions of

power and inequalities they find meaningful and now possess the language to articulate publicly. 50% of the grade will be allocated for the quality of script and 50% of the grade will be allocated for the performance.

14. *Extra Credit Essay*: There will be one extra credit opportunity over the course of the semester for which students have to read *Pedagogy of the Oppressed*, by Paulo Freire and write a 5-page (minimum) essay analyzing how concepts and issues discussed by Freire relate to course materials. Students who successfully complete this assignment (earning a grade of at least 80% on the essay) will receive an increase of one category/level in their final letter grade for the course (eg: If your final grade is a B-, then it will increase by one level to a B). The essay must utilize numerous course materials in relation to issues and concepts discussed by Freire. Furthermore, the essay must be organized around a central thesis for guiding the supporting arguments, with adequate citations throughout the essay and a complete bibliography. The extra credit essay will be due on the last day of class and be assessed according to the writing rubric utilized for the course. No late papers will be accepted!

15. *Explanation and Breakdown of Grades*:

Attendance and Class Participation	15%
Notes	10%
Reaction Papers	20%
Service Learning Reflections	10%
Weekly Power/Conflict Journal	15%
Research Paper	20%
Expressing Power and Conflict	10%

Grade Equivalence		
A	4.0	93 – 100
A-	3.7	90 – 92.9%
B+	3.3	87 – 89.9%
B	3.0	83 – 86.9%
B-	2.7	80 – 82.9%
C+	2.3	77 – 79.9%
C	2.0	73 – 76.9%
C-	1.7	70 – 72.9%
D+	1.3	67 – 69.9%
D	1.0	63 – 66.9%
D-	0.7	60 – 62.9%
F	0	59.9% and below

- A/A-: Excellent; performance was outstanding and surpassed all expectations set forth in the course; consistently displayed superior grasp of course materials in assessments and through participation in class activities
- B+/B: Above average; fulfilled all requirements set forth in the course with a very good grasp of course materials in assessments and through class participation
- B-/C+/C: Average; adequately fulfilled course requirements, average performance on assessments, participation in class activities was satisfactory
- C-/D+/D/D-: Below average; performance minimally acceptable to pass the course, consistently displaying inadequate understanding of course materials on assessments and not sufficiently participating in class activities
- F: Failure to demonstrate basic understanding of course materials, consistently underperforming on assessments and not adequately participating in class activities

16. *Withdrawals/Incompletes*: Under no circumstances will a student receive an academic incomplete if they are failing the course or if they have done little or no work. In circumstances that an Incomplete is given, it will be the responsibility of the student to ensure that the work is submitted on time and

meets the requirements of the course. If work is not submitted by the assigned deadline, the student will automatically receive an "F".

COURSE OUTLINE/SCHEDULE

The course will meet on Mondays and Wednesdays, from 10:20 – 11:30 am. Students are required to come prepared for each class, having completing the reading assignments beforehand. Unless indicated, all the required readings listed below are from the Grusky and Szelenyi reader. Other required reading materials will be posted on Canvas and can also be accessed through the college library's electronic Journal collection.

Part I – Inequality: The Premise of Power and Conflict

Week 1:

- 28 Aug Introduction to the course
Outline of course expectations
- 30 Aug Ch. 1, David B. Grusky, “The Stories About Inequality That We Love to Tell,” pp. 2-15
Foucault, M. 1982. “The Subject and Power,” *Critical Inquiry* 8(4): 777-795, (Canvas)

Week 2:

- 4 Sept Ch. 2, Kingsley Davis and Wilbert E. Moore, “Some Principles of Stratification,” pp. 16-19
Ch. 3, Claude S. Fischer, Michael Hout, Martín Sánchez Jankowski, Samuel R. Lucas, Ann Swidler, and Kim Voss, “Inequality by Design,” pp. 20-24
- 6 Sept Ch. 4, Alan B. Krueger, “Inequality, Too Much of a Good Thing,” pp. 25-34”

Part II – Structural Features of Inequalities

Week 3:

- 11 Sept Ch. 5, Karl Marx, “Classes in Capitalism and Pre-Capitalism,” pp. 36-47
Ch. 6, Erik Olin Wright, “Class Counts,” pp. 48-55
- 13 Sept Ch. 7, Max Weber, “Class, Status, Party,” pp. 56-67
Ch. 10, David B. Grusky and Kim A. Weeden, “Is Market Failure Behind the Takeoff in Inequality?” pp. 90-98
Reaction Paper 1 Due

Week 4:

- 18 Sept Ch. 11, C. Wright Mills, “The Power Elite,” pp. 100-111
Ch. 12 G. William Domhoff, “Who Rules America?” pp. 112-117
Ch. 14, David Brooks, “Bobos in Paradise: The New Upper Class and How They Got There,” pp. 128-135
- 20 Sept **No Class – Heritage Day**

Week 5:

- 25 Sept Ch. 15, Barbara Ehrenreich, “Nickel-and-Dimed: On (not) Getting by in America,” pp. 136-146
Ch. 17, Timothy M. Smeeding, “Poorer by Comparison: Poverty, Work, and Public Policy in Comparative Perspective,” pp. 153-158
Ch. 18 William Julius Wilson, “Jobless Poverty: A New Form of Social Dislocation in the Inner-City Ghetto,” pp. 159-169
- 27 Sept Ch. 19, Douglas S. Massey and Nancy A. Denton, “American Apartheid: Segregation and the Making of the Underclass,” pp. 170-181
Ch. 22 Bruce Western, “Incarceration, Unemployment, and Inequality,” pp. 208-213

Part III – Race and Inequalities

Week 6:

- 2 Oct Ch. 24, Michael Omi and Howard Winant, “Racial Formation in the United States,” pp. 222-228
Ch. 25, Reynolds Farley, Racial Identities in 2000,” pp. 228-236

- 4 Oct Ch. 26, Alejandro Portes and Min Zhou, "The New Second Generation: Segmented Assimilation and Its Variants," pp. 237-249
Ch. 27, Mary C. Waters, "Black Identities: West Indian Immigrant Dreams and American Realities," pp. 250-253
Research Questions Due
Reaction Paper 2 Due

Week 7:

- 9 Oct **NO CLASS (Fall Recess)**
11 Oct Ch. 29, Devah Pager, "Marked: Race, Crime, and Finding Work in an Era of Mass Incarceration," pp. 260-268
Ch. 30, Joe R. Feagin, "The Continuing Significance of Race: Antiblack Discrimination in Public Places," pp. 269-275
Ch. 31 Claude Steele, "Stereotype Threat and African-American Student Achievement," pp. 276-280

Week 8:

- 16 Oct Ch. 33, Melvin L. Oliver and Thomas M. Shapiro, "Black Wealth/White Wealth: A New Perspective on Racial Inequality," pp. 296-304
Ch. 34, Herbert J. Gans, "The Possibility of a New Racial Hierarchy in the Twenty-First-Century United States," pp. 304-313

Part V – Gender and Inequalities

- 18 Oct Ch. 36, Judith Lorber, "The Social Construction of Gender," pp. 318-325
Ch. 39 Pamela Stone, "Getting to Equal: Progress, Pitfalls, and Policy Solutions on the Road to Gender Parity in the Workplace," pp. 337-344

Week 9:

- 23 Oct Ch. 40 Jerry A. Jacobs and Kathleen Gerson, "The Time Divide: Work, Family, and Gender Inequality," pp. 345-350
Ch. 42, Shelley J. Correll, Stephen Benard, and In Paik, "Getting a Job: Is There a Motherhood Penalty?" pp. 365-377
25 Oct Ch. 44, Maria Charles and David B. Grusky, "Egalitarianism and Gender Inequality," pp. 389-404
Ch. 45 Jerry A. Jacobs, "Detours on the Road to Equality: Women, Work, and Higher Education," pp. 405-411
Reaction Paper 3 Due

Week 10:

- 30 Oct Ch. 47, Paula England, "Devaluation and the Pay of Comparable Male and Female Occupations," pp. 421-426
Ch. 48, Francine D. Blau and Lawrence M. Kahn, "The Gender Pay Gap: Have Women Gone as Far as They Can?" pp. 426-445

Part VI – The Effects of Inequalities

- 1 Nov Ch. 51 Richard Breen, Ruud Luijkx, Walter Müller, and Reinhard Pollak, "Non-persistent Inequality in Educational Attainment Evidence from Eight European Countries," pp. 455-468
Ch. 53, Richard Breen, "Social Mobility in Europe," pp. 481-498
Research Paper Annotated Bibliography Due

Week 11:

- 6 Nov Ch. 54, Jan O. Jonsson, David B. Grusky, Matthew Di Carlo, and Reinhard Pollak, "It's a Decent Bet That Our Children Will Be Professors Too," pp. 499-516
Ch. 56, Peter M. Blau and Otis Dudley Duncan, with the collaboration of Andrea Tyree, "The Process of Stratification," pp. 527-540
- 8 Nov Ch. 59 Jay MacLeod, "Ain't No Makin' It: Leveled Aspirations in a Low-Income Neighborhood," pp. 567-583

Week 12:

- 13 Nov Ch. 62, Nan Lin, "Social Networks and Status Attainment," pp. 594-596
Ch. 63, Ronald S. Burt, "Structural Holes," pp. 597-601
Ch. 64, Roberto M. Fernandez and Isabel Fernandez-Mateo, "Networks, Race, and Hiring," pp. 602-612
- 15 Nov Ch. 66, John Mullahy, Stephanie Robert, and Barbara Wolfe, "Health, Income, and Inequality," pp. 622-635
Ch. 68, Annette Lareau, "Unequal Childhoods: Class, Race, and Family Life," pp. 648-659
Reaction Paper 4 Due

Week 13:

- 20 Nov Ch. 69, Eszter Hargittai, "The Digital Reproduction of Inequality," pp. 660-670
Ch. 71, Glenn Firebaugh, "The New Geography of Global Income Inequality," pp. 681-694
- 22 Nov **NO CLASS (Thanksgiving break)**

Part VII – Addressing Inequalities

Week 14:

- 27 Nov Ch. 72, Jake Rosenfeld, "Little Labor: How Union Decline Is Changing the American Landscape," pp. 696-703
Ch. 74, James J. Heckman, "Skill Formation and the Economics of Investing in Disadvantaged Children," pp. 711-716
Ch. 75, David Brooks, "The Harlem Miracle," pp. 717-718
Drafts of Research Papers Due in Class
- 29 Nov Ch. 76, Joshua Cohen and Charles Sabel, "Flexicurity," pp. 719-724
Ch. 78, Robert H. Frank, "The Pragmatic Case for Reducing Income Inequality," pp. 730-734
Ch. 80, Charles Murray, "Poverty and Marriage, Income Inequality and Brains," pp. 741-746
- 1 Dec **Evening of Friday, 1 December – Public Performance of Expressing Power and Conflict**

Week 15:

- 4 Dec **Research Paper Presentations**
6 Dec **Research Paper Presentations**

FINAL EXAM: Monday, 11 December @ 10:30 am
Final Research Papers Due

Writing Assessment Rubric for the Course:

Criteria	Comments	Percentage			
		Strong	Good	Adequate	Weak
Content Analysis (70%) How well does the student respond to the Question/prompt? Are the arguments relevant, sufficient, explained clearly, persuasive? Is the synthesis of information adequate, and can the student differentiate between objective and subjective analysis? Is the thesis well developed? Is there both a specific and broader dimension to the argument? Is the evidence sufficient and adequately explained in relevance to the thesis?		Strong	Good	Adequate	Weak
		63-70	54-62	49-53	48 >
		/ 70%			
Organization & Style (10%) Is the essay well-organized, with an introduction and conclusion? Is supporting evidence presented logically within each paragraph? Are there clear and appropriate links between the paragraphs? Does the student use an academic writing style, with a variety of well-structured simple, compound and complex sentences? Is the vocabulary sufficiently academic and accurate?		Strong	Good	Adequate	Weak
		15-12	11-8	7-4	3>
		/ 15%			
Correctness / Accuracy (10%) Are commas and full-stops used accurately? Are capital letters used correctly? Is spelling sufficiently accurate? Are verb forms (tense and agreement) used appropriately and accurately?		Strong	Good	Adequate	Weak
		15-12	11-8	7-4	3>
		/ 15%			
Total Percentage		/ 100%			

A paper (90-100)

- The student responds well to the prompt, using relevant, logical arguments with strong understanding of the evidence.
- Sources are appropriate for the topic, and quoted material is used effectively. All sources are correctly cited.
- The essay is well-organized, with a clear thesis, evidence is presented clearly, and the ideas and paragraphs are well-linked. The student uses an academic writing style, with a variety of sentence types, and academic vocabulary use is varied and appropriate for the topic.
- Language use is accurate, with correct punctuations and spelling. Occasional errors with prepositions and articles.

B paper (80-89)

- The student responds reasonably well to the prompt, and most of the arguments and evidence are relevant, with clear understanding of the evidence.
- Most sources are appropriate for the topic, and quoted material is used effectively most of the time. Only occasional inaccuracies of logic or citation.

- The essay is mostly well-organized, with a clear thesis, some evidence is presented clearly, and the ideas are well-linked. The student uses an academic writing style, with a variety of sentence types that are mostly well-structured. Academic vocabulary use is varied and mostly appropriate for the topic.
- Language use is mostly accurate, punctuation is generally well-controlled, some spelling errors in less common words. May be several errors with prepositions and articles.

C paper (70-79)

- The student responds adequately to the prompt, with some arguments and evidence that are relevant and with partial understanding of the evidence.
- Most sources are appropriate for the topic, and quoted material is used effectively some of the time. More frequent inaccuracies of logic and citation.
- Attempts to organize the essay, with a thesis, and attempts to organize ideas within paragraphs, but with only limited success. Some evidence is presented clearly, and some ideas are well-linked. The student attempts to use an academic writing style, with a variety of simple and compound sentence that are mostly well-structured, and some complex sentences. Academic vocabulary is attempted.
- Language use is varied, attempts at accurate punctuation, but more frequent errors, frequent spelling mistakes in less common words. Errors with prepositions and articles may be frequent, but do not impede meaning.

D paper (60-69)

- The student responds minimally to the prompt, with limited arguments and evidence that are relevant and with little understanding of the evidence.
- Some sources are relevant for the topic, but quoted material is often ineffective or inappropriate. Frequent inaccuracies of logic and citation.
- Limited attempt to organize the essay, thesis is unclear, and limited attempts to organize ideas within paragraphs. Evidence and ideas are not presented clearly or logically linked. The student has limited control of academic writing style, sentences are poorly-structured, and complex sentences are rarely attempted. Vocabulary use is rather basic.
- Language use is varied, punctuation is often inaccurate, spelling mistakes even in common words. Errors with prepositions, articles, verb forms may be frequent and sometimes impede meaning.

Failing paper (below 60)

- Failure to respond to the prompt, with irrelevant information and little or no understanding of the evidence.
- Sources are not relevant, and quoted material, if any, is ineffective or inappropriate. No attempt at citation.
- Very little attempt to organize the essay, no thesis is presented, and information within paragraphs is not organized. Evidence and ideas are unclear. Academic writing style is not attempted, and even basic sentences are poorly -structured. Vocabulary use is inadequate.
- Little control of language, with inaccurate punctuation and frequent spelling mistakes in common words. Errors with prepositions, articles, verb forms are frequent and cause difficulty for the reader.