

**San José State University**  
**English and Comparative Literature**  
**Ethnicity in American Literature    Fall 2017**

**Instructor:** Jennifer Reimer

**Office Location:** FOB 216

**Telephone:**

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**Office Hours:** Tuesdays/Thursdays, 3-4pm (or by appointment)

**Class Days/Time:** Tuesdays/Thursdays, 1:30-2:45pm

**Classroom:** SH238

**Prerequisites:** WST, Core GE, Upper Division Standing, completion of (or co-registration in) 100W

**GE/SJSU Studies Category:** Area S, “Self, Society, and Equality in the U.S.”

**Canvas and MYSJSU Messaging**

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> to learn of any updates.*

**Course Description**

Designed in compliance with the “General Education Guidelines for English 169: Ethnicity in American Literature” approved by the SJSU Board of General Studies, this course fulfills SJSU Studies requirements Area S and concentrates on the study of ethnicity as represented and constructed in American literature in relation to the formation of the concept of self, the place of self in society, and issues of equality and structured inequality in the United States. It addresses issues of race, culture, history, politics, economics, etc., that arise as contexts relevant to the study of literature by and/or about Americans (including immigrants) with Indigenous, African, European, Latino(a)/Hispanic and Asian backgrounds. Substantial reading and writing assignments, collaborative projects, library research, tests, written exams, and other relevant activities used to help students gain knowledge and understanding of the ethnic contexts of American culture and the literature it has produced; to acquire skills of reading, explicating, discussing, analyzing, interpreting, debating and writing about texts pertaining to ethnicity in American literature; and to develop an appreciation for the significance of diversity in American culture.

This is an upper-division survey course intended to introduce you to some of the fiction and poetry of multiethnic America. We'll begin with several foundational texts from the early and mid-20<sup>th</sup> century and trace the development and diversity of multiethnic writing to our present moment. We'll pay close attention to the sociohistorical contexts of the literature, as well as issues of legislated discrimination and exclusion, community, gender and identity formation, metaphors of space and place, cultural nationalism, transnationalism, form, fighting/writing against stereotypes and racism. We'll explore how different writers use different techniques in order to interrogate key issues in the study of multiethnic America: relationships between U.S. minorities and global populations; the role of the nation-state in a globalized society; the intersections of race, class, and gender; the mutually constitutive relationships between culture and society; how structures of power operate differently on different spaces, places and peoples at different times; and the continued struggle to represent and acknowledge voices, narratives, and histories that have traditionally been silenced.

### **GE Learning Outcomes (GELO)**

SJSU Studies Area S Student Learning Objectives (SLO)/GE Learning Outcomes (GELO)

- a) The GE writing requirement will be met in this class by means of 3 written assignments with an aggregate work count of 5000 + words, as follows:
  1. Analytical/Critical Essay #1=1250 Words
  2. Analytical/Critical Essay #2=1250 Words
  3. Final Essay with research=2500+ words
- b) The general Education Learning Outcomes that are fulfilled by the course and the class activities and assignments linked to those outcomes are described below:

GELO/SLO 1: Students will be able to describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability and or age) are shaped by cultural, historical and societal influences within the context of equality/inequality. This SLO will be met as students read and study a variety of literary representations of the self from different historical periods (mainly, the texts assigned) and examine their cultural and social context. Student success in achieving this goal will be assessed by means of classroom discussion participation, specific questions included on exams, group presentations, and in the final paper/project.

GELO/SLO 2: Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. This SLO will be met as students conduct research, give presentations, and engage in discussion on these processes when studying and writing about these texts in their assignments. Student success in achieving this goal will be assessed by means of classroom discussion participation, specific questions included on exams and on presentation evaluations.

GELO/SLO 3: Students will be able to describe social movements, events, and historical moments that have contributed to greater equality and social justice in the U.S. This SLO will be met through lecture material and as students conduct research, give presentations, and engage in discussion about these movements and events when they study and write

about these texts in their assignments. Student success in achieving this goal will be assessed by means of classroom discussion participation, specific questions included on exams and on presentation evaluations.

GELO/SLO 4: Students will be able to recognize and appreciate interactions between people from different cultural, racial and ethnic groups within the U.S. This SLO will be met as students conduct research, give presentations, and engage in discussion on these interactions when they study and write about these texts in their assignments. Student success in achieving this goal will be assessed by means of classroom discussion participation, specific questions included on exams and on presentation evaluations.

### **Course Learning Outcomes (CLO)**

Consistent with the goals of courses approved for Advanced GE in Area S, “English 169: Ethnicity in American Literature” focuses on literary expressions of ethnic American authors in order to:

1. Help students appreciate literature as a form of human expression and understand how that expression has developed over time in different cultures;
2. Increase students’ understanding of how diverse cultural traditions have informed, shaped, and influenced American history, society, and politics as a whole, and how ethnic cultures in general both develop distinctive features and dynamically interact with one another;
3. Introduce and appreciate how social movements for justice and equality have contributed to U.S. society.

### **English Department Student Learning Objectives as they are evoked in the English 169 Course Goals**

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of Ethnicity in American literature.
2. Show familiarity with major literary works, genres, and critical approaches to ethnic American literature, gaining an awareness of the range of cultural experiences and productions that make up American ethnic literary and cultural history, focusing on the self-representations of ethnic authors/groups.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out New Media research projects, and locate, evaluate, organize, and incorporate information effectively as a team.
5. Articulate the relations among culture, history, and texts, strengthening their abilities to engage ethnic American literary text and to analyze both its form and content as well as its social and historical contexts

### **Required Texts/Readings:**

**The following required books can be purchased at the SJSU bookstore (or elsewhere; ebooks ok):**

1. Harlem Renaissance packet (Baldwin, Hughes, McKay), PDF on Canvas and/or provided by the instructor

2. Native American short story packet (Alexie), PDF on Canvas and/or provided by the instructor
3. *Borderlands / La Frontera*, Gloria Anzaldúa
4. *American Copia*, Javier O. Huerta
5. Short stories by Junot Díaz, PDF on Canvas and/or provided by the instructor
6. excerpt from *The Refugees*, Viet Thanh Nguyen
7. *Hunger*, Lan Samantha Change
8. excerpts from *The Gods We Worship Live Next Door*, Bino Realuyo, PDF on Canvas and/or provided by the instructor
9. *Ms. Marvel Vol 1: No Normal*, G. W. Woodward
10. *Americanah*, Chimamanda Adichie Ngozi

### **Other technology requirements / equipment / material**

Access to New Media /social media technology for group presentations (Facebook, Prezi, Twitter, Instagram, Blogspot, Webi Matoush, Toby

Phone: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

x [web-building or blog software], etc)

### **Library Liaison**

Toby Matoush, [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu), Phone: 408-808-2096.

## **Course Requirements and Assignments**

### **University's Credit Hour Requirement:**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Departmental Grading Policy**

The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog. Grades issued must represent a full range of student performance: A=excellent; B=above average; C=average; D=below average; F=failure.

### **Course Assignments & Determination of Grades**

- Participation (including in-class work & writing) (20 points) = 20%
- 2 Response Papers (1,250 words each & 10 points and 10% each) = 20%
- 1 In-class written midterm (4 questions worth 10 pts each; 40 total) = 15%

- 1 Group New Media Presentation (100 points) = 20%
- 1 Final Paper/Project (2,500 words worth 25 points) = 25%

## **Descriptions of Assignments and Method of Assessment**

**Participation:** Participation is mandatory. Missing more than two class discussions will result in a lower participation grade. If you are missing class for a medical reason, please provide documentation from your doctor. Every class session will usually include one or more of the following elements: active listening, reading, writing, speaking & sharing, group work, and assorted creative in-class assignments. Your participation grade will depend on how actively you engage in all of these activities during every class session. “Active engagement” means that you are trying to the best of your ability to fully participate, even if you are not 100% comfortable. The assessment of your participation grade will include your full participation in various individual and group work we do in class (such as in-class writing and discussions).

Part of your university experience involves professionalization—preparing you for a professional life after you graduate. In order to develop your professionalism, I will also evaluate your behavior in the classroom. You are expected to show up to each class meeting **ON TIME** prepared with comments and questions about the day’s material. You must have a copy of the text (digital is fine) and a method for taking notes (laptops and tablets are fine). Please refrain from texting or going online during class time (unless we are doing an activity that involves the internet); please refraining from talking while I am talking or others are talking; please behave in a respectful and professional manner to me and your classmates **AT ALL TIMES**.

**Film Response Paper** (1,250 words): In this response paper, I will ask you for a critical response to the film, *Smoke Signals*. You may pose an argument based on comparing and contrasting the film and Alexie’s story, or you may choose to *thoughtfully and critically* respond to any aspect of the content or form of the film. Although response papers are less formal than a final paper, you will be expected to incorporate evidence from the text(s) and comment directly on your quotations. When writing about a film, I expect you to reference scenes, dialogue, moments, etc. in the same way you would a written text. You may also comment on sound, lighting, camera action, setting, characterization, acting, or any formal aspect of film. You may consult outside research for this paper, although it is not necessary. Any outside sources must be cited correctly, according to the latest MLA style. Response Papers will be graded according to the course grading policy and will follow the same rubric as the Short Answer Essay Question Rubric attached). This assignment aligns with the GE Writing Requirements, GELO/SLO 1 & 4, CLO 1 & 2, and English Department course goals 1, 2, 3, & 5.

**Creative Response Paper 2** (1,250 words): In this response paper, I will ask you to write a “how to” story in the style of Junot Díaz. Your writing can be purely fictional or it can be creative non-fiction (based on your real-life experience). I will expect you to pay close attention to **voice, diction, and point of view**. We will discuss these terms and cover expectations for creative writing in class. Response Papers will be graded

according to the course grading policy and will follow the same rubric as the Short Answer Essay Question Rubric attached). This assignment aligns with the GE Writing Requirements; GELO/SLO 1 & 4; CLO 1 & 2, and English Department course goals 1, 2, 3, & 5.

**In-class Midterm** (short answers): You will have one in-class midterm. You will be asked to respond to 4 short answer questions in 1-2 paragraphs. Midterm exams will be evaluated according to course grading policy and the Short Answer Essay Question Rubric (attached). This assignment aligns with GELO/SLO 1, 2, 3, 4 & 5; CLO 1, 2, & 3; English Department course goals 2, 3, 4 & 5

**Group New Media Presentation:** During the first weeks of class, you will sign up in a small group (3-4 persons max) and complete a 20-30-minute group presentation using New Media. For the first 10-15 minutes of the project, you must:

- creatively pose an argument about the text by engaging with one of the course texts, themes, characters, locations, movements, histories, etc., and incorporate specific evidence from the text to support your arguments and ideas
- supply us with additional background information that will enhance our reading of the text
- briefly discuss the relevant biographical information about the author

For the remaining 10-15 minutes, you must:

- facilitate discussion and/or activities to engage the class. You may provide discussion questions, but you are encouraged to be creative in devising ways to get students involved (games, small group work, etc.).

You will present this material using a form of New Media, such as a webpage, blog, Prezi, digital film or photography; or a social networking page (Twitter, Facebook, Instagram, YouTube, etc). Please be as creative as you like in your use of New Media. You will present your project to the class using effective oral presentation skills. You will be required to complete a written self-assessment to accompany your project, as well a MLA formatted bibliography in both digital and paper form. We will discuss this further in class and look at examples of successful projects. You will be graded on:

1. **Clarity:** your point of view or objective must be clear.
2. **Relevance:** you must make a relevant contribution to class material/discussions.
3. **Thoughtfulness:** you must demonstrate a serious engagement with the material.
4. **Evidence Incorporation/Research:** you must incorporate thoughtful evidence from internal and external sources
5. **Effective & Creative Use of New Media technology:** your technology should function on the day of the presentation and should reflect creativity and thoughtfulness.
6. **Class Involvement:** you must plan activities or discussions that engage the class.

7. **Source Citations/Works Cited:** you must appropriately cite all your internal (use page numbers for quotes from course texts) and outside sources. Somewhere on your presentation materials present a properly formatted (MLA style) works cited page, and provide a paper copy for me.
8. **Presentation method:** your presentation to the class should be engaging, mature, and well-rehearsed.
9. **Equal participation by all group members:** your presentation method should demonstrate an equal division of labor and participation between all group members.
10. **Self-assessment:** on the day of the presentation each group member must submit to me a typed (hard copy) assessment that contains the following: summary of your contributions to the project, including an estimate of how many hours you spent working on the project; a summary of what the other members contributed to the project, including your estimate of how many hours each member devoted to the group; your own assessment of the strengths and weaknesses of the project; the letter grade you think you've earned. Your self-assessments are confidential between you and me.

Each area of assessment is worth 10 points; the project is worth 100 points total and 20% of your final grade. The grading rubric for New Media Presentations is attached. This assignment aligns with GELO/SLO 1, 2, 3, 4 & 5; CLO 1, 2, & 3; and English Department course goals 1, 4, & 5.

**Final Examination or Evaluation:** According to University policy, *there shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional.*

Your final exam for this course will be a literary analysis and/or research paper of aprx. 2,500 words. All papers/projects must be grounded in a central research question or avenue of critical inquiry. All work must be original. You are not required to submit paper/project topics to me in advance, **but I highly recommend** that you discuss your plans and ideas with me beforehand during office hours or via email. You have several options for completing the final paper:

1. conduct a literary analysis comparing/contrasting a theme, a critical term, or a literary device (such a voice, point of view, style & organization, characterization, etc) across 2 of the course texts. Your literary analysis should focus on close reading passages and commenting on aspects of style and form and linking your analysis of language back to the larger themes and theories that relate to our study of multi-ethnic American literature. If you wish to include more than 2 texts, you should consult with me beforehand.
2. conduct a hybrid paper that combines literary close reading from one or more of the course texts with external research on one of course's socio-historical keywords (such as racial formation, outsider racialization, immigration theories, U.S. immigration law, nativism, Federal Indian Policy, assimilation, migration, undocumented status, formation of ethnic enclaves, racial profiling, the intersection of race and gender, the history of a specific community or event , etc).

You may choose to discuss how a text(s) represents your socio-historical topic, including why kinds of techniques the author(s) use(s) to intervene in these discussions.

3. an alternative/creative project: I am open to alternative idea for projects that include creative work, as long as the project is concretely grounded in a central research question or critical concern and is executed with thoughtfulness and substance. You **must** discuss any alternative or creative projects with me before you begin.
- 4.

**Format:** All papers must adhere to word count guidelines, be double-spaced, in 12 point font (Times New Roman) with 1-inch margins; include page numbers and please staple all your work. MLA style guidelines must be strictly adhered to in source citation. Please use parenthetical citations and include a properly formatted Works Cited page.

This assignment aligns with the GE Writing Requirement; GELO/SLO 1, 2, 3, & 4; CLO 1, 2, & 3; and English Department course goals 1, 2, 3 & 5.

**Grading Information:** “Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

**Determination of Grades:** Each course assignment and requirement will be grading according to the scales and rubrics attached.

- **Participation:** You will receive a numerical score out of 20 possible points. Please see the attached rubric for how letter grades align with numeral scores. You may speak with me at any time during the semester about your participation and attendance score.
- **Response Papers:** You will receive a score from 1-10 for each response paper. Please see the attached rubric for how numerical scores align with the evaluation expectations for response papers.
- **Midterm exam:** Each of your four short responses on your midterm exam will be graded on a 10-point scale. Please see the attached rubric for how numerical scores align with the evaluation expectations for response papers.
- **New Media Project:** You can earn up to 10 points in 10 categories of evaluation for a possible 100 points total. Please see the description above and the attached rubric for a description of the evaluation criteria and how numerical scores align with evaluation expectations.
- **Final exam:** You will receive a numerical score out of 25 possible points for your final essay/project. Please see the attached rubric for how numerical scores align with letter grades and the expectations regarding letter grades on your final.

**Policy on late work and extensions:** Extensions for assignments will be evaluated on a case-by-case basis. Please discuss with me ahead of time if you feel like you cannot complete your best work on time. **Do not wait until the day before** to ask for an

extension (except for extreme circumstances or emergencies). In the case of emergencies or extreme circumstances (such as medical emergencies or family crises), please do your best to let me know as soon as possible. If you need an extension for medical reasons, please provide a note from your doctor.

### **Classroom Protocol**

1. Complete readings according to the schedule. Students should come to class prepared for discussion with questions and comments.
2. Our classroom fosters an environment of mutual trust and respect.
3. Plagiarism is immature and unacceptable. Students found guilty of plagiarism will receive an automatic "F" on the assignment and may be reported to the department Chair and/or Dean. See the attached statement on Academic Honesty.
4. If you need accommodations for any physical, psychological, or learning disability or if you want me to have emergency medical information, please speak to me after class or during office hours.

### **University Policies**

#### **Statement on Academic Dishonesty and Plagiarism**

Any test, paper, or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so.

In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, Web sites, or other sources, but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis.

As a general rule, if you are citing from a published source or from a Web site and the quotation is short (up to a sentence or two) place it in quotation marks; if you employ a longer passage from a publication or Web site, please indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses.

For some basic help with MLA style, review the Modern Language Association (MLA) website: <http://www.mla.org> (see the section on MLA style for Frequently Asked Questions)

If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification beforehand. If you are having trouble with your writing or are confused about proper citation methods or the definition of plagiarism, talk to me, or refer to this useful website: <http://education.indiana.edu/~frick/plagiarism/>.

Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. So be proud of your academic accomplishments and help to protect

and promote academic integrity at SJSU. The consequences of cheating and academic dishonesty--including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school--are simply not worth it.

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## **English 169 / Multi-ethnic American Literature, Fall 2017**

### **Course Schedule**

*Course schedule is subject change. Please pay attention to email announcements and Canvas for announcements of changes to the schedule.*

#### **Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	Aug 24	Introductions & intro to Harlem Renaissance
2	Aug 29	Harlem Renaissance: PDF (poetry selections from Langston Hughes & Claude McKay, and the essay "The Negro Artist at the Racial Mountain" by Hughes)
2	Aug 31	Harlem Renaissance: James Baldwin; "Sonny's Blues"
3	Sept 5	Native American short stories: Sherman Alexie: "This is What It Means to Say Phoenix, AZ;" "Imagining the Reservation"
3	Sept 7	Native American short stories: Alexie continued
4	Sept 12	Film: <i>Smoke Signals</i>
4	Sept 14	Film: <i>Smoke Signals</i>

Week	Date	Topics, Readings, Assignments, Deadlines
5	Sept 19	Film Response Due Gloria Anzaldua, <i>Borderlands / La Frontera</i>
5	Sept 21	Gloria Anzaldua, <i>Borderlands / La Frontera</i> / Group 1 Presentation
6	Sept 26	Javier Huerta, <i>American Copia</i>
6	Sept 28	Javier Huerta, <i>American Copia</i> / Group 2 Presentation
7	Oct 3	Junot Díaz, “Drown”
7	Oct 5	Junot Díaz, “How to Date...” / Group 3 Presentation
8	Oct 10	Midterm (in-class)
8	Oct 12	Viet Thanh Nguyen, excerpt from <i>The Refugees</i>
9	Oct 17	Viet Thanh Nguyen, excerpt from <i>The Refugees</i> Group 4 Presentation  Oct 18: 7 PM Houston Lecture with Viet Thanh Nguyen: reading & conversation with Andrew Lam at Hammer Theatre
9	Oct 19	Lan Samantha Chang, “Hunger”  Response Paper 2 (“How to” stories) Due and in-class sharing
10	Oct 24	Lan Samantha Chang, “Hunger”
10	Oct 26	Lan Samantha Chang, “Hunger” Group 5 Presentation

Week	Date	Topics, Readings, Assignments, Deadlines
11	Oct 31	G. W. Woodward, <i>Ms Marvel Vol 1: No Normal</i>
11	Nov 2	G. W. Woodward, <i>Ms Marvel Vol 1: No Normal</i> Group 6 Presentation
12	Nov 7	Bino Realuyo, excerpt from <i>The Gods We Worship Live Next Door</i>
12	Nov 9	No class—instructor conference travel
13	Nov 14	Chimamanda Ngozi Adichie, <i>Americanah</i> <b>you should plan to have finished approximately the first 1/3 of the novel by the 16<sup>th</sup></b>
13	Nov 16	<i>Americanah</i> Group 7 Presentation <b>you should plan to have finished approximately 2/3 of the novel by the 21<sup>st</sup></b>
14	Nov 21	<i>Americanah</i>
14	Nov 23	No class—Thanksgiving Holiday <b>you should plan to have finished the novel before the 30<sup>th</sup> (ideally for the 28<sup>th</sup>)</b>
15	Nov 28	<i>Americanah</i>
15	Nov 30	<i>Americanah</i> Group 8 & 9 Presentations
16	Dec 5-7	course wrap-up and review / discussion of final papers / course evals
Final Exam	Dec 19	12:15-2:30pm

## Grade Percentages for Participation

Out of 20

A

20: 100%

19.5: 97.5%

19: 95%

A-

18.5: 92.5%

18: 90%

B+

17.5: 87.5%

B

17: 85%

B-

16.5: 82.5%

16: 80%

C+

15.5: 77.5%

C

15: 75%

C-

14.5: 72.5%

14: 70%

D+

13.5: 67.5%

D

13: 65%

D-

12.5: 62.5%

12: 60%

F

11.5: 57.5%

and below

Short Answer Question Rubric  
Professor Reimer

Qualities evaluated: basic grasp of core concepts, thoughtfulness, specificity, evidence incorporation and connection of evidence to larger concepts/ideas, creativity & sophistication, clarity of English language

0: No response or response is clearly off-topic.

1-2: Student makes some response that mentions some information relevant to the course; not thoughtful; no specific evidence used.

3-4: Response is not thoughtful or not specific enough; student doesn't demonstrate an adequate command of core concepts; English errors impede comprehension.

5-6: Response is somewhat thoughtful; some specific examples are mentioned but not thoroughly contextualized or explained; English errors impede comprehension.

7: Response shows average/acceptable level of thoughtfulness, but no creativity or sophistication; response demonstrates average/acceptable level of evidence incorporation but may not be specific enough or relate the evidence back to larger concepts, or may be missing some evidence; some English errors impede comprehension.

8: Response shows an above average level of thoughtfulness, but still lacks some creativity or sophistication; concepts may not be fully explained or more specificity is needed; more examples are needed, or examples are used but not fully connected back to larger ideas/concepts; some English errors.

9-10: Response is mature, thoughtful, and creative. Student uses plenty of specific examples as evidence that relate back to larger ideas and concepts. Response demonstrates a sophisticated command and understanding of the material. There are few to no errors in English.

## New Media Project Evaluation Form

Names:

On a scale from 1-10, how well does the project meet the following requirements:

1. Clarity:
2. Relevance:
3. Thoughtfulness:
4. Creativity:
5. Presentation method:
6. Evidence incorporation:
7. Effective use of New Media:
8. Equal participation by all group members:
9. Written self-assessment by all group members:
10. Works Cited:

TOTAL (100 points possible):

9-10: excellent; exceeds expectations

8: very good; somewhat exceeds expectations

7: satisfactory; meets expectations

5-6: less than satisfactory; somewhat meets expectations

2-4: poor; doesn't meet all expectations

0-1: missing; incomplete

Comments:

## Grade Percentages and Rubric for Final Essay or Project

A (100-94%) = 23.5-25      A- (93-90%) = 22.5-23

Excellent: The "A" essay is articulate and well developed with fluid transitions and a clear and persuasive use of evidence, which is drawn from the literary text itself, lecture materials (when appropriate), and research materials. An "A" essay contains a fresh insight that teaches the reader something new about the subject matter. There are few errors of grammar and syntax and the writing is sophisticated, clear, and specific.

B+ (87-89%) = 22      B: (83-86%) = 21-21.5      B- (80-82%) = 20-20.5

Above average: The "B" essay demonstrates a good understanding of its subject, a clear and persuasive use of evidence, a certain level of ease of expression, and solid organization. However, it usually lacks the level of originality and creativity that characterizes the insight found in an "A" essay and may have errors of grammar and syntax and lack of fluidity and sophistication in the writing style.

C+ (77-79%) = 19-19.5      C (73-76%) = 18.5      C- (70-72%) = 17.5-18

Average: The "C" essay makes a good attempt at all the assignment's requirements. It has a reasonable understanding of its subject matter but its ideas are frequently simplistic or overgeneralized. The writing style is also more bland and repetitive than the style shown by "A" and "B" essays and it often contains flaws in grammar, punctuation, spelling and/or word choice. It may also use textual evidence out of context.

D+ (67-69%) = 17      D (63-66%) = 16.5-16      D (60-62%) = 15.5-15

Below average: The "D" essay is poorly organized and generally unclear. It has inappropriate or inadequate examples, is noticeably superficial or simplistic, and/or contains some serious mechanical and grammatical problems. A "D" essay may also reveal some misunderstanding of the assignment requirements.

F (below 60%) = 15 and below

F = Failure: An "F" essay has not addressed the requirements of the assignment and is unacceptable work in terms of both form and content.