

History 104 United States History 1870 to Present

Glendale Community College, Spring 2010

Section: 23722

Location: LA 106

Instructor: Karin Enloe, Ph.D.

E-mail: karin.enloe@gcmail.maricopa.edu or Karin.enloe@gmail.com

Office/Message Phone: (602) 329-5208

Office Hours: By appointment, or you can instant message me any time I am logged into Gmail's chat function.

Course Description, Objectives

MCCD Official Course Description describes HIS 104 as "The political, economic, and social development of United States from Reconstruction period up to present time."

(<http://www.dist.maricopa.edu/cgi-bin/cpr.pl?trm=20082&crs=his104&inst=99>). The main objective of this course is to learn and analyze modern American history through practicing the skills historians use – reading, writing, discussion and research.

Required Reading

- James West Davidson et al., U.S. A Narrative History, Vol 2: since 1865, 5th Edition, Boston: McGraw Hill, 2009.
 - This text starts with Chapter 17 because it is the second volume of what would be a full text covering 2 semesters of American history. Your text should start with page 334. Students are responsible for getting the correct version of the textbook.
 - You can purchase an "ebook" for less than the cost of a print copy at <http://www.coursesmart.com/>.
- Any additional readings required for assignments.



Expectations of Students

Responsibility

- attend Class
- meet deadlines
- read and understand the information in this syllabus and college policies
- complete all reading assignments
- seek help if you need it
- perform at the college level
- know what plagiarism is and do not do it. Any time you use a direct quote make sure to put it in quotation marks AND cite it.

Courtesy

- turn off phones and don't text message during class.
- Be aware that others have different points of view and be kind in class discussion.
- E-mails should be respectful. The respectful way to address the instructor is "Professor" or "Dr." in person as well as e-mails. It's also helpful given the number of students and classes taught that you include HIS 104 in the subject line of your e-mail.

Academic Honesty

- Plagiarism is **not acceptable and has serious repercussions**. Penalties for plagiarism include failing the test or assignment to class failure. See current the GCC Student Handbook "Student Rights and Responsibilities" under Academic Misconduct (http://www.gc.maricopa.edu/catalog/student_rights.html#acadmisconduct).
- Assignments are turned in through SafeAssign in Blackboard, which automatically checks for plagiarism against a tremendous number of databases. **I find that the biggest mistake students make is failing to put a direct quote in quotation marks. Don't make that mistake because it is plagiarism, and plagiarized papers and homework get 0s.**

Administration Issues/Policies

Attendance: Students are expected to attend class. Failure to do so will severely reduce your grade. Prompt attendance to class is important and respectful – tardiness is extremely rude and disrespectful. Students with repeated tardiness will be dropped from the class. Please see current GCC student handbook for rules on excused absences. These will not be marked against students but students must show proof to have them count as excused. If you are absent please ask another student for copies of lecture notes. I do not post lecture PowerPoints online NOR do I share my lecture notes with students.

Withdrawals: Students may receive a W (passing grade at time of withdrawal) through the last day for student withdrawal without a signature. From that day on a student can request a withdrawal but they will receive a W or a Y based on their grade at the time of the withdrawal request. A W is passing, a Y means that a student has a failing grade.

Make-up Exams: May be given within two class days of the regular scheduled exam only if it has been discussed with the instructor before the date of the exam.

Assignments/Late Work: Assignments will be submitted via blackboard. Students will click on the assignment and then upload it directly to blackboard. All assignments are due at 11:30am on the day listed on the syllabus. I recommend you turn in assignments early. **NO LATE WORK WILL BE ACCEPTED!** unless discussed with the instructor in advance. The link to turn in assignments expires at the deadline.

Extra Credit: is generally not more than 2-3% of the overall grade.

Incompletes: May be given only under special circumstances.

Special Needs: Students with special needs must be registered with the Disability Services and Resources Office located in TDS 100 (623-845-3080) and inform the instructor at the beginning of the semester.


Grading: Assignments will be holistically graded on content, strength of argument, structure, originality, grammar, and criteria listed for specific assignments. **Essentially grades for assignments are based on how well a student answers the question/prompt given and provides supplemental information to back up their answer. CITATIONS (IN FOOTNOTE FORM) AND QUOTATION MARKS ARE REQUIRED!** Often questions are in the form of an argumentative essay – and students must use sources to make a specific point instead of summarize the topic. Grades are also based on grammar and spelling. Remember that this is a college-level class and it will be graded as such, so seek help if you need it.

Specific questions about your grade on an assignment can be asked of the instructor via e-mail, in person or phone. Students should think about their grades. Look again at assignment guidelines. Ask yourself, “did I follow the assignment? Did I go above and beyond the assignment? Did I have mistakes? Did I offer a thoughtful discussion of the material or did I simply summarize the reading.”

Feedback: When the grade is entered a copy of your assignment will be uploaded into blackboard. At that time you can access comments by clicking on the Assignments tab, then click on the assignment, then you will see the uploaded document that includes graded comments.

Help!/Technology

Even as this is a face to face class we will be turning in papers and taking tests online. You will be able to check your grades through Blackboard.

Blackboard: To access blackboard go to <https://ecourses.maricopa.edu/webapps/login/> and type in your MEID and password. If you don't know your MEID or password you can find those out by clicking on GCC's main webpage and then clicking on the link. 

Once you are there click on HIS 104 (our class) and you can click on the Course Materials, Assignments, Tests or Grades/Tools Tabs on your left.

E-mail and Forwarding: Students may receive e-mails from the instructor throughout the session, but more often I will simply post an announcement to blackboard before or after I have announced it in class —check your e-mail and course announcements regularly. If you use non-GCC e-mail like yahoo or hotmail you can forward your GCC e-mail account to the other e-mail account. We have Gmail! To forward your e-mail to whatever other account you have (although Gmail ROCKS) – go to my.maricopa.edu then GoogleApps@Maricopa. Your same MEID and password work for the gmail account, and from there you can change the settings to forward your e-mail to whatever account you prefer.

At any time students can check their grades by clicking on the Grades/Tools tab. By law, instructors cannot discuss your grades with anyone but you.

Grade Distribution

Map Quiz	20 points
Papers (2 x 100p)	200 points
Participation	200 points
Exams (2 x 110p)	220 points
Total	640 points

An important note about grades: Doing an assignment is different than doing an assignment well. Grades are based on how well a student does an assignment. An average paper deserves an average grade, which in this course is a C.

A - great job, very few grammatical errors, good thesis, great use of source and backing arguments
B - strong job - not many grammatical errors, has a thesis, and uses sources for backing arguments
C - adequate - uses sources and has 5 paragraphs, perhaps summarizes more than argues
D - hard to follow, lots of mistakes, summarizes or doesn't really do the assignment OR demonstrates partial understanding of the material, might have fns but no page numbers
F - no footnotes, not 5 paragraphs, very poor writing, paper doesn't really follow the assignment
0 - nothing turned in or plagiarized (whether intended or not - full paper or just portions) - if it is a direct quote and does not have "" then it is plagiarized

Grades are based on the following percentages:
A 90-100%, B 80-89%, C 70-79%, D 60-69%, F 59% and below.

This class is not graded on the curve. Students can check their grades at any time using Blackboard's Grades/Tools Tab. This instructor also does not round up.

Assignments

A "handout" on writing assignments for this class including the paper topics is attached at the end of this syllabus (page 7).

As a reminder, historians "practice" the following: - reading, writing, discussion, research and analysis.

Assignments include:

Participation (reading, discussion, writing, research)

Two Papers (5 paragraph essays – reading, writing, research) (see page 12)

The point of assignments is threefold: ensure students do (all of) of the reading, show students can analyze the material and communicate their understanding effectively.

Participation

A number of times throughout the semester I will take attendance and ask students to do any number of things to contribute to the class – they might be writing an in-class essay regarding the reading or they may be participating in a debate. They might be brainstorming for a paper or actively participating in a discussion, or even bringing research or homework that was assigned in a previous class. Obviously attendance and doing the reading will be important in getting participation points.

Midterm/Final (2 x 110 = 220 points)

Tests/exams are essay and ordering and will cover information examined in class discussion boards and the text.

There will be 2 essays per exam at 50 points each.

The ordering question is where students will place people or events in chronological order worth 10 points for the 1 question.

Exams are located in the Tests button on the Toolbar.

- Essays generally ask for analysis or comparison. Essay questions require as many specifics as possible and should show the student's ability to answer the question.
- Ordering questions ask students to number a series of 5 people or events in chronological order.

Everyone's exam is slightly different. I have a pool of many questions and they randomly appear for each person.

We will meet in another classroom to take the test on computers. Make sure you arrive knowing your GCC id and MEID so you can log on to take the exam.

I DO NOT BELIEVE IN PROFESSOR GENERATED STUDY GUIDES. I encourage students to work together to study on their own time and put together their own study guides. Gmail chat functions could allow students to "meet" at designated times to study information. Google Docs allows students to collaborate on study guides and can be shared among those working on them.

Map Quiz

There will be one map quiz to ensure students' understanding of American geography. Students should know each of the United States of America. Major rivers such as the Mississippi, Missouri, Hudson, St. Lawrence, Rio Grande, Ohio River, Colorado, and Platte River may be on the exam. Bodies of water will also be on the quiz, such as the 5 Great Lakes, the Great Salt Lake, Pacific Ocean, Atlantic Ocean and Gulf of Mexico. Major Mountain Ranges include the Appalachians, Ozarks, Sierra Nevada, Rocky Mountains, Cascades and Black Hills.

Students will be notified by the instructor of any changes in course requirements or policies

Course Schedule

January

Tuesday	Thursday
19 Welcome to Class, Go over the Syllabus	21 Chapter 17 Reconstruction
26 Chapter 18 The New South, the West	28 The West Map Quiz

February

2 Chapter 19 Industrialization Read Riis <i>How the Other Half Lives</i> Chapters Intro - V	4 Chapter 20 Urbanization Read Riis <i>How the Other Half Lives</i> Chapters VI-XI
9 Discuss Riis' <i>How the Other Half Lives</i> Finish Riis (XII-XXV) Debate Question for paper	11 Paper Due by 11:30am to Blackboard's Assignments tab – in class TBA
16 Chapter 21 Populism and Imperialism	18 Chapter 22 – Progressives
23 Chapter 22 - Progressives	25 Chapter 23 - WWI

March

2 Chapter 23 - WWI	4 Chapter 24 – 1920s
9 1920s	11 Midterm - Classroom location TBA
16 Spring Break	18 Spring Break
23 Chapter 25 - 1930s	25 Chapter 25 – New Deal Extra Credit Due by 11:30am
30 Chapter 26 - WWII	April 1 Chapter 26 - WWII

April

6 Chapter 27 – Cold War	8 Chapter 27 – Cold War
13 Chapter 28 – Early 50s	15 Chapter 28 – Sputnik and Kennedy
20 Chapter 29 – Civil Rights	22 Chapter 29 – LBJ and Great Society
27 Chapter 30 - Vietnam	29 Chapter 30 - Vietnam Discuss Websites for Paper 2 – debate on paper topic

May

4 Chapter 31 1970s and 80s Paper Due by 11:30am	6 Chapter 32 1980-present
11 Final Exam 11-12:50	13 no class!

THIS SYLLABUS IS SUBJECT TO CHANGE

Paper Assignments

Writing Assignments for Dr. Enloe Be Warned – I have been told I “grade hard”

“Historians form their educated opinions by examining and thinking about evidence of past conditions, causes, and effects. When a historian writes a book he is writing a long, extended essay presenting his opinion on his subject. As with all essays, he builds the points of his argument and arranges his evidence in such a way that will best put his ideas across. For the historian, her argument is her interpretation of the past--how and why events happened the way they did, and what those events mean to future times.”¹

Every professor is going to have differing ideas as to what makes a great paper. If you are a great writer in English 101 you may need to tweak your writing style for History 104. The below material is intended to help students get the best grades possible from Dr. Enloe’s history classes.

A Cheat sheet “rubric” when turning in papers

- ✓ Name on the front of the document, original title on page 1 – NO COVER PAGE
- ✓ Double spaced, 11 or 12 point font (arial, times new roman ok), 1” margins (Word default margins are fine)
- ✓ 5 paragraphs – no more, no less (500-1200 words)
- ✓ thesis the last sentence of the introduction
- ✓ thesis is more than a summary of the topic – makes an argument
- ✓ cited examples in FOOTNOTES
- ✓ Direct Quotes in quotation marks
- ✓ use of sources assigned – if no outside sources allowed they should not be there
- ✓ past tense used throughout
- ✓ no personal pronouns (I, we, you, our)
- ✓ edit
- ✓ Upload through the Assignments tab in Blackboard – make sure you save as a word doc (doc or docx) – saving as an rtf file will not show footnotes and that would be an automatic F. If you don’t have Microsoft Word compose using google docs and save as a word doc.

The reason I have many of these stipulations (on formatting) is that it is important to try to be as objective as possible when grading. Having streamlined formatting enables the grader to focus on content over appearance.

Plagiarism

Plagiarism is a big problem that often is unintentional, but students need to understand it! Often students will cut and paste information they found over the Internet into their papers. THIS IS NOT ACCEPTABLE. Unless you are asked otherwise, most assignments will have you use only certain sources like the textbook, lecture notes or specific websites or videos. Going outside the required materials tells the reader you did not do the work assigned to you and/or you don’t trust your own instincts to do a great job.

¹ Todd F. Carney, “Guide to Writing History Papers,” Southern Oregon University, <http://www.sou.edu/history/carney/writing.htm> (accessed March 31, 2009).

- **It is plagiarized if it is a direct quote but doesn't have quotation marks around it (even if it is cited!)**
 - This includes short phrases from a source that were used verbatim and not in quotation marks
- It is plagiarized if it is a direct quote and has not been cited stating that it came from a source that is not you
- It is plagiarized if it is an idea or something that is not common knowledge that came from somewhere else but was not cited
- Please check the Useful Links section in blackboard for a website dedicated to writing good history papers and citing correctly.

Papers with any form of plagiarism in them get 0s with no opportunity for a rewrite.

Stylistic Issues

Essays should be written as **argumentative essays**. Assume the reader does not have a book in front of them and isn't familiar with the subject. They have not read the material nor do readers have the book in front of them, but they do have access to it if they are interested. Write your essay as if it were going to be read by someone who knew less about the subject than you do – or is even from another planet. ☺ Assume they are tired and have read many papers – therefore you need to be as direct and to the point as possible, in addition to being simple in your logic.

- Do NOT use personal pronouns (I, we, you, us, ours).
 - For example, write that: "The Continental Congress declared that the Creator required men to obey his laws." Do not write: "The Continental Congress declared that our Creator requires men to obey his laws."²
- Most questions ask you a specific question that is meant to be an argumentative essay. This is different than summarizing a topic.
 - If the question asks you to make a stand, write an argumentative essay that makes a stand or can be argued from a different viewpoint.
 - If a question asks for the most important way (singular) blah blah blah pick an overarching theme or make a stand on ONE way.

Use Footnotes

I DO NOT USE THE MLA or APA METHODS. Historians use something called the Chicago Manual of Style method of citations. I am going to have students use that method for this class. That means that you will be using footnotes.

- Footnotes are placed at the end of the sentence and contain a roadmap where the reader can find the information if they want to. They show that the writer is writing from an informed place and if the reader looks up the info they might come to the same

² "How to Write a Good History Paper," Emory University Department of History, <http://www.history.emory.edu/undergrad/writingguide.html> (accessed May 31, 2009).

conclusion or might not. The major thing is that they need to know where to find that information.

- To insert footnotes most programs like Microsoft Word will allow you to go into Insert and then add a number where you insert the footnote. I am going to add one at the end of this sentence.³ I use a Mac and have Office 2008, and I did it by clicking on Insert and then footnote. When I do it again, it will assign the next footnote a new number.⁴ If you have 10 citations in a paper there should be 10 numbers. Footnotes should never be the same number. In the past I have had students use parenthetical references. Let me demonstrate the difference between the two.
 - When using Microsoft Office 2007 insert footnotes by clicking on the references tab and then insert footnote.
 - Google Docs will also allow you to insert footnotes.
- The full citation needs to be present the first time you cite a source. Future citations in this case can be abbreviated or you can put *ibid.*, then the page number. Notice since the full citation is there you don't need a works cited page.
- Check out the links in External Links to see examples of proper citations and cite the books accordingly.

Here is an example of a good paragraph with footnotes from another class. (Note that your papers should be double spaced):

Cultural reflection in the aftermath of war resulted in the acceptance of education as requisite for young women. Girls were taught “as a matter of course, the better to prepare them for their role as mothers of the next generation of citizens.”⁵ Certainly Narcissa Whitman was no exception. Her family’s middle-class status allowed her to attend the common school, and at the age of fifteen, she was afforded the luxury of attending Auburn Academy for a period of six months.⁶ The ideal of the “True Woman”, popularized by Sarah Hale, editor of the popular *Godey’s Ladies Book*, was to “rely on her husband for emotional and financial support. Her only resources were spiritual.”⁷ Narcissa Whitman’s husband Marcus, as medical missionary and de-facto leader of the mission settlement at Waiilaptu, would often have to leave her behind and attend to business concerns. Much like the ideal of the “True Woman” would suggest, Narcissa would often find herself lost and without direction in his absence. American society established separate tracks for men and women during this time; the immensity of this social separation would lead Francis Trollope to remark that “if it weren’t for church services... ‘all the ladies ... would be in danger of becoming perfect recluses.’”⁸ As Presbyterian missionary, Narcissa also

³ The first footnote.

⁴ The second footnote.

⁵ Gail Collins, *America’s Women: 400 Years of Dolls, Drudges, Helpmates, and Heroines*, (New York: Harper Perennial, 2007) 86.

⁶ Julie Roy Jeffrey, *Converting the West: A Biography of Narcissa Whitman*, (Norman, OK: University of Oklahoma Press, 1994) 25.

⁷ Collins, 88.

⁸ Collins, 89.

found her opportunities to socialize almost exclusively through church activity. There was a “virtual consensus in the first half of the nineteenth century that American women—at least the ones society worried about—were very sickly.”⁹ Narcissa epitomized both the tendency to be ill and the manner in which American women sometimes chose to deal with illness or disagreeable circumstances. “Narcissa dealt with her problems in the way many nineteenth-century women handled unpleasant realities: by claiming to be ill and staying in her room.”¹⁰ Indeed, Narcissa Whitman did share a handful of similarities with many nineteenth-century American women.

Structure

- Papers have an introduction, body and conclusion.
- Introduction
 - Provides context. Introduce your topic to the reader, then answer the question asked in the prompt – that will be your thesis.
 - Your thesis should be the last sentence of the introduction.
- Body
 - should have 3 paragraphs
 - each paragraph should lead off with a statement that will set the tone of the paragraph (a signpost).
 - Each paragraph should make a point that directly relates back to your thesis
 - Each paragraph should have a cited example/reference from the sources you were asked to examine – this is your specific historical evidence
 - The last sentence in each paragraph should remind the reader how your paragraph supported your thesis
 - I prefer students not foreshadow into the next paragraph – finish your point and then start anew in the next one
- Conclusion
 - Will wrap everything up. Remind the reader of your thesis but is not a word for word or even close recap of the intro

Tips for good writing assignments

- Pay close attention to spelling and grammar. An A paper does not have errors.
 - A very poorly edited paper might not receive anything more than an F or D, depending on the level of editing, grammar problems. If the reader continually needs to re-decipher your point because the way it is written or edited is very sloppy or hard to read, then it is a limited paper, not an adequate one.
- Use the phrases in the question prompt. If a question asks for the “most important theme” I should see the phrase “the most important theme” in the introduction and conclusion.
- Try to make your paragraphs about one half to three-quarters of a page. If they are shorter they aren’t fully developed and if they are longer they are trying to put too much information in there and should be split up.
- Avoid confusing singular and plural in the same sentence.

⁹ Collins, 115.

¹⁰ Jeffrey, 141.

- For example, write that "The Methodist religion was increasingly popular, and it gained new members daily." Do not write either: "The Methodists were increasingly popular, and it gained new members daily" or "The Methodist religion was increasingly popular, and they gained new members daily."¹¹
- Use quotes but don't overwhelm the reader with them. They should not be more than two lines long. Longer quotes should be paraphrased to convey their meaning without overwhelming your analysis.
- Don't follow quotes with more quotes. Using too many quotes tells the reader you are not confident in your work and cannot think of anything to say.
- America can be referred to as the United States or the Nation, but not the U.S. or we
- There is a difference between than and then
- There is a difference between women and woman
- There is a difference between accepted and excepted
- There is a difference between dominate and dominant
- There is a difference between their, there, and they're
- There is a difference between two, to, and too
- There is a difference between till and until – I prefer until
- Apostrophes denote ownership – Americans and Americans' are different
- There is a difference between a book and a novel – if it isn't a novel, don't call it one
- Should of or would of is incorrect – should have or would have
- The correct order for periods is ." (period, quote, and then footnote)
- Edit carefully
- Read your writing out loud to check for awkward phrases.
- You may choose to submit a draft of your first paper to Dr. Enloe in advance of the due date to get some feedback. It should be at least 72 hours before the paper deadline.

Keep in Mind

- Answer the question! Ask yourself if you are summarizing the book or the topic or if you are making an argument. If no one can offer a counterpoint then you are not really making an argument.

¹¹ "How to Write," <http://www.history.emory.edu/undergrad/writingguide.html>.

- Pay special attention to the assignment. Regardless of how great a paper is on *Sputnik*, if it summarizes the topic instead of arguing why it was significant then it isn't really doing the assignment.
- You might know a lot about a certain topic but you cannot just write a paper relying on your own knowledge. You got that knowledge from somewhere so you need to cite it. If you don't know that original source then you need to find one. You are acting like historians this semester and need to do as they do – they know a lot about topics and always show a “paper trail” of how they learned that information.
- If you were asked to read a book don't quote the back cover or blurbs from page 1 – or even just the first portion of the book. Always use information from throughout the source to prove to the reader that you read the entire thing. When you only quote from the first part it looks very suspicious, and since the paper is graded holistically the reader is asking themselves whether you actually did the assignment, part of which was the read the entire book or examine more than one website.
- Be very direct. Assume the reader is burned out on reading the same paper over and over again. It helps to show them that you are answering the question by repeating the terminology of the question and reminding them often that you are answering the question. If the reader has to keep returning to the thesis to be reminded of the point of the paper they aren't happy.

OKKKKKKKKKKKKKKKKKKK. All of these rules apply for the following papers. Here are the questions to answer:

Paper 1: Read Jacob Riis' book *How the Other Half Lives*, then answer the question: **Did immigrants have a better life upon coming to America?** To answer this question you should use your text AND Riis' book. You can view the entire book through GCC's library as an e-book (or you might read it online - this is the “hypertext edition” - <http://www.tenant.net/Community/riis/title.html>). You should use at least three or more distinct chapters for the body of the paper. You may use pictures as sources but may NOT use the phrase “a picture is worth a thousand words.”

Paper 2: After examining the personal stories of people that have written in their stories of the draft on the Vietnam War Draft Lottery website (see below) answer the following question: **Was the draft during the Vietnam War good for America? Explain.** You may use the text AND the following website: <http://www.vietnamwardraftlottery.com/phpnuke/index.php>. Click on “Browse Stories” and read through them until you get an idea of how you might answer the question. When you cite them make sure to cite the webpage directly. For example, Jim of North Carolina writes, “My father who had served in World War II didn't believe in this war.”¹²

Extra Credit: For 25 extra credit points. I call this “The 1930s and You.” Do a PowerPoint presentation of “yourself” in the 1930s. You can go from 1929-1941. What would your life be like? What was going on around you? You can be any age but make sure to

¹² Jim. “Jim, North Carolina.” Vietnam War Draft Lottery. Available from <http://www.vietnamwardraftlottery.com/phpnuke/modules.php?name=News&file=article&sid=326>. Internet; accessed 1 September 2009.

tell the viewer how old you are at certain times. You can see this assignment as a bit of a "travel diary" but it is through time. Think of the following:

Where do you live?

How many people are in your family and what do they do for a living?

Does your race, class or gender make a difference? Religion? Age?

How will the Great Depression affect you?

What music or activities are you interested in?

What do you think of the major events and/or people of the era?

Provide pictures, links to videos or music, etc. Provide citations of where you found your information (put it in parentheses somewhere on the slide - if using web full web address needed), and please keep your own name but all else can be fabricated to fit the story you want to tell. This should be 10-20 slides.

Reminder:

A - great job, very few grammatical errors, good thesis, great use of source and backing arguments

B - strong job - not many grammatical errors, has a thesis, and uses sources for backing arguments

C - adequate - uses sources and has 5 paragraphs, perhaps summarizes more than argues

D - hard to follow, lots of mistakes, summarizes or doesn't really do the assignment OR demonstrates partial understanding of the material, might have fns but no page numbers

F - no footnotes, not 5 paragraphs, very poor writing, paper doesn't really follow the assignment

0 - nothing turned in or plagiarized (whether intended or not - full paper or just portions) - if it is a direct quote and does not have "" then it is plagiarized

GRADING Key:

awk - awkward

vt - verb tense changes

pt - use past tense

remind - remind the reader of your thesis

period - a period at the end of the note shows it is complete

pp - avoid personal pronouns

frag - sentence fragment

sp - spelling

sing/plural - watch your singular/plural usage, these need to correspond

fn - footnote

ordering - ".fn, or ","

© Karin Enloe, 2010