The University of Southern Mississippi-Department of History  
Fall 2010

HIS 400—Senior History Capstone Seminar  
Salem Village Witchcraft: A Historiographical Case Study

LAB 455  
2:25—3:40 Tuesdays and Thursdays

Dr. Kyle F. Zelner
Office: 462 LAB  
Office Phone: 601-266-6196  
Email: kyle.zelner@usm.edu  
Web Site: http://ocean.otr.usm.edu/~w535683/Index.html

Office Hours: Tuesdays, 10–10:45am; Tuesdays and Thursdays, 4–5pm, and by appointment

Statement of Purpose

As the senior capstone class for History BA majors at the University of Southern Mississippi, HIS 400 challenges students to perform at the height of their abilities. Mimicking the atmosphere of a graduate seminar, this section of HIS 400 is an intensive reading and discussion course on a single topic: the witchcraft outbreak in Salem, Massachusetts in 1692. By focusing intently on this one topic, students will be able to demonstrate all of the skills they have learned in their other upper division history courses. Students must earn a “C” in the course for it to count as their capstone class. In order to succeed in the class and prove they are ready to graduate, students must demonstrate a mastery of critical thinking; close, analytical reading; the ability to make a clear convincing historical argument using both secondary and primary evidence; logical, argumentative historical writing; and clear and persuasive oral argument expertise (in both discussion and formal presentation formats). These are the skills a liberal arts education, especially a history education, develops and the skills each of you must prove you have learned before the history faculty can certify you for graduation. Thus, HIS 400 is one of the two most important courses (along with HIS 300) you take at Southern Miss—as such, you must take it seriously.

Students in the capstone seminar must fulfill the following GEC (General Education Core) requirements:

1a. Students will demonstrate the ability to develop and focus on one topic in writing assignments and present ideas in an organized, logical and coherent form.
1b. Students will demonstrate the ability to develop and focus on one topic in speaking assignments and present ideas in an organized, logical and coherent form.

1c. Students will demonstrate the ability to use Standard English grammar, punctuation, spelling and usage.

Required Texts:

This course is reading intensive. Several of the weekly readings are articles available on the instructor's website (http://ocean.otr.usm.edu/%7Ew535683/KFZ_Classes_Main.html). All the course books are available in paperback. Students are encouraged to search out used or cheaper new copies via alternative booksellers to keep costs down. Copies of the assigned books will also be on reserve at Cook Library.


Class Style Guide:


Course Mechanics, Structure, and Assignments

The first assignment is the careful reading of this syllabus. Attentive and informed reading of all class texts is necessary for the satisfactory completion of the course.

**The omission of any class requirement will result in automatic failure for the course— IN OTHER WORDS; YOU MUST TURN IN EVERY MAJOR ASSIGNMENT TO PASS THE COURSE. In addition, students who fail the research paper will fail the course.**

As the senior capstone class, the requirements for HIS 400 are set out by the entire faculty of the History Department in accordance with University policies. The heart of this course is the
outside reading and subsequent discussions of course readings. Students should come to class thoroughly familiar with all of the reading assigned for that day and prepared to discuss the readings in an informed manner. Students are required to bring all assigned reading materials (books, articles, etc.) to class discussion. High-quality class discussion is vital to the success of the course and as such, thorough reading and lively participation will be rewarded. Class participation, especially the quality of your comments during discussion (not just the quantity of remarks) will account for 20% of the final grade.

HIS 400 is one of three required Writing Intensive (WI) courses for history majors. Students will write a significant research paper and three critical book reviews in order to qualify the class as one of their WI courses (5000 words minimum). Paper due dates are on the course schedule below.

Students will write three critical book reviews in the course of the semester. A critical book review should briefly describe what the book is about, but concentrate on identifying and commenting upon the author’s thesis: What is the author trying to get across, how does she/he argue the case and upon what evidence, and where and to what extent do you agree and disagree? If you are unsure how to write a critical book review, take a look at reviews in such publications as the William and Mary Quarterly or The New England Quarterly. Book reviews will contain a MAXIMUM of 1000 words. The three critical book reviews will be worth 15% of the final course grade, equally divided.

Students in HIS 400 are required to write a research paper. You will perform primary and secondary historical research on some aspect of the New England witchcraft outbreaks of the latter-half of the seventeenth century and write an argumentative research paper (10 pages of text) with appropriate footnotes and bibliography. The topic choice is the student’s decision (within the class’s subject area), but it must be reached in consultation with the instructor. Students should get to the library early and begin searching out primary documents they can base their research on—the reference librarians at Cook Library will be a great help in this area. During the semester, students will turn in:

1.) their research topic (get instructor approval in advance) on September 9th
2.) an annotated bibliography (minimum 10 works--at least 5 primary documents) on November 9th
3.) the research paper, on December 2nd

The research paper will account for 30% of the final course grade and will be evaluated based on the Capstone Research Paper Rubric (attached to this syllabus). HIS 400 students are highly encouraged to consult their notes and course materials on historical research/writing from HIS 300 while working on their HIS 400 research paper.

Before they can graduate, all students are required to demonstrate proficiency not only in writing, but also in speaking. Students in all capstone seminars are required to give two oral presentations. The first oral presentation, a 5-6 minute “mini lecture” on a person involved in the Salem Village witchcraft episode, will be completed in Week #6 of the semester (September 21st and 23rd). Early in the semester, students will choose their topic/person from an approved list provided by the instructor and spend the next few weeks researching their topic. Students are expected to consult numerous (minimum 6-8) primary and secondary sources to prepare their presentation. On the day of their presentation, students will turn in an annotated bibliography of their sources for the lecture and a lecture outline before presenting their talk. If these are not turned in, students will not be allowed to give their lecture. Student presentations will be evaluated on their content, argument, evidence, structure, organization, and presentation skills (see the Oral Presentation Rubric attached to
this syllabus). The mini-lecture will account for 15% of the final course grade. A full description of the assignment will be distributed very early in the semester.

Students will offer a second oral presentation later in the course (Weeks #14 and 15—November 16th, 18th, and 23rd). You will speak for 8-10 minutes, discussing the primary argument made in your research paper and the two chief pieces of primary evidence which support your argument. The talk should be thesis-driven and argumentative, like your research paper itself. As with the first presentation, students must turn in an annotated bibliography of the sources they used to prepare their speech (minimum 8-10 primary and secondary sources) and an outline of the talk before the presentation; students will be evaluated on the same criteria as the first presentation. This second talk will account for 20% of the final grade. PowerPoint presentation aids are not allowed for either of the two oral assignments in HIS 400.

Grade Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Reviews (3)</td>
<td>15%</td>
<td>(150 points, 50 pts. each)</td>
</tr>
<tr>
<td>Oral Presentation #1</td>
<td>15%</td>
<td>(150 points)</td>
</tr>
<tr>
<td>Oral Presentation #2</td>
<td>20%</td>
<td>(200 points)</td>
</tr>
<tr>
<td>Discussion/Participation</td>
<td>20%</td>
<td>(200 points)</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
<td>(300 points)</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>(1000 points)</td>
</tr>
</tbody>
</table>

Class Grading Scale:
- **A**=1000-900 points
- **B**=899-800 points
- **C**=799-700 points
- **D**=699-600 points
- **F**=below 600 points

**A Note about Office Hours**

I will hold office hours (see page 1) for any interested students at posted times and will be happy to arrange a different time for you to come in and see me if those times do not fit into your schedule. If for some reason I cannot keep my office hours, I will try to announce it in class and I will post it on my office door. This is time I have set aside for you to come in and talk about your questions or comments about the class, history, writing, the university, or whatever (including “Mad Men”). It is a great time to come in and discuss paper topics or questions. If you're interested in someday going to grad school, come in and chat. It is unfortunate that more students don't take advantage of faculty office hours—we're not just available in the classroom.

**Course Policies:**

1. **Class Climate:** This course is designed to give you a chance to explore an area of academic interest through reading, writing, and regular classroom discussion. In order for discussions to be productive, all students need to feel comfortable participating. We will create and maintain an atmosphere of mutual respect in which everyone’s ideas can be heard.

2. **Attendance:** Attendance at ALL classes is MANDATORY. Attendance will be taken at most class meetings and unexcused absences will hurt your final grade. Excessive unexcused absences (i.e. more than three) will result in the loss of a letter grade or even failure for the
Absences are excused in the event of a true emergency (sleeping in or feeling “under the weather” do not qualify) or with the prior approval of the instructor. In all cases, I require written documentation from the appropriate authorities (dean’s office, athletic coaches, doctors, etc.). Note: If you stop attending class, but do not withdraw from the course on SOAR, the instructor reserves the right to issue a failing grade (F) for the course.

3. USM Email: All students should check their USM email regularly—you can set it to forward to your main email account (yahoo, hotmail, etc.) if you desire, just be sure to check it in some fashion. Students who do not set up their accounts or respond to USM email may lose participation points and suffer a lower grade.

4. Pagers and Cell Phones: All pagers and cell phones must be turned off and put away when in class. I will confiscate any cell phone I see once class has begun. Any exceptions to this policy (for emergency issues only) must be cleared with the instructor in advance.

5. Laptops: Laptops are not allowed in this class except in the case of documented medical need (provided by the Office of Disability Accommodation). As a seminar course (not a lecture class), students should be paying attention to the discussion, not their computer.

6. Support and Documentation on Papers: Support your paper arguments with specific textual references—in other words, you must use footnotes for all papers. Follow Chicago Manual of Style format and documentation. For help and examples, see the style manual required for the class: Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations.

   Note: I do not accept the use of “Ibid” in citations—instead I prefer the short author/title system. See pgs. 154-155 of Turabian for more details.

7. Wikipedia: Wikipedia and other open source sites of “information” are not reliable and are not appropriate for use as a source in a formal history paper. Students in this course needing a general information source are encouraged to use a standard, reputable encyclopedia—for example, the Encyclopedia Britannica (online or hard copy).

8. Manuscript Preparation: All papers should be computer-generated (12pt “normal” font) and should be double-spaced with one-inch margins. Papers should always be handed in with the pages numbered and stapled together. Proofread carefully. Clearly place your name, the course and instructor, a description of the paper, and date of each assignment in the upper right hand corner of the first page. Papers which do not conform to ALL of these rules WILL suffer a grade penalty.

*Sample heading for papers:

   Student Name
   History 400—Dr. Zelner
   Book Review #1
   September 14, 2010
9. **Copies of Papers:** It is your responsibility to keep a copy of each paper that you submit. In the unlikely event that I misplace the paper, you should be able to produce your copy that same day.

10. **Delivery of Papers:** Students are required to hand in **TWO COPIES** of each paper: one hard printed copy, which must be handed in at the place and time indicated on the course schedule and one electronic copy, which must be submitted to [http://www.turnitin.com](http://www.turnitin.com) under the correct class and assignment.

   Turnitin.com Class Information for History 400—Fall 2010 Dr. Zelner:

   **Class ID Number:** 3397577  **Class Password** (case sensitive): capstone

   You will need this information to log-on and create an account on the Turnitin web site, which is required of all students in the class by Thursday, August 26th. If you need help, surf over to: [http://www.lib.usm.edu/services/fs/instructional_services/turnitin.html](http://www.lib.usm.edu/services/fs/instructional_services/turnitin.html)

11. **Late Papers:** Papers submitted late will suffer a grade penalty of one full letter grade for every 24 hour period they are late. (Example: a B- paper turned between 1 to 24 hours late would become a C-). Papers more than four days late (96 hours) **will not be accepted** (Note: all class assignments must be turned in and accepted to pass the course). Extensions of a paper due date will be granted only in the event of a documented medical, athletic, academic, or personal emergency and only in advance of the paper due date.

   Decisions on the validity of documentation is within the sole purview of the instructor. If you have any questions about this policy or the instructor’s policy on receiving an Incomplete (I) grade for the course, please see the instructor during office hours.

12. **Academic Dishonesty:** Scholastic dishonesty will not be condoned under any circumstance. See the current Undergraduate Bulletin for a good definition of such behavior. Demonstrated plagiarism on a paper will automatically lead to a grade of “F” for the course and can result in dismissal from the university. The instructor reserves the right to use electronic resources, such as Turnitin.com, to detect plagiarism. If you have questions or concerns about this policy—please see the instructor during office hours.

13. **Students with Disabilities:** If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders.

   Students may contact ODA if they are not certain whether a medical condition/disability qualifies.

   **Address:** University of Southern Mississippi
   Office for Disability Accommodations
   118 College Dr. #8586
   Hattiesburg, MS 39406-0001

   **Voice Telephone:** (601) 266-5024 or (228) 214-3232  **Fax:** (601) 266-6035
Individuals with hearing impairments may contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or by e-mailing Suzy Hebert at Suzanne.Hebert@usm.edu

14. Improving Writing: While I am always available to discuss your ideas and look over drafts (well) before paper due dates, I also encourage you to use the following resource:

   The Writing Center, Cook Library Room 112, (601) 266-4821, 
   http://www.usm.edu/writingcenter

“The Writing Center is a free service that allows students at USM to work one-on-one with experienced writers on any aspect of their assignments, usually:

- Grasping the assignment and what it requires
- Understanding how their own writing is working and isn’t working
- Learning strategies for writing tasks (how to brainstorm, organize, etc.)
- Practicing the art of revision in both re-seeing and rewriting”

There is also an on-line History Writing Lab with helpful handouts on the History Department’s Website at: http://www.usm.edu/history/HWL-guides.php

15. Improving Speaking: The University of Southern Mississippi offers a Speaking Center, with consultations available at no cost to all students. Speech Communication undergraduate and graduate students serve as consultants, working one-on-one with individuals. The center is available for advice on all kinds of oral communication—formal individual presentations, group presentations, class discussion, class debates, interviewing, campus speeches, etc. Additionally, all levels of speakers, from beginner to experienced speakers, are welcome. Come to the center to work on brainstorming, organizing and outlining, editing and revising, and practicing delivery. The center also offers a practice room in which individuals can record their presentations, practice with delivery aids (PowerPoint and internet access are available), and view their recorded presentations.

Visit the center in Cook Library room 117 or www.usm.edu/speakingcenter. The Center’s hours can be viewed and appointments can be made on the Speaking Center web site. Email the center with any questions at speakingcenter@usm.edu.

16. Syllabus: This syllabus is a mutual contract between the professor and student and the student and professor. It will not be altered lightly, however if circumstances make it necessary, the changes will be made as far in advance as is possible and in writing.
Course Schedule

**WEEK #1  COURSE INTRODUCTION**

**Required Reading:** Turabian, *A Manual for Writers* . . . , skim whole book.

Thursday, Aug. 19—Course Introduction

**WEEK #2  COLONIAL NEW ENGLAND: AN OVERVIEW**


Tuesday, Aug. 24—Lecture and General Discussion

Thursday, Aug. 26—Lecture and General Discussion

►**STUDENTS MUST REGISTER WITH TURNITIN.COM BY THIS DATE**

**WEEK #3  POPULAR RELIGION AND MAGIC IN NEW ENGLAND**

Tuesday, Aug. 31—Last day to drop and receive 100% refund

Tuesday, Aug. 31—Article Discussion

**Required Reading:**


Thursday, Sept. 2—Article Discussion

**Required Reading:**


**WEEK #4  A SOCIAL HISTORY OF WITCHCRAFT**

Tuesday, Sept. 7—Library Research Day (check in/out with Dr. Zelner on 2nd floor of Cook Library)

Thursday, Sept. 9—Book and Article Discussion

**Required Reading:**


Kamensky, Jane, “Salem Obsessed; Or, Plus Ca Change: An Introduction” *The William and Mary Quarterly* 65.3 (July 2008): 391-400. (on website)

►**DUE: RESEARCH PAPER TOPIC APPROVED BY INSTRUCTOR**
WEEK #5 SOCIAL HISTORY REDUX: A CRITIQUE OF SALEM POSSESSED

Tuesday, Sept. 14—Oral Presentation Workshop
► DUE: CRITICAL BOOK REVIEW OF SALEM POSSESSED

Thursday, Sept. 16—Article Discussion (bring your copy of Salem Possessed to class)
Required Reading:
Ray, Benjamin C. “The Geography of Witchcraft Accusations in 1692 Salem Village” William and Mary Quarterly Vol. 65 no. 3(July 2008), 449-478. (on website)
Boyer, Paul and Stephen Nissenbaum, “Salem Possessed in Retrospect” William and Mary Quarterly Vol. 65 no. 3(July 2008), 513-534. (on website)

WEEK #6 STUDENT PRESENTATIONS ON WITCHCRAFT PERSONALITIES

Tuesday, Sept. 21—Student Presentation
► DUE: ANNOTATED BIBLIOGRAPHY, OUTLINE, PRESENTATION

Thursday, Sept. 23—Student Presentations
► DUE: ANNOTATED BIBLIOGRAPHY, OUTLINE, PRESENTATION

WEEK #7 GENDER, ECONOMICS, AND WITCHCRAFT IN NEW ENGLAND

Tuesday, Sept. 28—Library Research Day (check in/out with Dr. Zelner on 2nd floor of Cook Library)

Wednesday, Sept. 29—Last day to drop full-semester classes without academic penalty

Thursday, Sept. 30—Book Discussion
Required Reading:

WEEK #8 GENDER, RELIGION, AND WITCHCRAFT IN NEW ENGLAND

Tuesday, Oct. 5—Library Research Day (check in/out with Dr. Zelner on 2nd floor of Cook Library)

Thursday, Oct. 7—Book Discussion
Required Reading:
► DUE: CRITICAL BOOK REVIEW OF DAMNED WOMEN

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**WEEK #9  OTHER VOICES: PSYCHOHISTORY AND MEDICAL HISTORY**

Tuesday, Oct. 12—Article Discussion  
**Required Reading:**  

Thursday, Oct. 14—Fall Break—No Class! “Go do something historical!”

**WEEK #10  RACE AND GENDER: THE STORY OF TITUBA**

Tuesday, Oct. 19—Research Paper Workshop or “HIS 300 Reconsidered”

Thursday, Oct. 21—Book Discussion  
**Required Reading:**  

**WEEK #11  WAR, SOCIETY, AND WITCHCRAFT**

Tuesday, Oct. 26—Library Research Day (check in/out with Dr. Zelner on 2nd floor of Cook Library)

Thursday, Oct. 28—Book Discussion  
**Required Reading:**  
▶ **DUE: CRITICAL BOOK REVIEW OF IN THE DEVIL’S SNARE**

**WEEK #12  RESEARCH WEEK**

Tuesday, Nov. 2—Free Research Time

Thursday, Nov. 4—Free Research Time
WEEK #13  A CULTURAL HISTORY OF WITCHCRAFT

Tuesday, Nov. 9 — Book Discussion
Required Reading:

► DUE: ANNOTATED BIBLIOGRAPHY FOR RESEARCH PAPER

Thursday, Nov. 11 — Free Research Time

WEEK #14  STUDENT PRESENTATIONS ON RESEARCH PAPERS I

Tuesday, Nov. 16 — Student Presentations

► DUE: ANNOTATED BIBLIOGRAPHY, OUTLINE, PRESENTATION

Thursday, Nov. 18 — Student Presentations

► DUE: ANNOTATED BIBLIOGRAPHY, OUTLINE, PRESENTATION

Thursday, Nov. 18 — Last day to process any add/drops or withdrawals

WEEK #15  STUDENT PRESENTATIONS ON RESEARCH PAPERS II

Tuesday, Nov. 23 — Student Presentations

► DUE: ANNOTATED BIBLIOGRAPHY, OUTLINE, PRESENTATION

Thursday, Nov. 25 — Thanksgiving — No Class!!

WEEK 16 — REFLECTIONS ON SALEM VILLAGE WITCHCRAFT AS A HISTORICAL EVENT

Tuesday, Nov. 30 — Final Discussion
Required Reading:

Thursday, Dec. 2 — ► DUE: FINAL PAPER BY 4PM IN DR. ZELNER’S BOX

Mary Easty: "If it be possible no more innocent blood be shed....I am clear of this sin."

Martha Carrier: "I am wronged. It is a shameful thing that you should mind these folks that are out of their wits."

Rebecca Nurse: "Oh Lord, help me! It is false. I am clear. For my life now lies in your hands..."
### Senior Capstone Class Oral Presentation Grading Rubric

**Dr. Zelner—History Department**

| Student Name: _________________________ | ID#__________________ | Date: ____________ |

<table>
<thead>
<tr>
<th>Criteria</th>
<th>D-F (Unacceptable)</th>
<th>C (Minimally Acceptable)</th>
<th>B (Proficient)</th>
<th>A (Advanced)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Central idea/purpose is not stated; content is erroneous or irrelevant; support for assertions is largely absent.</td>
<td>Central idea/purpose is stated; content is accurate but not always relevant; support is offered but inadequate for some assertions.</td>
<td>Central idea/purpose is clearly stated; content is accurate and relevant; credible support is provided for each assertion.</td>
<td>Central idea/purpose is vividly stated; content is accurate, thorough, and directly on point; strong support is provided for each assertion.</td>
<td>Score: ___ (out of 40)</td>
</tr>
<tr>
<td><strong>Organization (Intro, Body, Conclusion)</strong></td>
<td>Little or no structure present. Presentation is confusing to the audience; no logical sequence of ideas; frequently off topic.</td>
<td>Identifiable structure is present but inconsistently executed; may contain several statements out of place and occasionally deviate from topic.</td>
<td>Identifiable structure is present and consistently executed with few statements out of place.</td>
<td>Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused.</td>
<td>Score: ___ (out of 20)</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Grammar, pronunciation, and/or word choice are severely deficient.</td>
<td>Isolated errors in grammar, pronunciation, and/or word choice reduce clarity and credibility.</td>
<td>Presentation is free of serious errors in grammar, pronunciation, and/or word usage.</td>
<td>Presentation is free of errors in grammar and pronunciation; word choice aids clarity and vividness.</td>
<td>Score: ___ (out of 10)</td>
</tr>
<tr>
<td><strong>Adaptation to Audience and Context</strong></td>
<td>Content and/or style are frequently inappropriate to the audience and/or context. Presentation falls well outside set time parameters.</td>
<td>Content and/or style are occasionally inappropriate to the audience and/or context. Presentation falls slightly outside set time parameters.</td>
<td>Content and/or style are consistently appropriate to the audience, and/or context. Presentation meets set time parameters.</td>
<td>Content and/or style are consistently appropriate and targeted to audience and context. Presentation makes full, effective use of time and stays within time parameters.</td>
<td>Score: ___ (out of 10)</td>
</tr>
<tr>
<td><strong>Vocal Delivery</strong></td>
<td>Vocal delivery is too soft to hear, too fast to understand and/or long, unintended silences and speech disruptions (repetitions; filled pauses, e.g., &quot;um&quot;) frequently distract audience.</td>
<td>Vocal delivery is audible. Rate, volume, or speech disruptions only occasionally distract from audience comprehension.</td>
<td>Vocal delivery is clear and distinct. Rate, volume, and tone facilitate audience comprehension.</td>
<td>Vocal delivery is varied and dynamic. Speech rate, volume, and tone enhance listener interest and understanding.</td>
<td>Score: ___ (out of 10)</td>
</tr>
<tr>
<td><strong>Nonverbal Delivery</strong></td>
<td>Eye contact, posture, attire, gestures, movement, and/or facial expressions are inappropriate and significantly distracting.</td>
<td>Eye contact, posture, attire, gestures, movement, and facial expressions neither enhance nor hinder effectiveness significantly.</td>
<td>Some but not all of the following apply: Eye contact, posture, attire, gestures, movement or facial expressions enhance the presentation.</td>
<td>Most or all of the following apply: Eye contact, posture, attire, gestures, movement or facial expressions enhance the presentation.</td>
<td>Score: ___ (out of 10)</td>
</tr>
</tbody>
</table>

Total score: _______ (out of 100)
# Senior Capstone Class Research Paper Grading Rubric

**Dr. Zelner—History Department**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable (F-D)</th>
<th>Acceptable (C)</th>
<th>(Proficient) B</th>
<th>(Excellent) A</th>
<th>Score</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Argument/ Thesis</strong></td>
<td>Argument/thesis is not stated.</td>
<td>Argument/thesis is stated.</td>
<td>Argument/thesis is clearly stated.</td>
<td>Argument/thesis is vividly stated.</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td><strong>Evidence/ Support</strong></td>
<td>Historical evidence for assertions is largely absent; content is erroneous or irrelevant.</td>
<td>Historical evidence is offered but inadequate for some assertions; content is accurate but not always relevant.</td>
<td>Credible historical evidence is provided for each assertion; content is accurate and relevant.</td>
<td>Strong historical evidence is provided for each assertion; content is accurate, thorough, and directly on point.</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td><strong>Organization</strong> (Intro, Body, Conclusion)</td>
<td>Little or no structure present. Paper is frequently confusing to the reader because of lack of organization.</td>
<td>Identifiable structure is present but inconsistently executed; may contain several statements out of place and occasionally deviate from the topic.</td>
<td>Identifiable structure is present and consistently executed with few statements out of place.</td>
<td>Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused.</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Style is inadequate for the assignment; contains frequent awkward or poorly constructed sentences.</td>
<td>Exhibits some vague word choice or inappropriately general terms; some sentences are wordy, unfocused, or choppy; may inappropriately depend on jargon.</td>
<td>Prose is accurate and effective, but may sometimes be too general; sentences are mostly clear and well-structured, with only occasional awkward or ineffective constructions.</td>
<td>Shows a clear command of English prose: words are used precisely and sentences are clearly structured and fully focused. Shows a high level of specificity and sophistication.</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Grammar, punctuation, spelling, and usage are severely deficient. Citations are severely deficient.</td>
<td>Isolated errors in grammar, punctuation, spelling, and/or usage reduce clarity and credibility. Citations are deficient.</td>
<td>Free of serious errors in grammar, punctuation, spelling, and usage. Citations are mostly correct.</td>
<td>Free of errors in grammar, punctuation, spelling, and usage. Word choice aids clarity, vividness, and credibility. Citations are correct.</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

**IMPORTANT NOTE:** Papers which do not acknowledge a source with the proper citation form (**plagiarism in any form**) will fail the assignment and possibly the class (see the syllabus for further information).

**Total:** 100

Assignment Pts  x ___ = _____