Course Description:

Catalogue description: This course analyzes the roles and responsibilities of civil society, the market, and the state as agents capable of creating just and humane structures. Case studies reveal how individuals can leverage collaboration among all sectors of society to advance positive systemic change.

Further description: This course explores the conceptual framework that underwrites the MPACs program and its conceptual foundation of civil society. This requires exploring the history, evolution, and the particularities of civil society in order to become adept at identifying how the term is used, as well as how we can help build a society that is civil through peace work in places with different histories, governance structures and conflict contexts.

Two questions drive this course. First, what does it mean to live well together? This question has been at the heart of debates about how we organize ourselves politically, economically, and socially since ancient times. In Canada, the state is formulated as providing “peace, order and good governance” – the title of this course. There are other ways of understanding and organizing political, economic and social life, which provide a foundational structure for how we live together – well or otherwise. We explore this first question by exploring the historical emergence of the term “civil society,” in western literature. The evolution of the term draws us into debates and tensions about how the state, the market and individuals relate (or are in conflict) in pursuit of living well together.

The second driving question is: how can we pursue positive systemic change that enables us to live well together in settings of deep-rooted conflict? To respond to this question, we explore the ways in which civil society actors (which might be “third sector” organizations or take on another form), help to generate systemic change. Developing a vision for how we will live well together, as well as the process of pursuing large-scale social and political change in settings of deep-rooted conflict are daunting tasks. We will look at concrete examples as well as models for pursuing positive systemic change in response.
The land on which we meet
PACS as a discipline is committed to the pursuit of peace based on a foundation of justice. In Canada, we are coming to terms with the legacy of colonialism – an important PACS issue, which also involves the land on which we meet. The University of Waterloo and Conrad Grebel University College are located on the traditional territory of the Neutral, the Anishinaabeg and the Haudenosaunee peoples. Most of us live and work on what is known as the Haldimand Tract, the land promised to the Six Nations (Haudenosaunee) that includes ten kilometers (six miles) on either side of the Grand River. If you are interested in learning more about the history and potentially doing some research on this topic, there are helpful links at the University of Waterloo Faculty of Arts website. Or, check out events hosted by the Waterloo Indigenous Student’s Centre.

Learning Outcomes:

Skills
Students who participate in this course will be able to:
- Engage in open and critical questioning with peers;
- Read and understand theoretical works;
- Apply theoretical concepts to case studies;
- Identify the main argument in a work and assess an argument’s structure and evidence;
- Identify key points from readings and seminar discussions;
- Write clearly and accurately with full citations;
- Sharpen presentation and discussion skills.

Knowledge
- Define key concepts (civil society, market, state, good governance, order, collective flourishing)
- Describe the history and development of thinking regarding civil society, and its evolving relationship to market, state, and good governance;
- Be able to articulate and analyze the assumptions operating when the term “civil society” is used in contemporary discourse;
- Think theoretically about what it means to live well together politically, economically and socially;
- Identify roles and responsibilities for civil society actors in pursuing positive systemic social change;
- Articulate challenges and issues in achieving and maintaining peace (economics, development, globalization, governance, peacebuilding).

Attitudes supported through this course are:
- Collegial dialogue and collaborative inquiry;
- Valuing of peaceful relations and communities;
- Respect for diversity.

Required Textbooks:

Excerpts from the document:


**Course Requirements and Expectations**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Seminar Participation</td>
<td>20%</td>
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<tr>
<td>Learner Reflections (2)</td>
<td>4%</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>10%</td>
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<tr>
<td>Analytical Papers (4)</td>
<td>20%</td>
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<tr>
<td>Integrative Essays (2) or Research Paper</td>
<td>46%</td>
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**Seminar Participation (20%)**: The course runs as a seminar. This means that lectures will be kept to a minimum in order to introduce a given topic or case, and the majority of our class time will be discussion. Our seminar will be a messy learning environment.

Messy learning refers to a classroom environment in which we collaboratively dig, question, take risks, fail, and learn something from that failure that we may not have otherwise learned; “in short, to discover.” Definition from Melissa Hudler “The Messy and Unpredictable Classroom” Faculty Focus: Higher Ed Teaching Strategies from Magna Publishers. Oct. 14, 2013.

There is an orderly, logical structure to the syllabus, yet the classroom environment itself is one wherein we will probe and explore our readings and their implications in a process of questioning and discovery. It will get messy; and messiness – including failure to understand an author’s idea at first blush – is good when we channel it towards discovery and learning. It is therefore important for everyone to contribute to the mess.

A seminar is, in many ways, a conversation amongst people who share a common interest in expanding their understanding of an idea or a specific topic; in our class we are expanding our understanding of peace, the pursuit of living well together and place and role of civil society therein. We use our readings as dialogue partners. In this conversation, participants are expected to share and listen to the views and insights around us in order to expand, improve and deepen our collective understanding. A seminar promotes the skills of conversation; a complex set of habits and attitudes which, in large part, determine our abilities to deal with others in a group setting (and conflict resolution practice). At times, I may ask people take the role of the Socratic questioner, asking questions in order to focus, clarify and deepen our understanding of a particular text. At other times, I may ask people to take the role of synthesizer – identifying key points at the end of the session. The conversations that begin in-class will hopefully continue outside the classroom.

The rationale for seminar-style learning rests on the finding that students learn more from actively talking and listening to each other than they do from listening passively to a lecturer. Students also remember what they learn in a seminar better than they do with lectures.
Successful seminars take work. Those participating have to work to create and sustain a conversational setting in which, individually and collectively, the aims of the seminar are realized as fully as possible. This demands a continuing commitment from everyone to make the enterprise work. In our seminars, we will use three or four key questions as a launching point for our exploration and analysis of our readings as the foundation of our discussion. Course readings must be completed before coming to class in order to contribute appropriately and understand the subject matter at hand. At times, you will be asked to complete small writing assignments as part of class participation, which will involve reflection upon reading assignments. These writing exercises will be included as part of your participation grade.

What am I looking for in good class discussion?1

- Evidence of careful reading and preparation, including factual details (refer to required readings in comments, and be ready with page numbers of key ideas so we can refer back to the texts as we work to understand what the readings mean);
- Contributions that are logically consistent, original and use relevant evidence;
- Comments that are clear, enthusiastic and respectful;
- Comments that contribute and are appropriate to the discussion, such as building-on other’s ideas, providing constructive criticism, asking constructive, analytical questions, or contributions that show that you were listening carefully to others.

Learner Reflection (4%): Over the semester, you will write two learner reflections (each worth 2%). These small reflection papers are intended to help you assess your strengths and areas you may need to give further attention as a graduate student. They will also help me understand each of you as a learner in order to better facilitate the seminar. The first reflection is due the first week (per the in-class handout), the second reflection will be due Nov. 1 at 5pm (on LEARN).

Team Case Presentation (10%): The case presentation is designed for you and one or two colleagues to work together in order to analyze a particular case that relates to the theory we are exploring on the day you present. You can choose to focus on a particular project or intervention that one civil society organization is pursuing, or you can choose to analyze an initiative that involves “civil society” broadly in the pursuit of peace (e.g. the role of civil society within the Dili International Dialogue on Peacebuilding and Statebuilding). Please note that presentations will occur in the second half of class time, after our break in order to allow us to talk about the theory prior to the presentation.

You are required to meet with me two weeks in advance of your presentation to review your case selection and the content of your presentation.

Your presentation should:

1) Provide a very brief outline of the case (3-5 min. on background);
2) Provide a handout (with any details you wish to convey);
3) Apply one theory from our readings to help us understand a particular case (e.g. analyze how Aristotle helps us understand the Landsgemeinde in Switzerland). In order to analyze the initiative theoretically, you will need to apply to your case concepts that are covered in the readings (we can discuss this further in our advance meeting). Highlight ways in which the case illustrates the theory (avoid reviewing the theory in your presentation, as everyone will have read the theory in advance);

1 Adapted from Maryann Cusimano-Love (Catholic University).
4) Identify two or three things you discovered about the theory through application.

If you are using power point, ensure that your slides focus on titles, big ideas and visual aids. Provide any detailed content in a handout rather than the PowerPoint. Your presentation should be no more than 15 minutes in length, and you should be prepared to take about 15 minutes of Q&A at the end of your presentation. Think about ways to use multi-media in your presentation (e.g. short video-clips, maps, links on LEARN for people to look at before coming to class).

**Analytical Papers (20%)**: Over the term, you are required to write four (4) analytical papers, which are each worth 5% of your grade. You can choose to analyze either a journal article or a book chapter provided it has an asterisk (*) beside. You can only hand-in one analytical paper per week, and you can choose which weeks to write your papers. The papers are due before class starts (hand in hard copies unless otherwise instructed) on the day that the reading you are analyzing is assigned as a required reading.

The analytical papers must be two pages in length (double spaced, 12 pt font; include cites and a bibliography using author-date Chicago Manual of Style). In the analytical papers:
1) name and briefly summarize one reading for a given week (one para.);
2) identify the main argument for that reading (one to three sentences – be explicit and paraphrase);
3) summarize the empirical evidence provided in the article to support the main argument (one para.);
4) identify the strongest supporting empirical evidence in support of the main argument and explain why it is the strongest empirical evidence in the reading (one para.);
5) conclude with your brief assessment of the piece (a final short para.).

You will be graded on: accuracy of summary, use of evidence (cite specific pages and details), organization and clarity, and quality of analysis. If you receive 70% or lower (3.25/5 or less) on your analytical paper then you have the option of rewriting and resubmitting it a week after it is returned to you; please note that the maximum grade you can receive on a re-write is a B+ (79% = 3.95/5).


**Integrative Essay Assignments* (46% total; 23% + 23%)**: In the semester, you will write two essays designed to integrate and synthesize ideas across the readings in response to prompts. The first assignment will be due by 5pm Oct. 25, and the second by 5 pm on Dec. 11. Each essay is expected to be fourteen to sixteen pages in length double-spaced. Additional details will be forthcoming in class.

*Alternative Paper option (46% total; 6% proposal; 40% paper): An alternative option available to students is to write a medium-length research paper, which will be due by 5pm on Dec. 11. The paper should be 24-26 pages (7,000 – 8,000 words, double spaced, 12 pt font; word count does not include bibliography; use Chicago Manual of Style author-date for your citations). In the paper analyze a particular theme, issue, case, problem or puzzle that is related to our course content and that you want to explore in a deep and systematic way. A four to five page proposal for the paper is due October 12, on LEARN (by 5pm). Let me know by September 30, 2019 if you want to choose this option.
In the proposal, state the problem that you are interested in investigating, and a research question (the question you would like to answer). Provide an initial background on the problem, drawing on the literature, and explain its significance (why is it important to study this problem and this question) as well as how it fits with the content explored in our course. Provide an initial outline of how you propose to go about answering your question, and a preliminary outline. Include a bibliography with your proposal - this will consist of the sources you have read on the topic that you cite in the proposal. (Note that you need to read material in the area of interest and use it in your proposal in framing the problem and its significance.)

Course Schedule:

The following schedule may change from time-to-time to reflect the pace of the course and to better refine the course schedule. Changes to this schedule will be announced in class and on LEARN. Please note that you are responsible for checking LEARN for updates regularly.

I. INTRODUCTION

Week 1 Sep. 10: Introductions, Learning and Theory
Introductions; review syllabus, course objectives, course format and learning objectives, reading guidance, learner self-reflection

Required Reading:

Discussion Questions:
1) What is the purpose of learning for Ishmael? For the narrator? For you?
2) What role does theory play in learning?

First learner reflection due by 5pm Sept. 11 (distributed in class)

Week 2 Sep. 17: Visioning the Collective: A Case Study of Canada
Key Topics: living together well; peace, order, good governance and the Canadian experience.

Required Reading:
• Saul, John Ralston. 2008. A Fair Country: Telling Truths about Canada. (Required text) Read The Power of a story, and then Part I Chapters 1-6 (pp.1-53), Part II (pp.111-169), and Part IV Chapter 25 (pp.302-323). (Lightly skim the parts of the book not assigned).*2

Discussion Questions:
1) What difference does one word (“order” instead of “welfare”) make for Canada?
2) According to John Ralston Saul, what is inhibiting us from living well together in Canada? According to Basil Johnston, what is inhibiting us from living well together in the Land of the Great Turtle?

*2 The asterisk (*) indicates this is an appropriate reading for an analytical paper.
3) What is significant about these readings as we think about the content of this course, and what it means to live well together and pursue peace in settings of deep-rooted conflict?

Recommended Reading:

II. LIVING WELL TOGETHER – CIVIL SOCIETY (HISTORY AND THEORY)

**Week 3 Sep. 24: The Polis as “Civil Society”**
Key Topics: civil society as political society; the role of the citizen; the importance of the collective; hierarchy; law-governed associations

**Required Reading:**
- Aristotle. 2013. *The Politics*. Carnes Lord (Ed. and Trans.), second edition. Chicago: The University of Chicago Press. Book I (Ch1 and 2), Book II (Ch 5), Book III (Ch 1, 6-9), Book IV (Ch 11) and VII (Ch 1, 2). (29 pp) E-Reserves.

**Discussion Questions:**
- What is the *polis*, and why is it civil for Aristotle?
- In what ways does Aquinas agree with Aristotle on the *polis* and role of a citizen?
- What changes from Aristotle to Aquinas in terms of how we think about people and their role in the *polis*?
- How do we make sense of the hierarchy embedded in Aristotle and Aquinas? What is the legacy of this thinking for us?

Case Presentation Team:________________________________________

**Week 4 Oct. 1: The Polis and Governance Today**
Key Topics: good governance; global political society; dialogic space and the role of civil society in local or global political society

**Required Reading:**

**Discussion Questions:**

• In what ways do contemporary discourses draw upon the classical concepts we discussed last week? (Kaldor, Saunders) Is global civil society the *polis* *(why or why not)*? (Kaldor, Shepherd)
• What power (and/or roles) do non-state actors, and state actors have in establishing or promoting good governance? Is global governance the *polis* (or civil)? (Plattner, Emmerson, Shepherd)
• What is the relationships between democracy and good governance? (Plattner, Emmerson) (What type of government or governance facilitates living a good life together with flourishing/well-being?)

**Recommended Reading:**

• Harris, Jose. 2009. Ch. 8 Development of Civil Society. *Oxford Handbooks Online.*

**Week 5 Oct. 8: The Market as Civilizing Society**

**Key Topics:** private society in relation to political society; the Scottish Enlightenment; the relationship between political and economic power

**Required Readings:**

• Ehrenberg, John. 2017. *Civil Society: the critical history of an idea.* Chapters 3-4 (pp. 69-127)
• Locke, John. 1689. *Second Treatise of Government.* Chapter V: Of property (Sect. 25-51) and Chapter VII: Of Political or Civil Society (Sect. 77-94). The text is on-line.

**Discussion Questions:**

• With Adam Smith and the Scottish Enlightenment, the market becomes civil society separate from the state. What earlier changes enables this shift to occur (in terms of historical context)? (Locke, Polanyi)
• Why was the Scottish Enlightenment idea of civil society, which equates with market society, emancipatory? (Ehrenberg, Paine)
• How was it hoped that the market would function vis-à-vis government according to Scottish Enlightenment thinkers?

**Case Presentation Team:** ________________________________
Recommended Reading:

- Hobbes, Thomas. 1651. *Leviathan*. See Chap. XIII “Of the Naturall Condition of Mankind, as concerning their Felicity, and Misery” for his discussion of the state of nature, and the role of contracts in improving life (this chapter also includes his famous quote “And the life of man, solidarity, poor, nasty, brutish and short.”)
- Smith, Adam. 1776. *The Wealth of Nations*. London: Methuen & Co. The entire text is available online. The section that discusses “the invisible hand” appears in Book IV, Chapter 2 “Of Restraints upon the Importation from Foreign Countries of such Goods as can be Produced at Home.”

**Research proposals are due Oct. 12 by 5pm if you are choosing the research paper option**

**Oct. 15  No class – Fall study break**


Key Topics: individual versus collective well-being; rethinking the relationship between economic and political power; the role of markets

**Required Readings:**


**Discussion Questions:**

- This week’s readings problematize the notion of the market playing an emancipatory function in relationship to a flourishing collective of persons. What are the concerns? What values embedded in the economic models are being critiqued?
- How do the values the authors identify (either ones they critique or support) relate to collective flourishing? (focus on Hegel, Marx)
- What key concerns do we need to consider when thinking about collective wellbeing and pursuing peace in settings of conflict related to civil society and the market?

Case Presentation Team: ____________________________________________

**First Integrative Essay Assignment Due by 5pm Friday Oct 25 if you are choosing this option.**

**Week 7 Oct. 29: The Market, Civil Society and the Pursuit of Peace Today**

Key Topics: the relationship between civil society and 20th Century economic models; individual versus collective well-being; economic and political power in peacebuilding.


Discussion Questions:
• In what ways has the emergence and expectations of civil society vis-à-vis the market and politics differed from how theorists envisioned it? (e.g. communist or capitalist aspirations)
• What central issues do we need to consider when thinking about political economy in countries emerging from conflict? (Woodward, Collier, Smith)
• What lessons do we learn from experiences in Haiti? (Muggah)

Recommended Reading

Second learner reflection due Friday Nov. 1, 5pm (on LEARN)

Week 8 Nov. 5: Civil Society as the Organized Space Between
Key Topics: Civil society as a separated sphere; civil society and civility; social capital and civil society; social power and its relationship to political and economic power; civil society as the third sector in building peace.

Required Readings:
• Ehrenberg, John. 2017. Civil Society: the critical history of an idea. Chapters 6 and 8 (pp.166-192, 239-269)

Discussion Questions:
• What was gained by thinking about civil society as separate from the state and market?
• What power does civil society in this “organized space” between market, state and family possess?
• If civil society provides the social glue that holds society together, then what does this suggest about the roles and responsibilities of state and market actors?

Recommended Reading:
• Conclusion of Ehrenberg’s book (pp.271-300).
III. PURSUING COLLECTIVE WELL-BEING IN SETTINGS OF DEEP ROOTED CONFLICT

Week 9 Nov. 12: Transplanting Concepts: Challenges to Consider

Key Topics: The legacy of colonialism; imposed institutions of “peace,” “order” and “governance”; rethinking concepts of civil society in diverse contexts.


Discussion Questions:
- How do power and conceptualizations of race intersect with the use of the term “civil society” in the late colonial and post-colonial African contexts Mamdani explores?
- What is Mamdani’s argument about the relationship between citizens and subjects?
- What problems arise when we use our concepts of civil society and the state in socio-political contexts that do not match those of its European origins?

Recommended Reading:

Case Presentation Team: __________________________________________

Week 10 Nov. 19: Addressing the “Uncivil” in Peacebuilding and Social Change

Key Topics: Order and civility; fractured societies; populism and the voice of the people.

Required Reading:
- Populist reading TBD.

Discussion Questions:
- In what ways are populist movements’ bad or good civil society?
- In what ways does the concept of bad or “uncivil” society affect our analysis of civil society? The relationship between civil society and governance?
- How does thinking about civil society shift within conflict societies? (Marchetti and Tocci)

Case Presentation Team: __________________________________________
Recommended Reading:


Week 11 Nov. 26: Civil Society as a Point of Entry for Systemic Change

Key Topics: Ways contemporary “civil society” actors have functioned as a point of entry for systemic change; limits and opportunities for civil society actors as agents of change in statebuilding; envisioning collective well-being; systemic change in settings of deep-rooted conflict.

Required Reading:


Discussion questions:

- Lederach does not use the term “civil society.” What terms does he use instead, and why might he use them?
- How and in what ways does Lederach suggest that small-scale actors affect systemic change?
- What does systemic thinking add to our discussions of social change?

Case Presentation Team:________________________________________

Week 12 Dec. 3: Synthesis and Conclusions

Key Topics: Wrap-up (What we need to think about when considering what it means to live well together, and, how we might pursue flourishing in settings of deep-rooted conflict; thinking about peace as wicked problem).

Required Reading:


Recommended Viewing


Final Integrative Essay Assignment or Research Paper due December 11, 2017 by 5pm on LEARN.

ADDITIONAL NOTES

**Paper Deadline Policy:** Your analytical papers are due at the start of class on the day that the particular reading you are analyzing is assigned; they are due in hard copy unless otherwise instructed. Please note that all papers not turned in on-time will lose 1/3 of a grade (e.g. a B+ becomes a B) in the first 24 hours, and further mark penalties will be incurred over time (1% per day), except in cases of genuine emergency. If you are struggling with an assignment, come meet with me before the assignment is due.

**Grading Policy:**
"F" (≤49): Failing work. "D" (50-59): Lack of fundamental knowledge of the material but sufficient knowledge for a passing grade. "C" (60-69): Satisfactory knowledge of the basic information or data presented in the course. This is primarily knowledge of the "facts" or content and involves memorizing
details and material. "B" (70-79): Good ability to explain how certain issues and events are related to one another according to explanations currently held in the field; sees relationships between events and theories and can reproduce arguments. "A" (80-100): Excellent, independent and original thinking and/or creative work. For writing standards that align with these grades, please see the grid on the last page of the syllabus.

ACADEMIC INTEGRITY:

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. A student is expected to know what constitutes academic integrity, avoid committing academic offences, and to take responsibility for his/her actions. Guidance is set forth by the University. You can take a tutorial and read more about the University’s commitment to Academic Integrity. See the UWaterloo Academic Integrity webpage. Violations of academic integrity will not be treated lightly, and disciplinary actions will be taken. Please see me if you have any questions about what constitutes a violation of academic integrity.

Citations: Need help figuring out how to do citations? For our class, use Chicago Style author-date format. The library offers free workshops on software that will help you to format your bibliography with Refworks. There are also excellent on-line resources, including links on our course LEARN website. If you are not sure about when or how to paraphrase a source and when or how to quote a source, I’ve posted resources on LEARN to help answer your questions.

Mental Health Support
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

Off campus, 24/7
- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website
Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information
<table>
<thead>
<tr>
<th>Criteria</th>
<th>A excellent</th>
<th>B adequate expectations</th>
<th>C below expectations</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Content</strong></td>
<td>• shows clarity of purpose</td>
<td>• shows some clarity of purpose</td>
<td>• shows minimal clarity of purpose</td>
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<td>(quality of the information, ideas and supporting details)</td>
<td>• offers depth of content</td>
<td>• offers some depth of content</td>
<td>• offers minimal depth of content or incorrect content</td>
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<td></td>
<td>• applies insight and represents original thinking</td>
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<td>• applies minimal insight and original thinking</td>
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<td>• follows guidelines for content</td>
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<td><strong>Structure</strong></td>
<td>• shows coherence, and logically developed paragraphs</td>
<td>• shows some coherence and some logically developed paragraphs</td>
<td>• shows minimal coherence and logically developed paragraphs</td>
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<td>(logical order or sequence of the writing)</td>
<td>• uses very effective transitions between ideas and sections</td>
<td>• uses some effective transitions between ideas &amp; sections</td>
<td>• uses minimal transitions between ideas and sections</td>
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<td></td>
<td>• constructs appropriate introduction and conclusion</td>
<td>• shows some construction of appropriate introduction and conclusion</td>
<td>• shows minimal construction of appropriate introduction and conclusion</td>
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<td><strong>Rhetoric and Style</strong></td>
<td>• is concise, eloquent and rhetorically effective</td>
<td>• is somewhat concise, eloquent, and rhetorically effective</td>
<td>• shows minimal conciseness, eloquence, and rhetorical effectiveness</td>
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<td>(appropriate attention to audience)</td>
<td>• effectively uses varied and concise sentence structure</td>
<td>• generally uses varied, and concise sentence structure</td>
<td>• uses incorrect, monotonous or simplistic sentence structure</td>
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<td>• writes appropriately for audience and purpose</td>
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<td><strong>Information Literacy</strong></td>
<td>• uses academic and reliable sources</td>
<td>• uses mostly academic and reliable sources</td>
<td>• lacks academic and reliable sources</td>
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<td>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</td>
<td>• chooses sources from many types of resources</td>
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<td>• chooses sources from a few types of resources</td>
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<td>• chooses timely resources for the topic</td>
<td>• chooses resources with mostly appropriate dates</td>
<td>• chooses a few resources with inappropriate dates</td>
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<td>• integrates references and quotations to support ideas fully</td>
<td>• integrates references and quotations to provide some support for ideas</td>
<td>• integrates references or quotations that are loosely linked to the ideas of the paper</td>
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<td><strong>Source Integrity</strong></td>
<td>• correctly cites sources for all quotations</td>
<td>• correctly cites sources for most quotations</td>
<td>• provides minimal sources for quotations</td>
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<td>(appropriate acknowledgment of sources used in research)</td>
<td>• cites paraphrases correctly and credibly</td>
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<td>• sometimes cites paraphrases correctly and credibly</td>
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<td>• includes reference page</td>
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<td>• includes reference page with many errors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• makes virtually no errors in documentation style</td>
<td>• makes some errors in documentation style</td>
<td>• makes many errors in documentation style</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• makes virtually no errors in formatting</td>
<td>• makes some errors in formatting</td>
<td>• makes many errors in formatting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• incorporates feedback given in previous written assignments</td>
<td>• incorporates some feedback given in previous written assignments</td>
<td>• lacks incorporation of feedback given in previous written assignments</td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>• composes well-constructed sentences</td>
<td>• almost always composes well-constructed sentences</td>
<td>• usually has well-constructed sentences</td>
<td></td>
</tr>
<tr>
<td>(adherence to grammar rules: usage, spelling and mechanics)</td>
<td>• makes virtually no errors in grammar and spelling</td>
<td>• makes minimal errors in grammar and spelling</td>
<td>• makes several errors in grammar and spelling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• makes accurate word choices</td>
<td>• almost always makes accurate word choices</td>
<td>• makes many inaccurate word choices</td>
<td></td>
</tr>
</tbody>
</table>

The weighting of each of the six areas is dependent on the specific written assignment and the teacher’s preference. Plagiarism occurs when one presents as one’s own “someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source” (adapted from Council of Writing Program Administrators).

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3 Adapted with Permission from Eastern Mennonite University’s Graduate Program