

Philosophy 101
Honors Introduction to Philosophy
Autumn 2011

Morton Hall 337
TR 2:20-3:40

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Call #: 90745

Course Description

This course surveys some of the major theories of human nature from the European and Asian philosophical traditions: Confucianism, Hinduism, Buddhism, Judaism, Christianity, Platonism, Aristotelianism, Kantianism, Marxism, Existentialism, and Darwinism. The focus throughout is on understanding what each of these theories says about what we ought to be, what tends to prevent us from so being, and how we ought to behave in light of this. The guiding theme of the course is that different recommendations about how to live a good and worthwhile human life often result from different understandings of the universe and humanity's place therein.

Course Aims

- to understand the idea of metaphysics and the connection between metaphysics and ethics
- to familiarize students with non-Christian and non-European philosophies
- to provide tools for thinking about fundamental questions such as "What is our place in the universe?," "What is the purpose or meaning of life?," "What should we do, or aim at?"
- to understand the motivation for and content of some of the major theories of human nature
- to know some of the major historical figures in philosophy and their stances on various issues
- to develop or enhance the capacity for critical, intellectually respectable reflection
- to develop or enhance the capacity for rational criticism and argumentation

Course Reading Material

Leslie Stevenson & David Haberman (eds.), *Ten Theories of Human Nature*, 5th edition (Oxford)
Primary source excerpts available on Angel or PBWorks

Lecture, Reading, and Assessment Schedule (*tentative*)

08/18	Introductory Remarks	Read <i>Ten Theories</i> , Introduction
08/23	Confucianism	*Read <i>Doctrine of the Mean</i>
08/25	Confucianism	Read <i>Ten Theories</i> , Chapter 1
08/30	<i>Confucianism & the Modern Family</i>	
09/01	Hinduism	*Read <i>Bhagavad Gita</i>
09/06	Hinduism	Read <i>Ten Theories</i> , Chapter 2
09/08	Hinduism / Buddhism	
09/13	Buddhism	*Read <i>Four Noble Truths</i>
09/15	Buddhism	Read <i>Ten Theories</i> , Chapter 3
09/20	Video: <i>Hinduism & Buddhism</i>	
09/22	Exam 1	
09/27	Plato	*Read <i>Phaedo</i>
09/29	Plato	Read <i>Ten Theories</i> , Chapter 4
10/04	Plato / Aristotle	Read <i>Ten Theories</i> , Chapter 5
10/06	No Class - Fall Break	
10/11	Aristotle	*Read <i>On the Soul</i>
10/13	Aristotle	*Read <i>Nicomachean Ethics</i>
10/18	Judaism	Read <i>Ten Theories</i> , Chapter 6, pp. 107-117
10/20	Judaism	Read <i>Ten Theories</i> , Chapter 6, pp. 117-118
10/25	Christianity	*Read <i>Preface to the Letter of St. Paul to the Romans</i>
10/27	Christianity	Read <i>Ten Theories</i> , Chapter 6, pp. 118-128
11/01	Christianity / Kant	Read <i>Ten Theories</i> , Chapter 7, pp. 150-157
11/03	Exam 2	
11/08	Marx	*Read <i>Wages of Labour</i>
11/10	Marx	Read <i>Ten Theories</i> , Chapter 8
11/15	Sartre	*Read <i>Existentialism is a Humanism</i>
11/17	Sartre	Read <i>Ten Theories</i> , Chapter 9
	Term Paper Due	
11/22	Darwin	*Read <i>On Human Nature</i>
11/24	No Class - Thanksgiving Break	
11/29	Darwin	Read <i>Ten Theories</i> , Chapter 10
12/01	Exam 3. 3:00-5:30pm. MH 337.	

Student Expectations

Abide by the UAH Code of Student Conduct.

In Class

Attend class regularly. It is unlikely that one can succeed in this course without doing this.

Arrive at class in a timely fashion: lateness is disruptive.

Ask questions and share thoughts, especially if something is not understood.

Participate courteously in class discussions.

Treat other people's questions as opportunities for learning rather than distractions from lecture.

Outside of Class

Keep up with the material.

Carefully read the selections assigned for each class.

Seek help from the instructor (or other students) as often as needed.

Consult additional readings on an as-needed basis.

Assessment

There are **three in-class examinations**, each worth 20% of the final grade.

There are **five reading responses**, each worth 1% of the final grade.

There are **five response engagements**, each worth 1% of the final grade.

There is **one term paper**, worth 25% of the final grade.

There is **one in-class presentation**, worth 5% of the final grade.

Details about the reading responses, response engagements, term paper, and presentation are appended to the end of this syllabus.

Assessments and final grades are assigned according to the following measure:

>90% = A 80-89% = B 70-79% = C 60-69% = D <60% = F or NC (as appropriate)

- Only dire circumstances merit an incomplete.
- Cheating is unacceptable. You shouldn't cheat. Don't cheat. Seriously.
- *Retain a copy of all graded work*, in order to resolve grade disputes.
- The instructor is not responsible for "lost" material.

The instructor reserves the right to augment the final grades of students who demonstrate superior class performance, and to lower the grades of students who demonstrate a dereliction of their work or contribute to a classroom environment that is not conducive to learning. Final grades may be adjusted **+/- 3 points** based upon participation and attendance, according to the instructor's judgment.

Academic Honesty

At the instructor's discretion, plagiarism and other academic misconduct will be reported promptly to the Vice President for Student Affairs as being in violation of the UAH Code of Student Conduct, Chapter 7, Article III, Part C, Section 1.

Plagiarism is defined as "the act of appropriating the literary composition of another, or parts or passages of his writings, or the ideas or language of the same, and passing them off as the product's of one's own mind" --Black's Law Dictionary, 5th edition.

Students should refer to page 93 of the *Student Handbook* to review the definition and examples of academic misconduct. Students should contact the instructor without delay to discuss questions regarding academic misconduct.

UAH is committed to the fundamental values of preserving academic honesty as defined in the *Student Handbook*. The instructor reserves the right to utilize electronic means to help prevent and identify plagiarism, including the use of Turnitin.com. Students agree that by taking this course, all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The terms that apply to the University's use of the Turnitin.com service, as well as additional information about the company, are described at www.uah.edu/library/turnitin

No student may submit, in fulfillment of requirements for this course, any work submitted, presented, or used by the student in any other course, without the prior consent of the instructor.

The instructor reserves the right to impose academic sanctions, in lieu of or in addition to those imposed by the Vice President for Student Affairs, upon any student who commits any form of academic misconduct during the course. Students have the right to discuss such sanctions with the instructor before they are imposed, and to protest sanctions to the Vice President for Student Affairs.

Miscellany

Philosophy is not easy. You must make a serious effort to understand and articulate the material. It helps to take detailed notes, and let your mind wander over what you find interesting outside of the classroom. It also helps to discuss ideas with others, especially people not in the class.

If at any time you would like to discuss the issues covered in this course or philosophy in general, feel free to visit during office hours or to arrange a meeting.

If at any time you are having problems with the subject matter or the manner of its presentation, do not hesitate to bring this to my attention (in person, via email or anonymous note, etc). It is your responsibility to bring any course-related concerns to my attention.

Any student who feels that accommodations based on the impact of a disability are required should contact the instructor privately to discuss specific needs. Please also contact the Disability Support Services at MDH 136 (256-824-6203); they coordinate reasonable accommodations for students with documented disabilities.

Any student who feels that their life is overwhelming or unmanageable is encouraged to contact the Counseling Center at MDH 136 (256-824-6203) for free and confidential appointments. It is normal to use counseling services: no problems are too big or too small.

I encourage a free and tolerant atmosphere in class. I encourage and expect questions and challenges at appropriate times during class. I welcome visits to my office. *I am here to help you learn.*

I reserve all federal and state copyrights over my lectures and course materials.

I reserve the right to alter any or all portions of this syllabus, at my sole discretion, at any time.

UAlert Emergency Notification System

UAHuntsville has implemented the *UAlert* emergency notification system. UAlert allows you to receive time-sensitive emergency messages in the form of e-mail, voice mail, and text messages. Everyone who has a UAHuntsville e-mail address will receive emergency alerts to their campus e-mail address. In order to also receive text and voice message alerts, you are asked to provide up-to-date phone contact information. Participation in UAlert text and voice messaging is optional, but enrollment is strongly encouraged. *You can't be reached through UAlert unless you participate.* The information you supply is considered confidential and will not be shared or used for purposes other than emergency notification. To review your UAlert account, add or update phone and alternate e-mail addresses, and set the priority for your contact methods, please visit the UAlert web site: <<http://ualert.uah.edu>>.

Introduction to Philosophy: Reading Response Instructions

On the syllabus, you will find titles of ten primary source readings (these all have an asterisk (*) in front). These are the readings to which you will respond. They are available on Angel and on the course wiki.

A reading response consists of an entry of *at least 200 words*. You may respond to the reading questions (in the file "Reading Questions") or take more control and write about thoughts you have as a result of the reading or thoughts you have related to the theory of human nature for which the reading is relevant.

At the end of the semester, I will look at your wiki page and *count* the number of entries on the page. You will receive full credit for an entry provided that it satisfies four criteria:

- (1) it appears on *your* wiki page;
- (2) it is at least 200 words;
- (3) its content concerns the primary source reading or issues related to the theory of human nature for which the reading is relevant;
- (4) you post the entry to the wiki *no more than one week after the reading is assigned*.

For example, regarding (3), if the reading for Confucius is assigned for a Tuesday and you choose to write about Confucianism, you must post your response to the wiki by the end of the following Tuesday.

You must do five reading responses to receive full credit for this portion of your grade. Each reading response must be *on a different primary source reading*.

Introduction to Philosophy: Response Engagement Instructions

A response engagement consists on a comment of *at least 50 words* on another person's reading response. You may write anything for your comment.

Keep track of your response engagement comments as you do them (i.e., record the person to whom you respond and the date on which you make your comment). Provide this information at the bottom of your wiki page. At the end of the semester, I will look at the bottom of your wiki page and *count* the number of comments you have made. You will receive full credit for a response engagement provided that it satisfies three criteria:

- (1) it is at least 50 words;
- (2) you list at the bottom of *your* wiki page the name of the person to whom you responded and the date on which you posted the response;
- (3) you have not previously commented on one of the person's posts.

You must do five response engagements, *each one to a different person*, in order to receive full credit for this portion of your grade.

Introduction to Philosophy: Term Paper Instructions

Select one theory of human nature: Confucianism, Hinduism, Buddhism, Platonism, Aristotelianism, Judaism, Christianity, Marxism, Existentialism (Sartre), Darwinism. Your assignment is to write an **evaluative** essay in which you summarize and illustrate the theory, present and motivate at least *three* principles for evaluating theories of human nature, and evaluate the theory in light of these principles.

There should be an **introduction**, in which you state the topic of your paper. A *good* introduction manages to capture the topic in a single, clear, concise statement (either declarative or interrogative) and illustrates some circumstances for which a stance on the topic is important or otherwise provides some reasons to suppose that reading the paper is worthwhile. A *bad* introduction, in contrast, captures the topic with a phrase or slogan and laboriously sketches the generic structure of the essay.

There should be an **exposition** of a theory of human nature. Specifically, you should summarize and illustrate the theory's answers to three questions: (1) What is our place in the universe, or what is distinctive about us? (2) What tends to be the main problem with our lives? (3) What is the solution of that problem, or what goal ought we to strive for in our actions? The *essential tenets* of a theory are the theory's answers to these questions. A *good* exposition concisely summarizes the essential tenets of the theory, illustrates those tenets with clear examples, provides textual evidence (in the form of direct quotations or citations to scholarly sources) that supports attributing the tenets to the theory, and demonstrates the way in which the tenets relate to each other and thereby form a coherent, unified theory. A *bad* exposition, in contrast, fails to state the theory's essential tenets, or belabors the summary of the theory's essential tenets, or incorrectly summarizes the theory, or illustrates the theory's tenets with difficult to understand examples, or fails to illustrate the theory's tenets, or lacks support for attributing tenets to the theory, or presents the theory as a series of unrelated tenets.

There should be a **preview of critical principles**, in which you present and motivate *at least three* principles for evaluating theories of human nature. These principles might include: internal coherence; consistency with available scientific evidence; relevance to everyday life; feasibility for everyday life; fairness. They also might include principles of your own devising. Motivation for the principles consists of an argument designed to persuade the reader that the principles are relevant and fair to use in evaluating a theory of human nature. For example, one might argue that internal coherence is important because, if a theory is *not* internally coherent, it gives inconsistent advice to its adherents—and this is a bad feature for a theory of human nature, because such a theory is supposed to help us navigate our lives. A *good* preview states critical principles in clear language, illustrates the meaning of those principles with clear examples, and provides plausible motivation for each principle. A *bad* preview, in contrast, fails to state critical principles, states critical principles in obscure language, fails to illustrate the meaning of those principles with examples, illustrates the principles with unclear examples, fails to provide motivating reasons for the principles, or provides implausible motivation for the principles.

There should be an **application of critical principles**, in which you use your motivated principles to evaluate the theory of human nature. Each evaluation consists in arguing *either* that the theory is in accordance with a principle, *or* that the theory violates a principle. There should be *at least three* applications, one evaluation per critical principle. A *good* application of a critical principle presents a clear and plausible argument, uses concrete examples of the theory in action to illustrate the argument, and provides evidence to support the attribution of the examples to the theory. A *bad* application fails to present an argument, or presents an unclear or implausible argument, or fails to illustrate the meaning of the argument, or fails to provide evidence that supports attributing examples to the theory.

Introduction to Philosophy: Supplemental Comments on Term Paper

Your grade does not depend upon the *length* of your paper. Take as many or as few pages as you need in order to complete all elements of the assignment. There is no page requirement. This means that there is no need for fluff.

As a student, write for your parents (or someone else with no prior exposure to philosophy.) If your parents could not understand what you've written, try again. If a person from high school, looking only at your notes from class, could have written your paper, then try again. I will give comments on rough drafts (preferably submitted by email). But drafts are not required. I also will meet with you to discuss your ideas. This is not required, either. But it is likely to increase the quality of your paper.

If you are in doubt about how to format the paper, use your favorite method from high school or college. If you use outside sources, be sure to cite them in a consistent manner, and in a way that would allow a reasonable person to locate the source. If you are unsure, show someone else your citation and see whether they could find the source. Standard elements of a responsible reference include: source name; source title; source location; year of publication or access.

It is okay to use the first person singular.

There is no need for a separate conclusion, in which you summarize the content of your paper. That's boring and, given the probable length of your paper, redundant.

Polite Requests

Please staple or otherwise bind together the pages of your essay (but please do not use the rip-and-fold binding method). This helps me to keep all of the papers organized and facilitates transporting the papers between office and home.

Please submit a hard-copy of your essay, double-spaced, and use a readable font. Times New Roman 12 point is a nice one. So is Calibri 11 point. All of this helps me to avoid straining my eyes. (The hard-copy also helps me to keep track of submissions: sometimes technology doesn't cooperate and I can't get to a printer that works in a timely manner.)

Please do not use a separate cover page or submit your essay in a folder. Put your name at the very top of the first page. Put a title below that, with center justification. Then insert one or two blank lines and begin your essay. This helps to prevent unnecessary use of our natural resources and reduce waste. For the same reason, please do not use a separate page for references. Enter one or two blank spaces after your last sentence and then insert your references (if any).

Emphatic Suggestions

If you have questions about the term paper, ask *before* the paper is due. Do not wait until the last minute to begin work on your papers. Since you have advance notice about when the essay is due and what the essay content should be, I am not prone to be sympathetic to hearing that you were unable to do a good job because of your obligations in other courses, at home, or at work.

Introduction to Philosophy: Grading Rubric for Term Paper

Note: These tables explain how I apply various criteria in evaluating a term paper. This is *not* intended as a rubric that can be applied mechanically to determine a grade. It does, however, explain what I look for.

Grammar (10 pts)	Comments
10.0: A+ 9.0: A	The paper has little to no grammatical mistakes (no spelling errors, fragments, excessively long sentences, obscurity, etc).
8.0: B	The paper contains a few minor grammatical errors (an occasional misspelled word or misplaced comma, etc).
7.0: C	The paper has a few significant, or minor but recurring, grammatical errors.
6.0: D	The paper has many significant, recurring grammatical errors.
5.0: F	The paper is a grammatical disaster.

Style (20 pts)	Comments
20.0: A+ 19.0: A 18.0: A-	The paper is clearly written (avoids unfamiliar or complicated words when familiar or simpler ones will do, avoids ambiguous terms, gives illustrative examples, etc). It avoids rhetorical questions, uses paragraphs in an intelligent way, and provides signposts to the reader. There are proper citations. Each sentence is necessary to support or explain some other sentence.
17.0: B 16.0: B	The paper shares many features of an "A" paper, but there are some awkwardly phrased sentences or other minor stylistic deficiencies. The paper might benefit from more explanation in key places.
15.0: C 14.0: C	The paper has a large number of awkwardly phrased sentences, bad transitions, or unhelpful citations. The author's meaning is difficult to discern because of awkward writing.
13.0: D 12.0: D	The paper is the same as a "C" paper, except that it has a "C" paper's deficiencies to a greater degree.
11.0: F 10.0: F	The paper is a stylistic disaster.

Introduction (10 pts)	Comments
10.0: A+ 9.0: A	The paper introduces the topic in a single, clear, concise statement and illustrates some circumstances for which a stance on the issue is important (or otherwise motivates why the paper is worthwhile). There are no platitudes or rhetorical questions.
8.0: B	The statement of the topic is clear and concise, but the motivation of the topic is slightly less than ideal. There are no platitudes or rhetorical questions.
7.0: C	The statement of the topic is obscure, and the motivation is less than ideal. There are some platitudes or rhetorical questions.
6.0: D	The statement of the topic is obscure, and the motivation is significantly less than ideal. The main substance consists of platitudes or rhetorical questions.
5.0: F	The statement of the topic is obscure or absent. There is no motivation for the paper.

Exposition (20 pts)	Comments
20.0: A+ 19.0: A 18.0: A-	There is a summary of all the theory's essential tenets. The summary is concise, accurate, and fair-minded. There are clear, realistic, and fair-minded examples for illustrative purposes. There is textual evidence, including proper citation and direct quotation from primary sources. There is an insightful demonstration of coherence among the tenets. The overall quality of the exposition is excellent.
17.0: B 16.0: B	The paper is the same as an "A" paper, except that the overall quality of the exposition is merely above average.
15.0: C 14.0: C	There is a summary of all the theory's essential tenets, but the summary is obscure, unfair, or inaccurate. The examples are unclear, implausible, or unfair. There is scant textual evidence. The demonstration of coherence among tenets is facile or superficial.
13.0: D 12.0: D	There is only a partial summary of the theory's essential tenets. Illustrative examples are missing. Textual evidence is missing. There is no demonstration of coherence.
11.0: F 10.0: F	There is an utter failure to complete any part of the assignment.

Preview (20 pts)	Comments
20.0: A+ 19.0: A 18.0: A-	There are at least three critical principles. The statement of each principle is clear and concise. Clear and realistic examples illustrate the meaning of each principle. The motivation for each principle is plausible, fair, insightful. There is citation of scholarly sources as appropriate. The overall quality is excellent.
17.0: B 16.0: B	The paper is the same as an "A" paper, except that the illustrative examples are not entirely realistic or the motivation for the principles does not display any special insight. The overall quality of the preview is merely above average.
15.0: C 14.0: C	There are at least three critical principles, but the statement of each is unclear or verbose. Illustrative examples are unclear or unrealistic. Motivation is implausible or unfair.
13.0: D 12.0: D	There are fewer than three critical principles. Illustrative examples are missing. Motivating arguments are missing.
11.0: F 10.0: F	There is an utter failure to complete any part of the assignment.

Application (20 pts)	Comments
20.0: A+ 19.0: A 18.0: A-	There are three critical assessments of the theory, one for each critical principle. Each argument is clear, plausible, fair-minded, and insightful. There are concrete examples that illustrate each argument. The examples are realistic and well-grounded in practice. There is citation of evidence as appropriate. The overall quality is excellent.
17.0: B 16.0: B	The paper is the same as an "A" paper, except that the arguments are not entirely fair or do not display any special insight. The overall quality of the application of critical principles is merely above average.
15.0: C 14.0: C	There are at least three critical assessments, but the arguments are unclear or unfair. The examples are entirely speculative. There is no citation of evidence.
13.0: D 12.0: D	There are fewer than three critical assessments. Arguments are implausible. Illustrative examples are missing.
11.0: F 10.0: F	There is an utter failure to complete any part of the assignment.

Evaluative Essay Assessment

Grammar: _____ / 10
 Style: _____ / 20
 Introduction: _____ / 10
 Exposition: _____ / 20
 Preview: _____ / 20
 Application: _____ / 20

Total: _____ / 100

Introduction to Philosophy: Presentation Instructions

By the end of the first full week of classes, you should sign up for a presentation slot. You may elect to present on your own or with, at most, one other person. There are two decisions to make as part of selecting a presentation slot: one regarding philosopher, the other regarding presentation emphasis.

- We will cover ten different theories of human nature, and for each theory there is an associated philosopher (or, in one case, a text). Select a philosopher.
- For each philosopher, there are three different categories: history, culture, and contemporary influence. Choose one category.
 - **History:** This category emphasizes important historical events that occurred prior to or during the philosopher's life, and that are relevant to contextualizing the philosopher's work. In contrast to a Biography presentation, a History presentation should focus on information about the wider social context in which the philosopher lived. Examples include: wars; shifts of political power; technological or scientific developments; cultural developments.
 - **Biography:** This category emphasizes the philosopher's life. In contrast to a History presentation, a Biography presentation should focus on information about the lived experiences of the philosopher. Examples include: life experiences; employment/profession; religious affiliation or practice; biographical details; contacts or correspondence with others.
 - **Contemporary Influence:** This category emphasizes the enduring legacy of the philosopher's work, and specifically the impact the philosopher exerts in the contemporary world (defined, roughly, as the past one hundred years).

Your assignment is two-fold, and involves creating a one-page research handout and giving a five to ten minute oral summary of the highlights of your research.

- **Handout:** Head your handout with the name of your philosopher, the category of your presentation, and your name. Provide a relevant picture (preferably of the philosopher) somewhere on the page. Divide your handout into three sections: (1) a clear and concise summary of information relevant to your category (approximately *300-500 words*); (2) an “encyclopedia” bibliography of at least *four* encyclopedia entries that you consulted for your information; (3) an “academic” bibliography of at least *five* books or articles that you consulted.
 - For your *summary*, be sure to properly cite sources. Avoid plagiarism.
 - For the *encyclopedia bibliography*, you may use the Stanford Encyclopedia of Philosophy, the Internet Encyclopedia of Philosophy, any online resource available through the UAH Library's Online Database, and any book in the UAH Library or a public library. Wikipedia is not allowed.
 - For the *academic bibliography*, you may use any online article available through the UAH Library, and any print article or book available in the UAH Library or a public library.
 - Use your preferred method of citation (MLA, Chicago, APA).
 - Do not exceed a length of one printed page.
- **Oral Summary:** In *no less than five minutes* and *no more than ten minutes*, provide a summary of your research. Your content of your summary should exceed the information on your handout. You should not read from the handout (but you may use note cards for assistance). Your presentation should be clear, thorough, relevant, and interesting.

Introduction to Philosophy: Supplementary Comments on Presentation

The presentations sign-up sheet is available through me before or after class, as well as when I am in my office. You may sign up for a presentation at any time—first come, first served. The top left corner of each box on the presentation sign-up sheet indicates the day of each presentation. Mark this on your calendar after you choose a presentation slot.

You may use the whiteboard. You may not use the projector, due to time constraints.

On the day of your presentation, *bring 25 copies of your handout* to distribute—one for each course participant, and one for me. Failure to provide the required number of copies (25), or to provide the instructor with a copy, will result in a *partial loss of credit* for the assignment. (N.B.: I cannot print your handout or make copies for you.)

You will give your presentation at the *beginning* of the class meeting. If you are *late* for the meeting and *fail to notify* me in advance, you will receive *no credit* for the assignment.

Introduction to Philosophy: Grading Rubric for Presentation

Handout

Absence of plagiarism?	Yes (+0)	No (-27)		
Submitted to instructor?	Yes (+0)	No (-5)		
Required number of copies?	Yes (+0)	No (-5)		
Acceptable citation format?	Yes (+0)	No (-5)		
Picture?	Yes (+0)	No (-3)		
Sufficient length?	Yes (+0)	No (-2)		
Four encyclopedia entries?	Yes (+0)	No (-2)		
Five academic entries?	Yes (+0)	No (-2)		
Clarity of summary?	Poor (+0)	Good (+1)	Very Good (+2)	Excellent (+3)
Relevance of summary?	Poor (+0)	Good (+1)	Very Good (+2)	Excellent (+3)
Informativeness of summary?	Poor (+0)	Good (+1)	Very Good (+2)	Excellent (+3)
Grammar and spelling?	Poor (+0)	Good (+1)	Very Good (+2)	Excellent (+3)

Oral Summary

On time?	Yes (+0)	No (-27)		
Between 5 and 10 minutes?	Yes (+0)	No (-5)		
Clarity?	Poor (+0)	Good (+1)	Very Good (+2)	Excellent (+3)
Relevance?	Poor (+0)	Good (+1)	Very Good (+2)	Excellent (+3)
Thoroughness?	Poor (+0)	Good (+1)	Very Good (+2)	Excellent (+3)
Level of interest of content?	Poor (+0)	Good (+1)	Very Good (+2)	Excellent (+3)
Presentation style?	Poor (+0)	Good (+1)	Very Good (+2)	Excellent (+3)

I will use this rubric to assign a *raw score* to your presentation, and convert this into an *actual score*:

Raw	<0 or 0	1-2	3-4	5-7	8-10	11-14	15-18	19-22	23-24	25-26	27
Actual	0	40	60	65	70	75	80	85	90	95	100