



The mission of the University of Mount Union is to prepare students for fulfilling lives, meaningful work, and responsible citizenship.

Department of English College of Arts and Humanities

ENG 150H: True Lies: Introduction to the Literary Imagination 4.0 Credit Hours

INSTRUCTOR INFORMATION:

- Instructor Name: Dr. Rodney F. Dick, Ph.D.
- Instructor Campus Phone: 330.823.4792
- Email: dickrf@mountunion.edu
- Instructor Virtual Office Hours: Daily by appointment through *MS Teams*

COURSE DESCRIPTION:

What distinguishes literature from other kinds of writing? How is it that fictional works reveal deep truths about our lives and the world around us? Why is it that, across time and across cultures, institutions and those in power frequently fear the power of literature and seek to silence its voices? To answer these and other questions, you will be introduced to readings in a variety of literary forms, from drama composed in ancient times to today's detective stories and cyberfiction. You will also become familiar with some of the important assumptions, questions, and debates typical of the dynamic and ever-evolving field of English studies. Instruction in close reading, critical thinking and persuasive writing will provide a foundation for understanding and exploring the humanities. Prerequisites: None. 4 Semester Hours.

COURSE PURPOSE:

More than just an introduction to the study of literature, ENG 150H True Lies is a course about stories and storytelling, how and why people use stories and storytelling to make sense of the world, and how we can use others' stories to better understand our lives and our own world. This semester, we'll explore various genres of literature, topics in literature, and a variety of literary theories and come to see them as layers of meaning, which we can use to better understand how the stories are working. In the process, you'll be introduced to the way literature helps us to synthesize and understand human experience. On the way, we'll also grapple with some of the BIG questions in the humanities and in studying literature: What is literature? What belongs in the "canon"? What's the difference between reading and "studying" literature? And where does literature get its "meaning"?

Also, since this course is classified as an Integrative Core "Humanities" Foundations course at UMU, it will emphasize the development of written and oral communication skills, critical and creative thinking, complex problem solving, reflection as a learning tool, and will introduce the basic approaches of the Humanities as a means of understanding the world.

REQUIRED COURSE MATERIALS:

- All short stories, poetry and drama will be made available online through D2L.
- McCarthy, Cormac. *The Road*. Any edition.

All course materials comply with copyright/fair use policies.

COURSE DELIVERY:

This course is delivered Online Asynchronously. Your instructor will provide materials for you in our learning management system (D2L). Some of the materials will be readings, lectures for viewing, assignments for completing, and exams for evaluation. You can access and satisfy these requirements on your own schedule, so long as you meet the expected

deadlines. Some of the methods we employ for asynchronous online learning include self-guided lesson modules, pre-recorded video content, virtual libraries, lecture notes, and online discussion boards or other media platforms.

This course is organized in alignment with Mount Union University's online course template. Each weekly lesson contains an overview and objectives, readings, and related materials, learning activities and assessments, as well as supplemental resources.

COURSE LEARNING OBJECTIVES:

After successful completion of this course students will be able to:

1. Explain the importance of reading literary texts in multiple genres across historical time periods.
2. Demonstrate fluency in the language and vocabulary of literary study and analysis .
3. Conduct literary analysis of a variety of texts demonstrating close reading and considering context and subtext.
4. Produce written and oral works that are focused, graceful, and insightful.
5. Locate and evaluate scholarly sources and incorporate them into writing and speaking.
6. Demonstrate correct and appropriate use of MLA citation style.

MEASUREMENT OF LEARNING OBJECTIVES:

Each of the course learning objectives are aligned with weekly learning objectives. Each week students will be given resources, lectures, and activities to complete that align with the weekly learning objectives. After reviewing the resources and participating in the weekly activities, the student will be assessed to see if they have achieved the knowledge or skills described in the learning objectives.

TECHNOLOGY REQUIREMENTS FOR ONLINE COURSES:

College coursework during these times requires students to be more responsible than ever in keeping up with reading and assignments, checking email and D2L frequently, and staying in regular communication with instructors. Technology access will therefore be critically important to your success in this course. The lecture presentations, links to articles, assignments, quizzes, and rubrics are located on the D2L site for the course. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations.
- Access to a video/web camera.
- Reliable Internet access and a Mount Union email account.
- A current Internet browser that is compatible with D2L.
- Microsoft Word as your word processing program.
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

Please contact the IT Help Desk at (330) 829-8726 or Helpdesk@mountunion.edu if you need assistance with obtaining or using a device, any necessary software, or internet access at any time during this semester.

ASSIGNMENTS:

This is an asynchronous online course, meaning that assignments and course materials will be posted on D2L and that students can work at their own pace, as long as they meet the announced due dates. Assignment due dates will be posted at least a week in advance through the calendar feature of D2L. All course assignments must be submitted through D2L.

Discussion Questions and WIKI Participation: For each set of readings, there will be a series of "discussion" questions which will prompt you to look closer and think deeper about the fiction, poetry, and drama we're reading. Since the class is online, answering the discussion questions and your participation in the class discussion question WIKI will constitute a majority of your participation for the course.

Weekly Meetings: In addition, each student is required to meet with the instructor on a personal, one-on-one virtual meeting weekly (to be arranged via *MS Teams* or our D2L virtual classroom). In these meetings, we can discuss one or more of the weekly readings, an assignment or project, or anything else related to the class. Meetings will typically be 30 minutes.

Literary Analysis Essays: Over the term, you'll be required to write two literary analysis essays. These traditional essays will teach you to make a critical argument about a literary text and sustain that argument through close reading of the text. You will also be required to integrate some literary research (secondary scholarship about the literary text following MLA documentation style). Since this is a 100-level literature class, a list of potential "thesis" statements will be made available for students to use. Length: 5-7 pages each; minimum of three scholarly sources each. A draft of each essay is required.

Presentation: Choose a literary text we've read or are reading for the class and explain to an audience why that text is valuable. You should think about what makes the piece interesting and engaging, and you should make it personal by connecting it to life, the world today, the human condition, your educational journey, your major/minor, your life and/or your experiences at Mount Union as a way of showing others why the text matters (show people that it should matter to them by showing them why it matters to you). Length: 5-7 minutes; minimum three scholarly sources. A draft is required.

Midterm and Final Exams. Composed of short responses and essays, you'll be prompted to write about and reflect on what we've read and what you've learned over the semester.

DISCUSSION FORUM PARTICIPATION:

Each week, there will be a series of "discussion" questions for the assigned readings which will prompt you to look closer and think deeper about and make connections between the fiction, poetry, and drama we're reading. Since the class is online, your participation in our discussion question WIKI will constitute your participation for the course.

Each week, you will receive **up to 8 points** for your responses, based on completion and thoughtfulness. You'll earn **up to an additional 2 points** for posting at least two thoughtful comments on your peers' responses. Posts (and comments) are due by **11:59 pm** on the specified dates due. Please include your name (first, last initial) when you respond to the questions and post comments on peers' responses. This should be original commentary, so please don't duplicate your peers' comments in your responses. Basically, those who get there first have it easier. Your lowest weekly discussion grade for the semester will be dropped.

Note: While research is not expected for the reading responses, if you do research or look anything up or cite from a text, you're expected to follow MLA citation expectations for citations in your responses. This will also be good practice for your essays and presentation.

COURSE GRADING:

Grades will be based on depth of personal insight, critical thinking, and application of theoretical concepts to scenarios being analyzed. Specific guidelines and grading criteria will be provided with each assignment. The following activities will be evaluated, and the relative weight of that evaluation is noted:

Assignments/Assessments	% of Final Grade
Discussion Questions, WIKI Participation and Weekly Meetings	25%
Literary Analysis Essays (2)	30%
Literary Presentation	15%
Midterm Exam	15%
Final Exam	15%
Total	100%

Grading Scale

94-100%	A	77-79%	C+
90-93%	A-	74-76%	C
87-89%	B+	70-73%	C-
84-86%	B	67-69%	D+
80-83%	B-	64-66%	D
		60-63%	D-
		59% or less	F or fails

COURSE FLEXIBILITY:

This syllabus is designed to assist you in planning your studies and course work and will be followed as closely as possible. Nevertheless, every course syllabus is subject to change at the discretion of the instructor. It is important to remember that your Mount Union email account is the official method of communication and will be used by University faculty and officials to communicate any notices, updates, or changes regarding your courses.

COURSE POLICIES/PROCEDURES/EXPECTATIONS

COURSE COMMUNICATION:

All instructor and student communication will take place through email and all office hours and student conferences will take place through *MS Teams*. During the week, students should expect at least two emails per week.

Students are expected to check their Mount Union email account frequently for important course information. If you are having trouble understanding any aspect of the course, please contact me.

LATE WORK POLICY:

All work is due by the day and time posted on the syllabus and course schedule. No late work will be accepted. As this is an online course, though due dates and deadlines are posted, the work is your to complete, and you'll need to find a work schedule that accommodates your lives. I encourage you to turn things in before the due deadline and not to wait until the deadline to ask questions.

ACADEMIC INTEGRITY:

Academic Integrity is at the heart of the mission and values of the University and is an expectation of all students. Maintaining academic integrity is a reflection of your character and a means to ensuring that you are achieving the outcomes of this course and that your grades accurately reflect your learning and understanding of the course material. Cutting corners or cheating in this class will result in cheating yourself out of learning.

Academic integrity is a partnership between me, as the instructor, and you, as the student. My role, as instructor of this course, is to facilitate learning and to provide you with clear guidelines and feedback to help you maintain your academic integrity. Your role in this course is to take responsibility for your learning and to complete all assignments in an honest manner and to ask for clarification from me if you are unsure of how to do so.

Students who are found responsible for committing academic dishonesty will receive a zero for the assignment. The academic dishonesty issue will also be brought to the Department Chair and the Office of Academic Affairs who may impose additional sanctions as provided in the University policy regarding Academic Honesty.

ONLINE LEARNING:

Attendance for an online or hybrid course is defined as an online presence demonstrated by active participation and engagement in all learning activities as required by the instructor. Failure to fulfill requirements within the parameters of each session will be construed as absence. Here are some examples of online expectations:

- For the midterm and final exam, you can use notes and your book, but no group work is permitted in any way.

- For each major assignment (exams, essays, presentation), you will be required to attach a “statement of authenticity” that verifies you are the writer and that you’ve followed citation expectations. If you violate one of the standards in the University Academic Honesty statement, it will result in a zero for that assignment, and I am required to report it to the Office of Academic Affairs.
- While group studying and sharing of ideas is encouraged, you may not consult with other students about papers or other assignments in this course.

ONLINE CONDUCT:

Professionalism is always expected. Because the virtual classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from attacking those whose perspectives differ from your own is a minimum requirement. Bullying will not be tolerated. Courtesy and kindness are the norm for those who participate in my class. Think before you type or communicate. Remember, typing in all CAPS is the same as yelling, and sarcasm comes across differently when written.

INTELLECTUAL PROPERTY:

As a learning community, the University of Mount Union embraces the entrepreneurial mindset, creativity, and innovation. To support innovation, the University has an Intellectual Property Policy to help identify, protect, communicate, and commercialize innovation resulting in possible monetary rewards for the innovator at UMU. The University strongly encourages innovators to have an open discussion with the Office of Academic Affairs to discuss any innovations. The complete UMU Intellectual Property Policy is available on iRaider under “Policies -> Institutional Policies”.

PREFERRED CITATION STYLE:

We will be using MLA bibliographic and citation style for this course. Make sure you cite correctly and avoid plagiarism, including full oral and in-text citations, citations of sources and images on slides (when applicable), and a works cited/bibliography.

STUDENT RIGHTS AND GRIEVANCES:

Students have a right to equitable access for their course instruction, materials, and facility. Students also have a right to respectfully express their views and opinions in class discussion boards as well as in their writing and speaking assignments, without fear of ridicule or retribution. In addition, students have a right to safety and privacy during their course instruction that prohibits discrimination and harassment of any type by any person. Students also have a right to fairness in grading and learning objective assessment, as well as timely communication from the instructor. Any student who may feel that their rights have been violated may file a grievance regarding Title IX, civil rights, conduct, discrimination or harassment using the appropriate grievance procedure in the University’s student handbook available on the Mount Union website. Academic complaints, such as disputes over a grade, should be filed in accordance with the procedures laid out in the University Catalogue available on the Mount Union website.

UMU DIVERSITY AND INCLUSION STATEMENT:

At the University of Mount Union, we continuously strive to welcome, accept, and respect all people. We believe that through the union of disparate perspectives, we strengthen our community, facilitate global enlightenment, and enable collective self-discovery. As such, we embrace diversity and inclusiveness to facilitate the development of ideas, the advancement of global perspectives, and to create a greater understanding and acceptance of all people. We actively promote a diverse and inclusive environment that obliges mutual respect and positive engagement to effectively enrich learning and living for our students, faculty, staff, administration, and community.

As members of the University of Mount Union community, we pledge to:

- Acknowledge, respect, honor, and celebrate diversity.
- Work together to create an environment that is both diverse and inclusive.
- Take these inclusive attitudes with us as we continue our life journeys.

OTHER RESOURCES AND POLICIES

ABOUT THE DIGITAL WRITING AND ORAL COMMUNICATION (DWOC) STUDIO:

The Digital, Written and Oral Communication (DWOC) Studio is a writing and speaking tutoring center. The DWOC will be open during the summer for online consultations to accommodate students. For this online class, you can use the DWOC Studio by making “virtual” (online) consultations. Go to <https://www.mountunion.edu/dwoc> for more information.

Other UMU resources and Policies can be found on the [UMU Common Syllabus Elements](#) page. Elements found on this page are:

- Academic Integrity
- Accessibility
- Resources for Student Success
- Student Rights and Grievances
- Technology Support

ASSIGNMENTS AND COURSE SCHEDULE

COURSE SCHEDULE SUBJECT TO CHANGE BY THE INSTRUCTOR BASED UPON STUDENT NEEDS

Week	Day	Readings	Assignments
Week 1	Tuesday	What is Literature? In D2L Stories, Poems and Drama: Read: Chopin, “The Story of an Hour” Read: Pound, “In a Station of the Metro” Read: Williams, “The Red Wheelbarrow” and “This is Just to Say” In D2L Miscellaneous Readings: Read: Calvino, “14 Qualities of Classic Literature”	Discussion Questions: Due 11:59pm
	Thursday	What is Literature? In D2L Stories, Poems and Drama: Read: Hemingway, “Hills Like White Elephants” Read: Dickinson, “Because i could not stop for death” In D2L Resources: Read: “How to Read a Poem” (UW Writing Center) Read: The Elements of Fiction Watch: “How to Analyze Literature”	Discussion Questions: Due 11:59pm
	Sunday	Coming of Age & Epiphany In D2L Stories, Poems and Drama: Read: Updike, “A&P” Read: Blake, “The Lamb” and “The Tyger” (in Stories, Poems and Drama) In D2L Resources: Read: “Writing about Fiction” (UNC Writing Center) and “Writing a Poetry Explication” (UNC Writing Center)	Discussion Questions: Due 11:59pm

Week 2	Tuesday	Coming of Age & Epiphany In D2L Stories, Poems and Drama: Read: Joyce: "Araby" Read: Hemingway, "Indian Camp"	Discussion Questions: Due 11:59pm
	Wednesday	Read/Watch: Writing and MLA Resources on D2L	Literary Analysis Essay #1 Draft: Due 11:59pm
	Thursday	Death & Identity In D2L Stories, Poems and Drama: Read: Chopin, "The Story of an Hour" Read: Frost, "Home Burial" Read: Stevens, "The Emperor of Ice Cream"	Discussion Questions: Due 11:59pm
	Sunday	Death & Identity In D2L Stories, Poems and Drama: Read: O'Connor, "A Good Man Is Hard to Find" Read: Poe, "The Raven" Read: Dickinson, "Because i could not stop for death"	Discussion Questions: Due 11:59pm
Week 3	Monday	Nothing New: Review Writing and MLA Resources on D2L	Literary Analysis Essay #1: Due 11:59pm
	Tuesday	Love & Relationships In D2L Stories, Poems and Drama: Read: Wolff, "Say Yes" Read: Donne, "The Flea" Read: Hemingway, "Hills Like White Elephants"	Discussion Questions: Due 11:59pm
	Thursday	Review for Midterm and Exam	Midterm Exam: Due 11:59pm
	Sunday	Love & Relationships In D2L Stories, Poems and Drama: Read: Mason, "Shiloh" Read: Eliot, "The Love Song of J. Alfred Prufrock" Read: Roethke, "My Papa's Waltz"	Discussion Questions: Due 11:59pm
Week 4	Tuesday	The Hero's Journey Read: McCarthy, <i>The Road</i> , (up to 100) In D2L Miscellaneous Readings: Look Over: Campbell's "The Hero's Journey" and "Archetypal Criticism"	Discussion Questions: Due 11:59pm
	Wednesday	Nothing New: Review Writing and MLA Resources on D2L	Literary Analysis Essay #2 Draft: Due 11:59pm
	Thursday	The Hero's Journey Read: McCarthy, <i>The Road</i> , (up to 200)	Discussion Questions: Due 11:59pm

		In D2L Stories, Poems and Drama: Read: Yeats, "The Second Coming"	
	Sunday	The Hero's Journey Read: McCarthy, <i>The Road</i> , (to end) Optional: Watch <i>The Road</i> (film)	Discussion Questions: Due 11:59pm
Week 5	Monday	Nothing New: Review Writing and MLA Resources on D2L	Literary Analysis Essay #2: Due 11:59pm
	Tuesday	Diversity: Race & Gender In D2L Stories, Poems and Drama: Read: Alexie: "The Lone Ranger and Tonto Fistfight in Heaven" Read: Faulkner, "A Rose for Emily" In D2L Miscellaneous Readings: Look at: "Feminist Criticism" (Purdue Owl)	Discussion Questions: Due 11:59pm
	Thursday	Diversity: Race & Gender In D2L Stories, Poems and Drama: Read: Walker, "Everyday Use" Read: Swenson: "Women" Read: Plath "Daddy"	Discussion Questions: Due 11:59pm
	Saturday	Nothing New: Review Presentation Resources on D2L	Literary Presentation Draft: Due 11:59pm
	Sunday	Diversity: Race & Gender In D2L Stories, Poems and Drama: Read: Glaspell, "A Jury of Her Peers" Read: Rich: "Diving into the Wreck" and "Aunt Jennifer's Tigers"	Discussion Questions: Due 11:59pm
	Week 6	Tuesday	Language Play In D2L Stories, Poems and Drama: Read: Beckett, <i>Endgame</i> (in Stories, Poems and Drama)
	Wednesday	Nothing New: Review Presentation	Literary Presentation: Due 11:59pm
	Thursday	Language Play In D2L Stories, Poems and Drama: Watch: Beckett, <i>Play</i> Read: Barthelme, "The School"	Discussion Questions: Due 11:59pm
	Sunday	Wrap-Up & Review for Final Exam	Final Exam: Due 11:59pm

APPENDICES

Essay Rubric

Criteria	Exceptional/Good (A/B)	Acceptable (C)	Unacceptable/Absent (D/F)
Opening and central message	The opening is engaging and thoughtful; there's a central argument or main idea that is interesting or insightful; Central message reveals something insightful about the literary text being considered	There is an opening, but it's not engaging and thoughtful; The central argument is present, but is not fully developed, interesting and/or insightful; Central message makes sense of the literary text being considered	The opening is underdeveloped or absent; Central argument is underdeveloped or absent and/or does not connect to literary text
Interpretive pattern	An interpretive pattern is provided that shows the development of the central idea through the entire essay; Offers an insightful reading of the significant moments and parts of the story or poem; And applies all or most relevant literary elements (POV, plot, symbol, etc.) to reveal insight of how the story/poem works	An interpretive pattern is present but may be underdeveloped; Doesn't offer a reading of the significant moments and parts of the story/poem; Some application of relevant literary elements to interpretation	There is little to no pattern in the interpretation of the literary text; few to no significant moments/parts of the story/poem are discussed; Little to no application of literary elements to interpretation
Concrete details and literary language	Analysis uses adequate and effective concrete details from the story to support the reading of the story; Writer consistently uses the language of literary analysis and defines necessary terms for an unfamiliar audience	Analysis uses some concrete details but involves mostly summary; Some references to literary language present but not consistent; Writer inconsistently uses and/or defines terms	Use of concrete details is inconsistent or absent; entirely summary; Few to no references to literary language; Writer makes no attempt to define terms
Transitions and closing	Transitions are used effectively to connect ideas and guide the reader through the analysis; the closing is thoughtful and engaging	Transitions are present but not effective; Closing is present but not engaging or thoughtful	Transitions are inconsistent or absent; closing is underdeveloped or absent
Style, grammar and punctuation; MLA style	Effective use of both the literary text under consideration and appropriate scholarship and other research; Writer introduces and establishes the credibility of all source materials; Follows MLA style in citations (on slides and orally) and works cited list with few obvious errors; Few errors; obviously proofread; follows MLA	References the literary text under consideration, scholarship and other research, but credibility is not consistently established; Follows MLA style in citations and works cited with some noticeable errors	Infrequent or few references to literary text under consideration and/or scholarship and other research not present or well-integrated; MLA style improperly used; Works cited incomplete or absent; Frequent errors (obviously not proofread)

	style in citations and works cited with few obvious errors		
Sources	Integrates more than the minimum number of acceptable scholarly sources that help the writer interpret the text and support the argument	Integrates the minimum number of acceptable scholarly sources that help the writer interpret the text and support the argument	Integrates fewer than the minimum number of (or no) acceptable scholarly sources that help the writer interpret the text and support the argument
Miscellaneous	Clear, effective and thoughtful title; name and page numbers appear on all pages; Essay formatted properly; meets or exceeds page length requirement	Title is present but not thoughtful; name is present on first page; Essay formatted properly with some noticeable errors; Meets page length requirement	Title is absent; Name and/or page numbers absent; Essay not formatted properly and/or has frequent errors; Does not meet page length requirement

Presentation Rubric

Criteria	Exceptional/Good (A/B)	Acceptable (C)	Unacceptable/Absent (D/F)
Opening and central message	The opening is engaging and thoughtful; there's a central argument or main idea that is interesting or insightful; Central message makes sense for the literary text being considered	There is an opening, but it's not engaging and thoughtful; Central argument is present, but is not fully developed, interesting and/or insightful; Central message may not make sense to the literary text	The opening is underdeveloped or absent; Central argument is underdeveloped or absent and/or does not connect to literary text
Interpretive pattern	An interpretive pattern is provided that shows the development of the central idea throughout the entire literary text, taking into consideration all or most of the significant elements	An interpretive pattern is present but may be underdeveloped or doesn't consider the major elements of the story	There is little to no pattern in the interpretation of the story
Concrete details and language	Analysis uses adequate and effective concrete details from the literary text to support the reading; Speaker consistently uses the language of literary analysis and defines necessary terms for an unfamiliar audience	Analysis uses some concrete details but involves mostly summary; Some references to literary language present but not consistent; Speaker inconsistently uses and/or defines terms	Use of concrete details is inconsistent or absent (entirely summary); Few to no references to literary language; Speaker makes no attempt to define terms
Organization	Uses a detailed and consistent organizational pattern that is tied to the literary text, central message and interpretive pattern; Transitions are used effectively to connect ideas and guide the	Organizational pattern is present but not consistently tied to the literary text, central message and/or interpretive pattern; Transitions are present but not effective; Closing is	Organizational pattern is inconsistent or basic and/or not at all tied to the literary text, central message or interpretive pattern; Transitions are inconsistent or absent; closing is underdeveloped or absent

	reader through the analysis; The closing is thoughtful and engaging	present but not engaging or thoughtful	
Delivery	Delivery techniques makes the presentation interesting; Speaker is comfortable (obviously practiced); Little to no reading from notes/slides	Delivery techniques make the presentation understandable but not interesting; Speaker is tentative and/or uncomfortable (some practice noticed); Relies too much on reading from notes/slides at times	Delivery techniques seem unpolished; Speaker is not comfortable (obviously unrehearsed); Relies heavily on reading from notes/slides for most or all of the presentation
Supporting material and citation demands	Effective use of both the literary text under consideration and appropriate scholarship/research; Speaker introduces and establishes the credibility of all source materials; Includes more than the minimum number of sources; Follows MLA style in citations (on slides and orally) and works cited list with few obvious errors	References the literary text under consideration, scholarship/research, but credibility is not consistently established; Includes the minimum number of sources; Follows MLA style in citations (both on slides and orally) and works cited list with some noticeable errors	Infrequent or few references to literary text under consideration and/or scholarship/research not present or well-integrated; MLA style improperly used; Includes fewer than the minimum number of required sources; Sources not cited (on slides and/or orally); Works cited list incomplete or absent
Miscellaneous	Clear, effective and thoughtful title; Name is clearly stated early in the presentation; Well-designed slides enhance presentation rather than distract from it	Title is present but not thoughtful; Name is stated during the presentation; Slides support the presentation but are not well-designed and/or creates some distraction	Title is absent; name absent; Slides are not well-designed and/or get in the way of the presentation and/or overshadow the presenter