

INSTRUCTOR: Dr. Mason Cash E-MAIL: Mason.Cash@ucf.edu
 PHONE: 407-823-6857 OFFICE: PSY 246
 WEBCOURSES: <https://webcourses.ucf.edu/courses/1265778>
 OFFICE: M 2:30-4:30 pm and W 2:30-3:30 pm.
 HOURS: If you cannot meet at these times, email me to arrange an alternative appointment.

REQUIRED READINGS

The books listed below are available for purchase in the UCF bookstore.

- *Philosophy of Language: The Big Questions* Andrea Nye (ed.) Blackwell publishers 1998.
- Various papers linked from the Course Schedule, on WebCourses

COURSE DESCRIPTION

This is a course that examines the nature, origins, use(s) and role(s) of language from a philosophical perspective. Students will examine both philosophical literature and empirical research that support competing views of the relationships between language, reality, cognition and culture. This interdisciplinary approach will incorporate a variety of learning strategies for developing your ability to assess, analyze and produce your own positions and arguments about these relationships.

ANALYTICAL FRAMEWORK

Philosophical investigation often begins with a question. Most of the papers we read are attempts to answer one question or another about language and its relationships with cognition, culture and context. Identifying the question asked by a particular author, and what their answer is, can be a very useful way to approach reading the kinds of papers we will read for this course.

These papers will be instrumental in helping you to come up with reasoned and defensible answers of your own, or perhaps to identify better questions.

QUESTIONS WE EXPLORE MAY INCLUDE:

- What is a language?
- What is language for?
- How did language arise?
- What distinguishes animal communication from human language?

- What do features that distinguish human language from animal communication tell us about humanity?
- What do human languages tell us about different aspects of humanity or different ways of being human?
- In what ways is language related to political power? How can it be used to create, maintain, or rebel against social or political structures?
- How are language and culture related?
- What does one learn when one learns a language?
- What do we share when we share a language?
- How does an expression get a meaning?
- How do culture and language affect how we think and categorize?
- Is it possible to translate from one language to another?
- Is the meaning of the speaker's utterance fixed by what the speaker has in mind? By the audience? By the speaker's community?
- Does a speech act contribute to the meaning of the speaker's utterance?
- What roles do power relationships play in constructing categories of objects for words to refer to?
- Can reality be a projection of language that changes depending on the language spoken?
- What is the relationship between words and objects they refer to?
- What does it take for a statement to be true?
- How does the judgment of a statement to be true relate to issues of political power and social control?

Other relevant questions can be found in the course schedule), and in pages xi- xii of the introduction to our course textbook

COURSE ASSESSMENT

• Attendance, Participation and Class Activities	10%
• Short Paper	15%
• Uncle Louie's Discussion	15%
• Research Paper	30%
• Final Exam	30%

More details on these assignments are appended to this syllabus.

Note: This is a combined graduate and undergraduate course. Graduate Students will be held to a higher standard, and expected to play a more active leadership role in class discussions, show deeper insight and further extent of research on papers, etc.

GRADING SCHEME

Your work for the course will total a score out of 100. I use this to determine a letter grade. I think a rigid set of cutoff points for grades is unfair because this would mean that people with very similar score get different grades (someone with 79.99 could get a C+, while another student with 80.0 earns a B-).

I try to make principled distinctions between groups of students, rather than using arbitrary cutoffs. Borderline cases are decided using (in order): exam scores, quiz scores, discussion participation, class participation.

Very Roughly, the following are the *approximate* bounds of the ranges at which I often award grades.

Score	0-59	60-69	70-79	80-89	90+
Grade:	F	D- D D+	C- C C+	B- B B+	A- A

I think it is better for you to earn a fair grade, even if this means that your final grade is not completely predictable. You should have a sense of the approximate grade your performance so far would earn, though. If you are at the borderline, you should do your best to improve your grade in whatever quizzes, assignments or exams remain.

INITIAL COURSE SCHEDULE AND READING LIST

Full schedule is available from the WebCourses site.

	Topic	Readings	Pages
Monday, Aug 21	What is Philosophy of Language?	This Syllabus	
Wednesday, Aug 23	Language and Cognition	"Making Tools for Thinking" Daniel Dennett (Webcourses .pdf link)	
Friday Aug 25	Language is an external scaffold for thought	"Magic Words": Andy Clark (Webcourses .pdf link)	
Monday Aug 28 (You will need to have the textbook by today)	Language is principally for stating truths Language is for social communication	1. Language as the Weaving Together of Forms: Plato. 2. The Origins of Language: Jean-Jacques Rousseau.	8 11

UNIFYING THEMES

The unifying themes for this course are **Individuality, Cognition, Context** and **Culture**. By framing your analysis in terms of some of these four themes, you will be able to provide a much more comprehensive picture of the relationships among the various ideas, positions, issues and experiences you bring to bear as you explore language and its roles in human lives.

Individuality:

Essential to the study of philosophy of language are notions of self and identity. Language is a human behavior. Speech acts reflect each individual's unique memories, thoughts, intentions, expectations, perceptions and behavior.

Cognition:

Language is both learned and facilitates learning/cognition. What cognitive resources does one need to learn a language? And what cognitive resources does one gain by learning a language? Cognition is not limited to learning. Cognition is expedited by symbolic interaction (language) but cognitive processing can take place prior to its expression in language. A vocalization is not an indicator of the full extent of a thought.

Culture:

Culture is the myriad complex of forms of human life. It comprises all of the norms, expectations and forms of life with which the members of a speech community identify. Each language is grounded in the culture and lives of the community whose members use that language. Knowing a language is inseparable from knowing a culture, and it is important to appreciate culture as the foundation of language.

Context:

All language acts result from interaction with inner or outer objects and events. Understanding the reality that speakers talk about and talk within is critical to understanding language use. That reality is to some degree influenced by culture. However, the reality we talk about may not depend wholly upon culture.

COURSE OBJECTIVES

GENERAL OBJECTIVES:

Students will:

- A. Be able to identify the main thesis in an argument and the reasons the author has for proposing that thesis
- B. Be able to identify an author's perspective in terms of the author's underlying assumptions about language, and relate it to Unifying Themes (culture, context, individuality, cognition).
- C. Be able to identify potential problems with an author's argument.
- D. Be able to converse about and employ different perspectives to illuminate everyday situations often relevant to language.
- E. Be able to give examples from their own experiences that illuminate aspects of a question, perspective, argument, etc.
- F. Be capable of presenting an argument for a position on the above questions, that contains both analysis and critique.

SPECIFIC OBJECTIVES

- A. MAIN THESES
 1. Identify the thesis of a given author's argument
 2. Identify the main reasons supporting a given argument
 3. Identify the problem that motivates the author.
- B. ASSUMPTIONS ABOUT LANGUAGE
 1. Classify perspectives by assumptions they share
 2. Analyze relationships, commonalities and contrasts between authors in terms of their assumptions about language
 3. Identify the roles of unifying themes in an approach to language
- C. PROBLEMS WITH ARGUMENTS
 1. Identify possible critiques from other perspectives
 2. Identify unifying themes that are neglected or downplayed
- D. ILLUMINATING EVERYDAY SITUATIONS
 1. Describe simulated discussions about philosophical perspectives
- E. PERSONAL EXPERIENCES
 1. Give personal examples of the relationships between language, cognition, culture, and cognition.
 2. Give and analyze examples of misunderstandings of utterances by speakers of different languages or cultures
- F. PRESENTING AN ARGUMENT (RESEARCH PAPER)
 1. Present a reasoned, supported, analysis of a particular question, issue, problem, etc..

COURSE POLICIES

ATTENDANCE AND PARTICIPATION

Attendance in this course is required and will make up a percentage of your total grade. With the exception of the first class, each session attended will count towards your overall attendance grade. In addition to the attendance grade, a portion of class time involves group activities and discussion, which will also contribute towards your grades. An excused absence will allow the student to retain the points for attendance but will not allow him/her to make up group assignments or mini-tests

LATE PENALTIES AND EXTENSIONS

Extensions will be granted only for documentable exceptional circumstances (medical or family emergencies). Having two midterms the week of the due date does not count as "exceptional". Anticipated absences are not reasons for extensions. For instance, if you will be absent because you are representing the University for a sporting or cultural event, you should submit the assignment before you leave.

Late penalties of 5% of the assignment's possible value will be deducted for each day the assignment is late. Weekend days count. For example, an assignment worth 20 points that is five days late will lose 1 point per day. If it would have earned 18/20 on time, it will be deducted 5 points to be worth only 13/20.

I can be reasonable about this, though. If you feel that your circumstances warrant consideration for an exception to these policies, contact me as early as possible.

CLASSROOM BEHAVIOR

Your responsibilities as a student of UCF are outlined in The Golden Rule <http://www.goldenrule.sdes.ucf.edu/> (See esp. Section 2). You are expected to be familiar with these responsibilities.

Come to class having read and made notes about the assigned readings. Be prepared to discuss the issues raised in the reading, and your responses to the positions represented there.

If you wish to make a comment during class, raise your hand and wait to be called upon. Please do not interrupt others while they have the floor.

Please do not converse with others during class time. It disturbs those around you who are trying to pay attention to the class.

I expect you to be engaged in class business during class time. If you are not going to give your full attention to what is happening in class, please attend to your business elsewhere.

PLAGIARISM, AND HOW TO AVOID IT

Integrity — practicing and defending academic and personal honesty— is the first tenet of the UCF Creed. This is in part a reflection of the second tenet, *Scholarship*: “I will cherish and honor learning as a fundamental purpose of membership in the UCF community”. Course assignments and tests are designed to have educational value; the process of preparing for and completing these exercises will help improve the skills and knowledge this course aims at developing.

Whenever you submit work for academic credit, therefore, I should be able to trust that it is the result of your own scholarly and creative efforts. In most cases it is appropriate to use others’ work to support your academic work. In fact, the ability to use others’ ideas, expressions, arguments, images, or data to support your work is an important aspect of academic research.

However, whenever you use another’s work to support your own, you must give a full citation that credits the original source. Not giving credit to the original author creates the false impression that work you present for academic credit represents the results of your efforts to master the skills and knowledge that is the purpose of the academic exercise.

UCF’s Golden rule defines plagiarism as the following: “whereby another’s work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.”

Thus you commit plagiarism whenever you use in your academic work any argument, image, expression or other element of another’s work that is not common knowledge and is not clearly credited to its original author.

Common knowledge is difficult to define precisely. Consider as a rough guideline that you do not necessarily need citations for facts that anyone could reasonably be expected to know.

To cite a source, use parenthetical citations (Smith 2006, p. 7) or footnotes, and give full references at the end of your paper. When citing web-based sources, *do not just give the URL*. Give the author’s name, title of page, URL, date produced and the date you accessed it.

If in doubt about whether to provide a citation, err on the side of being helpful to your reader. If it is possible that a classmate who reads your paper finds a statement of yours to be interesting, surprising or otherwise useful, and the reader is interested in investigating further, give them a citation that directs them to your sources.

Self plagiarism also undermines the academic purpose of the exercise of working on course assignments. You plagiarize yourself if you submit for university credit a piece of work that is the same or substantially similar to work for which you have already gained or intend to gain university credit,

at this or any other university. To avoid self plagiarism, you must have prior permission from the relevant instructor(s), and give full attribution to the source (i.e. yourself).

You must clearly identify which parts of your work are derived from each source, using in-text citations, footnotes or endnotes. Ending with a list of “works consulted” is not sufficient. Ask your instructor about appropriate citation style. See UCF library’s guides to citing sources: <http://library.ucf.edu/Reference/Guides/Citation.asp>.

Any expression you use that is identical to one in the original source must be presented using “quotation marks,” and the source should be clearly identified.

Any other aspect of another’s work you use that is not a direct quotation should be a paraphrase or summary in your own words. Simply rearranging the wording of sentences or replacing words with synonyms (changing “occasionally” to “sometimes”) does not qualify as an adequate paraphrase in your own words. See the following for advice about acceptable paraphrasing http://owl.english.purdue.edu/handouts/research/r_paraphr.html.

Furthermore, a significant portion of your work must be the result of your own scholarly efforts. A succession of quotations with a few of your own comments to string them together is unlikely to be considered acceptable scholarship.

Plagiarism and Cheating are serious academic offenses. The typical penalty will be ***loss of credit for the assignment and a grade reduction of one full grade*** (e.g. a B+ becomes a C+) which may result in a failing grade for the course. This should be an incentive to try to do the assignment honestly, since cheating and getting caught will be far worse for you than honestly earning a low grade. Perpetrators may also be required to take an academic integrity seminar. Serious cases can lead to academic probation, suspension, expulsion from the University, or the revocation of a degree.

ACCESSIBILITY

Students with permanent or temporary disabilities who would like to discuss the possibility of classroom or exam accommodations are invited to register with Student Disability Services (407-823-2371).

SHORT PAPER

15% of your course grade

This course explores differing answers to questions about language and its relationships to the course themes.

Some sample questions are presented in the General Introduction to the textbook, as well as on the course schedule, and in the introductions to each of the sections of the book.

You will write a paper of around 1000 words, taking a position on an answer to one of these questions.

This can also be focused on other related questions that come up in the readings or in class discussions; if in doubt about the appropriateness of a particular question, discuss it with Dr. Cash.

Your short paper should discuss at least two different readings (at least one should be from the assigned readings for the course) related to the question you address.

You should defend your own position, interpretation, criticism or insight, by persuasively presenting it and explaining why you think it is a useful and defensible position to take on the issue.

The paper will be assessed according to the rubric here:

Rubric For Writing and Grading Short Papers. Name:

Written Communication	0–6 points Inadequate (F – D)	7 - 7.5 points Adequate (C)	8 - 8.5 points Good (B)	9 -10 points Excellent (A)	Your Score
Organization	The argument is very difficult to follow, due to a combination of the following: • Lack of transitions between paragraphs. • Disorganized structure	Organization of the argument is difficult to follow due to a combination of the following: • Poor transitions between paragraphs • Rambling structure	The argument can be followed without trouble. A combination of the following is apparent: • Basic transitions. • The paper is somewhat structured	The argument can be easily followed. A combination of the following is apparent: • Effective transitions. • The paper is well structured	
Coherence	The paper is difficult to read & understand due to poor grammar or mechanics.	The paper contains numerous grammatical & mechanical errors which occasionally obscure understanding.	The paper contains some minor grammatical & mechanical errors.	The paper is clear and concise, containing very few grammatical or mechanical errors.	
Content of Paper	0 – 13 points Inadequate (F – D)	14– 15 points Adequate (C)	16 –17 points Good (B)	18 – 20 points Excellent (A)	
Clearly explains the issue or problem and the relevant context. Thesis statement identifies the approach taken to address the issue or problem.	It is difficult to understand which problem you are addressing. Unclear thesis or no thesis.	The problem is explained, but important aspects are either unclear, missing or misrepresented. Thesis alluded to, but not clearly identified.	An understanding of the problem is evident. Some minor aspects of the issue or position could be better explained. Thesis statement is clear.	A thorough representation of the problem, including the aspects that make the problem a difficult one. Thesis statement clearly identifies the approach taken to address the problem.	
The argument identifies, incorporates and fairly represents relevant research sources, with appropriate citations given.	Misunderstands or misconstrues an important aspect of a principal author's position(s). Ignores relevant material covered in class. Missing or problematic citations. Bibliography is missing or incomplete.	Incorporates some relevant research, but also ignores or misrepresents aspects of research relevant to the issue (especially problematic if ignores material covered in class). Some citations missing or improperly employed.	Applies relevant research, especially material covered in class. Gives a reasonable interpretation of research presented. Good use of citations to support claims about others' beliefs and statements.	Demonstrates resourcefulness in identifying relevant research beyond assigned readings. A sensitive, thorough, treatment of the research presented. Impeccable use of citations to support your argument.	
Effectively supports the position taken on the issue	The argument for the position is very weak and easily refuted. Many premises need further clarification or support. Counterarguments are ignored.	Presents a weak argument. The reasons given need clarification and/or further support. Counterarguments addressed are weak (straw person) and stronger ones not addressed.	Presents a coherent argument. The reasons are comprehensive and are supported in most places it is needed. Reasonable counterarguments are presented, and are addressed.	Presents a convincing argument. The reasons given are thoroughly comprehensive, and very well supported. Strong counterarguments are identified, clearly presented, and rebutted effectively.	
Contributes insight to the problem or issue	Exposition of the position of authors. Little insight into the nature of issues or problems is gained through reading the paper.	Presents a solution to the problem, but one that is mostly an exposition of the position of an author we have studied. Little analysis of your own is evident.	Presents a dissolution/ resolution to the problem. Demonstrates some analysis and insight of your own.	Makes a significantly original and/or insightful contribution of your own to resolving the issue or problem.	

Guide to numbered comments I make in your paper:				Total /100
1. Good introduction.	11. A thorough treatment of the issue.	21. Unfocused introduction, the issue or problem you address is unclear.	31. An example would help here.	
2. Your main thesis is clearly explained.	12. Good insight.	22. Unnecessary padding. Try to get to the point a little more directly.	32. Unnecessarily wordy (edit to improve clarity).	
3. Good example.	13. Good question.	23. Full citation needed (with page number).	33. Is this relevant to your main thesis?	
4. A well-focused introduction. You get to the point directly.	14. This point supports your argument well.	24. This claim needs support or justification.	34. You could have used this argument we covered in class to support this point:	
5. A good explanation of the context of your argument.	15. This author would agree:	25. Explain more thoroughly.	35. This is rather one-sided. Present and respond to an objection.	
6. Good explanation of the problem's importance or relevance.	16. A further argument along these lines that might strengthen your case is here:	26. You seem to have misunderstood or misrepresented the author's point.	36. You should address this objection:	
7. This clearly illustrates the issue's importance.	17. This helps keep the structure of your argument clear.	27. Unclear explanation.	37. Awkward phrasing	
8. Clearly explained.	18. You present a strong objection to your argument.	28. It's difficult to follow you here.	38. Word usage problem. Look this word up.	
9. An interesting point.	19. An effective response to the objection.	29. What precisely is your thesis?.	39. Grammar problem.	
10. This is important.	20. This is an original or insightful way to make your point.	30. A contentious interpretation.	40. Spelling problem	

UNCLE LOUIE'S DISCUSSION

15% of your course grade

Objective and Rationale

As this course progresses, you will begin to see the relevance of the differing philosophical positions on languages and language use we explore to events in your daily life, to debates reported in the media, to questions confronting our society, and so on. These personalized reflections aim to encourage you to explore this context of the philosophical perspectives we explore.

You will present a personalized view on the course topics and readings, by describing how these ideas and arguments might be perceived or used by characters based on people you know well such as a friend or relative (like your Uncle Louie) who might have taken part in such a discussion, and how these characters might relate them to events in their lives.

Procedures

Identify relatives or friends; persons whose traits, attitudes, skills, etc. are very familiar to you (such as your Uncle Louie). These people will be characters in the discussions you describe.

Describe hypothetical discussions expressing points of view on language and its use. These can be written in many forms, as an email exchange, a letter, a script of a dialogue, or as journal or diary entries, for instance. Use your imagination and creativity.

Making philosophical issues personal in this way can ensure that the perspectives you discuss will be as memorable as the traits of the friends or relatives you choose to use as characters in these discussions.

Format:

The assignment will have three distinct sections

1. **Discussion.** *Up to 7 points.* Write about 700 words in which one or more of these characters discuss their thoughts on one of the debates and /or perspectives on language we have been exploring. This could be in the form of a film script, short story, email exchange, a foreign spy's report to her "handler" regarding an overheard but misinterpreted conversation, etc. Use your imagination and creativity. (See examples below).

This will be assessed in terms of its relevance to important aspects of the philosophical debates and questions we have been exploring in class. Insightful, relevant, creative and illuminating discussions in which characters wrestle with, disagree about, or attempt to answer questions or issues we deal with in class are preferred.

2. **Integration.** *Up to 5 points.* A paragraph that explicitly identifies and explains the connections you see between the discussion and the aspects of relevant readings, questions, or approaches to language covered in the course (300 words). **Citations to relevant readings or papers required.**
3. **Insight.** *3 points.* In one paragraph, develop and explain your personal insight about how the discussion relates to one or more of the Unifying Themes for this course (200 words).

Examples of potential topics:

- Imagine that your Uncle Louie (a character based on your parents' curmudgeonly conservative next door neighbor) begins a conversation on his front verandah with his neighbor Helen (a character based on your very liberal Aunt) about sexism in language. Helen has just read Hofstadter's "A Person Paper on Purity in Language." Write the script of a dialogue between Helen and Uncle Louie they respond to the ideas raised.
- Imagine that your friend Kelly (a character based on your best friend) believes that their dog understands many words of English (like "no", "fetch", "sit" "beach" "walk" etc.). Write a film script dialogue describing a scene where Kelly tries to convince two friends of this. The friends are Jim (a character based on your roommate) a philosophy student who has been studying Wittgenstein's views on language, and Julie (based on your sister) a psychology student who has spent the last semester training a rat by classical behavioral conditioning.
- Imagine your friend Phil (a character based on your roommate) is traveling in a foreign culture whose language he does not understand and whose customs he is unfamiliar with. Write an email from Phil to you, in which he explains differences between his expectations and his experiences in navigating this culture and language using only an iPhone translator app.

RESEARCH PAPER

30% of your course grade

This course explores differing answers to questions about language and its relationships to the course themes.

Some sample questions are presented in the General Introduction to the textbook, as well as on the course schedule, and in the introductions to each of the sections of the book.

This can also be focused on other related questions that come up in the readings or in class discussions; if in doubt about the appropriateness of a particular question, discuss it with Dr. Cash.

You will write a paper of around 3000 words, comparing and/or contrasting at least two positions on an answer to one of these questions or issues in the context of one or more of the course themes.

Your research paper should include substantial discussion of at least two of the assigned readings for the course, and at least two academic works (papers from peer-reviewed journals, book chapters in edited books, books etc.) that were not covered in class, that are related to the question you address. **Citations are required.**

You should also defend your own position, interpretation, or critique of this issue, question or interaction, by persuasively presenting it and explaining why you think it is a useful and defensible position to take on the issue.

The paper will be assessed according to the rubric here:

RUBRIC FOR WRITING AND GRADING RESEARCH PAPERS NAME :

Written Communication	0 – 6 points Inadequate (F – D)	7 - 7.5 points Adequate (C)	8 - 8.5 points Good (B)	9 - 10 points Excellent (A)	Your Score
Organization	The argument is very difficult to follow, due to a combination of the following: <ul style="list-style-type: none"> Lack of transitions between paragraphs. Disorganized structure. 	Organization of the argument is difficult to follow due to a combination of the following: <ul style="list-style-type: none"> Poor transitions between paragraphs. Rambling structure. 	The argument can be followed without trouble. A combination of the following is apparent: <ul style="list-style-type: none"> Basic transitions. Somewhat structured, but more structure indicators would make it clearer. 	The argument can be easily followed. A combination of the following is apparent: <ul style="list-style-type: none"> Effective transitions. Well structured, with clear structuring phrases. 	
Coherence	The paper is difficult to read & understand due to poor grammar or mechanics.	The paper contains numerous grammatical & mechanical errors, which often obscure understanding.	The paper contains some minor grammatical & mechanical errors, which occasionally obscure understanding.	The paper is clear and concise, containing very few grammatical or mechanical errors.	
Content of Paper	0 – 13 points Inadequate (F – D)	14 – 15 points Adequate (C)	16 – 17 points Good (B)	18 – 20 points Excellent (A)	
Clearly explains the issue or problem and the relevant context. Thesis statement identifies the approach taken to address the issue or problem.	It is difficult to understand which problem you are addressing. Unclear thesis or no thesis.	The problem is explained, but important aspects are unclear, missing or misrepresented. Thesis alluded to, but not clearly identified.	An understanding of the problem is evident. Some minor aspects of the issue or position could be better explained. Thesis statement is clear.	A thorough representation of the problem, including the aspects that make the problem a difficult one. Thesis statement clearly identifies the approach taken to address the problem.	
The argument for the thesis identifies, incorporates and fairly interprets relevant research sources, with appropriate citations given.	Does not incorporate relevant research. Misunderstands or misconstrues an important aspect of a principal author's position(s). Ignores relevant material covered in class. Missing or problematic citations. Bibliography missing or incomplete.	Incorporates some relevant research, but does not go much beyond class readings. Ignores or misrepresents some aspects of research relevant to the issue. Some citations missing or improperly employed.	Applies relevant research in addition to class material. Gives a reasonable interpretation of research presented. Good use of citations to support claims about others' beliefs and statements.	Demonstrates resourcefulness in identifying relevant research. A sensitive, thorough, treatment of the research presented. Impeccable use of citations to support your argument.	
Effectively supports the position taken on the issue. Responds to a strong counterargument.	The argument for the position is very weak and easily refuted. Many premises need further clarification or support. Counterarguments are ignored.	Presents a weak argument. The reasons given need clarification and/or further support. Counterarguments addressed are weak (straw person) and stronger ones not addressed.	Presents a coherent argument. The reasons are comprehensive and are supported in most places it is needed. Reasonable counterarguments are presented, and are addressed.	Presents a convincing argument. The reasons given are thoroughly comprehensive, and very well supported. Strong counterarguments are identified, clearly presented, and rebutted effectively.	
Contributes original insight to the problem or issue	Exposition of the position of authors (some misconstrued). Little insight into the nature of the issues or problems is gained through reading the paper.	Presents a weak solution to the problem, or one that is mostly an exposition of the position of an author we have studied. Little analysis of your own is evident.	Presents a dissolution/ resolution to the problem. Demonstrates some analysis and insight of your own.	Makes a significantly original and/or insightful contribution of your own to resolving the issue or problem.	
Guide to numbered comments I make in your paper:					Total /100
1. Good introduction. 2. Your main thesis is clearly explained. 3. Good example. 4. A well-focused introduction. You get to the point directly. 5. A good explanation of the context of your argument. 6. Good explanation of the problem's importance or relevance. 7. This clearly illustrates the issue's importance. 8. Clearly explained. 9. An interesting point. 10. This is important.	11. A thorough treatment of the issue. 12. Good insight. 13. Good question. 14. This point supports your argument well. 15. This author would agree: 16. A further argument along these lines that might strengthen your case is here: 17. This helps keep the structure of your argument clear. 18. You present a strong objection to your argument. 19. An effective response to the objection. 20. This is an original or insightful way to make your point.	21. Unfocused introduction, the issue or problem you address is unclear. 22. Unnecessary padding. Try to get to the point a little more directly. 23. Full citation needed (with page number). 24. This claim needs support or justification. 25. Explain more thoroughly or clearly. 26. How is this relevant? 27. Unclear explanation. 28. It's difficult to follow you here. 29. Repetition. 30. A contentious interpretation.	31. An example would help here. 32. Unnecessarily wordy (edit to improve clarity). 33. Is this relevant to your main thesis? 34. You could have used this argument we covered in class to support this point: 35. This is rather one-sided. Respond to an objection. 36. You should address this objection: 37. Structure problem. How does this fit into your overall argument? 38. Word usage problem. Look this word up. 39. Grammar problem. 40. Spelling problem		