

Greek History – 7000 to the Present -- Fall 2005

Sections AA and AC

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Office Smith 10, office hours: M/W 9-10:20am, F 1-2pm

<http://staff.washington.edu/absher/greece/home.html>

Section Syllabus

The purpose of the discussion sections is to assist students in comprehending the readings so that students can apply this information on examinations, papers, and hopefully beyond this class. By making the discussion section a priority, the students are dedicating themselves to a higher standard of educational excellence.

Feel free to e-mail me questions or to visit with Dr. Thomas. Also, come to my office hours or talk with me before or after class about any concerns or confusion that you may have. Of course, I will be happy to talk with you about assignments or to look at drafts of your papers as long as you submit your ideas in writing to me (not via email) at least four days before the assignment is due. In addition, I am always happy to review and explain grading practices because I believe a great deal can be learned by reviewing past performance; however, grade challenges will be submitted to me in writing (please see the course syllabus for further information concerning university policy). Papers are not counted as turned-in until they are placed in my hands.

Goals for the Quarter:

- *To meet and exceed the requirements of the course**
- *To learn how to effectively analyze primary and secondary sources**
- *To learn to creatively use primary sources as evidence in classroom discussion and assignments**
- *To acquire the skills of a historian**
- *To become proficient writers**

For Section:

- *On a regular basis, check your University of Washington email for class information**
- *Come to class prepared: having done the readings, attended lectures, and ready to discuss**
- *Understand that your preparation for section impacts your learning as well as the learning of others**
- *Be prepared to show respect for others as well as their ideas**
- *Be prepared to develop your writing and critical thinking skills through in-class assignments**

Please consult the course syllabus for information concerning accommodations of disabled students, plagiarism, grade challenges, and late assignments.

Criteria for the evaluation of essays

Adapted from criteria developed by Elizabeth Simmons-O'Neill, UW Interdisciplinary Writing Program; Dr. Gigi Peterson, and Dr. John Findlay, Department of History, UW.

A range: 3.5-4.0

- * The essay is sharply focused on, and organized around, a well-defined thesis.
- *The historical argument is logical, supported by appropriate and sufficient evidence.
- *The essay balances evidence with analysis, using appropriate language and citing evidence presented.
- *The essay demonstrates creativity, thoughtfulness, and good historical and conceptual thinking.
- *The author uses polished and precise prose, and the relation between parts of the essay is clear, with fluid transitions.
- *The paper maintains a high level of excellence throughout; it builds arguments, develops explanation, and offers insight.

B range: 2.5-3.4

- *The essay is generally focused on a clearly-stated thesis, but focus may wander.
- *Evidence presented may be inappropriate or not contextualized, detracting from focus.
- *The writer's interpretations are reasonably clear and well-ordered, but could use additional support or development.
- *The writing is generally good, but may be imprecise at times. Some of the transitions may be rough.
- *Word choice is adequate.
- *There may be errors in grammar, spelling or small statement of fact.

C range: 1.5-2.4

- *The essay addresses the question and demonstrates an understanding of the sources, but is not consistently focused; it may lack a thesis.
- *The interpretation may be overly generalized or simplified. There is an imbalance between argument and evidence.
- *Attention may be given to one portion of the reading at the expense of the whole.
- *The writer does not demonstrate sufficient awareness of the complexities of the subject and may tend toward the self-evident.
- *The writer's meaning may be obscured by imprecise use of language. Order is imposed on the essay, but relation between parts is not consistently clear. Transitions may be awkward. There is some carelessness in presentation by errors in grammar, spelling, or statements of fact.

D range: .7-1.4

- *The essay does not present or adequately develop a thesis, or it does not address the question.
- *The essay is vague.
- *The essay lacks evidence.
- *There is an excess or a lack of quotations.
- *Writing is imprecise and/or poorly organized.
- *There are significant errors in grammar, spelling, or facts.

Below this is perdition.