

Paper Assignment 1

Due: Monday, March 15

- F2F & remote students: Electronic copy submitted to the D2L Assignment folder (MS Word doc or docx format).
- F2F students: Optional hard copy due in class on Wed. March 10 with the grading sheet on page 2 attached. Hard copies will have priority in grading.

Length: 4 to 8 pages, double-spaced in 12-point font

Topic: Compare and contrast how textbook authors, Li Feng and Valerie Hansen, approach writing about “Early China” from earliest times through the Spring and Autumn Period (770-481 BCE). Develop a thesis arguing which author’s approach promotes a deeper understanding of Early China’s history. In evaluating their approaches, consider topics such as 1) the written and archaeological *sources* that each uses, 2) the *themes* of history (political, economic, social, environmental, etc.) that each considers important, and 3) the benefits and drawbacks of Li Feng’s choice to begin Chinese history in the Neolithic period, and Hansen’s decision to begin with the late Shang Dynasty at Anyang. Support your ideas with evidence from the two books and class lectures. Research in library books and databases is not necessary, but allowable. **NO INTERNET SITES ARE ALLOWED UNLESS LEHMAN LIBRARY PROVIDES DATABASE LINKS.**

Citations: The paper should include citations and a bibliography. History majors should use Chicago A (Turabian notes-bibliography) or Chicago B (Turabian author-date) format. Students who are not history majors have the option of using MLA. **Quotations or ideas** that you take from your sources should be acknowledged with properly formatted citations and bibliography. Failure to acknowledge the source of a quote or an idea is **plagiarism. Flagrant cases of plagiarism may result in a grade of “F” for the class.**

Evaluation: 80% of the grade will be based on content. The other 20% will be based upon grammar and word usage (4%), spelling, capitalization and punctuation (4%), organization (4%), readability (4%), and bibliography and citations in MLA or Chicago A or B format (4%). Grades of A will be awarded to papers that provide: 1) a thesis that is persuasively defended with evidence drawn from the readings, 2) solid understanding of Early China derived from lectures and readings, 3) sharp analysis and argumentation, and 4) well-crafted writing that transmits ideas clearly.

Grading sheet (F2F students: Optionally attach to paper)

Name: _____

Major: _____

I. Content (80%)

Understanding of approach of Hansen:	___Excellent ___Good ___Fair ___Poor
Understanding of approach of Li Feng:	___Excellent ___Good ___Fair ___Poor
Understanding of Early China's history:	___Excellent ___Good ___Fair ___Poor
Defense of thesis with evidence from books:	___Excellent ___Good ___Fair ___Poor

A=72-80, B=64-71, C=56-63, D=48-55, F=47 or lower _____

II. Writing mechanics (20%)

A=4, B=3.5, C=3, D=2.5, F=2 or lower

Grammar and word usage (4%) _____

Spelling, capitalization, and punctuation (4%) _____

Organization (4%) _____

Readability (4%) _____

Citations and bibliography (Chicago A/B or MLA, 4%) _____

Total _____

Correction Symbols Used in Grading Paper

- agr wrong agreement (noun-verb or noun-noun)
- awk awkward sentence
- cit citation needed
- frag sentence fragment (usually a sentence that lacks a verb)
- org organization problems
- redun redundant (using different words to say the same thing more than once)
- rep repetitious use of the same word
- run-on run-on sentence
- sp wrong spelling
- trans poor transition (between sentences or paragraphs)
- tn wrong verb tense
- unc unclear phrase, sentence, or paragraph
- wf wrong grammatical form of word
- ww wrong word usage
- ¶ new paragraph needed