



**ST. JEROME'S**  
**UNIVERSITY**

**St. Jerome's University in the University of Waterloo**  
**Department of History**  
**HISTORY 210 / CLASSICS 210 / LEGAL STUDIES 235**  
**History of Ancient Law**  
**Fall 2018**

**Mondays & Wednesdays 4:00-5:20**  
**SJ2 2002**

**Course Outline**

**Instructor:** Dan Hutter  
**Office:** SH 2110  
**Office Hours:** M & W 3:00-3:45 (before class), or by appointment (arrange in class or by e-mail).  
**Office Phone:** TBA  
**Email:** [deahutter@hotmail.com](mailto:deahutter@hotmail.com). Students using email to contact me must include their first and last names, student number, and course in which they are enrolled in the email subject line.  
**Teaching Assistant:** None.

**Course Description**

The first part of this course will focus on the laws of the Ancient Near East. The law codes that will be analyzed specifically include the Law of Hammurabi (LH), considered the most complete statement of the common legal wisdom of the ancient world, the Middle Assyrian Laws (Tablet A) (MAL), and Hebrew laws as contained in the Books of Exodus and Deuteronomy (which reflect particular responses to historic and cultural circumstances).

The second half of the course will focus on the laws of Rome and its development as Rome grew from a small city-state to expansive empire and world power. The laws that will be analyzed will begin with the XII Tables (circa 450 BCE), continuing through the Classical period as evidenced in the opinions of the great jurists contained in the Digest. We will then end the course with an examination of Book IX Titles 1 – 40 of the Code of Theodosius, a fifth century compilation, and the Roman law of Divorce in the Code of Justinian from the sixth century.

Throughout the course, our particular, though not exclusive, focus will be on family and criminal law and procedure.

## Course Goals and Learning Outcomes

Upon the completion of this course, students should be able to:

- Demonstrate an understanding of the history of the Babylonian, Assyrian & Hebrew peoples from 4000 – 332 BCE, and how those cultures interacted;
- Explain the development of law (especially civil law) among the Babylonians (The Code of Hammurabi), the Assyrians (Middle Assyrian Laws) and Hebrews (The Books of Exodus and Deuteronomy);
- Demonstrate an understanding of the social, political and legal history of the Roman Republic and Empire (753 BCE- 565CE);
- Explain the development of law in the Roman Empire (especially civil law) with reference to the importance of The Twelve Tables, The Theodosian Code, Justinian’s Code, and the work of Jurists;
- Explain how each body of law studied in the course reflects the values and needs of the cultures they represent;
- Explain how many of the concepts of the earlier law codes studied have come to influence the later codes, and how this influence is still experienced in modern Western legal thought.

## Required Text

HIST 210 / CLAS 210 / LS 235 “History of Ancient Law: Readings” Course Materials (available at the U.W. Bookstore).

## Readings Available on Learn

PowerPoint Key Concepts notes and conclusions can be found for each Lecture on the uWaterloo Learn CLAS 210/HIST 210/LS 235 – Fall 2018 website.

## Course Requirements and Assessments

- a) Test #1 (content from lectures 1-8) on Friday October 12 (weight 25%)
- b) Test #2 (content from lectures 10-15) on Monday November 5 (weight 25%)
- c) Test #3 (content from lectures 10 & 17-21) on Wednesday November 28 (weight 25%)
- d) One 6-8 page (1500-2000 word) research paper, due (in class) on Wednesday November 14. Marking rubric is attached to the end of this package. (weight 25%)
- e) There is no Final Exam.

The tests will consist of a variety of objective, definition and short answer questions based on the laws which will appear in the text. For test purposes, students are responsible for all material covered in class, and for the assigned readings.

## HIST 210/CLAS 210/LS 235 Lecture Schedule, Topics and Reading List

PowerPoint Lecture notes, and lecture case studies and conclusions can be found on the uWaterloo Learn CLAS 210 / HIST 210 / LS 235 website.

### Lecture Topics and Readings

#### Lecture #1 Monday September 10

##### Introduction to Ancient Law

(skeleton lecture notes provided in class, but can be found on the uWaterloo Learn CLAS 210 / HIST 210 / LS 235 website).

#### Lecture #2 Wednesday September 12

##### Origins and Kinds of Laws

**Readings:** Exodus, Chapter 20:2-17 (pp. 1-2); Chapter 22:18-20 (p.4);  
The Code of Hammurabi “Prologue” (p.12); “Epilogue” (pp. 23-24);  
Justinian, “The Institutes of Gaius” (p.37).

##### Procedures: Oaths and Ordeals

**Readings:** Exodus, Chapter 22:7-8 (p.4);  
Book of Deuteronomy, Chapter 19:15-21 (p.4); Chapter 25:1-3 (p.9);-  
Laws of Hammurabi, “The Laws” 1-2 (p.12); “The Laws”127-132 (p.16-17);  
Assyrian Law 17 (p.26).

#### Lecture #3 Monday September 17

##### Commerce and Debt

**Readings:** Book of Deuteronomy, Chapter 24:6, 10 and 14-15 (p.8); Chapter 25:13-16 (p.9);  
Laws of Hammurabi, “The Laws” 42-48 (p.14); “The Laws” 93-110 (p.14-15); “The Laws” 151-152 (p.19).

##### Slavery and Servitude

**Readings:** Exodus, Chapter 21:2-11 (p. 2);  
Book of Deuteronomy, Chapter 23:15-16 (p.7);  
Laws of Hammurabi, “The Laws” 15-17 (p.13); “The Laws” 115-119 (p.16); “The Laws” 226-227 (p.22); “The Laws” 278-82 (p.22-23).

#### Lecture # 4 Wednesday September 19

##### Offences Against Persons (The Law of the Hebrews) Assaults and Homicide

**Readings:** Exodus, Chapter 21:12-30 (p.2-3);  
Book of Deuteronomy, Chapter 21:5-7 (p.4-5); Chapter 23:1-2 (p.6-7); Chapter 25:11-12 (p.9)  
The Book of Numbers, Chapter 35:9-33 (p.10-11).

**Lecture #5 Monday September 24****Offences against Persons (Hammurabi & Assyrian) Assaults and Homicide**

**Readings:** Laws of Hammurabi, “The Laws” 1 (p.12); “The Laws” 153 (p.19); “The Laws” 195-222 (p.20-22); “The Laws” 229-230 (p.22);  
Assyrian Law 7-12 (p.25-26); 50-52 (p.28).

**Lecture #6 Wednesday September 26****Theft and Fraud**

**Readings:** Exodus, Chapter 22:1-8 (p.3-4);  
Book of Deuteronomy, Chapter 23:24-25 (p.7); Chapter 24:7-22 (p.8);  
Laws of Hammurabi, “The Laws” 6-15 (p.12-13); “The Laws” 21-39 (p.13-14)  
Assyrian Law 3-5 (p.25).

**Lecture #7 Monday October 1****Family Law (Law of the Hebrews) & Essay Review**

**Readings:** Exodus, Chapter 22:16-17 (p.4);  
Book of Deuteronomy, Chapter 21:10-21 (p. 5); Chapter 22:5-30 (p.5-6);  
Chapter 24:1-4 (p.7); Chapter 25:5-10 (p.9).

**Lecture #8 Wednesday October 3****Family Law (Hammurabi & Assyrian Law)**

**Laws of Hammurabi,** “The Laws” 137-147, 159-193 (p.17-20);  
Assyrian Law 13-59 (p.26-29).

**Monday October 8 to Wednesday October 10 – Thanksgiving & Study Break****Lecture #9 Friday October 12 (Make up day for October 8)**

**Test #1:** Hebrew, Babylonian & Assyrian Laws (Content from Lectures 1-8)

**Lecture #10 Monday October 15****Introduction to Roman Law**

(lecture notes are found on the uWaterloo Learn HIST 210 / CLAS 210 /LS 235 website).

**Lecture #12 Wednesday October 17****Law of Actions—Early Principles and Procedures**

**Readings:** XII Tables – Table I-III (p.30-31); Table IX (p.35);  
Justinian, “The Institutes of Gaius” (p. 37);  
Justinian, “Digest of Roman Law”, Book 50 (p.38).

**Lecture #12 Monday October 22****Developments in the Law of Actions (procedures)**

**Readings:** Theodosian Code Book 9, Title 1 “On Accusations and Written Denunciations” (p.69-70); Title 3 “On the Custody of Accused Persons” (p.71); Justinian, “The Code of Roman Law” Book 9, Title 34-35 (p.89-90); Title 39 (p.91).

**Lecture #13 Wednesday October 24****Early Roman Law of Property and Persons**

“Roman Family” (lecture notes are found on the uWaterloo Learn HIST 210 / CLAS 210 / LS 235 website).

**Readings:** XII Tables, Tables III-VII (p.31-33); Table X (p.35-36).

**Lecture #14 Monday October 29****Family Law – Marriage**

“Roman Marriage” (lecture notes are found on the uWaterloo Learn HIST 210 / CLAS 210 website).

**Readings:** Justinian, “The Digest of Roman Law”, Book 23, Title 1 “Betrothals” (p.39); Title 2 “Formation of Marriage” (p.40-41);

Justinian, “The Code of Roman Law”, Book 5, Title 4 “On Marriage” (p.42-43).

**Lecture #15 Wednesday October 31****Family Law - Marriage (continued)**

**Readings:** Theodosian Code, Book 9, Titles 7-9 (p.72-75); Titles 24-25 (p.84-85); Code of Justinian, Book 9, Title 13 “On the Rape of Virgins, Widows and Nuns” (p.85-86).

**Lecture #16 Monday November 5**

**Test #2:** Roman Law (Content from Lectures 10-15).

**Lecture #17 Wednesday November 7****Roman Law on Divorce**

**Readings:** Justinian, “Constitutions”, Chapters VIII-XIII (p.44-49).

**Monday November 12 NO CLASS****Lecture #18 Wednesday November 14****RESEARCH ESSAY DUE DATE****Torts and Delicts: Early Roman Law**

**Readings:** XII Tables, Table VIII (p.34-35);

Justinian, “The Digest of Roman Law”, Book 9, Title 2 “On the Lex Aquilia” (p.50-54); Book 47, Title 2 “On Theft” (p.54-60).

**Lecture #19 Monday November 19****Torts and Delicts: Robbery and Insult**

**Readings:** Justinian, “The Digest of Roman Law”, Book 47, Title 8 “On Robbery and Disorderly Conduct” (p.60-62); Book 47, Title 10 “On Insult and Libel” (p.62-67).

**Lecture #20 Wednesday November 21****Circumstances affecting Crime and Punishment**

**Readings:** Justinian, “The Digest of Roman Law”, Book 48, Title XIX “On Punishments” (p.68);  
Theodosian Code, Book 9, Titles 4-6 (p.71-72); Titles 10-22 (p.75-83);  
Code of Justinian, Book 9, Titles 26-33 (p.86-88); Titles 37-38 (p. 90-91); Title 40 (p.91-92).

**Lecture #21 Monday November 26****Gladiators**

**Readings:** Theodosian Code Book 15, Title 12 “On Gladiators” (p.92-93);  
Course Conclusions.

**Lecture #22 Wednesday November 28**

**Test #3: Roman Law (Content from Lectures 10 & 17-21)**

**Lecture # 23 Monday December 3****Snow Day Make-up Lecture (if needed)**

**Course ends**

### **UW POLICY REGARDING ILLNESS AND MISSED TESTS**

**The University of Waterloo Examination Regulations** state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “**University of Waterloo Verification of Illness**” form or it will not be accepted. This form can be obtained from Health Services or on the link provided above. If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
  - The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
  - Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

## **PROFESSOR'S POLICY ON LATE ASSIGNMENTS/ESSAYS AND MAKE-UP TESTS**

There will be no "make-up" tests. A student who does not provide an acceptable documented medical reason will receive a grade of zero for that test. It is also vital that students realize their own responsibility in informing the instructor promptly (preferably prior to missing the test but certainly no more than 24 hours after it). **Students who legitimately miss a test, with documentation, should be prepared to write the test the first class after returning from their illness (unless other arrangements have been made).**

Essays are due, **in class**, on Wednesday November 14 (by 4:00 pm). After November 14, 5% will be deducted for each class day that the essay is late (i.e. an 85% becomes an 80% after one day late). Hand in your essay in person in order to avoid loss of grades due to "a friend who forgot to hand it in for you", or a "computer that failed to e-mail it" properly. I do not have a drop box.

**Information on Plagiarism Detection:** Text matching software (Turnitin®) will be not be used to screen assignments in this course. If you have any questions about correct sourcing of material or possible plagiarism, please consult your course instructor or the [UWaterloo Academic Integrity](#) webpage for more information.

### **Electronic Device Policy and On Being a Courteous Adult Learner:**

As in any class there are certain rules of courtesy which must be observed. Arriving late or leaving early, and talking or otherwise being disruptive during the lecture, are behaviours that are both discourteous to the other members of the class, and distracting to the instructor. It is particularly important that courteous behaviour be observed at all times. Unless you have documented support from AccessAbility Services, you may not tape course lectures. Please turn off your cell phones and pagers before you come to class!

**Attendance Policy:** Students are not graded on their attendance in this course. However, based the nature of the course, and the on-going class discussion of the meaning, nature and context of the laws being studied, it would greatly benefit students to attend all classes. Much of these class discussion and their implications will be reflected in the course evaluations/tests.

## **IMPORTANT INFORMATION**

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to

avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the [St. Jerome’s University Policy on Student Petitions and Grievances](#).

**Appeals:** A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

#### **HIST 210 / CLAS 210 / LS 235 & Peace and Conflict Studies:**

“This course is recognized as a PACS (Peace and Conflict Studies) Content Course that fulfills requirements in the interdisciplinary Peace and Conflict Studies plan. For information about doing PACS concentration (Major, Minor or Option) visit: <http://grebel.uwaterloo.ca/academic/undegrad/pacs/options.shtml>.

### **Campus Wellness Supports**

Students who feel they require addition supports in dealing with stress, anxiety, a sudden disinterest in or absence from classes, patterns of perfectionism, excessive fatigue, self-harm behaviours, difficulty controlling emotions, sudden social withdrawal, feelings of hopelessness, excessive use of alcohol or drugs or, any other issues concerning their wellness, can access both on campus or off campus supports at:

<https://uwaterloo.ca/campus-wellness/faculty-and-staff/request-campus-wellness-printed-materials>



**On Campus Supports, regular hours:**

[Counselling Services](#), Needles Hall expansion, 2nd floor. Call 519-888-4567 extension 32655.

- **Emergency**/same-day appointments, Monday to Friday, 8:30 a.m. to 4:30 p.m.
- **Walk-in** 90-minute appointments, Wednesday and Thursday, 11:30 a.m. to 3:30 p.m.
- **Book-ahead** appointments, Monday to Friday, 8:30 a.m. to 4:30 p.m.
- **MATES**, a counselling-based, one-on-one peer support program offered by the Federation of Students (FEDs) and Counselling Services. Monday to Friday, 8:30 a.m. to 4:30 p.m.

[Health Services](#), located across the creek from Student Life Centre

- **Emergency service**, Monday to Friday, 8:30 a.m. to 4:30 p.m., students will be seen briefly and given a follow-up appointment or referral.

**Off Campus Supports (24/7):**[Good2Talk](#)

- Free confidential help line for post-secondary students. **Call 1-866-925-5454.**

[Grand River Hospital](#)

- Emergency care for mental health crises, 834 King Street West, Kitchener. **Call 519-749-4300 ext. 6880.**

[Here 24/7](#)

- Waterloo Region's Mental Health and Crisis Services team. **Call 1-844-437-3247.**

Download the [WatSafe app](#) to your phone to quickly access mental health support information.

Download [UWaterloo and regional mental health resources \(PDF\)](#).

**Territorial Acknowledgement:** We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River. For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

## Research Essay & Topics

Students must complete one research essay as part of their coursework in HIST 210 / CLAS 210 / LS 235. The essay topics are generally of the “fact finding and analysis” type. The essay should be *ca.* 1500-2000 words long (6-8 pages typed). Your work will be graded on the basis of clarity of presentation (including spelling, grammar and syntax) and organization of research in primary and secondary source material and, as appropriate, journal articles. This is not an opinion paper, it is a research paper therefore proper referencing is essential. Please refer to the Arts Faculty policy on the Avoidance of Academic Offenses, or speak to your instructor, if you have any questions about the essay or how to avoid plagiarism.

All written work must be typed using Times New Roman (or something comparable) at a character pitch of 12. Margins must be 1” on all sides and the assignment must not have a cover page. Either endnotes, footnotes or parenthetical references must be used in the citation of your sources. A thesis, conclusion and Works Cited/Bibliography must also be included in this essay.

You must use a minimum of five scholarly sources in writing this essay (ie Wikipedia does not count as a scholarly source!). Be wary of web materials – many web sites are unscholarly and unreliable.

The essay will be graded according to the marking rubric found on the last page of this course outline.

### HISTORY 210 / CLASSICS 210 / LEGAL STUDIES 235 ESSAY TOPICS

Students who wish to work on an essay from other than the topics listed below should consult with their Instructor first.

#### Possible Essay Topics for History 210 / Classics 210 / Legal Studies 235

1. The Marriage contract in Ancient Law
2. The bride price as pledge and norm of payment
3. Slave marriage in Ancient Law
4. Proofs at law in the ancient world
5. The law of contract in Hammurabi
6. Wage and price law in Hammurabi
7. Commerce and trade in ancient law
8. Principles of punishment in ancient law
9. Methods and types of punishment in ancient law
10. The position of the wife in Hebrew Law
11. The position of the daughter in Hebrew law
12. Prostitution and the law of the ancient world
13. Adultery and the law in the ancient world
14. Concubinage and the law in the ancient world

15. Rights and duties of husbands in ancient law
16. Rights and duties of wives in Hammurabic law
17. Marital consent in ancient law
18. The dowry in the law of Hammurabi
19. “Abomination” as a legal term in Hebrew Law
20. Legislating morality in ancient law

*Note: Unless specifically stated, for all of the above, you may focus on one of the three collections: Hebrew, Babylonian, Assyrian as the topic permits.*

21. The Cornelian law on murderers and poisoners
22. Negligence in Roman law
23. Principles of punishments in Roman law
24. Methods and types of punishments in Roman law
25. The penalty of relegation and deportation
26. The penalty of infamy in Roman law
27. Roman law and the use of torture
28. Criminal procedure in Roman law
29. Military law (D 49.16 )
30. Prisoners of war in Roman law (D 49.15 )
31. Marital consent in Roman law
32. Force and fear as legal defences
33. Ignorance as a defence in Roman law
34. Power of the Father in Roman law
35. Rights and duties of husbands in Roman law
36. Position of the wife in Roman law
37. Position of children in Roman law
38. Rape in Roman law
39. Roman probate law—the law of wills
40. The inofficious will
41. Prenuptial agreements in Roman law ( D 23.4 )
42. The law of gift giving between husband and wife in Roman law
43. The dowry in Roman law ( D 23.3 )
44. Morality and the law in Rome
45. Prostitution and the law in Rome
46. The crime of adultery in Rome
47. The position of the concubine in Roman law
48. The Roman law of treason
49. New crimes for new times --- Heresy, Apostasy, and magic
50. Monetary regulations in Roman law
51. Circumstances Affecting Crime and Punishment: Aggravating, Extenuating, Mitigating, and Excusing Circumstances
52. The influence of Christianity on Roman Law
53. Examine the career of any Near Eastern King or Roman Emperor, focusing on their role in/contributions to, their society in the role of “law-maker”.
54. “Alternative Lifestyles” and Roman Law.

To assist you in the writing of the paper, the following resource materials are on 3 hour reserve in the S.J.U. library and must be used in the library:

**For the Ancient Near East**

- J. Baker. *Women's Rights in Old Testament Times*  
 Driver and Miles. *The Babylonian Laws Vol.1 – commentary*  
 C. Gordon. *Hammurabi's Code – a simple commentary*  
 V. Matthews. *Gender and Law in the Hebrew Bible and the Ancient Near East*  
 T. Meek. *The Middle Assyrian Laws (photocopy) also available at WLU*  
*Noth Exodus*  
*Noth Leviticus*  
 D. Patrick. *Old Testament Law*  
 C. Pressler. *The View of Women in Deuteronomy*  
 G. Streete. *The Strange Woman: Gender and Power in the Old Testament*  
 Von Rad. *Deuteronomy*

**For Rome**

- Berger. *Encyclopedic Dictionary of Roman Law (reference section)*  
 Crook. *Law and Life in Ancient Rome*  
 J. Gardner. *Women in Roman Law and Society*  
     *Family and Familia in Roman Law and Life*  
 Justinian. *The Digest of Roman Law*  
     *The Digest ed. Mommsen-Kreuger-Watson, vol.1-4*  
     *The Code Book IX*  
 S. Lear. *Treason in Roman and Germanic Law (chapter VIII).*  
 M. H. Ogilvie. *Historical Introduction to Legal Studies.*  
 Philip Reynolds. *Marriage in the Western Church*  
 Scott. *The Civil Law Vol. 1 "The Twelve Tables"*  
     *The Civil Law vol.6 end and vol.7 beginning.*  
 Pharr. *The Theodosian Code*  
 S. Treggiari. *Roman Marriage*

## HIST 210 / CLAS 210 / LS 235 ESSAY MARKING SCHEME

CRITERIA	STUDENT COACHING RUBRIC	0-59% (WEAK OR INCOMPLETE PAPER)	60-69% (AVERAGE OR ACCEPTABLE PAPER)	70-79% (STRONG PAPER)	80-100% (SUPERIOR PAPER)	GRADE
<b>Thesis &amp; Conclusion</b>	My Thesis and Conclusion are structured correctly, and effectively serve their purposes.	Thesis and Conclusion are incomplete and/or structured poorly	Thesis and Conclusion had some of the necessary components.	Thesis and Conclusion are complete and effective.	Thesis and Conclusion are flawlessly structured, imaginative, and effective.	<b>/10</b>
<b>Ideas and Concepts</b>	I demonstrate understanding of the ideas and concepts by explaining them in considerable detail most of the time.	Shows a little understanding by using superficial explanations throughout.	Shows a fair degree of understanding by providing somewhat detailed explanations in places.	Shows great understanding by using considerably detailed explanations most of the time.	Shows superior understanding by using extremely detailed explanations throughout.	<b>/30</b>
<b>Material in the Body of the Essay is Well Organized</b>	I organize the Body material so that it flows in a logical progression that reflects a lot of careful thought.	Minimal organization evident, with several instances of repetition.	Some organization is evident, with a few instances of repetition.	Good organization by criteria and/or cause/effect relationships, with very little repetition.	Excellent organization evident throughout, with material strategically placed for maximum effect and no repetition.	<b>/10</b>
<b>Selects Quality Material From Sources</b>	I use quality interpretive material most of the time to effectively support my focus/thesis.	Uses mainly facts, providing weak focus/thesis supports.	Uses some interpretive material, providing moderately strong focus/thesis supports.	Uses a great deal of interpretive material to provide strong focus/thesis supports	Uses excellent interpretive material throughout, providing superior focus/thesis supports.	<b>/10</b>
<b>Formal Language, Spelling, Grammar &amp; Punctuation</b>	I write well throughout with few errors in formal language, spelling, grammar, and punctuation.	Uses mostly informal conversational language with 8 or more errors in spelling, etc.	Uses some informal language with 4 to 8 errors in spelling, etc.	Writes formally most of the time with 2 to 4 errors in spelling, etc.	Writes almost flawlessly in formal language that engages the reader throughout.	<b>/20</b>
<b>Picks Quality Sources</b>	I use the recommended number of scholarly secondary and primary sources.	Uses few sources; mainly tertiary book sources and unqualified internet sources.	Uses one or two secondary and primary sources along with tertiary and unqualified internet sources.	Uses recommended number of secondary and primary sources.	Exceeds recommended number of secondary and primary sources.	<b>/10</b>
<b>Citations &amp; Endnotes Page</b>	I cite appropriate material most of the time, and cite the Endnotes and/or Works Cited pages with few errors.	Uses few citations – mostly from factual material. Endnotes and or Works Cited pages are incomplete with many errors.	Cites some interpretive material along with some facts. Endnotes and/or Works Cited pages have 2 to 4 errors.	Cites mostly interpretive material. Endnotes and/or Works Cited pages have no more than 2 errors.	Cites appropriate material throughout. Endnotes and/or Works Cited pages are almost flawless.	<b>/10</b>

**FINAL GRADE:**

**COMMENTS:**