

# HIST 152: United States History Since 1877

Spring 2021

January 19-May 1

---

## Instructor

Dr. Renée Gaarder

## Contact

[rgaarder@purdue.edu](mailto:rgaarder@purdue.edu) or  
via Brightspace

## Office Hours

Tuesdays from 5:00 -6:00  
PM via Zoom or by  
appointment

## CRN

26496

## Instructional Modality

Asynchronous-Online

## 3.0 credit hours

## Course Overview

This course is a survey of the history of the United States from the end of Reconstruction to the present. Throughout the semester we will explore the nature and development of the United States by analyzing various political, economic, social, and cultural issues. We will also look at domestic challenges facing the American people such as the Great Depression, World War II, Civil Rights, and Vietnam, and the ways in which they found solutions to these challenges. Rather than merely memorizing dates and names, we will actively explore history through video sources, textbook and primary source readings, film, photography, music, and discussion.

## Learning Outcomes

By the end of this course:

- Students will demonstrate knowledge about United States history since 1877, specifically major themes and developments, through written assessment and online discussion.
- Students will be able to identify thematic connections across time.
- Students will become familiar with the basic skills of a historian through primary source analysis, cultural critique, and visual and aural analysis.
- Students will develop their writing and critical thinking skills through encountering competing and conflicting historical interpretation, analyzing these interpretations, and then writing about it.

## Required Texts and Resources

**Eric Foner, *Give Me Liberty! An American History, Volume 2, Seagull Fifth Edition*  
ISBN: 9780393614190**

### Helpful Textbook Information:

- There is a large glossary defining key terms and concepts from pages A-47 to A-80 in the back of the textbook.
- The Declaration of Independence, Constitution, and Constitutional Amendments are in the back of the book from pages A-23 to A-45.
- There are two maps at the beginning of the textbook.

## Primary Sources Packet [found on Brightspace]

You will access the course on Brightspace. It is strongly suggested that you explore and become familiar not only with the site navigation, but with content and available resources for this course.

### Course Schedule

Week	Date	Reading and Assignments
Week 1	Jan. 18-22	Give Me Liberty [GML]: Chapter 15  Primary Sources Packet [PSP]: <i>Black Codes of Mississippi, Address to the First Annual Meeting of the American Equal Rights Association</i>
Week 2	Jan. 25-29	GML: Chapter 16  PSP: <i>Wealth, Preamble to the Constitution of the Knights of Labor</i>  <b>Quiz 1 (Chapters 15-16)</b>
Week 3	Feb. 1-5	GML: Chapter 17  PSP: <i>The New South, The Chinese Exclusion Act, Racism in the South, The Populist Party Platform, Platform of the American Anti-Imperialist League</i>  <b>Primary Source Analysis 1 Due 2/5 by 11:59 PM</b> (Choose any primary source from weeks 1-3.)
Week 4	Feb. 8-12	GML: Chapter 18  PSP: <i>The Subjective Necessity for Social Settlements, The Jungle, The Risk of Woman Suffrage</i>  <b>Discussion 1: How “new” was the New South for African Americans in the decades following the Civil War? Use <i>Give Me Liberty</i> to establish the historical context, and the documents from the Primary Source Packet to support your arguments.</b>
Week 5	Feb. 15-19	GML: Chapter 19  PSP: <i>Declaration of War against Germany, The League of Nations, The Red Scare is Un-American</i>

Week	Date	Reading and Assignments
<b>Video Response 1 Due 2/19 by 11:59 PM</b>		
Week 6	Feb. 22-26	GML: Chapter 20  PSP: <i>The Great Black Migration, The Need for Immigration Restriction, The Scopes Trial</i>  <b>Quiz 2 (Chapters 19-20)</b>
Week 7	Mar. 1-5	GML: Chapter 21  PSP: <i>Letters to the Roosevelts during the Depression, An African American Assessment of the New Deal</i>  <b>Primary Source Analysis 2 Due 3/5 by 11:59 PM</b> (Choose any primary source from weeks 4-7.)
Week 8	Mar. 8-12	GML: Chapter 22  PSP: <i>War Message to Congress, Women in War Industries, The Atomic Bombing of Hiroshima—The Public Explanation, The Truman Doctrine, The Marshall Plan</i>  <b>Discussion 2: You are handling correspondence for the Roosevelts. How do you respond to the letters they receive from the “forgotten man” and the “forgotten woman”? What <u>specific New Deal programs</u> could have/would have provided them relief? Use <i>Give Me Liberty</i> to establish the historical context, and the letters from the Primary Source Packet to support your arguments.</b>
Week 9	Mar. 15-19	GML: Chapter 23  PSP: <i>The Feminine Mystique, Brown v. Board of Education of Topeka, The Situation in Little Rock</i>  <b>Video Response 2 Due 3/19 by 11:59 PM</b>
Week 10	Mar. 22-26	GML: Chapter 24  PSP: <i>Letter from a Birmingham Jail, I Do Not Believe in War, “The Black Revolution” Speeches</i>  <b>Quiz 3 (Chapters 23-24)</b>
Week 11	Mar. 29-Apr. 2	GML: Chapter 25

Week	Date	Reading and Assignments
		<p>PSP: <i>Equal Rights for Women—Yes and No, What’s Wrong with “Equal Rights” for Women, The Shooting at Kent State</i></p> <p><b>Primary Source Analysis 3 Due 4/2 by 11:59 PM</b> (Choose any primary source from weeks 8-11.)</p>
Week 12	Apr. 5-9	<p>GML: Chapter 26</p> <p>PSP: <i>A Crisis of Confidence, Acceptance Address: Republican National Convention</i></p> <p><b>Discussion 3: Did the Cold War and the fear of Communism limit or increase people’s activism in the period from 1945 to 1960? Use <i>Give Me Liberty</i> to establish the historical context, and the documents from the Primary Source Packet to support your arguments.</b></p>
Week 13	Apr. 12-16	<p>GML: Chapter 27</p> <p>PSP: <i>The Whisper of AIDS, A New Beginning</i></p> <p><b>Quiz 4 (Chapters 25-27)</b></p>
Week 14	Apr. 19-23	<p>GML: Chapter 28</p> <p><b>Primary Source Analysis 4 Due 4/23 by 11:59 PM</b> (Choose any primary source from weeks 12-14.)</p>
Week 15	Apr. 26-30	<p><b>Discussion 4: How did the September 11 attacks transform Americans’ understanding of their security? How did the response compare with that after Pearl Harbor? Use <i>Give Me Liberty</i> to establish the historical context, and the documents from the Primary Source Packet to support your arguments.</b></p>
Week 16	May 3-7	<p>Finals Week</p> <p>*All grade questions need to be submitted by 11:59 PM on Wednesday 5/5</p>

**NOTE:** Additional primary source material and other required readings may be posted on Brightspace.

## Key Dates:

- Feb. 17: Reading Day
- Mar. 18: Reading Day
- Mar. 22: Last day to withdraw from a course with a W or WF grade
- April 13: Reading Day
- May 1: Classes End
- May 3-8: Final Exams (Our course does not have a final exam.)
- May 11: Grades Due

## Email and Discussion Guidelines

- Because this class is asynchronous, the only way I have to communicate with you is via email and/or announcements on Brightspace. It is your responsibility to read the entirety of what I send you each week.
- I am available via email from 9:00 to 5:00 Monday to Friday. You are welcome to email me outside of these hours, but I will not respond until I am “in” the office. Additionally, please allow up to 24 hours for a response to your email.
- Use a professional tone in all emails; this will be necessary in your future careers. Always begin with “**Dear Dr. or Dear Professor Gaarder,**” write in complete sentences, and end with Sincerely/Best/Regards and your full name.
- Be respectful of your peers in discussion posts and responses. Failure to do so may result in a zero and/or dismissal from the course.
- Unless there are extenuating circumstances (severe illness, death in the family, etc.) late work will not be accepted. If you need an extension on a paper, this must be worked out with the instructor well in advance. (See the “Missing Assignments” and “Late Assignments Policies and Extensions” and sections for further information.)

## Course Structure

- This course is based primarily on reading. Each week there will be materials posted to help you focus on key concepts and direct your reading.
- Quizzes
- Discussion posts and responses
- Primary Source Analysis
- Video Responses
- NO midterm or final exam!

## Discussion Posts and Responses

There will be four discussion sessions, worth 20 points each for a total of 80 points. Students will write a response to a question based on the assigned readings in *Give Me Liberty* **and** primary source readings in the

Primary Source Packet. They will be required to cite the reading and provide a clear and coherent response to the question on the discussion board (250-300 words.) **I highly recommend typing these in Word first in case the discussion post does not save, and you need to resubmit it.**

By Friday, students will respond to another student's post. This response can be to any other student, and the response will provide constructive criticism and acknowledgment of the positives of the peer's post (100 words). A detailed rubric for discussion sections is provided at the end of the syllabus (page 11) and on Brightspace.

Your argument should be a historical and scholarly one that cites any source that you either directly quote or summarize using MLA in-text citations. For detailed guidelines see the Purdue Online Writing Lab (OWL): [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_in\\_text\\_citations\\_the\\_basics.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html)

### Primary Source Analysis

Over the course of the semester students will write four Primary Source Analyses, each worth 50 points for a total of 200 points. Each analysis should be 12-point Times New Roman font, and 1.5 double-spaced pages. The objective of these exercises is to work like a historian by a) critically analyzing a primary source, b) integrating the primary source into secondary source reading, and c) practicing thoughtful yet concise writing.

Students should choose one of the primary sources from the Primary Source Packet and analyze it. There is no need for any further research into outside sources; the primary source itself and the class text should provide enough information to successfully analyze the source. *Outside sources, without prior approval from the instructor, will not be allowed.* Their papers should be composed of three paragraphs of roughly the same length. The first paragraph should be a brief summary of the primary source (who wrote it, what it is about, etc.) The second paragraph should be placing the document in its historical context using specific references to the textbook with page numbers. For example: Why is the document important? Why was it important at that specific time? What was happening at the time? The final paragraph should be your impression of the document and whether it accurately represents the time period. In other words, is it true to what was happening? For example: Was it what you expected? Did it enhance your understanding of the time period? Did the author seem to have ulterior motives? A detailed rubric is provided at the end of this syllabus (pages 12-13) and on Brightspace, therefore, there will often not be a need for additional comments.

Your argument should be a historical and scholarly one that cites any source that you either directly quote or summarize using MLA in-text citations. For detailed guidelines see the Purdue Online Writing Lab (OWL): [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_in\\_text\\_citations\\_the\\_basics.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html)

### Video Responses

Over the course of the semester you will respond to two documentaries, worth 10 points each for a total of 20 points. In two paragraphs please answer the following questions:

1. Provide a **brief** summary of the documentary.

2. How did this documentary relate to the information presented in *Give Me Liberty*?
3. How did this documentary relate to the primary sources in the Primary Source Packet?
4. Do you agree with the documentary's assertions? Why or why not?

A detailed rubric is provided at the end of this syllabus (page 13) and on Brightspace, therefore, there will often not be a need for additional comments.

### Quizzes

There will be four quizzes, worth 15 points each for a total of 60 points in all. Quizzes are open book. There will be 15 questions, and students will have 35 minutes to complete the quiz once they start. Although this is open book, the expectation is that students have read the material in advance, and therefore can quickly find the answers in the allotted time. The format of the quizzes is primarily multiple choice and will cover only the chapters assigned for that week unless indicated otherwise.

### Grading

Grades in this class reflect the sum of your achievement throughout the semester. You will accumulate points as described in the assignments above, with each assignment graded according to a rubric. At the end of the semester, final grades will be calculated by adding the total points and translating those numbers (out of 360) into the following letters (there will be no additional rounding).

Discussion:	0-80 points
Primary Source Analyses:	0-200 points
Quizzes:	0-60 points
Video Responses:	0-20 points
<hr/>	
Total:	0-360 points

A+= 96.5-100%
A= 92.5-96%
A-= 89.5-92%
B+= 86.5-89%
B= 82.5-86%
B-= 79.5-82%
C+= 76.5-79%
C= 72.5-76%
C-= 69.5-72%
D+= 66.5-69%
D= 62.5-66%
D-= 59.5-62%
F= 0-59%

This course is not graded on a curve.

### Missing Assignments

Failure to submit assignments in time and in accordance to the instructions will result in a failing grade for the missing assignment. After the assignment is due, students are not entitled to a make-up unless they have a **valid** and **documented** reason (illness, death in the family, etc.) If this is the case, you must contact your instructor within one week of the absence to provide the documentation and set up a make-up assignment.

### Late Assignment Policies and Extensions\*

- Late discussion posts will **NOT** be accepted. You will not receive points for a peer comment if you did not turn in the initial discussion post on time.
- Late quizzes will **NOT** be accepted.
- Late Primary Source Analyses and Essays will receive a **10% deduction** for **each day** it is late.

\*Barring extenuating circumstances and discussion with the instructor **no later than 12 HOURS PRIOR** to the assignment due date, extensions, **IF** they are granted, may be given only if there is communication with the instructor **before** the assignment is due. After it is due, the student has “missed class,” and therefore the opportunity. See also the “Academic Guidance in the Event of Quarantine/Isolation” below.

### Attendance and Protect Purdue

Our course is designed to be asynchronous. Although in-person instruction is not part of this course, the following University policies apply:

“Students are expected to attend all classes in-person unless they are ill or otherwise unable to attend class. If they feel ill, have any symptoms associated with COVID-19, or suspect they have been exposed to the virus, students should stay home and contact the Protect Purdue Health Center (496-INFO).

In the current context of COVID-19, in-person attendance cannot be a factor in the final grades. However, timely completion of alternative assessments can certainly be part of the final grade. Students need to inform the instructor of any conflict that can be anticipated and will affect the timely submission of an assignment or the ability to take an exam.

Classroom engagement is extremely important and associated with your overall success in the course. The importance and value of course engagement and ways in which you can engage with the course content even if you are in quarantine or isolation, will be discussed at the beginning of the semester. Student survey data from Fall 2020 emphasized students’ views of in-person course opportunities as critical to their learning, engagement with faculty/TAs, and ability to interact with peers.

Only the instructor can excuse a student from a course requirement or responsibility. When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency conflicts, when advance notification to an instructor is not possible, the student should contact the instructor/instructional team as soon as possible by email, through Brightspace, or by phone. In cases of bereavement, quarantine, or isolation, the student or the student’s representative should contact the Office of the Dean of Students via [email](#) or phone at 765-494-1747. Our course Brightspace includes a link to the Dean of Students under ‘Campus Resources.’

The [Protect Purdue Plan](#), which includes the [Protect Purdue Pledge](#), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, properly wearing a mask [in classrooms and campus building](#), at all times (e.g., mask covers nose and mouth, no eating/drinking in the classroom), disinfecting desk/workspace before

and after use, maintaining appropriate social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not properly wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss the next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#).”

#### Academic Guidance in the Event of Quarantine/Isolation

If you must quarantine or isolate at any point in time during the semester, please reach out to me via email so that we can communicate about how you can continue to learn remotely. Work with the Protect Purdue Health Center (PPHC) to get documentation and support, including access to an Academic Case Manager who can provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Your Academic Case Manager can be reached at [acmq@purdue.edu](mailto:acmq@purdue.edu). Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation.

#### Academic Integrity

*“As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue.”*

Plagiarism refers to the reproduction of another’s words or ideas without proper attribution. Plagiarism and other forms of academic dishonesty are serious offenses and will be treated as such in this class. You are expected to do your own work and to accurately cite all necessary materials. Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of “F” for the course and notification of the Dean of Students Office.

Please make sure you are familiar with Purdue’s academic integrity policies:

<https://www.purdue.edu/odos/osrr/academic-integrity/index.html>.

#### Nondiscrimination Statement

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at:

[http://www.purdue.edu/purdue/ea\\_ou\\_statement.html](http://www.purdue.edu/purdue/ea_ou_statement.html).

### Accessibility

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please contact the Disability Resource Center at [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with the instructor as soon as possible to discuss your needs.

### Mental Health Statement

Purdue University is committed to advancing the mental health and well-being of its students. If you find yourself beginning to feel stressed, anxiety, and/or feeling overwhelmed, try WellTrack (<https://purdue.welltrack.com>). Sign in and find information and tools at your fingertips, available to you at any time. If you need support and information about options and resources, please see the Office of the Dean of Students (<http://www.purdue.edu/odos>). Drop-in hours are M-F, 8 AM to 5 PM. If you're struggling and need mental health services, and/or if you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support services are available. For help, contact Counseling and Psychological Services (CAPS) at 765-494-6995 and <https://www.purdue.edu/caps>.

### Emergency Preparedness

Please review the Emergency Preparedness website for additional information:

[https://www.purdue.edu/ehps/emergency\\_preparedness/](https://www.purdue.edu/ehps/emergency_preparedness/).

### Disclaimer

In the event of a major campus emergency, course requirements, deadlines, and grading are subject to change that may be necessitated by a revised calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted on Brightspace and I will send an email.

**NOTE:** If you don't fulfill the requirements for the Initial Course Participation (ICP) in time, it could lead to the revocation of your financial aid.

Discussion Rubric

	<b>Excellent (4 points)</b>	<b>Average (3 points)</b>	<b>Poor (2 points)</b>	<b>Unacceptable (0 points)</b>
<i>Content</i>	Answered all parts of question. Demonstrated critical and/or abstract thinking.	Partially answered question with basic analysis.	Very little thought put into response.	No response.
<i>Primary Sources</i>	Referenced the relevant reading at least twice. Included a <u>relevant quote from the primary source</u> . Also connected answer to the textbook.	Reference relevant reading once <u>Attempted to connect answer to the textbook, and referenced the primary source</u> .	<u>Referenced or quoted the textbook only</u> .	Did not reference the textbook or primary source. The post was generalization or opinion only.
<i>Peer Comment</i>	Constructive criticism provided to peer. Positive acknowledgement of what peer did well. Meets word count (100 words).	Constructive criticism to peer and positive acknowledgement of what peer did well but <u>does not meet the word count</u> .	Peer comment does not relate to student's post but rather is a general commentary on the week's question.	Did not provide peer comment/per comment was late.
<i>Citations</i>	Cited references to the reading with parentheses (author, page #).	Partial citation (e.g. no page number or did not cite all references to the text).	Partial citation.	No citations.
<i>Spelling/Grammar &amp; Word Count</i>	250-300 words AND less than 0-1 spelling/grammar error(s).	200-250 words AND/OR 2-3 spelling/grammar errors.	150-200 words AND/OR more than 3 spelling/grammar errors.	Less than 150 words AND/OR multiple errors.

## Primary Source Analysis Rubric

	A (10 points)	B (8 points)	C (7 points)	D (6 points)	F (2 points)
<i>Paragraph One</i>	The first paragraph is a thorough description of the primary source, including a description of the author and a summary of the text. <u>The main points of the text should be covered.</u>	The first paragraph covers some of the major points of the primary source, but not all.	The first paragraph provides a cursory summary of the primary source, which suggests the student did not read it.	The first paragraph is very general, which suggests the student did not read it.	There is no first paragraph describing the primary source.
<i>Paragraph Two</i>	The second paragraph provides historical context relating to the document (what was happening at the time). It is clear that the student has thoroughly read the textbook in order to provide historical context and has explained the <i>significance</i> of the document within history.	The second paragraph provides <i>some</i> historical context relating to the document (what was happening at the time.) It is clear that the student has read the textbook in order to provide historical context and has partially explained the <i>significance</i> of the document within history.	The second paragraph provides broad historical context (a description of the time period) that <i>does not</i> directly relate to the document. Nevertheless, it is clear that the student has read the textbook in order to provide historical context.	It is clear that the student used outside sources. <u>Without citation, and prior permission from the instructor,</u> the use of outside sources constitutes <b>plagiarism</b> and will result in a <b>failing</b> grade.	The student used their opinion rather than the textbook to provide historical context, or there is no second paragraph providing historical context for the document.
<i>Paragraph Three</i>	The student provides thoughtful commentary on the document, explaining, for example, how they have better understood the time period as a result, how the document represents <i>or</i> does not represent the historical period accurately (in other words, did it seem true to what was happening), and any questions about the document.	The student provides commentary on the document, explaining, for example, how they better understood the time period as a result, how the document represents <i>or</i> does not represent the historical period accurately (in other words, did it seem true to what was happening).	The student provides commentary on the document, explaining how they better understood the time period as a result.	The student provides basic and/or shallow commentary on the document. The paragraph is vague and lacks critical thought about the primary source.	There is no third paragraph for this designed purpose.
<i>Spelling, Grammar,</i>	Very few grammar or spelling errors; paper is no shorter than one page and	A few grammar or spelling errors; paper is no shorter	Some spelling and grammar errors; paper is no shorter	Many spelling and grammar errors; paper is less than	Excessive spelling and grammar errors; paper is less

<i>&amp; Page Count</i>	no longer than one and a half pages.	than one page and no longer than one and a half pages.	than one page and no longer than one and a half pages.	one full page or longer than one and a half pages.	than one full page or longer than one and a half pages.
<i>Citations</i>	Proper citations for references to primary and secondary sources.	Citations for all references to primary and secondary sources but not formatted correctly.	1-2 citations missing/improper formatting.	3-4 citations missing; major mistakes in citations.	Very few or no citations.

Video Response Rubric

	<b>Excellent (5 points)</b>	<b>Average (4 points)</b>	<b>Poor (3 points)</b>	<b>Unacceptable (0 points)</b>
<i>Content</i>	Answered all parts of question. Demonstrated critical and/or abstract thinking.	Partially answered question with basic analysis.	Very little thought put into response.	No response.
<i>Spelling/Grammar &amp; Word Count</i>	2 paragraphs AND less than 0-1 spelling/grammar error(s).	2 paragraphs AND/OR 2-3 spelling/grammar errors.	1 paragraph AND/OR more than 3 spelling/grammar errors.	1 paragraph AND/OR multiple errors.