



COURSE OUTLINE

Outline Status: Outline Update (ECD 11672) 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE:** L.A. SOUTHWEST COLLEGE
2. **SUBJECT:** ANTHROPOLOGY
3. **COURSE NUMBER:** 133
4. **COURSE TITLE:** PEOPLES AND CULTURES OF AFRICA
5. **UNITS:** 3
6. **CATALOG COURSE DESCRIPTION:**

This course is an ethnographic survey of the peoples and cultures of the African continent. It will examine classic anthropological topics such as gender, religion, economic and political systems. In addition, the course will focus on pre-colonial African societies, the causes and consequences of the trans-Atlantic slave trade, European colonialism, and post-colonial development efforts. Central contemporary issues such as globalization, urbanization, conflict, and health will be examined.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

**This course is an ethnographic survey of the peoples and cultures of the African continent, examining pre- and post-colonial societies and exploring contemporary social issues.

8. **INITIAL COLLEGE APPROVAL DATE:** Before 2000
9. **COURSE OUTLINE UPDATE APPROVAL DATE:** 3/16/10
10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	3	54	3
Lab/Activity (w / homework):	0	0	0
Lab/Activity (w /o homework):	0	0	0
Totals:	Lecture: 3	Lecture: 54	Lecture: 3
	Lab: 0	Lab: 0	Lab: 0
	Total: 3	Total: 54	Total: 3
<i>Totals In Protocol:</i>	Lecture: 3	Lecture: 54	
	Lab: 0	Lab: 0	
	Total: 3	Total: 54	Total: 3

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT:

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an 'appropriate and rational measure of a student's readiness to enter the course or program' and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

PREREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date

COREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date

ADVISORIES: No

	Subject	Number	Course Title	Units	Validation Approval Date

12. OTHER LIMITATIONS ON ENROLLMENT: (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - Lecture: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to..(Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.')
1. Introduction to anthropology a. Four fields b. Holistic approach c. Ethnographic methods d. Culture, ethnocentrism, cultural relativism	3	1. Demonstrate an understanding of the scope of anthropology, of ethnographic methods, and of the particular perspectives anthropologists use to understand the diversity of human life
2. Introduction to the region a. Misconceptions and Western images of Africa b. Geographical overview of the continent	3	2. Use a map to locate the nations, regions, and major physical features of the African continent 3. Critically evaluate contemporary popular representations of Africa
3. African pre-colonial history a. Origins of humankind b. Ancient civilizations c. Archeology d. Trade networks and global interconnections	4	4. Describe and discuss the characteristics of at least one pre-colonial African society and describe the role that African societies played in the pre-colonial world economy
4. Trans-Atlantic slave trade a. Causes and motives b. The concept of "race" c. Effects on African society	5	5. Assess the role that understandings of "race" play in global power relations and inequalities 6. Evaluate the roles of both Africans and non-Africans in the trans-Atlantic slave trade
5. European colonialism and imperialism a. The "scramble" for Africa b. Direct and indirect rule c. Resistance and independence efforts	5	7. Discuss the history, causes, and consequences of European colonialism in Africa
6. Economic and political systems a. Foraging b. Pastoralism c. Agriculture d. State societies	5	8. Compare and contrast diverse economic and political systems and examine their role in structuring social life
7. Social organization and institutions a. Kinship b. Gender c. Age d. Status	5	9. Compare and contrast systems of social organization and status; Examine the effects of gender norms, roles, and hierarchy in select African societies
8. Religion and belief systems a. Ancestors and totems b. Witchcraft and sorcery c. Influence of Islam and Christianity	5	10. Demonstrate an understanding of and respect for the diversity of African religions; Describe the ways in which diverse religious systems intersect to create meaning in people's everyday lives
9. Post-colonial development efforts	5	11. Argue whether post-colonial development

a. Neo-colonialism and notions of "aid" and "development" b. Globalization		efforts and international aid should or should not be considered forms of "neo-colonialism" 12. Critically evaluate the role that globalization plays in African conflict and other social problems
10. Urban African life a. Migration patterns b. Effects of urbanism on social and cultural patterns	4	13. Describe the effects of urbanization on African social and cultural patterns
11. Conflict in contemporary Africa a. Sierra Leone b. Rwanda c. Congo d. Sudan	5	14. Analyze war and conflict from both Western and African points of view and propose potential solutions
12. Health problems of modern Africa a. HIV/AIDS b. Malaria	5	15. Analyze health problems from both Western and African points of view and propose potential solutions
Total:	54	
Total Hrs In Protocol:	54	

1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class.</i>)	Hours per topic	COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to..(Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.')
Total:	0	
Total Hrs In Protocol:	0	

1. (cont'd) SLO:

The student will.. (outcome)	As measured by the following method.. (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
<p>1. Critically interpret current news items related to the African continent and discuss events in terms of their social, political, and economic contexts.</p> <p>2. Apply an anthropological perspective to the analysis of contemporary issues related to Africa and the African diaspora.</p> <p>SLO REVIEWED 4/7/10 GY</p>	<p>1. Written discussions of current events and news items in the form of a journal/scrapbook.</p> <p>Expected outcome: At least 70% of students will score 70% or better according to the attached rubric.</p> <p>2a. Embedded assessment: Exam questions that ask students to use anthropological questions and approaches to discuss current issues such as violence/war, HIV/AIDS, development activities, etc.</p> <p>2b. Participant observation and ethnographic analysis of a local community setting related to the African diaspora.</p> <p>Expected outcome: At least 70% of students will score 70% or better according to the attached rubric.</p>	see attached rubrics	<p>This outcome will be assessed in Fall 2010.</p> <p>1. Written summaries and discussions of news items will be collected periodically throughout the course.</p> <p>2. This outcome will be assessed in Fall 2010.</p> <p>2a. These questions will be asked on the midterm and final exams.</p> <p>2b. This ethnographic assignment will be due at the end of the course.</p>	

Essential Academic Skills: Reading and Communication**2. REQUIRED TEXTS:**

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

The African Experience, Khapoya, 2010; Africa in World History, Gilbert and Reynolds, 2008; Understanding Contemporary Africa, Gordon and Gordon, 2006; History of Africa, Shillington, 2005

3. READING ASSIGNMENTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

- Shostak, Nisa: The Life and Words of a !Kung Woman (2000)
- Holloway, Monique and the Mango Rains: Two Years with a Midwife in Mali (2007)

- Beah, *A Long Way Gone: Memoirs of a Boy Soldier* (2008)
- Keim, *Mistaking Africa: Curiosities and Inventions of the American Mind* (2008)
- Acebe, *Things Fall Apart* (1959)
- Niane, *Sundiata: An Epic of Old Mali* (2006)
- Ferguson, *Global Shadows: Africa in the Neoliberal World Order* (2006)
- Gourevitch, *We Wish to Inform You that Tomorrow We Will be Killed with Our Families* (2000)
- Bowen, *Return to Laughter* (1964)
- Ashforth, *Madumo: A Man Bewitched*
- Classic and contemporary ethnographies

4. WRITING ASSIGNMENTS:

Writing assignments, **as required by Title 5**, in this course may include, but are not limited to the following:

Written description and analysis of a local event or site related to the African diaspora; Short essays asking students to apply course topics to their own experiences (e.g., self-examination of own family's relationship to colonialism in comparison with an African community discussed in the course); Essay questions on exams; Written summaries and discussions of current events in relation to class topics; Review and analysis of an ethnography of an African society

Essential Academic Skills: Critical Thinking and Other Course Components

5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Provide examples of assignments, **as required by Title 5**, that demonstrate critical thinking.

Participant observation in a local community or area related to the African diaspora; Review and analysis of a chosen ethnography of an African society; Library research on a topic of the student's choice

6. SELF-REFLECTIVE LEARNING:

If applicable, describe how students will reflect on their development as active learners. Provide representative examples below.

7. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

8. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

This course will require students to complete independent library and field research and to examine the ethical implications of ethnographic fieldwork and representations of other societies.

Evaluation and Instruction

9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

Out of class assignments (Homework) may include, but are not limited to the following:

Participant observation in a local community or area related to the African diaspora; Review and analysis of a chosen ethnography of an African society; Library research on a topic of the student's choice

10. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be 'based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.' Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

Exams, short writing assignments, oral presentations, research paper

11. METHODS OF INSTRUCTION:

Please Check All That Apply

- Discussion
- Activity
- Field Experience
- Independent Study
- Purposeful Collaboration
- Other (Please Explain)

12. SUPPLIES:

List the supplies the student must provide.

Assigned textbooks

13. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

Anthropology is the study of human diversity in time and space. This class in particular examines cultural diversity in Africa and within the African diaspora.

14. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.

- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: **No**

a. If yes, the course will be a portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. Area Requested: **B(2). Social Science**

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

This course will examine the diversity of human life on the African continent and the way anthropologists have made sense of cultural difference. Students will learn to see current events as the products of particular social, cultural, political, and historical contexts. The course will cover social topics like race, ethnicity, gender, religion, economics, and politics.

b. Area Requested: **None**

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

a. Transferable to the University of California: Yes b. UC Approval Date: Before 2000	c. Transferable to the California State University: Yes d. College Approval Date: Before 2000
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2. GENERAL EDUCATION FOR TRANSFER:

<p><i>IGETC Certification</i></p> <p>a. Area Requested: 4A : Anthropology And Archeology</p> <p>b. Date Requested:</p> <p>c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p><i>CSU Certification</i></p> <p>a. Area Requested: D1 : Anthropology and Archeology</p> <p>b. Date Requested:</p> <p>c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p>a. 2nd Area Requested:</p> <p>b. Date Requested:</p> <p>c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>a. 2nd Area Requested:</p> <p>b. Date Requested:</p> <p>c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>

3. MAJOR REQUIREMENT FOR TRANSFER:

Will this course be articulated to meet lower division major requirements?:

List college/university and the majors:

CAN NUMBER: **CAN SEQUENCE #:**

CAN Approval -

Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPT/DIVISION NAME: **Behavioral and Social Sciences**
2. DEPT/DIVISION CODE: **02**
3. SUBJECT CODE: **061**
4. SUBJECT ABBREVIATION: **ANTHRO**
5. RECOMMENDED MINIMUM QUALIFICATION AREA:
6. ABBREVIATION FOR TRANSCRIPTS: **PEOPLE/CUL OF AFRICA**
7. DEGREE CREDIT:

Indicate whether the course meet the 'standards for approval' for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: **Degree Applicable**

8. GRADING METHOD: **LETTER GRADE**
9. REPETITIONS: # of times repeated for credit: **0**

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

10. PRIOR TO TRANSFERABLE LEVEL:

This course attribute applies to **English, Writing, ESL, reading and mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. CREDIT BASIC SKILLS:

Title 5, section 55000(j) defines basic skills as 'courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b).': **No**

12. CROSS REFERENCE:

Is this course listed as equivalent in content to existing College/District courses in another discipline?: **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

14. COOPERATIVE EDUCATION STATUS:

Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education - - i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program?: **No**

15. COURSE CLASSIFICATION: **Liberal Arts and Sciences**

Note: A course Classification, TOP Code and SAM code must be aligned e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

16. TOP CODE - (6 digits XXXX.XX): **2202.00**

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

17. SAM CODE (Student Accountability Model): **E**

18. FUNDING AGENCY CODE:

19. STATE COURSE ID:

Section VI: APPROVAL STATUS

1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> New Course	College:	Board: 4/18/80	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> Course Change*	College:		Effective Semester:	Effective Semester:
d.	<input checked="" type="checkbox"/> Outline Update	College: 3/16/10			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:

* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. ORIGINATOR: Jenks, Angela C.

2. DEPARTMENT: 02

3. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR: SECOND YEAR: THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. IMPACT

IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? (If yes, briefly explain how)

5. METHOD OF SUPPORT

-- Indicate how the college plans to support the proposed course:

A. Additional staff -- List additional staff needed:

B. Classroom -- List classroom type needed:

C. Equipment -- List new equipment needed and indicate funding source for any new equipment:

D. Supplies- List supplies and indicate dollar value:

E. Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library,

book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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CERTIFICATION AND RECOMMENDATION

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Originator	Date
Department/Cluster Chairperson	Date
Articulation Officer	Date
Librarian	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date

Section VIII: ADDENDA


(Uploaded Documents)

SLO Rubric	SLO Rubric	LASC Anthro 133 SLO assessment rubrics-1.docx
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Los Angeles Southwest College

Rubric: Anthropology 133

SLO assessment of current events journal

Enter rubric title Powered by 				
	Needs Improvement 1 pts	Acceptable 2 pts	Good 3 pts	Excellent 4 pts
Content	<p>Needs Improvement Includes an incomplete, irrelevant, or incorrect</p>	<p>Acceptable Includes a vague description of current events with some inaccuracies</p>	<p>Good Includes an accurate description of current events</p>	<p>Excellent Includes a detailed and accurate description of current events</p>
Critical thinking	<p>Needs Improvement Analysis is either missing or illogical</p>	<p>Acceptable Offers a simplistic analysis of these events with minimal attention paid to the historical and sociocultural framework</p>	<p>Good Offers a well-reasoned analysis of these events that includes a discussion of the historical and sociocultural framework</p>	<p>Excellent Offers an thorough, sophisticated, and well-argued analysis that places these events within a historical and sociocultural framework</p>
Mechanical Conventions	<p>Needs Improvement Contains numerous and severe spelling, grammatical, or mechanical errors</p>	<p>Acceptable Contains a pattern of spelling, grammatical, or mechanical errors</p>	<p>Good Contains very few spelling, grammatical, or mechanical errors</p>	<p>Excellent Contains virtually no spelling, grammatical, or mechanical errors</p>