

**Southeastern Oklahoma State University
Master of Science-Native American Leadership**

SYLLABUS

Course Name and Number:	NAL 5153 Developing the Native American Leader
Number of Credits:	3 hours
Day and Time of Class:	Internet based
Instructor's Name:	Dr. Marlin Blankenship
Instructor's E-mail:	mblankenship@se.edu
Instructor's Office:	Center for Student Success 217
Instructor's Office Hours:	By Appointment (I am usually in office from 8am-5:00pm)
Instructor's Phone Number:	580-745-3238
Prerequisites:	Admission to program
Expected Time Commitment:	20-22 hours per week
Class Begins:	August 27, 2018
Last Day to Drop with No Record/Refund:	August 31, 2018
Last Day to Drop with W:	October 2, 2018
Final Day of Class:	October 8, 2018
Final Grades Posted by:	October 19, 2018
Date of this revision:	July 2018

This is an Accelerated Online Term I course. For a list of important dates for SM 2018, please see:

http://www.se.edu/dept/registrar/files/2018/01/SE_Dates_Y1819-Fall-18.pdf

I. Course Description

This course examines the development of leadership within individuals and explores the influence of leaders regardless of position. The course will pay special attention to the role of mid-level managers and their ability to work both up, down, and across organizational structures. The challenges of balancing the needs of supervisors, subordinates, and colleagues will be addressed along with case studies exploring how leaders successfully handled challenges and crisis.

II. Alignment of Course Goals and Outcomes with Program Goals

The mission of the Native American Leadership program is to provide an advanced educational opportunity to students through enhanced leadership skills training combined with an historic examination of Native American peoples. The program encourages appreciation of the contributions of Native American peoples to the global society, provides students with an understanding of the difficulties confronting tribal nations and offers foundational knowledge to assist them in finding innovative solutions to solve those problems.

Specifically for the Developing Leader course, the objectives are to provide an examination of the role mid-level managers' play in leading organizations.

The major goal of the NAL program is to provide Southeastern students with a Native-centered education regarding leadership. Many students in the NAL program either plan to work for or currently work for area tribes or with Native people. It is important to understand from a cultural, historical, and political viewpoint the past and future of Native people.

Program Goal—Knowledge base

Program Goal—Critical thinking

Program Goal—Multicultural view

- a. **Course Goals:** Goals of this course include proficiency in the following areas:
 - i. To identify and explore myths related to position and power.
 - ii. To compare the rights and responsibilities of individuals at different levels within the organizations.
 - iii. To describe the natural tensions involved with being a mid-level manager.
 - iv. To describe how mid-level managers build upon institutional vision and mission statement.
 - v. To deconstruct and analyze the role of influence in leadership.
 - vi. To identify strategies to make efficient use of interactions with supervisors
 - vii. To explain strategies to maximize subordinate productivity.
 - viii. To analyze and evaluate leaders' behavior in a crisis.

The course, *Developing the Native American Leader*, supports the Mission Statement of the University in that this is a course that provides the leadership skills needed for students to reach their highest potential. The course is available to Native and non-Native students. Upon successful completion of the course, students will understand the power of leadership regardless of title. The student will be able to discuss the tensions involved with being a mid-level manager and learn effective ways to use their influence. The student will be able to identify strategies that enhance relationship with others in the work environment and will examine case-studies of leaders' responses to crisis.

- b. **Outcomes:**
 - i. **Leading from anywhere-** The student will demonstrate knowledge of their own beliefs around position and power and will identify ways to assert influence from any position in the organization.
 - ii. **Rights and Responsibilities-** The student identify specific rights and responsibilities of individuals at different levels in the organizational structure.
 - iii. **Mid-Level Management-** The student will explain the natural conflicts and challenges that occur from having both supervisors and supervisee and identify strategies to resolve the conflicts and overcome challenges.

- iv. **Prioritizing**-The student will describe the relationship between time-management, vision, mission, and activity and aligning initiatives with institutional goals and objectives.
- v. **Influence**- The student will analyze the different aspects of influence and determine why some leaders have great influence and others lack influence regardless of title.
- vi. **Supervising and Being Supervised**-The student will identify characteristics of an effective supervisor and describe ways to make the most of their time with a supervisor.
- vii. **Analyze a Crisis Situation**-The student will analyze a crisis situation and identify the steps a leader took that led to a successful outcome.

III. Course Requirements

The student will be expected to:

- a. Attend class regularly.
- b. Read all textbook and outside reading assignments and watch all videos.
- c. Participate in discussions and activities.
- d. Communicate with the Instructor via phone or in person if there are concerns or inconsistencies.
- e. Conduct an interview with a Native American leader.
- f. Complete and submit all assignment on time.

IV. Course Textbook Required

Maxwell, J. (2005). *The 360° leader: Developing your influence from anywhere in the organization*. Nelson Business: Nashville, TN.

V. Required Reading and Viewing

- a. **Week 1**- Quotes on Leadership (Word document).
- b. **Week 1**- The 5 Levels of Leadership-John Maxwell
<https://www.youtube.com/watch?v=aPwXeg8ThWI>
- c. **Week 1**- McLeod, M. (2002). Keeping the Circle Strong: Learning About Native American Leadership. *Tribal College Journal*, 13(4), 10-13.
(To find go to SE Home Page, Current students, Bennett Library, Journals A-Z, Search for “Tribal College Journal”, select Academic Search Complete, go to 2002, vol. 13-4)
- d. **Week 2**- Resick, C. J., Hanges, P. J., Dickson, M. W., & Mitchelson, J. K. (2006). A cross-cultural examination of the endorsement of ethical leadership. *Journal of Business Ethics*, 63(4), 345-359. (Use your search skills!! Same as with McLeod article)

- e. **Week 2-** Surviving Disappearance, Re-Imagining & Humanizing Native Peoples- Matika Wilbur <https://www.youtube.com/watch?v=e2bs1TTc4gk>
- f. **Week 2-** Warner, L. & Grint, K. (2006). American Indian ways of leading and knowing. *Leadership*, 2, 225-244.
- g. **Week 3-** Covey, S.M.R. (2012). Speed of Trust and HR. <https://www.youtube.com/watch?v=YGdZkAmahM0>
- h. **Week 3-** Sinek, Simon. First why then trust. <https://www.youtube.com/watch?v=4VdO7LuoBzM>
- i. **Week 3-** Boatmun video on the Eisenhower Matrix (embedded in Blackboard).
- j. **Week 3-** Wieprzycka, A. (2013). Effective Time Management. <http://dspace.wsb-nlu.edu.pl/bitstream/handle/11199/7413/Wieprzycka%20Agnieszka,%20Effective%20Time%20Management.pdf?sequence=1>
- k. **Week 4-** Kaufman, S. (2011). Why inspiration matters. <https://hbr.org/2011/11/why-inspiration-matters>
- l. **Week 4-** Invictus and Leadership <https://www.youtube.com/watch?v=TQhns5AwAkA> And then this <https://www.youtube.com/watch?v=FozhZHuAcCs&list=PL32302FEBDD64665B>
- m. **Week 5-** Stone, Russell, and Patterson (2004). Transformational versus Servant Leadership: A difference in leader focus. *Leadership & Organizational Development Journal*, 25(4), 349-361. Doi:10.1108/01437730410538671
- n. **Week 5-** Boatmun video on Managing Complex Change (embedded in Blackboard)
- o. **Week 5-** Why good leaders make you feel safe—Simon Sinek http://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe?language=en
- p. **Week 6-** Boatmun video on Dealing with Crisis and Angry People (embedded in Blackboard)

VI. Supplemental Reading (not required but helpful and good for your library)

- a. Covey, S. (1992). *Principle-centered leadership*. Fireside Press: New York, NY
- b. Covey, S.M.R. (2008). *The speed of trust: The one thing that changes everything*. Simon & Schuster: New York, NY.

- c. Maxwell, J. (2006). *The 360° Leader: Developing your influence from anywhere in the organization-WORKBOOK*. Nelson Impact: Nashville, TN
- d. Useem, M. (1998). *The leadership moment. Nine true stories of triumph and disaster and their lessons for us all*. Three Rivers Press: New York, NY.

VII. Attendance Policy: Students must be active in each course on a weekly basis. Failure to access the course through Blackboard within the first 48 hours of week one may result in the student being dismissed from the course.

VIII. Method of Instruction: This, and all courses required for completion of the MSNAL, will be delivered online through the SOSU Blackboard. Enrollment in this course obligates the student to complete weekly activities as assigned by the course instructor. Activities may be in the form of discussion boards and/or assignments. It is imperative that students manage their time in order to meet the requirements each week.

IX. Method of Evaluation:

Grades will be assigned after evaluation of the tasks designated for the course based on the following:

i. Week 1	5 points
ii. Week 2	20 points
iii. Week 3	5 points
iv. Week 4	20 points
v. Week 5	5 points
vi. Week 6	20 points
vii. Week 7	50 points
Total Points Possible:	125 points

Letter grades will be as follows:

125-112	A
111-100	B
99-87	C
86-75	D
Below 75	F

Please note that for all Graduate level courses, a C or better is required for graduation. For information regarding grade appeals, forgiveness, and grade point average, please see Bb in Start Here—Academic Policies: Grade Information.

X. Grading:

Assignments week 1-7 are due at 11:59 p.m. University time, Sunday of each week. The instructor will assign a grade to each assignment by Thursday of the following week for

assignments 1-6. Week 6-7 take longer and will be posted before final grades are released. Please see the writing rubric below to learn how papers will be evaluated. Although the student will have access to each assignment for the entire course, the next assignment cannot be submitted until feedback from the previous week has been provided. This prohibits the student from completing all assignments in a time period other than what has been prescribed.

Late work creates a hardship and it is suggested that all attempts are made to turn in work on time. However, the realities of life sometime get in the way. Please be aware that any late work will automatically receive a 15 to 20% reduction. On 20 or 40 point papers, the grading will start with 17 or 34 points being the maximum. On a five-point paper the grading will start with a 4 points being the maximum. The latest assignment 1-6 will be accepted is two weeks after the due date. Due to University grade submission requirements, I cannot accept anything late for assignment 7-8. If you need to submit something late, please email me as soon as possible to inform me of the situation.

XI. Meet With Instructor

I would love to visit with you about the class or any questions you may have. Please email mblankenship@se.edu to schedule appointment to talk so I can give you my full attention and an adequate amount to time. If for any reason you cannot find a required document or want to talk about an assignment, please feel free to reach out to me.

XII. Student Written Assignments

There will be weekly written assignments for you to complete. Keep in mind that you are expected to write at a graduate level. As your instruction progresses you will gain an understanding of APA style writing and citation. Please use Time New Roman, 12pt font.

The three main points that you should address in any written assignment

- 1.) State and summarize the thesis and/or main arguments of the piece—include some of the proof/ examples that the author used to make his case. (This part should be the longest—without it, you cannot effectively demonstrate that you have read and understood the reading.)
- 2.) Determine the effectiveness of the arguments and the piece in general—did the author’s arguments make sense and what questions were left unanswered, if any. (Remember, only review what was written or suggested, do not criticize something for not doing what you wanted it to do—assess on its own scholarly merits.)
- 3.) Relate the information to your current situation. I am just as interested in *how* you are going to use the information as if you *know* the information.
- 4.) READ THE FEEDBACK PROVIDED. If you continue to make the same mistakes, the consequences become greater. The deeper we get into the course the more stringent I become on grading.

XIII. Participation

Student participation is critical to the success of this class. To be a successful online learner, you must be highly self-motivated. All of the assignments in this course will be written responses.

Remember the instructor does not accept assignments via e-mail. Always keep a backup copy of all completed assignments. Graded assignments may or may not be returned, but your instructor will keep all graded assignments on file. Until your instructor posts your grade for an assignment, submitted assignments will be blank. Please check your grades regularly and stay in touch concerning submitted assignments that are not reflected in your grades. You will also need to keep up with all correspondence that I attach to your assignments within the gradebook.

No extra assignments will be given at any time during the semester. Work diligently from the beginning and complete every assignment as if it is worth points that will raise your grade! Keep a back-up copy of all your completed assignments!

XIV. Contacting Your Instructor

If you have course-related questions or comments, you are encouraged to e-mail or phone your instructor at the email address or phone number listed on page one of this syllabus. For sensitive information, contact by email is best. Remember, it is your responsibility as an online learner to check your email, to check the Bb course site as stated in the course syllabus, and to read and follow the directions for every assignment!

XV. Other Policy

The instructor reserves the right to make adjustments to the syllabus and/or grading policy as needed in order to meet the instructional needs and goals of the class. Students will be notified of any adjustments to the syllabus.

There is a Zero-Tolerance Policy concerning plagiarism and/or duplication of another individual's work. Besides making you feel horrible, you will receive a zero and the policy will be enforced according to the SOSU policies. Students are expected to work individually and turn in their own work. Any violation of academic honesty will be reported to the Office of Student Affairs. The policies regarding academic misconduct are set forth in the institution's Student Code of Responsibilities and Conduct (<http://www.se.edu/dept/student-life/files/handbooks/2014-2015-Student-Handbook.pdf>)

Written assignments may be submitted by the instructor to Turn-it-in or another site to check for plagiarism.

Should you notice that someone has taken your work and passed it off as their own work please let the instructor know immediately. When you use another person's work you need to follow the guidelines set forth by the American Psychological Association publication manual. If I notice you have taken another person's work and not properly cited I will not give you credit for the assignment.

XVI. Special Accommodations

Counseling Center: Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at (580) 745-2988 to schedule an appointment during normal working hours Monday-Friday, 8:00AM to 5:00PM. For after-hours mental health emergencies, please call SE Campus Police at (580) 745-2911 or the Mental Health Crisis Hotline at 1- (800) 522-1090.

Disability Accommodations: Any student needing special accommodations due to a disability should contact the Office of Compliance and Safety, Administration Building, Suite 311 or call (580) 745-3090 (TDD# 745-2704). It is the responsibility of each student who anticipates or experiences barriers to their academic experience to make an official request for disability related accommodations in a timely manner.

Equity and Non-Discrimination Statement: Southeastern Oklahoma State University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid, and educational services. Inquiries regarding non-discrimination and equity policies may be directed to: Michael Davis, Director of Compliance and Safety & Title IX Coordinator, (580) 745-3090, or mdavis@se.edu.

Developing Leader the Native American Leader NAL 5123 Class Schedule

Week 1

Read Maxwell—1-22
Watch 5 Levels of Leadership-Maxwell
Read Keeping the Circle Strong: Learning about Native American Leadership-McLeod
Read the Quotes

Week 2

Read Maxwell—23-80
Watch Surviving Disappearance—Wilbur
Read American Indian Ways of Leading and Knowing-Warner and Grint
Read -A Cross-Cultural Examination of the Endorsement of Ethical Leadership-Resick, Hanges, Dickson, Mitchelson

Week 3

Read Maxwell—81-158
Watch Covey Speed of Trust and HR video

Watch Sinek First why then trust video
Read Effective Time Management—Wieprzycka
Watch Boatmun Video on Time Management

Week 4

Read Maxwell—158-210
Watch the two clips from Invictus
Read Why inspiration matters-Kaufman

Week 5

Read Maxwell—211-260
Read Transformative Leadership vs. Servant Leadership-Stone, Russell, and Patterson
Watch Why good leaders make you feel safe

Week 6

Maxwell—263-296
Watch Boatmun Video on Crisis and Angry People

Week 7

Maxwell—297-314
Capstone assignment is due.
Reflection

The above schedule is proposed and is subject to change according to the needs of the class.

NAL 5123 Assignments

Note: A week begins on Monday at 12:00am University time and ends Sunday at 11:59pm University time.

Week 1

Complete Pre-Survey. By Wednesday, 11:59pm University time, introduce yourself on the discussion board with a brief (50 word) description of who you are and why you are wanting a Masters in Native American Leadership. Read all of the quotes then post your favorite quote regarding leadership and describe (100 words) why that quote resonates with you and provide an example. I have provided quotes. You can use a quote from those provided or select a different one you are familiar with. Please source the author.

By Sunday, 11:59pm University time, select a fellow students response and describe (150 words) why that response resonates with you and provide an example.

A scholarly writing style and collegiality are expected.

Points (See Communication and Discussion Board Netiquette Rules in Bb Start Here)

Learning Outcome:

- **Leading from anywhere-** The student will demonstrate knowledge of their own beliefs around position and power and will identify ways to assert influence from any position in the organization.

****Heads up—look at the assignment in week #7. An interview with a leader is required. If you wait until week 7 to work on this, you will not complete on time!!**

Week 2

By Sunday, 11:59pm University time, submit a paper that synthesizes the assigned readings, videos in weeks 1 and 2 and information gained from the quote responses. Pay special attention to the tensions involved in leadership and the role of ethics in being a leader. Be sure to consider how the Wilbur video and the McLeod article are connected along with the Mankiller quote *“There are a whole lot of historical factors that have played a part in our being where we are today, and I think to understand our contemporary issues and contemporary problems, you have to understand a little bit about that history.”*

Use all of the assigned readings and at least two **additional** scholarly articles to support your thesis. The paper should be no less than 1,200 and no more than 1,600. APA style in writing and citation is expected.

20 points (see Writing Assignment Rubric)

Learning Outcomes:

- **Leading from anywhere-** The student will demonstrate knowledge of their own beliefs around position and power and will identify way to assert influence from any position in the organization.
- **Rights and Responsibilities-** The student will be able to identify specific rights and responsibilities of individuals at different levels in the organizational structure.
- **Mid-Level Management-** The student will understand the natural conflicts and challenges that occur from having both supervisors and supervisee and identify strategies to resolve the conflicts overcome the challenges.

Week 3

By Sunday, 11:59p University time, answer these four questions. Use 50-75 words each to answer the question in a Word document. No references are needed.

How does spending time in the Urgent/Important quadrant impact you?

When/why do you spend time in the Not Urgent/Not Important quadrant?

How does spending time in the Not Urgent/Important quadrant advance your institutions mission?

Give an example of a time you spent doing something Urgent/Not Important.

Write 50-75 words each to answer each of the sections of this question: In your organization, how would you demonstrate or convey trust to: (1) your supervisor, (2) your peers, (3) your subordinates, (4) the Tribal citizens, (5) yourself?

Then write 100-150 words in a Word document on this quote-- "If you chase two rabbits at one time you will catch neither." How does it relate to this assignment?

Scholarly writing is expected.

5 points

Learning Outcomes:

- **Prioritizing-** The student will examine the relationship between time-management, vision, mission, and activity and aligning initiatives with institutional goals and objectives.
- **Influence-** The student will analyze the different aspects of influence and determine why some leaders have great influence and others lack influence regardless of title.

Week 4

By Sunday, 11:59pm University time, write a 1000-1400 word scholarly paper answering the prompt addressing success and choosing one of the four other prompts below. With each response, describe the influence of culture. Please use Level II APA headings to identify which prompts you are addressing. Please use all of the assigned readings and **at least two additional resources** beyond the required readings. APA style writing and citation is expected.

20 points (see Writing Assignment Rubric)

Prompts:

How do you define success? (Required)

(Pick one of the next four)

What role does competition play in success?

What role does networking play in success?

How do good ideas work their way to influential people?

How do leaders balance confidence with humility?

Learning Outcome

- **Prioritizing**-The student will be examine the relationship between time-management, vision, mission, and activity and aligning initiatives with institutional goals and objectives.

Week 5

By Wednesday, 11:59pm University time, write a 100-150 words about someone you know who is a servant leader. What makes them a servant leader and how does it move a group forward? By Sunday, 11:59pm, select one other students and discuss why their essay spoke to you. Also on Sunday, in a Word document, submit a 100-150 word document response to the phrase “To be right too soon is to be wrong.”

Scholarly writing and collegiality are expected.

5 points.

Learning Outcome:

- **Influence**- The student will be able to analyze the different aspects of influence and determine why some leaders have great influence and other lack influence regardless of title.

Week 6

By Sunday, 11:59pm University time, use all the assigned readings plus **four additional scholarly resources** to discuss the characteristics of an effective supervisor. Address the issues of leading up, across and down. Compare and contrast the writings of Maxwell and the other assigned readings. Address how the concept of 360° degree leadership is congruent or incongruent with a Native perspective of leadership. The paper should be no less than 1,200 words and no more than 1,600.

20 points. (see Writing Assignment Rubric)

Learning Outcome

- **Supervising and Being Supervised**-The student will be able to identify characteristics of an effective supervisor and describe ways to make the most of their time with a supervisor.

Week 7

Consider these definitions/explanations of crisis and Capstone Assignment

Read the definitions of crisis:

“A crucial or hazardous event coming from within or outside an individual, individuals, or organization that creates a sense of disequilibrium, dissatisfaction, or disharmony and whose outcome will make a decisive difference for better or worse.”

“The turning point of a disease when an important change takes place, indicating either recovery or death.”

“OPPORTUNITYISNOWHERE—it all just depends on how you look at it.”

By Wednesday, 11:59pm University time, write about a time a group or organization you were a part of experienced a crisis. What was the outcome and what did a leader do that made decisive difference for better or worse. The size of the crisis is irrelevant. Please be succinct (300-350 words). 5 points

Conduct in interview with a Native American leader. Explore their personal history and developing philosophy of leadership. Explore what they think are the most important aspects of being an effective supervisor and being effectively supervised. How do they structure their days and determine their priorities? What role does inspiration play in their jobs? How do they balance work and other life responsibilities? How do they lead his or her self? What role does culture play in leadership? How was a crisis in their organization handled? What is their favorite quote and why?

You are not limited to the questions above. If the conversation leads in an unexpected direction, please follow. However, the topics covered by the questions will address the learning outcomes.

Please remember, leader is not synonymous with title.

Write a 2,500-3000 word paper where you compare and contrast their responses to the information presented in the course. Please begin the paper with establishing why they are a leader. What I am really looking for is can you connect what they said with what we learned in class or can you find things that are contradictory. Please source all of the connections. 40 points (see Writing Assignment Rubric)

Write 200-250 words to reflect on the class. How will you apply what you learned? Did you have a favorite topic/section? Was there anything you disagreed with? Put in a separate Word document than interview. 5 points.

Learning Outcomes

- **Leading from anywhere-** The student will demonstrate knowledge of their own beliefs around position and power and will identify way to assert influence from any position in the organization.
- **Rights and Responsibilities-** The student will be able to identify specific rights and responsibilities of individuals at different levels in the organizational structure.
- **Mid-Level Management-** The student will understand the natural conflicts and challenges that occur from having both supervisors and supervisee and identify strategies to resolve the conflicts overcome the challenges.
- **Prioritizing-**The student will examine the relationship between time-management, vision, mission, and activity and aligning initiatives with institutional goals and objectives.
- **Influence-** The student will be able to analyze the different aspects of influence and determine why some leaders have great influence and other lack influence regardless of title.
- **Supervising and Being Supervised-**The student will be able to identify characteristics of an effective supervisor and describe ways to make the most of their time with a supervisor.
- **Analyze a Crisis Situation-**The student will analyze a crisis situation and identify the steps a leader took that led to a successful outcome.

Writing Assignment Rubric

	Exemplary 20-16 pts. Or 40-36	Good 15-12 pts. Or 35-32	Acceptable 11-8 pts. Or 31-24	Unacceptable 7-0 pts. Or 23-0
<u>Knowledge of subject matter.</u>	Balanced presentation of relevant and legitimate information that clearly supports a central purpose and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose at times. Analysis is basic or general. Reader gains few insights.	Central purpose is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
<u>Grammar and punctuation</u>	The writing is free or almost free of errors.	There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing has many errors, and the reader is distracted by them.	There are so many errors that meaning is obscured. The reader is confused and stops reading.
<u>Effective communication style</u>	The writer's central purpose is readily apparent to the reader.	The writing has a clear purpose, but may sometimes digress from it.	The central purpose is not consistently clear throughout the paper.	The purpose is generally unclear.
<u>Effective citation and formatting</u>	APA format and citations are used accurately and consistently in the paper and on the "References" page.	APA format and citations are used with minor errors.	There are frequent errors in APA Format and citations.	Format of the document is not recognizable as APA nor are citations.
<u>Feel</u>	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest and stops reading.
<u>Length</u>	Paper is the number of pages specified in the assignment.			Paper has fewer pages than specified in the assignment.