

**Transitional Justice 3001G/
Political Science 3001G
Studies in Transitional Justice and Post-Conflict Reconstruction**

Winter Term 2026

Instructor: Dr. Samar El-Masri

Time: Mondays 1:30 to 3:30

Office hours: by appointment.

I-COURSE DESCRIPTION

This course explores issues inherent to regions facing the aftermath of large-scale events of social violence, including war, genocide, and authoritarian rule, with an emphasis on questions of justice and post-conflict reconstruction. The course starts with discussing when and how humanitarian intervention is applied, asking whether it is an appropriate method to end civil wars, before moving to talk about transitions and desirable outcomes, including reconciliation. The bulk of this course, however, will be dedicated to examining the application of various transitional justice (TJ) mechanisms, including prosecution, truth commissions, reparations and amnesties in various cases around the world. Students will also engage in discussions about key factors influencing the success or failure of the TJ process. These include the importance of internal and external political will, the nature and the extent of civil society engagement, the need for a gender-sensitive TJ framework and the role of sports in peacebuilding initiatives.

II-HOW TO THINK ABOUT THIS COURSE

Transitional Justice can be defined as “the range of judicial and non-judicial mechanisms dealing with a legacy of large-scale abuses of human rights and/or violations of international humanitarian law.” As such, its mechanisms range from prosecutions, truth commissions, and reparations to amnesty, lustration and customary practices. This course takes a deeper dive into that universe, by focusing every week on a different mechanism or a certain aspect that greatly impact the process and discuss them through the lens of one specific case study.

Choosing case studies from around the world has various benefits: It ensures that students understand the challenges as well as the potential flexibility and adaptability of these mechanisms; it helps them recognize the unique contextual setting of the cases; and it allows them to identify patterns, and common lessons.

The assignments and the evaluations in this course are designed to help students develop their critical thinking skills in ways that relate to their interests in specific areas or theories in the field of transitional justice and post-conflict reconstruction. Here, it is important to note that having classmates from different scholarly traditions and disciplines will present us with an exciting opportunity to look at issues and events from various and interesting perspectives. Our class discussions are often rich and thought-provoking.

III-OBJECTIVES & LEARNING OUTCOMES

1. Discuss and deepen the student’s understanding of the different approaches to transitional justice and post-conflict reconstruction.
2. Help students assess how these theories/perspectives/tools were used in practice.
3. Describe the key components of the field.
4. Evaluate the effectiveness of a transitional justice and post-conflict reconstruction response.
5. Understand the importance of looking at issues that may not be part of the TJ process but that may have a great impact on its success or failure.
6. Discuss a current transitional justice and post-conflict reconstruction issue in historical context.
7. Analyze a current policy and political issues in transitional justice and post-conflict reconstruction.
8. Understand the complexity of transitions by examining the roles that various actors play in this process.

IV-IMPORTANT NOTICE RE: PREREQUISITES/ANTIREQUISITES

You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an Antirequisites course. Lack of prerequisites may not be used as a basis for appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. This decision cannot be appealed. If you find that you do not have the course requisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record but will ensure that spaces become available for students who require the course in question for graduation.

Office of the Dean, Faculty of Social Science

V-METHODS OF EVALUATION

1. **Participation**.....20%
2. **Op-ed** (due **Friday Jan 30**)..... 20 %
3. **Simulated Negotiation project** 25 %
(20 % individual position paper **due March 13**
& 5% group participation on **March 23**)
4. **Essay** (**due April 8** midnight).....35 %

1-Participation (20%)

- Participation is an important part of this course. You will be marked based on your regular contribution to the class discussion, and your ability to reflect and analyze the relevant material. Although the overall mark will factor in your attendance, you will be mainly evaluated on your in-class discussion and participation. **In other words,**

attendance alone will not guarantee you a good mark. Students should consult the handout “Student Participation” below, for criteria.

- If for any reason, you feel that you are not able to participate as you like, then you are more than welcome to send me a written response to some of the questions that we pose in class, which will then be corrected and counted towards your participation mark.
- All discussions and debates should be always guided by an ethics of respect. Uncivil, disrespectful, or inappropriate behavior of any kind will not be tolerated.
- As some of the issues that we deal with in this class are extremely disturbing, I encourage students who may have any concerns about a specific topic to discuss them with me before the subject comes up. I will also understand if some students choose to step out of the class as a result. While they will NOT be academically penalized, they will be responsible for any material missed.

2-Op-Ed (Fri. Jan 30 midnight) 20%

Students will be asked to write an opinion piece.

- Subject: Given the ongoing humanitarian crisis in Gaza, should the international community intervene to protect civilians under the guidance of Responsibility to Protect framework? Or would such intervention create more problems than it solves?
- Task: Take a stand on whether humanitarian intervention should occur and argue your position using the Responsibility to Protect (R2P) framework. Please visit Brightspace/ Content/ Op-Ed tips to learn more.
- Style: the opinion piece must be no more than 750-900 words (**roughly 3 double-spaced pages** (excluding bibliography)). Please use Times New Roman, 12-point font. Your work must be referenced. Use footnotes, Chicago style referencing. Submissions will be graded based on the quality of the research, persuasiveness of the argument, clarity and structure and writing style (See the rubric below). This assignment must be submitted to Turnitin.com, using the “Assignments” link on Brightspace.
- Deadline and penalty: The deadline for this assignment **will be Jan. 30. Since the timeframe submission of the essay is very flexible and since you are able to submit this assignment at any time, an instructor may deny academic consideration in this case.** So please organize your time wisely. A late penalty of 5 percent will be applied on the first day, and 2 percent for each subsequent day. To avoid the penalty, please have your request approved by your academic counselor—NO EXCEPTION

3-Simulated Negotiation project (25%)

This project is made up of two parts: Initial individual position paper (20 percent) and a group role participation (5 percent) to be held in class.

The Case:

Syria, a country deeply affected by civil war, state violence, and the rise of non-state armed groups will be the focus on this project. After more than 12 years of conflict, Syria's future is uncertain, and the country faces the daunting task of achieving justice, accountability, and reconciliation. The negotiation will center on what mechanisms of transitional justice should be pursued, with a focus on justice for victims, accountability for perpetrators, and long-term societal healing.

Task (For more info please see Brightspace)

- **Individual position paper due Friday March 13 (midnight) worth 20%** : Each student is required to write an individual position paper of 750-900 words (**roughly 3 double-spaced pages** (excluding bibliography), where they will argue from the perspective of a specific actor involved in the transitional justice process in Syria. This paper should reflect the actor's goals, challenges, and proposed mechanisms for justice and reconciliation (you will be assigned an actor—plz see Brightspace).

******Since the timeframe submission of the assignment is very flexible and since you are able to submit it at any time, an instructor may deny academic consideration in this case.** So please organize your time wisely. A late penalty of 5 percent will be applied on the first day, and 2 percent for each subsequent day. To avoid the penalty, please have your request approved by your academic counselor—NO EXCEPTION

- **Group role participation due March 23 during class time worth 5%**: During class time, students will engage in a simulated negotiation based on the case of Syria. Each student will participate in a group role negotiation, representing the actor they were assigned in their individual position paper (see above). In other words, more than one student may represent the Government of Syria, or the Kurds... Since this is a group-based activity, the final grade will be assigned to the group as a whole, meaning all members of the group will receive the same mark.

4-Essay (35%) due April 8 at midnight.

You will be required to write one essay of 10 pages or roughly 2250-2500 words (excluding footnotes and bibliography), presented as typed, double-spaced pages, using 12-point Times New Roman font with one-inch margins. This is an opportunity for you to deepen your understanding of any area within the Transitional Justice field that you're interested in exploring further (just be sure to check with me first if you choose a topic we didn't cover in class). For more details about the assignment, please visit Brightspace

You need to know few things about this component of the course:

AI Tools:

AI tools are discouraged. But, if a student decides to use these tools when writing the essay, that use should remain limited. For example, a student may use it in the initial stage to generate an outline, organize thoughts and concepts...etc. However, in all cases, the student is expected to submit with the assignment an appendix to explain how the AI tool was used, or harsh penalties will be applied.

Deadline & Penalty:

Please submit your essay by uploading it to “assignment” on Brightspace. You cannot use your undocumented absence on this assignment. The due date is April 8 at midnight. **Since the timeframe submission of the essay is very flexible and since you are able to submit this assignment at any time, an instructor may deny academic consideration in this case.** So please organize your time wisely. A late penalty of 5 percent will be applied on the first day, and 2 percent for each subsequent day. To avoid the penalty, please have your request approved by your academic counselor—NO EXCEPTION

Citation Style

Citations **must** be formatted using Chicago-style footnotes, **not in-text citations**. I am looking for FOOTNOTES AND NOT ENDNOTES. Students are advised to consult a writer’s handbook when composing their essays to see how to format things like bibliography and footnotes. One excellent handbook is *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian. A useful link may be found at the following url: <http://www.wisc.edu/writing/Handbook/DocChicago.html>.

Bibliography

You must attach a Bibliography to your essay. Your bibliography must include a minimum of five academic sources (consult a librarian for clarification on what counts as an academic source (e.g. newspapers, magazines, and encyclopedias do not count). **Failure to include at least five ACADEMIC sources will result in a grade of “F”.** The highest grades in this course typically go to students that consult many high-quality source materials. Consulting more than seven sources is highly recommended.

Spelling and Grammatical Errors

Grammatical, spelling, and other errors are not acceptable. You are responsible for your own work, and, as such, you must be careful to proofread your work before turning it in.

Turnitin

Essays must be submitted in a pdf format to Turnitin.com, using the “Assignments” link on Brightspace.

VI-MISCELLANEOUS:

1-Completion of course components

Students who fail to complete all evaluation components of the course without supporting medical documentation or justifiable and documented extenuating circumstances will be disqualified from appealing the course's final grade.

2-Electronics

- All cellphones (and similar technologies) must be turned off or set to silent ‘vibration’ mode during the duration of the class. The instructor reserves the right to ensure that you are not text-

messaging, surfing the internet, or distracting any students; spot-checks may be conducted during class time.

- **No digital taping (either voice or image) of the lectures is allowed.**
- Disruptive behavior will be dealt with on a case-by-case basis.

3-Academic Dishonesty

Many different types of actions may be considered academically dishonest. These might include, although not exhaustively, the following: cheating, submission of work not authored by you, double submission, fabrication, plagiarism. Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. You are advised to familiarize yourself with the guidelines set out in the Academic Handbook, Rights and Responsibilities, Scholastic Discipline - Undergrad.

Students are also advised to utilize the Library's tools on plagiarism:
<http://www.lib.uwo.ca/tutorials/plagiarism/index.html>

4-Students with Disabilities

Any student with a disability is advised to contact the Coordinator for Services for Students with Disabilities in order that arrangements can be made through them to accommodate that student. The Centre for Student Development is located in UCC Suite 210; they can be reached by telephone at (519)661-2147, by email at ssc@sd.uwo.ca, or on the web at <http://www.sdc.uwo.ca/ssd/>

5-Mental/emotional Distress

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

6-Other Resources

There are many resources at Western designed to assist you in your learning. You are strongly advised to utilize these services. The Student Development Centre offers many services, including Effective Writing Programs and Learning Skills Services. The Student Development Centre is located in UCC Suite 210; they can be reached by telephone at (519)661-2147, by email at exams@sd.uwo.ca, or on the web at <http://www.sdc.uwo.ca/>. You should also become familiar with the services offered by the University Library System. The D.B. Weldon Library may be contacted by telephone at (519)661-3162 or by email at dbwref@lib.uwo.ca, or on the web at <http://www.lib.uwo.ca/weldon/#>.

VII-COURSE OUTLINE BY TOPIC

January 5 Introduction
(No reading required)

January 12 Darfur and Humanitarian Intervention

Jack Donnelly, "Humanitarian Intervention Against Genocide" *Universal Human Rights in Theory and Practice*, 3rd ed (Cornell University Press, 2013) 254-273.

Alex J. Bellamy and Tim Dunne "R2P in theory and practice" in *The Oxford Handbook of the Responsibility to Protect*, Oxford Handbooks (2016; online edn, Oxford Academic, 3 Aug. 2016), <https://doi-org.proxy1.lib.uwo.ca/10.1093/oxfordhb/9780198753841.013.38>

Jess Gifkins, 'Darfur', in Alex J. Bellamy, and Tim Dunne (eds), *The Oxford Handbook of the Responsibility to Protect*, Oxford Handbooks (2016; online edn, Oxford Academic, 3 Aug. 2016), <https://doi-org.proxy1.lib.uwo.ca/10.1093/oxfordhb/9780198753841.013.38>

January 19 Arab Spring: Is transitioning to democracy a common goal?

Line Khatib "Challenges of Representation and inclusion: A Case study of Islamist groups in Transitional justice," in *Transitional Justice and the Arab Spring*, Eds Kristen Fisher and Robert Stewart (Eds) (Oxen, Routledge: 2014)

Hugo Van Der Merwe "Transitions in the Middle East and North Africa: New Trajectories and Challenges for Transitional Justice?" in *Transitional Justice and the Arab Spring*, Eds Kristen Fisher and Robert Stewart (Eds) (Oxen, Routledge: 2014)

January 26 Post-War Germany (The birth of international criminal law, courts used, changing methods of prosecution)

David Cohen, "Transitional Justice in Divided Germany after 1945," in *Retribution and Reparation in the Transition to Democracy*, ed. Jon Elster (New York: Cambridge University Press, 2006), 59-88.

February 2 ISIS (How to prosecute Sexual and Gender Based Crimes?)

Rosenthal, Indira, Valerie Oosterveld, and Susana SáCouto, 'What Is 'Gender' in International Criminal Law?', in Indira Rosenthal, Valerie Oosterveld, and Susana SáCouto (eds), *Gender and International Criminal Law* (Oxford, 2022; online edn, Oxford Academic, 18 Aug. 2022), <https://doi-org.proxy1.lib.uwo.ca/10.1093/oso/9780198871583.003.0002>

Samar El-Masri, "Prosecuting ISIS for the sexual slavery of the Yazidi women and girls," *The International Journal of Human Rights* 22.8 (2018): 1047-1066.

February 9 Uganda and Truth Telling

Tristan Ann Borer, "Truth Telling as a Peace-Building Activity," in *Telling the Truths: Truth Telling and Peace Building*, ed. Tristan Ann Borer (Notre Dame, Indiana: Notre Dame University Press, 2006), 1-58.

Joanna R. Quinn, "Constraints: The Un-Doing of the Ugandan Truth Commission," *Human Rights Quarterly*, 26.2 (May 2004): 401-427

February 14-22 Reading week

February 23 Argentina and Reparations

Naomi Roht-Arriaza, "Reparations Decisions and Dilemmas," *Hastings International and Comparative Law Review* 27.2 (2003-2004): 157-220.

Sveaass Nora, Anne Margrethe Sooneland, and Judith L Gibbons "Dealing with the past: Survivors' perspectives on Economic Reparations in Argentina," *International Perspective in Psychology* 4(4) 2015; 223-238.

Recommended Reading

To review the various forms of reparations and the right to a remedy under international law please read: "Basic Principles and Guidelines on the Right to a Remedy and Reparations for Victims of Gross Violations of International Human Rights Law and Serious Violations of International Humanitarian Law," OHCHR (online) 16 Dec 2005; [Basic Principles and Guidelines on the Right to a Remedy and Reparation for Victims of Gross Violations of International Human Rights Law and Serious Violations of International Humanitarian Law | OHCHR](#)

March 2 Lebanon (Amnesty as a TJ mechanism)

Charles IV Thrumbull. "Giving Amnesties a Second Chance," *Berkeley Journal of International Law* 25, no 2 (2007): 284-345

Samar El-Masri "The Importance of Modifying the Context Before Introducing Amnesty and prosecutions: The Case of Lebanon" in *Transitional Justice in Comparative Perspective: Preconditions for Success* (ed.) Samar El-Masri, Tammy Lambert and Joanna R. Quinn. (Springer International Publishing, 2020)

March 9 Nepal: A cautionary tale for NGOs

Required reading:

Luke Moffett, 'In the absence of Reparations—Victim Agency, Mobilization and Repair.'(chapter 8) *Reparations and War: Finding Balance in Repairing the Past* (Oxford, England ; Oxford University Press, 2023)

Tazreena Sajjad, "Heavy Hands, Helping Hands, Holding Hands: The Politics of Exclusion in Victims' Networks in Nepal," *The International Journal of transitional Justice* 10 (2016) 25-45.

Recommended reading:

Simon Robins. "Transitional justice as an elite discourse: Human rights practice between the global and the local in post-conflict Nepal." A paper presented at the ISA Annual Convention 2010.

March 16 Colombia: Challenging impunity from below

Kieran McEvoy and Lorna McGregor, "Transitional Justice from Below: An Agenda for Research, Policy and Praxis," in *Transitional Justice from Below: Grassroots Activism and the Struggle for Change*, eds. Kieran McEvoy and Lorna McGregor (Portland, OR.: Hart Publishing, 2008).

Catalina Diaz, "Challenging Impunity from Below: The Contested Ownership of Transitional Justice in Colombia," in *Transitional Justice from Below: Grassroots Activism and the Struggle for Change*, eds. Kieran McEvoy and Lorna McGregor (Portland, OR.: Hart Publishing, 2008).

March 23 Group Role Participation

March 30 Canada (And reconciliation)

Luc Huyse, “Chapter Two: The Process of Reconciliation,” in *International IDEA Handbook on Reconciliation After Violent Conflict*, eds. Stef Vandeginste, David Bloomfeld, Teresa Barnes, Desmond Tutu (Stockholm: International IDEA, 2003).

Garneau, David, Dylan Robinson, and Keavy Martin. 2016. “Imaginary Spaces of Conciliation and Reconciliation: Art, Curation, and Healing.” In *Arts of Engagement*, 21–41. Canada: Wilfrid Laurier University Press. <https://doi.org/10.51644/9781771121705-003>.

Truth and Reconciliation Commission of Canada, “Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada,” (Ottawa: Truth and Reconciliation Commission of Canada, 2015). Pages 1-35

April 6 **Palestinian/Israeli: The role of sports in peacebuilding**

- Millington, Rob. "In with the Old: The United Nations and Sport for Development and Peace, 1940s–1990s." *Journal of Sport History* 50, no. 1 (2023): 68-84.
- Sugden, J. (2006). Teaching and playing sport for conflict resolution and co-existence in Israel. *International review for the sociology of sport*, 41(2), 221-240.
- Dart, J. (2022). Sport and peacebuilding in Israel/Palestine. *Journal of Global Sport Management*, 7(2), 267-288.

Essay Rubric

THE ESSAY RUBRIC (please see tips on writing the essay in Course Content!)

| Grade | 0-8 | 9-12 | 12-17 | 17-20 |
|--|--|--|---|--|
| Thesis | -It is very hard to identify the thesis statement in the introduction. -The reader may reach the conclusion without understanding what the argument really is. - The topic may be inappropriate for this assignment. | -The thesis may or may not be in the introduction, but it is hard to identify. -it is slightly inappropriate for the assignment | -The thesis is written in the introduction -Although the introduction is present in the intro, it may need further development -It is appropriate for the assignment. | -The thesis is skillfully incorporated in the introduction -It is easily identifiable, clear, concise, and insightful -The issue that is chosen is appropriate and directly relates to what we have been studying in the course. |
| Historical and theoretical background (lit review) | -No historical and theoretical background. Or irrelevant to the essay. | -Some sort of historical and theoretical background. -lots of historical errors -Some misunderstanding of the literature | -Good theoretical and historical background although further clarification may be needed. | Great theoretical (lit review) and historical background. |
| Argument | -The argument is unclear and weak | -The argument is evident but may not be defined clearly. | -The student has not talked about counterarguments in the theoretical background. | -Clearly defines the issue - Fully supports the thesis statement with |

| | | | | |
|------------------------------------|---|--|---|--|
| | -The student is unable to support the thesis with appropriate evidence -The quality of the evidence is lacking. The argument is based on pure opinion... | -The claims are unevenly supported, with weak or unsubstantiated evidence. -Not all of the claims as they appear in the thesis statement are discussed. | -The claims are well supported but may not be completely convincing. -Some unclarity in the argument. -Or some parts of the argument are nicely written, but not others. | sound reasons and evidence -effectively responds to counterarguments |
| Style | -Too many errors regardless of how strong the argument is. -The student does not follow the referencing style that is required in this assignment. -The formatting of the essay is incorrect (with respect to spacing, font style and size, page numbers... | -The piece is readable but the various mistakes in grammar, punctuations, or design "begin to create static in the reading experience." -The student may follow the referencing style but with too many errors. -Some errors with respect to formatting. | -mostly correct, easy to read, rare errors that do not affect the reading experience. -sentences could be more concise -The student follows the referencing style but with some errors. -Mostly follow the formatting required in this assignment | -correct, easy to read, no errors, concise clear sentences. -The student fully follows the referencing style with no errors. -Follows the formatting specification required. |
| Organization (how the essay flows) | Unfocused title, boring introduction, unclear topic sentences and weak transitions. The article does not flow. | -okay title. -Introduction is too broad, even though the focus is seen later on. -conclusion is not focused, may be unrelated to the main idea. | -title works well. -good introduction but without catching our attention. -Conclusion summarizes the argument but without recommending or talking about the implications of the argument. -clear topic sentences but may not clearly contribute to an understanding of the overall argument. -Generally speaking, the essay flows well. | -clever title -effective introduction -great conclusion with a clear answer to the "so what" or "So what now" question. -Clear transitions, and topic sentences... -The essay flows very well. |

Student Participation
Participation Grading Guide:

| Grade | Attendance | Discussion | Reading |
|-------|---------------|---|--|
| 20 | Always | Excellent: leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions | Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in discussion |
| 15-19 | Almost always | Very Good: thoughtful comments and questions for the most part; willing, able and frequent contributor | Has done most readings; provides competent analysis of reading when prompted by others |
| 10-14 | Frequent | Good: has basic grasp of key concepts and occasional ideas on the main theme of the reading; arguments are sporadic and at times incomplete or poorly supported; unwilling to ask questions | Displays familiarity with most readings, but tends not to analyze them or to relate them to the course material |
| 5-9 | Occasional | Somewhat Poor: remarks in class marred by misunderstandings of key concepts; seldom contributes effectively to discussion of the main theme; often digresses in unhelpful ways; sporadic | Actual knowledge of material is outweighed by improvised comments and remarks |
| 0-4 | Rare | Poor: rarely speaks; parrots text or comments of others | Little or no apparent familiarity with assigned material |

Op-eds. Rubric:

| | 0-4 | 4.5-6.5 | 7-8.5 | 9-10 |
|---------------------------------|--|--|--|---|
| Research information | <p>-No case picked</p> <p>-Writer has no research information. The essay is based on opinions with no substantial evidence</p> | <p>-a case study is mentioned but no further explanation is provided</p> <p>-writer uses one or two research facts to support their argument</p> | <p>-the student picks a case study with a basic but clear summary of the case.</p> <p>Writer incorporates three or four research facts in support of the argument.</p> | <p>-Author clearly summarizes the case background.</p> <p>Several research facts are incorporated to support the argument.</p> |
| Argument & Org | <p>-The issue is unclear</p> <p>- The argument seems weak evoking emotions that go against the author.</p> <p>-Writer unable to support his argument.</p> <p>-No mention of the case in the argument</p> <p>Unfocused title, boring introduction, unclear topic sentences and weak transitions. The article does not flow,</p> | <p>-The issue is evident but may not be defined clearly.</p> <p>-The claims are unevenly supported, with weak or unsubstantiated evidence.</p> <p>-Occasional mention of the case in the argument</p> <p>-okay title.</p> <p>-Introduction is too broad, even though the focus is seen later on.</p> <p>-conclusion is not focused, may be unrelated to the main idea.</p> | <p>-The claims are well supported but may not be completely convincing.</p> <p>-Generally speaking, the writer can evoke the appropriate emotion in the audience.</p> <p>-Mostly goes back to the case to support the argument.</p> <p>Clear topic sentences but they may not fully relate to the thesis statement</p> | <p>-Clearly defines the issue</p> <p>-Clearly identifies the audience</p> <p>- Fully supports claims with sound reasons and evidence</p> <p>-Effectively evokes the appropriate emotion in the audience and responds to counterarguments</p> <p>-Consistently goes back to the case study to support the argument. The essay flows nicely. The Thesis is perfectly supported by the argument.</p> |
| Voice | <p>The author's voice is not heard in the piece.</p> | <p>The author's voice is weak in the article.</p> | <p>The author's voice is heard.</p> | <p>A strong author's voice is heard throughout the article.</p> |
| Referencing, Style and language | <p>Too many errors regardless of how strong the argument is.</p> <p>The article is not referenced. Or the wrong type of referencing is used.</p> | <p>The piece is readable but the various mistakes in grammar, punctuations, or design "begin to create static in the reading experience."</p> <p>-While the article is referenced; the referencing is incomplete and includes many mistakes.</p> | <p>-mostly correct, easy to read, rare errors that do not affect the reading experience.</p> <p>-sentences could be more concise</p> <p>-Some issues with referencing. But the article is referenced well.</p> | <p>-correct, easy to read, no errors, concise clear sentences.</p> <p>-the paper is well-referenced; no issues with referencing.</p> |