

UNIT 4 OVERVIEW (FOR MODULE WEEKS 13-19)
SKYLINE ENGL 100
SPRING 2014

OVERVIEW

Welcome to Unit 4, the last unit of the term. We are officially finished with *Rereading America* (yay!). This new unit focuses on giving you practice using all of your newly acquired rhetorical skills simultaneously – summary, textual analysis, comparison, and citation and research – which you'll do in conjunction with a book reading of your choice. See below for a more detailed overview of this unit's reading and assignments. Please read through all applicable unit materials before attempting any of the required tasks and assignments.

Keep in mind that there is still much to talk about here in terms of **writing strategies**, the focus I always want you to take in your formal analysis work as you well know by now. Your chosen author does all kinds of cool, interesting things with language and standard writing "conventions" (the standard rules writers and storytellers are supposed to follow in their writing) hopefully – you should be watching for and taking note of those patterns as you read, as those are the things I'll want you to write about in your analysis of the writing.

There are more moving parts to this unit (and the stakes are higher for you too: the Research Essay is worth **40** points instead of 20, and since it's due at the end of the term you will not be able to rewrite it or submit it late for credit), so please study particularly carefully the instructions in this overview as well as in the other documents posted in the unit, paying special attention to the research essay assignment description and the pages of instruction on creating annotated works cited lists.

You'll need to develop at least a provisional thesis focus for your Research Essay as soon as possible because that will help you envision your ultimate essay construction more clearly as it will also help you focus your research work. But note that the analytical task in this essay assignment is largely the same as it has been in both the Chapter 2 and Chapter 4 essays: choose a few specific rhetorical elements you see an author deploying in a given piece of writing that help to convey meaning (or not), describe and illustrate them, and then make an argument about how they do or don't help the writing be a piece of effective and engaging communication, and why you think so. This is precisely what I asked you all to do in your Chapter 2 & 4 essays, you'll recall. My hope is again that you chose a book you enjoy and that you feel you understand well – those factors combined will make it much easier to research and write your essay.

The one added task here, and the reason this last essay assignment is called a "research" essay, will be to augment your analysis and discussion with a bit of outside research that you can use to support and extend your own analysis. This will be described further below, but essentially the task here is this: once you've chosen the reading selection you plan on analyzing from the book, go find outside sources – some legitimate and scholarly, some less so – **that approach the same topics and subjects as those in your chosen reading but in a different way than your reading**. Then, fold observations about those sources into a close analysis of your core text by referencing the connections and differences between them and your book as you seek to determine what works and what doesn't about the writing in your core text.

Again, the goal with this final essay is pretty straightforward and not at all complicated: go find other *legitimate* voices (not Wikipedia or eNotes or Dictionary.com, by the way – those kinds of topical online sources are not considered legitimate resources on which to draw for your academic citations and references) that handle the same subjects in other, different, and interesting ways, and then cite those sources as you develop a coherent textual argument about how **your** own chosen reading selection is written and constructed well or not well in comparison, how it differs from or aligns with other pieces of writing that handle the same topics, and how those other pieces of writing help or don't help to inform and deepen our understanding of the essay you've chosen to write about. This assignment is about making connections – between readings and voices from disparate sources and finding commonalities and shared concerns among them, noting dissimilarities and key distinctions between them along the way as well.

You will need to study carefully your other reading selections, the ones you research on your own, because you'll need to briefly summarize them on the annotated works cited list you'll attach at the end of your essay as well as in the body of your essay work when you introduce them into your discussion. An annotated works cited list is just like a regular works cited list except that it also includes short **3-5 sentence summaries** of each listed source, summaries which are included on the actual works cited list just below the list entry itself – see below and elsewhere in the unit for further instruction, and note the samples of annotated works cited lists I've placed within the course as well. This list that will require some additional time, effort and focus from you in order to research a **minimum of 5 other sources** you'll use in your final essay. Read them, summarize them, and list those sources along with their short summaries (now called "annotations" when you put those short summaries into a works cited list).

Again, in order to compile *and annotate* your **5 required source entries**, you'll have to search and read other pieces (this could include books, articles in journals and newspapers, films and music, etc., online or off) that relate by way of strategy and/or subject to your chosen book selection. And in order to focus your research, you'll need to have a thesis focus to begin with as well – which is why I want you to settle on one of the readings as quickly as possible to study and research: this will help immeasurably in enabling you to quickly focus your research work and make it more fruitful for you. The principal challenge this time around is that I'm not telling you what to read, nor am I telling you what to write about, nor am I giving you specific questions to address. All of this is now up to you, with the knowledge that you must still create what I'm always looking for in your essay work: a thesis-driven, textually supported discussion of a work that seeks to analyze how and how well or not well the work is constructed and written.

Remember not to create extended summary work, remember not to include editorial comments about your author, and remember above all else to focus on the writing, not the ideas, in the work, as always.

*One tip I have for all of you: note the general textually focused question prompts for how to examine and talk about your chosen reading selections that I've placed in the discussion forums of the unit. You might consider using some of those to help you develop your own thesis questions and arguments for your Research Essay.

That's the general unit overview. See below for additional important details about specific unit materials and requirements.

HOMEWORK OVERVIEW

The key assignments this unit are listed here:

Summary Description: A 1 full page (minimum) summary introduction and description of your self-selected book-length work to form the basis of your research work and Research Essay.

Writing Skills Tests (2): There are two in-course timed writing exams in this unit. These are described at length within the course.

Discussion Forums (3): There are three discussion forums this unit. These will correspond to the full-length texts you'll read during the unit.

Draft thesis paragraph submission – You'll be submitting a draft thesis paragraph – **1 paragraph, 8 sentences minimum required** – that introduces, describes and briefly summarizes your book and lays out the textual focus and argument(s) of your final essay in a thesis formulation.

DRAFT Annotated Works Cited List – so that I may: 1) review your sources before you use them in your Research Essay; 2) evaluate your ability to construct a correctly formatted works cited list; and 3) check your skills regarding the generation of appropriate and thorough summary write-ups for each entry on your list. **Your list must have a minimum of 6 annotated (individually summarized) sources:** your primary source text, and 5 additional sources that you've researched for possible inclusion in your final essay. This list is worth 30 points (5 points for each of the 6 required entries). **Each source listed must be fully annotated in order to**

receive credit for any of the list entries. The book you're choosing to focus on should **not** be one of the required sources you annotate on this first draft list: this draft list is only for *other* sources you research and plan on using in your essay work. Late, under length, poorly proofread and/or formatted, or incorrectly cited lists will not receive credit. Lists that do not include full annotations for each entry will not receive credit. This assignment cannot be submitted late for credit or revised for a higher grade.

Draft Research Essay submission – A **4 full page** draft of your final essay using the upload tool provided in the course. As always, drafts must be .doc or .docx files to receive credit. Drafts will not be commented on or returned, but they will receive automatic credit as long as they are 4 pages in length and appear to be responding appropriately (e.g. with thesis-driven analysis that is supported by discussion and textual references to your chosen essay and to your additional researched sources) to a question about structure and strategy in the writing you'll develop as you build your thesis argument and focus. *Again, remember to use the discussion forum prompts this unit to help you develop your thesis focus and line of critical inquiry in this assignment.

Research Essay - Write a minimum of **6 full pages** of well-researched analysis of your chosen reading selection. This is your final writing and Research Skills project. Instructions for it are outlined on the Research Essay Assignment Description sheet elsewhere in the unit along with the sample research essays for you to model and learn from as you create your own work.

***Please note that this final essay is worth 40 points (instead of the usual 20). It must be passed with a C or better in order to pass the course and cannot be submitted late for credit or revised for a higher grade once it's submitted. It's important that you begin your research and planning for this assignment early so that you'll have enough time to complete the essay before the end of the term.**

See our Sky100 course page on GregTeach for links to and detailed descriptions of each of the items listed above. Late work will not be accepted for credit. Assignments must be correct, complete and submitted on time if you want them to be considered for credit.

Please note that as this is the final round of work at the end of the term, late work cannot be accepted for credit under any circumstances. No exceptions will be made to this policy: all work in this unit, in order to receive credit, must be submitted by its respective deadline and before the end of the term. No work will be accepted after that point. This policy will be strictly enforced.

Read below for additional unit notes.

CONTENT NOTES

We should take some time to discuss further the basic requirements for this unit as well as the tools I've provided to help you with your work.

But I want you to **STOP READING** now and first go read two items for me that are posted within the unit: the **Research Essay Assignment Description**, and the **Annotated Works Cited List Instructions**. Reading these items will give you a clearer idea of what I'm looking for in this unit, and understanding the assignment clearly will answer many of the questions you may have at this point, as it will also help you understand the explanations provided below. The **assignment description** is a detailed write-up of your research essay task and the **list instructions sheet** is a description of exactly what I want from your annotated works cited lists you'll submit in draft form and then again added to your final essay.

Go ahead... read them now and then come back here and read on. Go on, don't be shy...

.... I'm pausing now, while I wait for you to read the documents mentioned above....

Okay, welcome back! Good – now you've read the assignment description and the list instructions sheet, so you're ready to proceed with an informed discussion about a few related materials in the unit.

THE SAMPLES

The sample student research essays included in the unit are not perfect, but overall they do a fine job of maintaining a tight focus on their chosen topics and the selected sources they use to explore those topics. Notice how they each integrate their research sources into their own analysis without letting them overtake or *replace* their own speech and analysis. The students rely on those research sources to only echo and clarify what they have already made clear in their own argumentation which is what I want. Use these essays as models for your own work. I of course do not want you to use any of their language in your own essays (that would be plagiarism) but you can use these essays to gather ideas for how to organize and structure your own work, and you should.

You'll also find in the module some sample annotated works cited lists that should be self-explanatory after you've read the Annotated Works Cited List Instructions sheet. Use these as models to help you build your own lists.

THE RESEARCH LINKS

The **Research Links** page contains a few general library search page links along with some instructional pages and video clips designed to help you learn more about good research and reference techniques. Use these sources as well as find you need additional instruction or review of good research tools and strategies.

***Please note:** If at any point you are not sure whether or not a given source that you've found is legitimate and sufficiently academic in nature, ASK ME. Email, message or Virtual Office post me a description of the source and I'll tell you if it's acceptable to include it in your research.

There are two other very useful links here that you've seen before – the Hacker Works Cited Guide and the Automatic Works Cited List Entry Generator. These will be very useful tools for you as you construct your own lists. The first link shows you how many different kinds of sources are cited in the body of your writing and also listed on a works cited list at the end of your work – use these as templates for your own sources. The second link builds those entries for you, automatically placing the information in the right order and punctuating and spacing it correctly, so that all you have to do after plugging in the information and allowing the site to create your reference is to copy/paste it into your own works cited list and then add correct spacing, tabbing, alignment and font changes. *Note though that you cannot rely on that site to include all the required pieces of your list entries for you: that's your responsibility. If you forget to type in an author name or a work's title or the publishing date or location – or any other pieces of required list information – then your list entry will be incomplete and incorrect, which you don't want. Use this online tool, but use it wisely: make sure all the source information is provided before you copy/paste the list entry into your own lists, and don't rely on the website to ensure that it's all there for you.

You do not have to use anything from any of these sources if you do not wish – they are all provided only as additional resources for those who wish to utilize them (though they will make the research you're required to do for the Annotated Works Cited List and the final essay easier, I believe).

Note though that the library link will be highly useful to you for its online databases. You should also visit the campus library and ask the research librarians there to help you with your Essay research – they'll be happy to help you narrow your focus and your search terms as they point you in the direction of useful source materials for your essay assignment. You may of course also visit other community or school libraries to get help with this research.

* * *

Okay, read this long highlighted and boxed section below **VERY CAREFULLY** – it contains the most important explanations of this overview sheet.

AND NOW, A LITTLE MORE ABOUT THE ESSAY ASSIGNMENT TASK...

To be clear, the purpose of this assignment is for you to show me that you have learned all of the core rhetorical skills we've covered this term (i.e. summary writing, analytical writing, thesis construction, paragraph development, source citation and integration, language control) by creating an essay that puts all of those components to work, successfully, in a coherent textual analysis of a text you've chosen for yourself.

But I want to make sure you all interpret the **research component** of this assignment correctly. I have described the Research Essay elsewhere here as a partly comparative essay (like your Chapter 4 Essay), one that incorporates what other research sources have to say about the same topic(s) that is addressed in your chosen reading selection. Please be careful not to take that to mean that you should attempt a full comparative discussion of your chosen text and also your research sources, giving equal time in your discussion to all of them and incorporating remarks about your research sources into your thesis arguments as well. Keep your focus on your chosen primary reading, only incorporating small amounts of discussion of your researched sources as needed. And keep your thesis focus just on that reading too – you needn't mention your research sources at all in your thesis, and in fact I would prefer that you don't.

Remember too not to interpret the research requirement to mean that I want you to discuss, or even summarize or opine on, the topics and ideas and themes covered in your selection and in the research sources. I don't. As always, I want you to focus on writing strategies that work and don't work, not the given set of ideas in a given reading. Just as always, I want you to engage in formal textual critique of the writing in your own selection, that's it.

Create a six page essay that mounts a formal evaluation in the form of a positive or negative critique of the success and effectiveness of certain apparent writing strategies you will identify for us that are prominent and important in your chosen selection. This is a long way of saying this essay should look and sound precisely like your Chapter 2 Essay. Close, narrowly focused textual analysis of a single work, albeit with the added component of 5 research sources you'll bring in for the sake of context and comparison in order to make your arguments clearer and stronger about your selection.

How to structure your essay:

The opening paragraph needs to do two principal things: introduce and briefly summarize the themes and writing style, etc. of your chosen selection - and that selection only - and then it needs to lay out your thesis argument which, to be clear, is not a summary of the reading but rather, just as it was in your Chapter 2 single-source textual analysis, a subjective position you will take on the relative effectiveness and success of the writing strategies you see as most prominent or important in your chosen selection. And again, the thesis needs to deal with HOW your selection is written, not what it says, and it should not mention your research sources at all. Your thesis needs to lay out your arguments about the writing in your chosen work and that work alone - it should not incorporate or even mention, nor should your entire opening paragraph, your research sources.

Each of your body or internal paragraphs will take a portion of your thesis argument and deal with it separately and closely. This is also just like your Chapter 2 Essay. Examine, discuss, analyze but do not summarize, reference and cite, one given element of writing method, construction, strategy, or pattern you see as important to the reading's success or failure. Open with a topic sentence - an "idea statement" that reiterates the part of your thesis argument to be dealt with in the paragraph and which is there to announce and focus the argument you'll be making in the paragraph about how the writing works in your chosen selection. Then go on to provide a textual example that illustrates your topic idea and then analysis to explain and defend your topic idea. Again, this paragraph development model is exactly like what you've already practiced in your Chapter 2 Essay (and your Chapter 4 Essay as well for that matter).

There is one additional requirement for your internal paragraph discussions though and this, finally, is where your research sources come in to play. I asked you all to isolate certain strategies you take to be important in the success or failure of the writing in your chosen selection and then go out and research other people writing about the same subjects or themes to see how they write about the same things. So, you'll now use those research sources, one per paragraph at the most, as support or refutation of your paragraph argument about how your own selection is written. You are to use your research sources to show us how someone else approaches the same topic but does it less well and/or better than (or at least differently in an interesting or not interesting way) your chosen selection.

The focus throughout is always on what your selection does - you're just using other sources to help you explain that to us. You should not be mounting extended discussions or paragraph-length critiques of what your research sources are doing or saying though. Use your research sources only to support or echo or refute or illustrate what you are already arguing about your own selection.

And while that means there is obviously a comparative aspect to this component of your essay - you're comparing your selection to someone else's - I do not want a full comparative analysis that gives equal weight to all sources. The focus throughout must stay on your chosen selection, on how it's written (not what it says) and how well you think it conveys meaning to us and why you think so. Use your research sources sparingly to help you make that argument well, and always return us to your topic and thesis ideas about your chosen selection.

It is imperative that you build an essay that's an evaluation of how and how well your chosen selection is put together. That's textual analysis, the kind that incorporates summary and researched support but remains focused on examining how language actually works to communicate meaning, and it is a core skill this course is designed to ensure you're capable of performing. Essays that do not show me competence in that core task won't pass.

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When you do your research, don't focus on communicative strategies so much if you don't want to – it'll make your research harder than it really needs to be. Just go out and look for other sources that are about the same subjects or themes as the selection you've chosen to examine. Undoubtedly those pieces that you find will be written differently in at least some ways, but probably many. So now look more closely at how the researched sources handle those subjects and themes better, worse, differently, etc. You're doing this to shed light on how well or uniquely or unconventionally or differently or ineffectively, whatever, your own chosen selection handles them. At this point you can look back at your own selection and focus on just a few points you'll be making about how the piece is written. Now use your sources as counterweights for us, showing us how others approach the same writing task but that do it to lesser or greater effect than your selection.

You're still doing a standard textual analysis of a few specific writing strategies in your selection, just as you have been for the last two essays. Only now you're adding a comparative element, quite like the Chapter 4 Essay. The principal difference here is that you have to go out on your own to find comparable sources rather than having them presented to you within the same chapter of related readings. And then you have to integrate those researched sources into your textual analysis just as you did for your Chapter 4 Essay. Just think of this as a bigger, more sourced textual analysis for which you must go out and find your own researched materials that are relevant to a textual analysis of your chosen selection.

Here's an example of how I might approach this assignment:

If I were going to write about the Michael Lewis' expose of Jonathan Ledbed's adventures with stock pricing and the SEC (that I've posted a copy of in the course, for your reference), for example, I would look at that piece and try to decide for myself what I like about it and what makes it such a compelling piece of writing. Well, so Lewis chooses a particularly engaging young man to write about, that's the first thing I'd say. And then I'd say that Lewis seems, as the piece goes on, increasingly seduced by the boy's charms but also his intelligence and courage, such that Lewis seems to become less the disinterested journalist he initially presents himself to us as and more the

champion of stock revolutionaries like Ledbed. He becomes more sympathetic to Ledbed's "cause." And because of that Lewis is able to draw out a larger, more universally applicable lesson for us and at the same time humanize what might otherwise be a very dry, uninteresting account of insider stock trading. That's interesting, and quite unique: to successfully tell a story about stock trading, a story people who aren't stock traders will actually care about and understand.

So, given those observations about what I think is notable about how Lewis writes the piece, I'd go off to the library and look for other people who write about the SEC and stock trading and insider deals and fixing trades, etc. I'd probably mostly look in journals in this case (things like *The Economist*, or *The Wall Street Journal*, but I'd also get the research librarian to help me find a few books on those topics too). I'd look over my sources, and I'd note how they're talking about and writing about the same things Lewis does, only probably not nearly as interestingly or ingeniously as he does. I'd take those observations back to Lewis' text and begin writing my essay then, noting that his piece is quite interesting and effective precisely because of the things I initially noted about how he tells his story, things others writers - and here I'd bring in my research sources to support my statements - don't do or do as nearly as well as he does. And that's how I would use other sources: to help me make and support my points about how Lewis does his work so well in specific ways.

Your sources can be anything you want them to be as long as they meet these two criteria:

1. They need to be legitimate, authored sources (books, journal or newspaper articles, websites that are attached to professional organizations or schools, films or pieces of music, etc.)
2. You're able to find a way to make your source material directly relevant to your discussion of certain **textual strategies** used in your chosen selection.

As always, if you're not sure whether or not a source is a good one or not, Virtual Office me with the name and type of source and briefly explain how you want to use it in your essay, and I'll tell you whether or not it's a legitimate source and usage of that source or not.

So yes, the focus of your analysis should be on writing strategies, principally in your chosen selection.

Per the comparative element to this assignment, there will be some comparison of strategies that are used to talk about the same things in your selection and your research sources, although the primary focus of your analysis and discussion will be directed at an extended examination of your own selection, using the research sources only sporadically to support the conclusions you make about your selection. It's a comparative discussion, yes, but not one that gives equal time to all sources. Your reading selection will get 90% of the writing attention, your research sources 10% at the most.

And yes, there should be some brief summary of the research sources you cite so that we'll understand why you're resorting to citing them in your discussion and how they're relevant to your analysis. But don't spend more than a few sentences summarizing your resource sources, and introduce those summaries throughout your essay, as you introduce each source into your discussion, rather than in the introductory paragraph.

* * *

I hope that clarifies the assignment a bit more for you and takes a little bit of pressure off of you as you labor to meet my expectations for this final essay task.

Good luck, good writing, and please Virtual Office me with questions if you're still uncertain about what I want.

* * *

A FEW LAST REMINDERS...

That should cover most everything you'll need to know for this unit. Again, please ask questions when you have them – the questions and confusions you may have are likely those of others as well, so please don't be shy about expressing them. I want you to be clear about what's required of you in this final unit.

A note to those of you who might see the decreased reading schedule and fewer due dates later on in this unit as an opportunity to put off the final project work until the last week: don't do it. You will find that it will then be impossible to do the research and writing work required for this set of assignments in order to pass the class successfully. **Remember that you do need to pass the Research Essay with a C or better to pass the course, irrespective of your other essay and/or homework grade levels in the course.**

Again, the draft list is worth 25 points and the final research essay, 6 *full* pages minimum, is worth 40 points (instead of the usual 20). Remember also that this research essay will not be eligible for rewrites or accepted late because it is due right at the end of the term. It must be your best work and **expertly proofread** for sentence errors and clarity the first time around. I will be unable to read or grade work that comes in under the page limit, or does not include a revised annotated works cited list with the essay, or that does not include the required secondary source references, or that does not address the other required elements of the assignment – including expert proofreading. Take this work seriously – you can all do it, and do it well, but you should start your planning work *now* in order to ensure success.

If you want me to look over your essay draft and provide some initial feedback in order to help you focus your efforts in your final drafting stages, email it to me several days before it's due and ask for my comments which I'll be happy to provide. It's best if you ask very specific questions about specific elements you're struggling with in your essay (e.g. *Can you look at the wording of my thesis and tell me if it's clear and focused enough, and if it's sufficiently linked to my analysis work later on in the essay?*) rather than general, unspecified questions (e.g. *How is my draft?*) – this will help me focus my look at your work and will yield a more complete response from me. Email requests that simply ask me to look at your work and tell you what I think will not always get a lengthy response from me – please try to be as focused and engaged in your expectations of me as a reader as you can so that I can provide feedback that's useful instead of just a rubber stamp of (dis)approval.

* * *

That's it. Off you go. You're ready to begin moving through the rest of this unit. Good luck, smile, ask lots of questions, and enjoy your reading!

See the next page for a review of how to properly format and submit your draft and final version essay files.

PROPERLY FORMATTED & SAVED FILES:

This is how you must format your essay prior to submission. Please see the **Sample Format Page** in the course for more details:

Treat essays for this class exactly like you would for a regular face-to-face class: Use **1.25 inch margins** all the way around, **double-space** your work, eliminate extra spacing between paragraphs. Use a standard typeface (e.g. Times, New Century Schoolbook, Garamond, Calibri or Ariel) and use an **11 or 12 pt. font** (nothing larger or smaller please), black text (no colors please!). Arrange your text “ragged” down the right-hand margin and flush to the left margin (this is the default setting in Microsoft Word), and indent each paragraph one tab. **Put your name, the date, and the essay assignment in the top left corner of the first page, and please include page numbers.**

This is how you must format your essay *file* prior to submission.

Please note that you must submit **.doc** or **.docx** file attachment types *only* when you submit your essays to me (this applies to both emailed drafts, if required, as well as final versions using course upload tools). **I cannot open, read, comment on or grade any other file types, including but not limited to rft, txt, pdf, pages, and wps files.**

Do not send me an essay that has not been either created in Microsoft Word or converted to a Microsoft Word document and saved as either a **.doc** or **.docx** file. (Do not manually type “doc” or “docx” at the end of your document – the software will do that automatically when you save your file before sending it to me if you are using standard word processing applications.)

The way you name your essay files, in order to keep me from losing them on my computer, must also be **exactly** as follows in order to receive credit:

Your LAST name only + a short description of the ASSIGNMENT. Capitalize each new word in the title. Do not include your first name, do not include my name.

So, I'll pretend my last name is Smith and I'm submitting a final version of an essay for grading either by email or by using the course upload tools. Either way, I would save that essay file by naming it like this: **SmithResearch.docx**.

For **draft** versions of your essay, put the word **DRAFT** in all caps into your file title before you email the draft to me, like this: **SmithResearchDRAFT.docx**.

For **revised** versions of your essay, please put the word **REVISION** in all caps into your file title before you email the revision to me, like this: **SmithResearchREVISION.docx**.

Capitalize each new word, include only your **last** name (not your full name, and not my name), and do not put any extra spaces between words or any punctuation anywhere in the file title.

Again, these guidelines are extremely important – please follow them exactly as described. I handle hundreds of student files each semester, and your adherence to these guidelines is the only way I can keep track of everyone's work and guarantee that it gets graded and returned to you.

Submissions that do not follow these guidelines will be returned unread and marked down a full letter grade for not having fulfilled basic file requirements – even if they are otherwise submitted on time and satisfy all other minimum assignment criteria.