**Instructor:** Dr. William T. Borrie  
Office: 405A CHCB  
Email: bill.borrie@umontana.edu

**Course Description:**
Examination of the origin, evolution, and application of the park and wilderness concept on state, federal, and international levels. Fundamental objectives of wilderness and park management.

**Course Overview and Goals:**
This course is designed as a capstone course for undergraduate students with an interest and background in recreation, park and wilderness management. One of the major objectives is to introduce students to the conceptual foundations and pressing issues of wilderness and park management. The course will emphasize readings, building familiarity with a range of authors and writing styles (ranging from exposition, rhetoric, bureaucratic and academic styles to authors writing for a popular audience). It will require extensive student seminar discussion and cooperative learning.

Students successfully completing this course should:

- Be able to differentiate the conceptual origins and objectives for city, state, national and international parks.
- Be able to consider diverse viewpoints and stances on recent controversies and issues in wilderness and protected area management. Students are encouraged to weigh different arguments and perspectives, developing their own professional ethic and approach.
- Recognize the different purposes and needs of different audiences for writing, and learn to adopt the academic voice necessary for professional land managers.

As an Upper-Division Writing Requirement in the Major, the following outcomes are expected:

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

**Assigned texts and readings:**

Assignments:

1. The course will operate as a student-centered seminar. The instructor will provide introductions to the course and to particular topics, and will also provide additional substantive material as appropriate. Students are expected to be prepared to discuss the assigned material in detail. An important component of your evaluation will be the quality of your daily preparation and participation.

2. There will be two short response essays. These are designed to test your understanding of some fundamental material, as well as react to presentations at the 2014 Mansfield Conference. Each should be 1-2 pages, as prescribed in assignment.

3. The mid-term and final exam will be of a comprehensive nature, covering all of the course readings, lectures, discussions and field trips. They will be taken in the form of take-home examinations, and will comprise 1-3 questions, each around 5-8 pages long. You may be given the opportunity to consider feedback, revise and resubmit your mid-term responses as part of the final. The mid-term will be graded for content, as well as the quality of writing, using the following breakdown:

   40% Writing Skills
   13% Clear and correct communication (Expression, Grammar, Spelling, & Referencing)
   13% Coherent and well-structured arguments (Logical progression, flow, arguments backed with evidence)
   13% Paper Organization and Peer Review (Attach an outline and peer review of your answers)

60% Content
30% Coverage of topic (including adequate length)
30% Ability to use quotes from readings

Table 1. Grading distribution for PTRM 482. Fall 2014.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 short response essays</td>
<td>20</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>25</td>
</tr>
<tr>
<td>Final exam</td>
<td>35</td>
</tr>
<tr>
<td>Class participation</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Policies:

1. Any student with learning disabilities or disadvantages needing special dispensation or assistance will inform the instructor immediately following the first class. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommason 154 or 406 243 2243. I will work with you and DSS to provide an appropriate modification.

2. It is expected that all work tended for evaluation will be professionally presented. Written assignments are to be laser printed. Proof-read and spell-check your documents. Folks reading your work assume you mean to present it the way that you do. Points will be deducted for spelling or grammatical errors. Please use 1.5 spacing, as that gives room for me to write comments when I’m grading. (This paragraph is 1.5 spacing)

Please submit all work as a hard copy (i.e. turn in a printed copy). That way you control the way it prints out. Double-sided printing is OK. You should save copies of all your work - one good way is to email yourself with a copy attached.

3. Late submissions are not encouraged. A standard policy of subtracting 10% per day (or part of day) late is fair to everyone (students, instructors, and administration). Extraordinary circumstances (such as a death in the family) should be discussed with the instructor in advance. Leave from college due to medical conditions should be documented with doctor’s certificates.

4. Attendance is expected, though not required for all classes. It is the student’s responsibility to make up, through their own alternative learning activities, the material missed due to absence.

5. All course activities are governed by the Student Conduct Code, which embodies the ideals of academic honesty, integrity, human rights, and responsible citizenship. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. It is available online at Student Conduct Code

6. You must give due credit to other people’s ideas by referencing or quoting the source. I prefer you follow APA style guidelines – i.e. the publication Manual of the American Psychological Association, Sixth Edition. There is an introduction posted on Moodle (APA Basics).

Should students cite Wikipedia? No. While Wikipedia is a very useful resource, particularly as a starting point for your research, it is not always accurate nor valid. Additionally, it is always changing and so it is not reliable. You should only cite primary or secondary source material – that is, go to the original source whenever possible.

Also, seniors shouldn’t be citing the dictionary (online or book) as you are more advanced in your thinking than generic sources such as that.

7. Please be respectful of others and turn your cellphones off or to vibrate during class. I ask that you refrain from texting during class. Not only do I find cellphones very distracting, but so do other students. I am happy for you to use laptop computers in class, but limit your use to class-related activities – that is, don’t do general web surfing, email, Facebook nor Twitter in class.

8. At times this semester we will be discussing issues and events that may be confronting or disturbing to some students. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. (You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student.) If you ever wish to discuss your personal reactions to this material, either with the class or with me afterwards, I welcome such discussion as an appropriate part of our studies.

9. This course will be using a plus/minus grading system (Traditional letter grade only). Valid grades and their grade point values per credit are shown below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>GPA</th>
<th>Grade</th>
<th>Points</th>
<th>GPA</th>
<th>Grade</th>
<th>Points</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100 %</td>
<td>4.0</td>
<td>C+</td>
<td>77 – 79%</td>
<td>2.3</td>
<td>D-</td>
<td>60 – 62%</td>
<td>0.7</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93 %</td>
<td>3.7</td>
<td>C</td>
<td>73 – 76%</td>
<td>2.0</td>
<td>F</td>
<td>&lt; 60 %</td>
<td>0.00</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89 %</td>
<td>3.3</td>
<td>C-</td>
<td>70 – 72%</td>
<td>1.7</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>B</td>
<td>83 – 86 %</td>
<td>3.0</td>
<td>D+</td>
<td>67 – 69%</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>B-</td>
<td>80 – 82 %</td>
<td>2.7</td>
<td>D</td>
<td>63 – 66%</td>
<td>1.0</td>
<td></td>
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</tbody>
</table>
## Table 2. Proposed Course Schedule: PTRM 482. Fall 2014

<table>
<thead>
<tr>
<th>Day</th>
<th>Topics</th>
<th>Readings (complete before this class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, August 27</td>
<td>Parks &amp; Protected Areas – sacred &amp; profane?</td>
<td>Henneberger</td>
</tr>
<tr>
<td>Mon, Sept. 1</td>
<td>Labor Day Holiday</td>
<td></td>
</tr>
<tr>
<td>Wed, Sept. 3</td>
<td>National Parks – nationalism?</td>
<td>Runte, NPS Organic Act, Sax Ch. 1 (Response paper due: Monday Sept 8, 10.30am)</td>
</tr>
<tr>
<td>Mon, Sept. 8</td>
<td>National Parks – democracy?</td>
<td>Dustin, More &amp; McAvoy</td>
</tr>
<tr>
<td>Wed, Sept. 10</td>
<td>National Parks – reflective recreation?</td>
<td>Sax, Chs. 5, 6 &amp; 8</td>
</tr>
<tr>
<td>Mon, Sept. 15</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>Wed, Sept. 17</td>
<td>PTRM 484 field trip</td>
<td></td>
</tr>
<tr>
<td>Mon, Sept. 22</td>
<td>National Parks – vignettes of primitive America?</td>
<td>Leopold (C&amp;N, pp. 103-119)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grumbine; Chase &amp; Shore</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MID-TERM HANDED OUT</td>
</tr>
<tr>
<td>Mon, Sept. 29</td>
<td>-</td>
<td>Mid-term due: Wednesday, Oct. 8, 10.30 am</td>
</tr>
<tr>
<td>Wed, Oct. 1</td>
<td>Parks &amp; Protected Areas– what type of recreation?</td>
<td>Curry</td>
</tr>
<tr>
<td>Mon, Oct. 6</td>
<td>PTRM 484 field trip</td>
<td></td>
</tr>
<tr>
<td>Wed, Oct. 8</td>
<td>City Parks – social control &amp; social justice?</td>
<td>Taylor</td>
</tr>
<tr>
<td>Wed, Oct. 14</td>
<td>State Parks – progressivism &amp; access?</td>
<td>Cox, State Park statutes</td>
</tr>
<tr>
<td>Mon, Oct. 20</td>
<td>Zoological Parks – nature’s diplomats?</td>
<td>Hancocks</td>
</tr>
<tr>
<td>Mon, Oct. 26</td>
<td>Wilderness – the attack (I)</td>
<td>Callicott (C&amp;N pp. 337-366)</td>
</tr>
<tr>
<td>Mon, Nov. 3</td>
<td>Wilderness – the defense (I)</td>
<td>Henberg (C&amp;N pp. 500-512)</td>
</tr>
<tr>
<td>Wed, Nov. 5</td>
<td>Wilderness – the defense (II)</td>
<td>Foreman (C&amp;N pp. 395-407)</td>
</tr>
<tr>
<td>Mon, Nov. 10</td>
<td>International Protected Areas – for whom?</td>
<td>Nash (pp. 207-216); Batisse</td>
</tr>
<tr>
<td>Wed, Nov. 12</td>
<td>The Ethnocentric critique – indigenous views</td>
<td>Bayet (pp. 314-324); Guha (pp. 271-279)</td>
</tr>
<tr>
<td>Mon, Nov. 17</td>
<td>Private Protected Areas?</td>
<td>Langewiesche</td>
</tr>
<tr>
<td>Wed, Nov. 19</td>
<td>Eco-colonialism</td>
<td>Crowe &amp; Shryer</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Mon, Nov. 24</td>
<td>(Make-up day, if needed)</td>
<td></td>
</tr>
<tr>
<td>Wed, Nov. 26</td>
<td>➢ THANKSGIVING VACATION</td>
<td></td>
</tr>
<tr>
<td>Mon, Dec. 1</td>
<td>Wildness</td>
<td>Snyder (readings pkt),</td>
</tr>
<tr>
<td></td>
<td></td>
<td>plus Snyder, pp. 642 – 651(optional)</td>
</tr>
<tr>
<td>Wed, Dec. 3</td>
<td>Wild &amp; Free</td>
<td>Turner (readings pkt, plus C&amp;N pp. 617-627)</td>
</tr>
</tbody>
</table>

**Final exam due: Thursday, Dec. 11, 9.00am**

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**Important Dates Restricting Opportunities to Drop a Course Fall 2014:**

<table>
<thead>
<tr>
<th>To 15th instructional day</th>
<th>Students can drop classes on Cyberbear</th>
<th>September 15 = last day</th>
</tr>
</thead>
<tbody>
<tr>
<td>16th to 45th instructional day</td>
<td>Drop requires form with instructor and advisor signature, a $10 fee from registrar’s office, student will receive a ‘W’.</td>
<td>September 16 through October 27</td>
</tr>
<tr>
<td>Beginning 46th instructional day</td>
<td>Students are only allowed to drop a class under very limited and unusual circumstances. Not doing well in the class, deciding you are concerned about how the class grade might affect your GPA, deciding you did not want to take the class after all, and similar reasons are not among those limited and unusual circumstances. If you want to drop the class for these sorts of reasons, make sure you do so by the end of the 45th instructional day of the semester.</td>
<td>October 28</td>
</tr>
</tbody>
</table>
Noted legal scholar Joseph Sax suggests preservationists need to focus less on “whether we ought to have nature reserves (for that is widely agreed), but on the uses that people will make of those places” (p. 103). Therefore, write a detailed response to the attached article by Grayson Schaffer, “National Parks Are About to Get Way More Fun”. In particular, you should answer his call for the National Park Service to allow, “more access for some of the sports that have come to define modern adventure” (such as mountain biking, base jumping, white-water kayaking, adventure racing, guided skiing, hang gliding). In answering this question of which activities to allow and which to disallow, you should specifically and carefully discuss the Congressional mandate for the National Park Service, as well as the question of who, typically, pushes for more access, more visitation and why.


Work independently of other students and their answers to these questions.

The grading for each question will be broken down on the following lines:

40 % Writing Skills
13% Clear and correct communication
   (Expression, Grammar, Spelling, Unbiased Language & Referencing)
13% Organization and Review
   (Attach an outline and the peer reviews of your answer)
13% Coherent and well-structured arguments
   (Logical progression, flow, arguments backed with evidence)
60% Content
30% Coverage of topic (including adequate length)
30% Ability to use quotes from readings

- Focus your answer on management of National Parks, ignoring references to Wilderness and/or wilderness characteristics. While some National Parks have designated wilderness areas within their boundaries, many do not. The Congressional mandate is quite distinct and for the purposes of this question do not discuss the Wilderness Act of 1964.

- Please note this is an exam, so spend the vast majority of your answer demonstrating your familiarity and understanding of the material presented in the class readings and discussions. Outside research is not expected.

- Remember, that it is not sufficient to say that National Parks are to provide recreation opportunities. Similarly, it is not sufficient to say that they are to conserve nature. Instead, you will need to carefully specify and justify which forms of recreation are encouraged / preferred and which form of naturalness is most appropriate (Remember Aplet & Cole suggested three distinct types, and that the Organic Act does not directly specify naturalness as an objective for management of National Parks).

- Label each page with the number of the question you are answering (eg. PTRM 482 Midterm Exam 2014) and your name. Page numbers are recommended.

- Work independently of other students and their answers to these questions.

- Please complete a writing skills rubric for your own answer, as well as part of a peer review of another student’s answer.

Reference List
National Parks Are About to Get Way More Fun

National parks are America's greatest recreational asset. Now an overdue movement will make them even better.

By: GRAYSON SCHAFFER

Kayakers shouldn't be given license to bomb every creek, but allowing it on some may make a huge difference.  

Photo: WPA Poster & Henry Georgi

Next summer, some 110 million visitors will enter America’s National Parks. Among the most enthusiastic will be the paddlers running whitewater sections of the Merced River through Yosemite. That’s because, for the first time since the invention of modern whitewater kayaks and rafts, the National Park Service is allowing them on parts of the river that offer some of the most scenic and challenging rapids anywhere in the world. The opening up of the Merced is part of a much larger project, five years in the making, that will attempt to alleviate road traffic problems, as well as roll back some of Yosemite’s early, ill-conceived development—the ice rink in the shadow of Half Dome will be moved—while allowing more access for some of the sports that have come to define modern adventure.

The Merced River Plan, as it’s called, is a small but significant example of a transformation under way in our national parks. Last October, in a speech before the National Press Club, Interior Secretary Sally Jewell announced an “ambitious initiative ... to inspire millions of young people to play, learn, serve, and work outdoors.” Among her goals is getting ten million urban kids into the parks by 2017, a response to the country’s evolving demographics and the aging of park users. At Yosemite, the average age of visitors is 38, with the largest group between 46 and 50.
Jewell’s vision of inclusivity should be enthusiastically supported by anyone who cares about the future of our park system. I say this despite the fact that it falls well short of what we need. Because, while she has the right idea in reaching out to new communities, like her predecessors, she’s ignoring the people who are most desperate to be allowed in: the paddlers, mountain bikers, and other adventure-sports athletes who are banned from many of the nation’s best natural playgrounds. It’s an outdated stance that overlooks the role these activities now play in our relationship with wild places, and it seriously undercuts public support for an expansive and growing park system.

Since the Park Service was founded in 1916, managers have struggled to decide which activities to allow. The congressional mandate is to leave the land “unimpaired for the enjoyment of future generations.” “Not dented, not scratched, but unimpaired,” says Mike Finley, a former superintendent at Yosemite, Yellowstone, and several other national parks, who now heads up the Turner Foundation, media mogul Ted Turner’s family land-conservation outfit.

Of course, “unimpaired” and “enjoyment” have always been fuzzy concepts, open to interpretation by whoever happened to be making the rules at the time. From the outset, commercial cattle grazing was grandfathered in at a number of parks. Then, in 1957, Congress approved Mission 66, an unprecedented ten-year, $700 million series of construction projects intended to improve infrastructure by building thousands of miles of roads, visitor centers, campgrounds, bathrooms, gift shops, and maintenance bays. The parks as we now know them are a reflection of this single act. In his 2007 book, Mission 66, Ethan Carr, a professor of landscape architecture at the University of Massachusetts Amherst, writes that the act “came to symbolize … a willingness to sacrifice the integrity of park ecosystems for the sake of enhancing the merely superficial scenery by crowds of people in automobiles.”

As Carr notes, Mission 66 certainly opened the parks to more people, but it was widely viewed as a disgrace for the Park Service. Oddly, the backlash hasn’t so much been against cars or hotels or sprawling RV campgrounds but against recreation, which many preservationists came to see “as the primary agent of … destruction.” Officially, superintendents, who have wide latitude in determining what’s allowed in each park, weigh the impact of activities like kayaking against that “unimpaired” mandate. Unofficially, though, as Finley explains, the debate is both simpler and more philosophical: “You can’t roller-skate in the Sistine Chapel, nor should you.” Which is to say that adventure sports are banned in parks for cultural reasons.

What all this has left us with is phenomenal natural areas that are for the most part managed like drive-through museums. Meanwhile, a growing number of outdoor athletes, who should be among the most committed park stewards, have been ostracized. The nonprofit Outdoor Alliance, a Washington, D.C., umbrella group for human-powered-advocacy organizations like American Whitewater, climbing’s Access Fund, and the International Mountain Bicycling Association (IMBA), has 100,000 members and skews toward a Gen Y demographic. By comparison, the National Parks Conservation Association (NPCA), the historical champion of the national parks, has 500,000 members with a median age in the sixties. “There’s a real relevancy problem with the parks,” says Adam Cramer, Outdoor Alliance’s executive director. “They’re shutting off vectors like bikes and kayaks for people to have the kinds of meaningful experiences that are the genesis for a conservation ethic.”

Indeed, many young people fall in love with wild places by playing in them. And yet, in a number of instances, park authorities have taken moves to curtail sports. Last December, Death Valley National Park canceled the iconic Badwater Ultramarathon, citing safety concerns for runners in the heat. And despite intervention from Colorado senator Mark Udall and governor John Hickenlooper, the USA Pro Cycling Challenge was denied a permit to use roads that pass through Colorado National Monument.

“It’s a case where the paperwork hasn’t kept up with the sports,” says John Leonard, a ranger in Denali National Park, which requires guides and clients to be roped together much of the time on Mount McKinley, effectively banning guided skiing. “Out of one side of our mouth we’re saying we want millennials to come to the parks, and out of the other we have all these bureaucracies in place that make everything difficult.”
The result is that many wilderness-loving athletes find themselves opposing new public-land designations because the added protections would get them barred from areas they currently use. This dynamic was revealed starkly in 2011 when bikers and climbers sided with motorized off-rovers in opposing the Hidden Gems Wilderness Area near Aspen, Colorado, which would have locked out all three groups. (In the end, the IMBA and others successfully advocated for backcountry land that was bike-friendly but not open to development.)

In another instance of odd bedfellows, last February Cynthia Lummis, a Republican congresswoman from Wyoming, introduced the River Paddling Protection Act, which would give the Park Service three years to figure out how to allow boats on Yellowstone’s waterways. In February, it passed the House of Representatives. It’s hard to say whether the bill was a politician representing her constituents or a shrewd way for a conservative to divide environmentalists, but it effectively set paddlers against the NPCA, which opposes boating on the park’s rivers.

Within the parks, much of the progress has been due to the efforts of advocacy groups. In Yosemite, long an outlier in welcoming athletes—hang gliding has been permitted since the late seventies—the Merced River Plan was championed by D.C.–based American Whitewater. In 2011, the IMBA helped convince managers at Texas’s Big Bend National Park to perform an environmental assessment and allow a comment period for the new Lone Mountain Trail.

If anyone understands the need to evolve the Park Service’s attitude toward recreation, it’s Jewell, who spent 17 years at REI before she was appointed by President Obama. So far, though, she has ignored the topic. If Jewell truly wants to build a park system that will endure, her next move should be to issue a directive for superintendents to study where and when outdoor sports might be appropriate. Nobody is demanding that bikes be allowed on every trail, that kayakers be given license to bomb every creek, or that climbers be granted blanket permission to start bolting routes. But there is room for more sports alongside the quiet reverence.

Imagine the possibilities. You could park near an entrance point, grab your bike, boat, climbing gear, or even wingsuit, and, you know, roller-skate in the Sistine Chapel. When I asked IMBA executive director Mike Van Abel what his dream trail would be, he was ready with an answer: circumnavigating Grand Teton National Park and connecting to Teton Village. Then he offered something more provocative: “There’s some real interest in winter fat biking on the roads in Yellowstone. Wouldn’t that be cool?”


Grayson Schaffer (@GraysonSchaffer) is a senior editor and staff writer at Outside. https://www.facebook.com/GraysonSchaffer
Essay Outline Sample [Template]

Introduction

A. Get the reader's attention by asking a leading question; relay something enticing about the subject in a manner that commands attention. Start with a related quote, alluring description, or narration.

B. State the thesis, the causes and effects to be discussed; comparison of subject X and subject Y; your position on the issue; your proposal if applicable; and the main points that will develop your argument.

I. Body

. First Point, Assertion, Explanation
   1. Supporting evidence (examples, facts, statistics, quoted authorities, details, reasons, examples)
   2. Supporting evidence

A. Second explanation
   1. Support
   2. Support

B. Third explanation
   1. Support
   2. Support

C. Fourth explanation (continue as above with additional explanations as needed.)
   1. Support
   2. Support

D. Your proposal (if applicable)

E. Address opposing viewpoints

II. Conclusion

. Show how explanations (causes) are logical reasons producing the effects discussed; review subject X and subject Y; reiterate your assertion and proposition (if applicable). Reemphasize your thesis in a fresh way, showing how your have achieved your purpose. If you intend to draw to a conclusion about one subject over the other, emphasize that point.

A. Deal with opposing views unless done above in Section F.

B. Appeal to the reader to see how you have come to a logical conclusion.

C. Make a memorable final statement.
Title "The Benefits of Running"

I. Introduction
   A. Running is becoming an extremely popular sport for all ages.
   B. Running is a great form of exercise because it helps people control their weight, develop muscles, and improves mental and physical performance.

II. Body
   A. Weight control
      1. Aids self-control
      2. Burns calories
      3. Encourages a healthy diet
      4. Suppresses appetite
   B. Muscular Development
      1. Improves tone
      2. Enhances contours
      3. Increases strength
      4. Improves endurance
   C. Psychological well-being
      1. Aids sleep
      2. Inhibits depression
      3. Intensifies vitality

III. Conclusion
   A. Benefits of running make it an excellent exercise.
   B. People who want to improve their health should consider running.

Taken from: http://www.daltonstate.edu/esl/essay%20outline%20sample.htm
Guidelines for Peer Reviews

You are responsible for getting a peer review of your paper.

Answer all of the following questions for each paper you review. Write on a separate sheet, not on the draft itself. Include your name and phone number (or e-mail address) on your evaluation, as well as the title of the paper you are reviewing. Don't worry about "surface errors" (spelling, punctuation, etc.); let the author do their own proofreading. Your job is to spot more important problems.

1. State what you perceive the major points in the paper to be. Suggest an alternate title. Does it express 'in a nutshell' the essay's theme? Has it followed the proper "title: subtitle" format? [Note: This assumes the paper already has a title—thus, every paper must have a title!]

2. Does the paper provide enough information about its topic? Does it present both sides of any issue clearly and impartially? Does the paper evaluate the strengths and weaknesses of argumentation for each side? Does the author take a stand and provide her reasons for taking that stand?

3. How stimulating did you find this paper? (Respond openly and honestly; be critical and helpful.) Which parts of it struck you as tamest, most obvious, or least interesting? Which parts interested you most, and why?

4. What are the main points that are being made in each paragraph? Does the point of each paragraph and the evidence given follow the outline? How is the evidence linked to the main point of the paragraph? And to the main point of the essay? Is there any seemingly extraneous information throughout the body of the paper, such as plot summary, excessive quotation, or unsupported claims?

5. How fair and reasonable did you find the paper? Were there places where you felt the author was being either too critical or not critical enough? Jumping to conclusions? Neglecting to cite enough evidence? Overlooking important evidence on the other side? Does the paper remain within the chosen text(s)? If there are any generalizations, speculations, clichés, idiomatic expressions, or colloquialisms underline them so that you can point them out to your peer(s).

6. How readable did you find the paper? Did the author's writing style make it easy for you to follow the train of thought, or did it sometimes get in your way? Did the organization of ideas seem logical and sensible? If there were places where you got lost, bogged down, or confused, be sure to point them out. In other words: Does the essay become hard to read or lose its coherence? Where? And how might you fix it?

7. What would you advise the author to concentrate on when she works on her revision?

Don't ignore a problem because you don't want to hurt a classmate's feelings. Express your concerns tactfully and diplomatically but completely. Be as specific as you can.

Adapted from: Jo Ortel’s Guidelines for Evaluators & Janelle Schwartz’ Peer Review Checklist (Writing Across the Curriculum at the University of Wisconsin – Madison): http://mendota.english.wisc.edu/~WAC/page.jsp?id=32&c_type=category&c_id=22
Guidelines for Peer Review
(from http://www.dartmouth.edu/~writing/files/downloads/Guidelines for Peer Review.doc)

Consider the Topic

- Has the writer put forth an interesting intellectual problem or question? In other words, has the writer constructed a problem that will require a complex, thoughtful answer?
- Does the problem seem impossibly broad? Too narrow? If so, how might the writer narrow or broaden the topic so that it is more appropriate or manageable?
- Do you as a reader care about this question? Or do you feel, "So what?" And why?
- What might the writer do to get a more interesting "take" on the topic?

Thesis and Introduction

- Does the thesis sentence present an argument, or is it simply a declaration of personal feeling? A statement of fact?
- If there is no thesis statement—if the writer has instead raised a question or posed a problem—is that question or problem adequately interesting? Is it clearly stated?
- What is your reaction to the thesis/question/problem thus far? Why do you feel this way?
- Does the introductory paragraph define all terms important to understanding the thesis? If the paper is a research paper, does the introduction "place" the thesis or question within the larger, ongoing scholarly discussion about the topic? Is there enough context? Too much? What do you recommend?
- Is the language in the thesis vivid and clear? For example, has the writer structured the sentence so that the important information is in the main clause? Has the writer used subordinate clauses to house less important information? Has the writer used parallelism to show the relationship between parts of the thesis? In short, is this thesis the very best sentence that it can be?
- Does the introduction engage you? Why or why not?

Structure

- Does the structure make sense? If so, what do you think works particularly well? If not, why not? Where, precisely, does the argument lose you?
- Are all of the main points relevant to the thesis? If not, should the writer omit the irrelevant points, or should the writer rewrite the thesis to accommodate these ideas?
- Does the argument seem logical? Why or why not?
- Does the writer have sufficient support for each point? Are you convinced? Why or why no?
- Does the writer acknowledge other points of view about the topic? If not, how and where might the writer do so?
- Is the argument thorough? Has the writer covered the ground? If not, show the writer where you aren’t convinced, and say why.

Paraphrags

- Does each paragraph limit itself to a single argument point, clearly developed? If not, is the writer justified in bending this principle?
- Does the topic sentence further the argument? Give the topic sentences the same "so what?" test that you gave the thesis sentence. If the topic sentences aren't relevant or interesting, how might they be improved?
- Does each topic sentence clearly connect to the paragraph before?
- Does the topic sentence control the paragraph? Why or why not?

Evidence

- Does the writer have enough evidence to support the paper's idea? Too much evidence and not enough analysis? Where does this happen?
- Does this evidence clearly support the assertion the writer is making, or is the writer stretching it?
- If the writer is stretching it, what can the writer do to persuade the reader that this stretch is worth making?
Points on the following rubric add up to 100 points. Points can be assigned in-between anchor points, but must not exceed maximums for each component.

I. Clear and correct communication (points possible: 33)

<table>
<thead>
<tr>
<th>Score</th>
<th>11</th>
<th>5</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly Expressed Arguments</td>
<td>Language and word choices are effective and appropriate for the purpose and audience. Language enhances the meaning of the text and allows the audience to read and comprehend with ease.</td>
<td>Language and word choices are generally effective and somewhat appropriate for the purpose and audience. The writer’s language proficiency sometimes hinders the audience’s reading of the text with ease.</td>
<td>Language choices are inappropriate and ineffective for the purpose and audience. Word choice is vague or incorrect. The writer’s language interferes with the audience’s ability to read the text.</td>
</tr>
<tr>
<td>Grammar and Spelling</td>
<td>Errors in grammar and spelling are not readily detectable.</td>
<td>Some errors in grammar and spelling occur and may distract the reader.</td>
<td>Errors in grammar and spelling are disruptive and impede the reader’s understanding.</td>
</tr>
<tr>
<td>Correct Referencing</td>
<td>Errors in referencing and formatting are not readily detectable.</td>
<td>Some errors in formatting and referencing occur.</td>
<td>Sources may be lacking or are used ineffectively. Formatting and referencing is incorrect.</td>
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</tbody>
</table>

II. Coherent and well-structured arguments (points possible: 33)

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<th>Score</th>
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<tbody>
<tr>
<td>Logical Progression</td>
<td>Ideas are logically and effectively sequenced and purposefully move the reader through the writing. The paper is well structured and organized.</td>
<td>Some evidence of logical sequencing is present, although the presentation of some ideas does not always follow a logical organizational plan. The paper is somewhat structured and organized.</td>
<td>The text does not effectively group or logically sequence ideas and lacks structure and organization.</td>
</tr>
<tr>
<td>Flow</td>
<td>Smooth transitions demonstrate how ideas connect. Sentence lengths and structures are varied, fluid, and well-crafted.</td>
<td>Transitions are used but tend to be simple. Some sentences are varied in length and structure.</td>
<td>The text lacks clear connections between ideas, and may lack an ending. Sentence lengths and structures are simple and repetitive.</td>
</tr>
<tr>
<td>Score</td>
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<td>7</td>
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<tr>
<td>-------</td>
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<tr>
<td>Substantiated Arguments</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Ideas are focused on the topic and fully developed through specific details and compelling examples. By fully supporting and elaborating on ideas, the writer shows a deep understanding of the complexities of the topic. The writing includes a strong, purposeful opening and closing.</td>
<td>Ideas are focused on the topic and supported through occasional relevant details and examples, or supporting details and references are only somewhat relevant. If the support for ideas is adequate, the writer conveys a somewhat limited understanding of the topic.</td>
<td>Ideas are not developed with details or examples, and the inadequate development of ideas may indicate the writer’s lack of understanding of the topic.</td>
<td></td>
</tr>
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</table>

### III. Paper organization and peer review (points possible: 34)

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<thead>
<tr>
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<tbody>
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<td>The outline is attached.</td>
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<tr>
<td>Peer Review</td>
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<tr>
<td>The peer review(s) is/are attached.</td>
<td>The peer review(s) is/are not attached.</td>
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