AEM 3380: Social Entrepreneurs, Innovators, and Problem Solvers

4 credit hours
Fall 2013, Tues and Thurs 1:25-2:40pm
Anabel Taylor Hall: Founders’ Room

Instructor: Anke Wessels
E-mail: akw7@cornell.edu
Office Hours: Tuesdays and Thursdays 3-4pm

Course Description:
This course introduces you to social entrepreneurs, innovators, and visionaries—people who are coming up with new methods to resolve pressing social problems. We contrast traditional methods of activism with a new approach that combines the pragmatic approach of social entrepreneurship with the compassionate, collaborative engagement of Transformative Action. This cutting-edge movement tends to be less ideological, less adversarial, more locally specific and more solutions-oriented than previous collective actions for change. You will learn about social entrepreneurs and innovators through readings, case studies and guest lectures. In addition, you will develop a set of skills, tools and practices intended to support you in being an agent for change, no matter where you go from here. This learning process will involve self-reflection, critical analysis, research, and action.

In the first few weeks of the course we will use the story of Jacqueline Novogratz, founder of the Acumen Fund, to consider how social entrepreneurs help co-create equity, justice and environmental sustainability. At the same time, we will read Billy Parish and Dev Aujla’s Making Good, which is a practical and inspiring guide for anyone wanting to do something positive for our communities and the planet. Using Michael Gordon and Christian Sarkar’s Inclusivity, we will then tackle the questions of why and how to create a just, sustainable, and resilient economy based on principles of equity and inclusivity. We will also spend some time on the important role creativity and imagination play in the process of resolving pressing social problems. Finally, you will conceive and design your own bold social change initiative, informed by the cautionary tale of Wendy Kopp’s near failure in establishing Teach for America.

This course is not a traditional lecture course. It is highly interactive, experiential, and dynamic. There is a clinical part of the course, where you will be working with local social change organizations to help define their business model. You will also be meeting in groups to practice the basic empathic skills of Transformative Action. While there are no tests, the major written assignments, in addition to the clinical and group work, make this a challenging course. That said, when approached with enthusiasm and whole-hearted participation, this course promises to be inspirational, fun, and even transformational.

Learning Outcomes
Upon completion of the course you will be able to:

• Describe and explain key characteristics of social entrepreneurship and how this movement compares to traditional entrepreneurship and previous collective actions for social change.
• Demonstrate an understanding of how social entrepreneurship contributes to creating an economy that is socially just, ecologically sound, and resilient.
• Understand and apply strategies for creative thinking, inclusivity, and increased personal/collective empowerment.
• Utilize a set of skills, tools and practices that will support you in being an agent for change.
• Evaluate and create business models for mission driven social ventures.
• Conceive, design, and develop your own Big Idea for Social Change.
**Required Texts**

Novogratz, Jacqueline, (2009) The Blue Sweater: Bridging the Gap Between Rich and Poor in an Interconnected World; Rodale


Kopp, Wendy (2001) One Day, All Children...The Unlikely Triumph of Teach for America and What I Learned Along the Way; Public Affairs NY
Instructor:

Anke Wessels is the Executive Director of the Center for Transformative Action (CTA), an affiliate of Cornell University. For more than 40 years, CTA has been providing fiscal sponsorship to social entrepreneurs with innovative, non-profit social ventures that address society’s most pressing social problems. We also offer hands-on educational opportunities that animate the power of the heart and mind to remake the world.

Inspired by the non-violence of Mahatma Gandhi, Martin Luther King, Jr., Dorothy Day, Thich Nhat Hanh, and many others, Transformative Action calls for courage to break the silence that surrounds injustices; patience and compassion for the ultimately liberating work of building an inclusive movement; imagination to stay free from “us vs. them” strategies that only flame our social problems; and inspiration to envision new solutions to common challenges.

Dr. Wessels teaches AEM 3380, Social Entrepreneurs, Innovators, and Problem Solvers. She received her BA in French and Economics, her MS in Agricultural Economics, and her PhD in Geography, specializing in Environmental Politics and Social Movements. She was previously on the faculty at Syracuse University, teaching Environmental Sustainability and Environmental Politics.
## COURSE SCHEDULE

**Part I: Social Entrepreneurship and Transformative Action**

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<thead>
<tr>
<th>Class 1 8/29</th>
<th>Introduction to the course and its principles</th>
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<tr>
<td></td>
<td>Homework and reading assignments are listed on the day they are due. I expect you to have them done in preparation for that day’s class discussion. Please read the additional material on grading and expectations carefully. There are many moving parts to this course that fit together to create a powerful experience as long as you work on everything as assigned. If you fall behind in one area, it will impact other areas and you will not benefit fully from the design. Please note that I do not accept late work. While one of the central goals of this course is to create a non-competitive learning environment, this course is also quite challenging. It will serve you well to stay up-to-date with all your assignments.</td>
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<th>Class 2 9/3</th>
<th>Why do people engage in social change?</th>
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<td>“There is no passion to be found playing small-- in settling for a life that is less than the one you are capable of living.” Nelson Mandela</td>
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<td>“Don’t ask yourself what the world needs. Ask yourself what makes you come alive and then go do that. Because what the world needs is people who have come alive.” Howard Thurman</td>
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There are many reasons why people don’t get involved in social change: everything from feeling powerless, to the belief that it will take too much time and energy. In today’s class, we look at what motivates social entrepreneurs, their characteristics, and the “moments of obligation” that launched them on their journeys.

**Home Work:** Portfolio Questions 1 & 2

You will not be handing your responses to me until the entire Portfolio is due on October 24. Instead you will be sharing them with your Transformation Group. You will be assigned to a group by our 3rd class period. I would like you to meet with your groups weekly. Periodically, there are prompts in the syllabus about sharing your answers to date with your group. The purpose of this group is for you to have several committed listeners who offer encouragement, feedback, and a sounding board to help you deepen your reflections. If, at any time, you are not comfortable sharing a response with others, simply share your reactions to that particular question. For example, “This question was hard because it made me think about things I usually don’t talk about.” Also, please let me know if there are any responses that are too personal to share with me. You can withhold these from your final Portfolio, including instead a reflection about what you learned from writing the response. The fundamental purpose of this assignment is for you to benefit from the reflection process regardless of whether others read what you have written.

**Reading:** The Blue Sweater, Chapters 1 & 2  
Making Good, Chapter 1

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<th>Class 3 9/5</th>
<th>A New Paradigm: Transformative Action and Social Entrepreneurship</th>
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<td></td>
<td>Leading observers of today’s social change movements describe a new social change paradigm that is less adversarial, more collaborative, and more solutions-oriented. Today we will contrast previous models for bringing about change with this new approach. We will also consider the principles of Transformative Action and how these are integral to effective social change.</td>
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Leadership and Community: Transforming ourselves and transforming the world
In contrast to a traditional view of leadership—where one charismatic person is out front—we will consider how leadership emerges from community and through community engagement. We will explore what it takes to engage in the co-created leadership essential to finding solutions that accurately address the needs and the desires of those most affected by social problems.

Class 5 9/12
Creating bonds across difference and communities
Today we will consider how overcoming the distance that exists across “isms” and social boundaries is fundamental to being an agent of social transformation. By overcoming this distance and associated alienation, we give rise to a WE story from which everyone gains access to the yet untapped and, indeed, unseen energy, synergy, and inspiration needed to meet the common challenges that face us all.

Class 6 9/17
Rwanda Rising
This is a remarkably powerful story of how, despite the horrors of genocide, a people have engaged in empathy and forgiveness in order to embrace a positive vision for their collective future.

Class 7 9/19
Inhumanity and humanity: discussion
“Monsters will always exist. There’s one inside each of us. But an angel lives there, too. There is no more important agenda than figuring out how to slay one and nurture the other.” The Blue Sweater, pg. 175

Class 8 9/24
The world we dream, the future we create together
Today we begin to explore what social issues or causes you are most passionate about. Our lives take on a new dimension of meaning when we are in service to others. How can you take what you do best and bring it in service to the world? How can we transform those areas where we feel disempowered into genuine sources of strength? We will learn an empathy-based approach to transforming those areas in our lives where we feel a loss of power and connection.
Class 9 9/26

Creativity, innovation, and invention
Today we will look at what opens up our creative and innovative genius. We will engage in many exercises aimed to help us think out of the box and connect ideas in new ways.

HW: Portfolio Questions 8, 9, & 10
Reading: The Blue Sweater, Chapters 14,15 & 16

Class 10 10/1

Business Model Generator (BMG) and Canvas
The Business Model Canvas, is a strategic management and entrepreneurial tool. It allows you to “describe, design, challenge, invent, and pivot your business model.” Today we will learn how to use this canvas to map out nine critical components of any project, organization or venture. You will use this canvas to define the business model of a local social venture of your choosing.

HW: Design the artistic or creative presentation of your portfolio.
The portfolio includes a creative element because it is through creativity and imagination that we tap into new ways of understanding ourselves and the world around us. This process is essential to self-reflection, transformation, and innovation. Remember to use your transformation group to brainstorm and explore different creative elements for your portfolio.

HW: Reflection Essay 1, due on or before midnight 10/6
Reading: Making Good, Chapters 8 & 9

Part II: Changing the World:
Pursuing social, economic, political, and environmental justice

Class 11 10/3

What is “moral imagination” and how does it translate into the practice of developing a social enterprise?
“The world will not change with inspiration alone, rather it requires systems, accountability, and clear measures of what works and what doesn’t. Our most effective leaders, therefore, will strengthen their knowledge of how to build organizations while also having the vision and heart to help people imagine that change is possible in their lives.” The Blue Sweater, pg. 248

Today we will explore how to build organizations (as well as our lives) on clearly defined values that reflect our highest principles, ideals and vision for change.

HW: Portfolio Question 13 & 14
Reading: Warwick and Cohen, Preface, Chapter 1 and Chapter 2 (On Blackboard); Policy Link, America’s Tomorrow: Equity is the Superior Growth Model (Handed out in class)

Class 12 10/8

What is the economy for? Rethinking what’s possible
Who does the economy serve and for what purpose? Can we create value through markets that truly lift all boats? What does it mean to have equity be the driver for economic growth? Today we will consider these questions and more.
HW: Portfolio Questions 15 & 16 & 17
Reading: Inclusivity, pp 5-52

Class 13 10/10

Learning from Social Entrepreneurs

HW: Portfolio Questions 18 & 19

SMART Goals defined and shared with transformation group.

The entire class is participating in a SMART goals exercise. You will define 2-3 goals that you would like to attain by the end of the semester. These can be in any area of your life. They have to be SMART—Specific, Measurable, Action-oriented, Realistic, and Time-Sensitive. Each week, for each goal, you will be setting yourself specific small steps that will culminate in achieving your goal by the end of the semester. For instance, if one of my goals is to be eating no dairy by the end of the semester, my first step for week one may be to research dairy substitutes and new recipes. My second step for week two might be to purchase these items and plan a meal or two. Each subsequent week I would build on the previous steps so that by the end of the semester I am no longer eating dairy. From now on, every Thursday, you will be sharing your weekly steps and your weekly progress on these actions steps to your Transformation Groups and to me via email.

HW: Reflection Essay 2, due on or before midnight 10/20
Reading: Inclusivity, pp. 53-114

10/15 No Class

Begin to develop your Big Idea. This preliminary work is similar to that of a research project! It requires considerable investigation and thought up front. Begin answering questions 1-5 of your Big Idea proposal NOW. Your responses will change between now and the end of the semester, but your success in this assignment depends on early research and inquiry.

Class 14 10/17

Learning from Social Entrepreneurs, continued

HW:
- Review all portfolio questions to date in your transformation groups
- First SMART goals progress report
- Submit the name of the organization with whom you will develop the Business Model Generator canvas.

Optional TED video: Paul Polak. The Future Corporation. TEDx
http://tedxtalks.ted.com/video/TEDxMileHigh-Paul-Polak-The-Fut

At this point you should have met with the leadership of a mission driven venture or organization to discuss developing the Business Model Generator canvas with them. This will involve at least 3 meetings: One meeting to set up the plan, the second to do the exercise, and the third to give an oral presentation of the final template to the leadership of the organization. Your final assignment to me will include the finished template and a written report using the provided format.
Alternative For-Profit Models

Benefit Corporations (B Corps) and Cooperatives are alternatives to traditional for-profit corporate structures in the United States. Today we will hear from local entrepreneurs about these alternative structures.

HW: Portfolio Question 20, finalize creative aspects
Hand in mid-term evaluations

Portfolios are due today! Late work is not accepted.

We will exhibit your portfolios in the Founders Room

HW: Goal Progress Report
Reading: One Day, All Children, Chapters 1 & 2

Part III: Acting on a Big Idea

Playing for extraordinary results

Why do some people live ordinary lives, while others achieve extraordinary results? Successful social change agents dare to try new things, experiment, take risks, and leap into action. Rather than becoming stuck in the “paralysis of analysis,” effective social entrepreneurs and activists take chances and learn from their mistakes. They also have an inspiring vision of what they are for and believe passionately in possibility.

HW: Today you will share your preliminary Bid Ideas.

By now you should have been thinking about a Big Idea and conducting a bit of research to better understand how it fits into the field of people working on the issue you are addressing and its basic feasibility. Today, you will share your idea with the class in one or two sentences. It is very possible that others in the class are interested in the same subject. If so, please consider partnering. You can work together to submit one Big Idea proposal.

Reading: One Day, All Children, Chapters 3, 4 & 5

Failure, resilience, optimism, and overcoming setbacks

Any movement for social change is inevitably going to face obstacles, and setbacks. Campaigns for social justice often take years or decades. A crucial issue for social change advocates, therefore, is how to respond effectively to failure, and how to overcome barriers to progress. Today’s class will examine what constitutes resilience and what we do when things fall apart.

HW: Big Idea, 1 & 2
Goal Progress Report
You should have had the second meeting about the BMG canvas with your social venture or organization by now.

Reading: One Day, All Children, Chapters 6, 7, & 8

Class 19 11/5

Theories of change, vision, mission, and values

A theory of change defines how we believe individual, group or social change happens and how, specifically, our actions will produce positive results. In today’s class you will have time to develop the theory of change embedded in your Big Idea.
You are now working on your Big Idea proposal. Please stay on top of this assignment and answer each question fully. There is only one month to complete the entire proposal and time has a way of moving very fast this time of year. There is only one more reading assignment for the rest of the semester!

HW: Reflection Essay 3 due on or before midnight 11/10
Reading: One Day, All Children, Chapters 9, 10, 11 & Afterword

Class 20 11/7

Strategic planning: short-term and long-term goals--evaluating and measuring outcomes
“...If I was to fulfill my mission, it would take more than an idealistic vision. In the end, the big idea was important and essential. But it would work only with a lot of attention to the nuts and bolts of effective execution.” One Day, All Children, pg. 125

Today we review some of the best ideas on strategic planning, and see how these principles have begun to transform grassroots strategies for change. There is a new demand for accountability with rigorous standards for measuring and assessing the results of nonprofit and social change strategies. We will look at how to create accurate feedback systems while also acknowledging that our fundamental goals for systemic change may take decades to achieve in collaboration with many other groups.

HW: Big Idea Questions 5 & 6
Goal Progress Report
Reading: Collective Impact, John Kania and Mark Kramer (on Black Board)

Class 21 11/12

Budgets and revenue generation
According to social movement theory, groups will be most successful in creating social change to the degree that they can mobilize resources. Yet most nonprofits, social activists, and community advocates have historically lacked sufficient funds to promote their agendas fully. Now a new generation of scholars and practitioners are creating innovative methods for generating funds. Today we will review several of these emerging models in detail. We will explore how social entrepreneurs, innovators, visionaries, and problem solvers find the money to fund their organizational projects.

HW: Big Idea Questions 7 & 8.
Optional TED video: Dan Pallotta: The way we think about Charity is dead wrong. http://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wron g.html

You should have presented the final BMG canvas to the organization by now.

Class 22 11/14

Motivation, persuasion, and appeals to a wide audience
Many activists and social change agents find it difficult to persuade other people to join their campaigns. They are often viewed as too serious, too angry, and too grim. Unless citizens feel like there is a major crisis that endangers their health, safety, or welfare, they may not be motivated to join a campaign for social change. Therefore, groups often need to frame their message in ways that will appeal to a large audience, and that will mobilize people to action. Today you will have the opportunity to develop your “elevator speech”.

HW: Big Idea Questions 9&10
Goal Progress Report
Class 23 11/19

Expanding your reach and revenue streams through story telling and relationship building

Great leaders are storytellers. They are able to engage their communities, and tell a compelling narrative about how the world works. They use language powerfully and communicate in ways that uplift and inspire others. Today we will look at the power of telling great stories to promote your social change efforts, build relationships, and inspire contributors.

HW: Big Idea 11 & 12

Class 24 11/21

Student Presentations

Each of you will be presenting an elevator pitch for your Big Idea to the entire class. There will be time for feedback and Q & A.

HW: Last Goal Progress Report

Class 25 11/26

Student Presentations

Class 26 12/3

Student Presentations

Class 27 12/5

Conclusions

We conclude the course by talking about the possibilities for widespread change and transformation in the world over the coming decades. Is it really possible for ordinary people to solve the huge crises that face us in the future?

HW: Submit Big Idea for Social Change – DUE Today. Late work will not be accepted.

December 11

Your final written reports on the BMG Canvas you created for your own personal project and for a community social change venture is due to me December 11. You must give the final oral and written presentation to the leadership of your organization in advance of submitting the written report.

Your reflection on the experience with your Transformation Group—which is part of your participation grade with this group—is also due on or before December 11.

Late work is not accepted.
Class Requirements

1. Class Participation
The success of this course depends on the active, enthusiastic participation of each student. Students ought to display great initiative, motivation, and a passion for learning. It is essential that students be here every day. It’s also imperative that you come to class on time. It is astounding how much more effective you can be in your life and your work if you maintain basic integrity—simply do what you said you would do. **Assessment criteria are found below.**

2. Reflection Essays
You will write 3 brief reflection essays during the semester. Their purpose is for you to take stock of what you have learned. A **evaluation rubric will be provided.**

3. Business Model Generator Canvas
This class is not just about theory. You can have excellent intellectual discussions about how to change the world, but you also need to get involved in a project to make the world a better place. You will be using one of the tools learned in class, the Business Model Canvas, to help a local social venture better understand its business model--what is working and what is missing. In this way, you will have a chance to apply what you are learning in our course to a community project for social transformation. You will be learning about how social change organizations translate vision and passion into reality, how they gain support, build relationships, develop partnerships, reach out to their target audience, and identify revenue streams. At the end of the semester, you will present the completed BMG Canvas to the social venture or organization. You will submit a final report to me that details the BMG you created for the social change venture and what you learned in the process. **Due December 11. An evaluation rubric will be provided.**

4. The Transformation Groups
Your project group will also be your “transformation group.” In this capacity you will encourage each other to excel on your portfolio answers by sharing them with each other and exploring the questions deeper. You will practice the skills of empathic listening and trust building. These groups are designed to help you achieve dramatic results in both personal and social change in a supportive “win-win” atmosphere. You will write a **brief reflection on your experience in this group. Due December 11. This reflection in addition to a peer evaluation will be used to assess your participation in the group.**

5. Portfolio
The portfolio is a record of your progress in this class. You will be given a series of questions that are meant to be fun, intellectually stimulating, thought provoking, and exciting. You will put your responses together in a creative portfolio design that represents the best of your dreams and visions for yourself and your contribution to the world. Many students have called the portfolio the most meaningful and significant educational assignment they have ever had. I hope that you will agree. (Details are in the Portfolio document provided.) **Due Oct 24. An evaluation rubric will be provided.**

6. Big Idea for Social Change
In this class, you will learn the fundamental principles for solving problems, fostering innovation, and creating social change, and then apply these lessons by developing your own Big Idea for Social Change. You can choose to work individually or in groups. You will write up a proposal for solving some problem in your community or contributing something new that will transform people’s lives. It is a strategic action plan for change. Once finished, you may choose to submit your proposal to Entrepreneurship@Cornell’s Big Idea competition, which has a top prize of $2,500 [http://eship.cornell.edu/BigIdea/winners.php](http://eship.cornell.edu/BigIdea/winners.php). (Details are in the “Big Idea” document provided.) **Due December 5. An evaluation rubric will be provided.**

**GRADING POLICIES**
There are no tests in this class. Instead the grade breakdown is as follows (**I will not accept late work**):

- Attendance and participation: 20 percent
- Business Model Canvases and Reports: 10 percent
- Three Reflection Essays: 15 percent
- Participation in Transformation Groups (peer reviewed): 15 percent
- Final Portfolio: 20 percent
- Big Idea for Social Change: 20 percent
Participation grading scale:

Your participation is critical to the success of this course. Not only do you get more from the experience if you engage fully, but you contribute tremendously to the rest of us in the class, enhancing our experience. What constitutes participation? This is a difficult question to answer. Some people, who are fully engaged and listen deeply, may say very little. Others say a lot, but aren’t listening well, so their contributions hardly further the conversation.

I can never know what’s going on inside of your head. I can only detect the signs of apparent interest -- whether you are making eye contact, whether you seem bored, whether your contributions seem to come from listening to the conversation closely, whether you seem like you would rather be somewhere else, or whether you seem like you are asleep or daydreaming. I will attempt to make a fair assessment of your class contribution based on the following rubric.

A - You are an outstanding, invaluable contributor to class discussions. The class would be considerably poorer without your presence. You listen actively, and you appear to respect the opinions of your fellow students. When you speak, you engage your fellow students, and offer intelligent, thoughtful opinions. Your level of energy and enthusiasm is very high. You are passionate about learning; you show great motivation and interest. You miss fewer than 3 class sessions in the semester. You know the names of all of your fellow students and help empower other people to do their best. You care about your classmates and how they are doing in class.

B - You are an active participant in class discussions. You seem to be showing a great deal of interest. You listen actively, and you appear to respect the opinions of your fellow students. You often contribute many intelligent ideas to the class discussions. You miss only 3-5 class sessions in the semester. You know at least 80 percent of your classmates’ names.

C - You have an acceptable level of class participation. You occasionally participate in a class discussion, although not very much. If you are a naturally quiet person, you at least seem to be paying attention and showing interest. You miss 6-7 class sessions in the semester. You know at least 67 percent of your classmates’ names.

D - You are physically present in class, but your mind seems to be somewhere else. You do not seem to pay attention (or even to disguise your boredom). You rarely participate in class discussions. Even when called on to answer a question, you have very little to say. Sometimes you seem to be on the verge of sleeping, or melting into your chair. You miss 8-9 class sessions in the semester. You know less than 67 percent of your classmates’ names.

F - You miss class often. You do not participate at all. You show no interest whatsoever in the subject matter, the readings, or the opinions of your fellow students. Overall, you put no effort into the class. You miss more than 9 class sessions in the semester. You know less than 50 percent of your classmates’ names.

Written assignments - grading scale:

Grading may seem like a subjective enterprise. However, we have discovered a remarkable consensus as to what grade a paper deserves. We use the following guidelines for assigning letter grades to papers. These are derived from the work of Bill Ingram, a professor at the University of Michigan. In addition to these guidelines, I have provided rubrics for each type of writing assignment.

A - This grade is reserved for outstanding work. It dazzles everyone who reads it. In fact, it has the “wow factor” – i.e., if you showed it to 5 people, including a stranger who doesn’t know you, all of them would enthusiastically shower it with genuine praise. If it is a personal project (e.g., the portfolio), it will reveal much about your unique character. If it is a persuasive paper (the big idea proposal), it will win people over, skillfully overcome any objections, and help them gain new insights. Overall, your work meets the highest standards of professionalism. It is hard to imagine that you could produce better work than this.

B - This paper is good. It goes beyond merely fulfilling the assignment; indeed, it shows evidence of significant thought and planning. It contains no major distracting errors, and is well developed with good supporting material
and transitions. I am pleasantly surprised as I read it. Still I believe that you have a greater potential than this. With more work, you could push yourself to produce something that meets the standards of an A paper above.

C - This paper is acceptable. It fulfills all the requirements of the assignment, though in a routine way. It shows evidence of engagement with the topic and makes what I consider an adequate response to it. It contains few distracting errors. I can follow and understand the argument without difficulty, but also without much pleasure; the writing is not vigorous nor are the ideas fresh. It's an okay paper; it meets the requirements of the assignment and I am satisfied as I read it.

D - This is a weak paper that relates to the assignment but shows no evidence of real engagement with the topic. It is marred by enough errors to distract me seriously as I read it. It seems unprofessional and not carefully proofread. It also suffers from vague, ambiguous writing that makes it difficult for me to understand the content or the direction of the argument. I am disappointed as I read it.

F - This paper is a disaster. It shows no thought. It is so poorly constructed and so carelessly written that I cannot follow the sequence of ideas. Additionally, it is marred by so many errors in mechanics and usage that the message is difficult to decipher. I am dismayed as I read it. Note: A paper can also receive a failing grade if it does not respond to the subject of the assignment. That is one way to show "no thought."

There is no curve in this class. Anyone who does extraordinary work will receive an A. My hope is that you all do!