

**General Education Programme**

**GECW1010: University and Society**

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Course Announcement and Handout

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**1. INTRODUCTION**

Out of 123 units for a four-year curriculum, there is a General Education (GE) requirement of 21 units, of which 6 units will be provided by the College. This will consist of the following courses:

Year 1	GECW1010 University and Society	3 units
Year 2, 3 or 4	GECW4010 Senior Seminar*; or GECW4021 College Project; or GECW4022 College Project (Service)	3 units

\*GECW4010 will no longer be offered as from 2022–23, but is retained in this document for students in the pipeline who have already taken the course. GECW4021 and GECW4022 are offered starting from 2022–23 to replace GECW4010.

In addition, there will be non-credit-bearing components.

Orientation

There will be an extended orientation for new students, to cover elements of adjustments to university study and college life.

Service

There will be a *voluntary* service component, which may optionally be connected with College Project (Service), with the latter consisting of the theoretical and reflective components. Some service elements will be required for all students who enter in 2024 or thereafter.

**2. COURSE DESCRIPTION FOR GECW 1010**

(1) Idea of a university: origin, values, purposes; debates about higher education; universities in the modern world. (2) Idea of This University: higher education in Asia and Hong Kong; history and mission of this university; policy and individual choice. (3) Tradition and Modernity: concept of modernity, modernisation in Western civilisation; China and the West: contacts and interactions, globalization and challenges. (4) Academic Study Skills.

Students pre-assigned to this course are advised to pay special attention to the latest information and arrangement of the course via the mass email and Blackboard messages issued by the College.

(一) 大學的理念：源起、價值、目的，有關高等教育的爭議，現代的大學。(二) 中大的理念：亞洲和香港的高等教育，本校的歷史和使命，政策與個人選擇。(三) 傳統與現代：現代化的概念，西方文化的現代化歷程；中國與西方：接觸與互動，全球化及其挑戰。(四) 學術技能。

有關科目的基本資料，建議註冊該科的學生留意由書院發出的電郵及中大學生學習平台(Blackboard)的通告，以獲取更新資料及科目安排。

### **3. LEARNING OUTCOMES, LEARNING ACTIVITIES AND ASSESSMENT**

#### **3.1 Goals and learning outcome**

GECW1010, normally taken in Y1T1, is a key component of the first-year experience introducing students to university learning. The expected learning outcomes are:

- (1) An understanding of the origin, purposes and values of universities (K)
- (2) An appreciation of the diversity of higher-education systems around the world, and of the changing higher-education scene in China (K)
- (3) An understanding of the higher-education system in Hong Kong and of CUHK in particular, including values, constraints, debates (K)
- (4) The attitude of reflecting upon university values, university life and the student's own role in university (V)
- (5) The ability to consider and debate various options and choices facing the higher-education system in Hong Kong and facing CUHK in particular, and through this example, the habit of engaging in policy discussions on the basis of evidence and in the knowledge of constraints (V)
- (6) Awareness of the wider arena in which this university and its members play their parts, at the crossroads between tradition and modernity, and at the interface between China and the West in the global order (K, V)
- (7) An appreciation of some of the wider issues in society, and the habit of engagement with these issues (K, V)
- (8) An appreciation of plurality of values, and tolerance and respect for different values, gained through engagement with some of these issues (V)
- (9) The skills important to university education, especially the ability to construct and present cogent arguments in a written form, and in oral presentations (S)
- (10) The skills of working together in a team (S)

K = knowledge; S = skill; V = value

#### **3.1 Learning activities**

About 2/3 of the time will be spent in lectures, and 1/3 in interactive tutorials/ workshops; the latter will be preceded by small-group collaboration outside scheduled class hours. The lectures will include modules on academic study skills, with an emphasis on academic writing and synchronized with writing assignments leading to the term paper.

## **4. CONTENT**

### **Theme 1 Idea of a University**

In order to provide background to new university students facing choices and uncertainties, an introduction will be given on: the origin and development of universities; the different and changing values and purposes; debates about university and higher education; and the different types of universities in the modern world.

### **Theme 2 Idea of This University**

To prepare students as thoughtful and articulate members of this academic community, an introduction will first be given to the higher-education system in Hong Kong and the rest of Asia, and students will be invited to debate options and choices. Students will then learn about: the history and development of CUHK; its vision, mission and values; its plans and the future. Choices are then discussed: policy choices for the sector and for the University; choices for the individual student. These issues will be discussed in the recognition of plural values, changing historical contexts, external constraints and the consequences accompanying any choice, and in relation to students' own need to exercise choice and set priorities in the coming years.

### **Theme 3 Tradition and Modernity, China & the West**

Theme 3 is hinged on the University motto, and open students' vistas onto wider issues, making them aware of and encouraging them to think about the connections between the University's values and their own studies on the one hand, and the world at large on the other.

The first half of the University motto is 'To combine tradition with modernity'. This module is intended to introduce the concept of modernity; the key transitions to modernity in Western civilisation; the process and pain of the modernisation of China from the mid-Qing dynasty to the present; tensions between tradition and modernity. Modernisation of China, especially through interactions with the West, China in the globalised international order.

### **Theme 4 Academic Study Skills**

This theme on academic skills for university study will be dispersed as short modules throughout the term. In addition to skills such as reading, library use, and searching for information, as well as concepts such as academic honesty, the main emphasis will be on academic writing, in order to help students develop the ability to marshal an argument with cogency and present ideas in written form. Students will be introduced to the techniques of organisation, focus, attention to audience, referencing, and style. The theme will be correlated with the term paper required in the course (including the related intermediate tasks; see Section 6). The skills developed are intended not only for the term paper in this course, but for academic writing throughout university life, and indeed for formal writing in a variety of careers and tasks.

## **5. ELECTRONIC PLATFORMS**

The platform **CUSIS** will be used for course management, and notices will be sent to the email address registered with CUSIS (@link email address). Please access this mailbox regularly, or set an auto-forward to another account that you read regularly. Also make sure the mailbox does not overflow. Messages sent to this address will be assumed to be delivered and received.

Course material (including this document) and announcements will be put on the **CUHK eLearning System**, i.e., **Blackboard**. Students are also required to submit written work through this system (in addition to VeriGuide where needed).

The Zoom link will be used (1) in event (hopefully unlikely) that face-to-face classes cannot be held, and (2) for individual consultations especially outside normal class hours. The uReply system will be used for quizzes.

## URLs

CUSIS	<a href="http://www.cuhk.edu.hk/cusis/">http://www.cuhk.edu.hk/cusis/</a>
ELEARNING	<a href="http://www.cuhk.edu.hk/eLearning/">http://www.cuhk.edu.hk/eLearning/</a> [Note]
BLACKBOARD	<a href="https://www.edtech.cuhk.edu.hk/lms-blackboard-students">https://www.edtech.cuhk.edu.hk/lms-blackboard-students</a>
uReply	<a href="https://www.web.ureply.mobi/">https://www.web.ureply.mobi/</a>
Zoom	<a href="https://cuhk-edtech.padlet.org/web/azkhhbq5sjinfo">https://cuhk-edtech.padlet.org/web/azkhhbq5sjinfo</a>

Note: the eLearning portal is an overall umbrella under which Blackboard, uReply, Zoom and other platforms can be found.

## 6. COURSE ORGANISATION

### 6.1 Units and hours

The first week is about Getting to Know the College: Extended Orientation. In the remaining weeks, there will be 6 weeks of topical lectures, interspersed with 3 weeks of tutorials, 2 weeks of academic skills lectures and one writing workshop; each occasion will be 3 class hours.

### 6.2 Class size

The class size will be ~75 for lectures.

### 6.3 Tutorial organisation

The whole class will be divided into ~5 tutorial sections of up to 18 students each. Each section attends three tutorials. See Appendix A for details of tutorial arrangements.

More detailed instructions and tutorial questions will be placed on Blackboard.

### 6.4 Reading

The *required reading* will be of modest quantity (say 20–30 pages per lecture). A list of *suggested reading* will be provided, and it is hoped that students will read a selection, possibly in relation to the preparation of the term paper.

The required reading for each lecture will be available on Blackboard. To help students who may *initially* have difficulties with English, Chinese translations of *parts* of *some* of the lectures will also be placed on Blackboard. The purpose is not to avoid English texts, but to *help students in the process of transition* in reading lengthier and more difficult text in English.

The content of the required reading will be the subject of a quiz at the end of the relevant lecture. (See Section 6.6.)

In addition to the *Lecture Notes*, which constitute the required reading, a *Manual* on academic skills will also be available on Blackboard, to supplement the short lectures on these topics.

## 6.5 Term paper

A term paper is required, relatively short because this may be the first academic term paper that the students have ever written: 1,500 words in English or 2,000 words in Chinese. In addition to the final product, there will be a series of intermediate tasks (see Section 7) correlated to modules on academic writing embedded into the course.

More detailed instructions will be put on Blackboard for each Assignment.

## 6.6 Quizzes

There will be a short quiz at the end of each topical lecture L1, ... , L6. Each quiz will cover the pre-assigned reading and the lecture just delivered. There will be no examination at the end of term. The quizzes will consist of multiple-choice questions and/ or questions requiring short answers; in the latter case, the questions may be answered in either English or Chinese. One purpose of the quizzes is to promote the habit of *close reading*.

Only the best 5 out of 6 quizzes will be counted, i.e., the lowest score will be discarded.

Students may be approved for absence if there are medical or other unavoidable reasons. Such absence request should be made to the College office on or before the relevant lecture with suitable documentary proof (e.g., medical certificate). Upon approval, the scores of the remaining quizzes will be scaled up. For example, if one quiz is missed with approval, then the best 4 out of 5 (instead of 5 out of 6) will be counted, and the total score scaled up by a factor of 5/4. If two or more quizzes are missed, some make-up arrangements may be necessary.

For any absence with personal reasons,<sup>1</sup> the missed quiz will be scored as zero. In other words, it will be the one that is discarded, and the remaining quizzes will be counted as 5 out of 5.

## 6.7 Assessment scheme

Tutorial participation [1]	20%
Term paper [2]	40%
Quizzes	40%

Notes

- [1] A form of peer assessment may be introduced for the tutorial component, in part for formative purpose.
- [2] Including intermediate tasks.

The assessment rubrics for the different components are in [Appendix D](#).

## 6.8 Language

The vision of CW Chu College includes *internationality*, and the College expects to enrol more than the average percentage of students from outside Hong Kong. This first College course should have the function of integrating students from different backgrounds into a single community, through a shared learning experience. With this in mind, the lectures **will**

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<sup>1</sup> Including, for example, attending a graduation ceremony back at high school, or attending non-mandatory activities in the major department (mandatory activities should not conflict with scheduled class hours) or participation in activities of student clubs.

**be conducted in English.** The College would also encourage tutorials to be conducted in English, in order that ideas can be shared among students with different backgrounds. However, students who initially have difficulties may be assigned to tutorials with special arrangements; see Appendix A.

Bilingual versions (or choices) may be available for some items in the suggested reading lists. Term papers and short answers quizzes may be written in either English or Chinese.

## **7. IMPLEMENTATION PLAN (2023–24)**

*The implementation plan will be subject to change on account of any measures mandated by Government or the University for public health reasons. Students are urged to pay attention to announcements (through @link email and/or Blackboard).*

*Any queries on logistic arrangements should be directed to Ms Rosanna So, Project Coordinator, at [rosannaso@cuhk.edu.hk](mailto:rosannaso@cuhk.edu.hk).*

**Getting to Know the College:** Extended Orientation

**Lectures:** 6 topical lectures L1 to L6

**Quizzes:** short quizzes Q1 to Q6 at the end of each lecture L1 to L6

**Academic Skills:** modules A1 to A5 under the theme Academic Skills. (Not all of these will be covered in class.)

**Tutorials:** T1 to T3

**Writing Workshop:** A6 with Assignment 2 on hand for reference

**Written Assignment:** Three parts to the written assignments:

1. Term paper topic, thesis statement, abstract and outline (5 marks)
2. Add one section and bibliography list (5 marks)
3. Full paper (30 marks)

**Time Table:** Shown in Appendix B.

## **APPENDICES**

Please see separate documents

Appendix A Tutorial Arrangements  
Appendix B Timetable for 2023  
Appendix C List of Teachers  
Appendix D Assessment Rubrics

## Tutorial Arrangements

### Dates

	<i>Theme</i>	<i>Date</i>
T1	The idea of a university	29 Sep
T2	The idea of this university	27 Oct
T3	Tradition & modernity, China & the West in the global order	1 Dec

For any absence with personal reasons,<sup>2</sup> no alternate tutorial arrangement will be made.

### Section and groups

Section				
A	B	C	D	E

Students are divided into Sections of up to 18 students each. The Section labels (A, B, ...) are adopted for internal administrative purpose; the naming of the Sections on CUSIS will be different.

To enhance opportunities for discussion, and to promote teamwork, each tutorial *section* (~12 to 18 students) will be further divided into 4 to 6 *groups* of 3 students each. Each group will organise its own small-group break-out discussion outside scheduled class hours *before* the tutorial session. A designated member of the team (chosen in rotation, so that each student will be chosen at least once) will make a presentation at the tutorial session of *no more than* 10 minutes, based on the break-out discussion of the whole team. This will be followed by general discussion in the whole section for about 15 minutes.

This arrangement follows the format often used in workshops and retreats, and is chosen to allow more time for discussions outside the scheduled hours, the opportunity to engage in team work and more organised and better prepared presentations (which may be necessary when presenting in a second language).

### Topics

For each tutorial, a list of 6–7 topics will be given out ahead of time; each group will be assigned one topic: **students in group 1 should deal with topic 1, etc., and one of the three will do the presentation, in turn.** Some *suggested* (not mandatory) questions or sub-topics are provided, merely to start you thinking; cover *any or none* of these as you wish.

### Language and special language arrangements

To ensure exchange of views among students from different backgrounds, tutorial sections should be conducted in English by default, apart from the special arrangements below. In recognition that English is not the first language, students will not be marked down for lack of fluency or accuracy; the quality of the content and the logic of the arguments will be the primary consideration.

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<sup>2</sup> See footnote 1.

It is recognized that a small number of students may have *initial* difficulty in engaging in lively discussion in English. In order *to help the transition* to (and not to steer away from) a world of intellectual discourse in a global context, special arrangements are made to allow *some* students with lower English scores to be assigned to sections (one each) in which Putonghua/ Cantonese will be a common language, and *may* be used if necessary. Students placed in these sections will be notified individually, and will also be encouraged to take part in additional activities to address the identified shortfall in English.

### **Assessment rubric**

The assessment rubric shown on Appendix D gives an *indication* of what the teachers would be looking for in the tutorial presentation and discussion. However, the list is illustrative rather than exhaustive, and should not be regarded as a rigid marking scheme. The expected qualities listed against each nominal grade should be understood, where appropriate, as additional attributes over and above those expected for the next lower grade.

Please note that the presentation itself constitutes only a (small) part of the assessment. **The ability to engage the class is also important.** It is much better to have a short presentation that prompts lively discussion, rather than a presentation that over-runs. Presentation slides should be kept to a minimum (no more than 5), and nothing is gained by fancy layout. Material in the lectures or the reading material should not be repeated.

Many of the same factors are also relevant for the term paper, though in that case the clarity of the written work would also be important.



## Timetable for 2023

- *Subject to possible change on account of any public health concerns that may arise.*
- *Q1, Q2 etc. denote quizzes; Q0 is a mock quiz to familiarise with the software*

Fri 8 Sep (1)		
3 h	Getting to know the College: Extended Orientation / Q0	DoS
Fri 15 Sep (2)		
1 h	L0. Course Organisation	Young
2 h	L1. The Idea of a University: Origins and Evolution / Q1	Young
Fri 22 Sep (3)		
2 h	L2. The Idea of a University: Modern Universities / Q2	Young
1 h	A1: Choice of term paper topic	Young
Fri 29 Sep (4)		
3 h	T1: The Idea of a University	
Fri 6 Oct (5)		
1.5 hr	A2. Thesis statement, abstract, outline, structure	Young
1.5 hr	A3. Searching for information	Fung
Fri 13 Oct (6)		
3 h	L3. The Idea of This Univ: Higher Ed in HK & CUHK / Q3	Young
Fri 20 Oct (7)		
	<b>Assignment 1 due: Term paper title, thesis statement, abstract and outline</b>	
3 h	L4. Whither HK Higher Education? Whither CUHK? / Q4	Young
Fri 27 Oct (8)		
3 h	T2: The Idea of This Univ	
Fri 3 Nov (9)		
3 h	L5. Tradition & Modernity: Modernity and the Rise of Modern Western Civilisation / Q5	Hall
Fri 10 Nov (10)		
3 h	L6. China & the West in the Global Order / Q6	Liu, Young
Fri 17 Nov (11)		
	<b>Assignment 2 due: Revised title, thesis statement, abstract; one section, bibliography list</b>	
1 hr	A5. Academic honesty	Young
2 hr	A4. Editing, formatting, referencing	Loong

Fri 24 Nov (12)		
3 h	A6. Writing workshop	Yung
Fri 1 Dec (13)		
3 h	T3: Tradition & Modernity, China & the West in the Global Order	
Mon 11 Dec		
	Assignment 3 due: complete term paper	

## List of Teachers

				Lectures	Tutorials
Prof Billy Ng	School of Pharmacy	billyng@cuhk.edu.hk	2603 5295		Section A
Ms FUNG Sue	University Library	suefung@cuhk.edu.hk	3943 6252	A3	
Prof HALL Stephen	Faculty of Law	stephenhall@cuhk.edu.hk	3943 4426	L5	
Dr LIU Yanchen	OUGE	yanchenliu@cuhk.edu.hk	3943 9705	L6	
Dr LOONG Yvonne [1]	ILC	loongycw@cuhk.edu.hk	3943 8731	A4	
Prof SUN Jin	Department of Sociology	jinsun@cuhk.edu.hk	3943 6621		Section B
Prof WONG Suk-Ying	Department of Sociology	sukyiwong@cuhk.edu.hk	3943 3383		Section C
Dr YIP Ka Wing	Department of Chinese Language and Literature	kwyip@cuhk.edu.hk	3943 3712		Section D
Prof YOUNG Kenneth [2]	Department of Physics	kyoung@cuhk.edu.hk	3943 6352 [3] 3943 4330 [4]	L0-4, L6, A1-2, A5	Section E
Mr Oliver YUNG [1]	ELTU	oliveryung@cuhk.edu.hk		A6	

[1] Guest speaker/ teacher from outside CW Chu College

[2] Course coordinator

[3] at CWC

[4] at Physics Department

The Chinese University of Hong  
Kong CW Chu College

## GECW1010: University and Society Assessment Rubrics

Version 01 / Created on 8 May 2023 / GECW1010 Rubrics.docx

The assessment scheme is as follows.

Quizzes	40
Tutorial	20
Term paper	40

A letter grade (A, A-, B+, ..., including possibility of interpolated points e.g., A-/B+) will be assigned to each component and converted to a grade point (4.0, 3.7, 3.3, ...). The weighted average over the three components will be the starting point for deciding the letter grade for the course. However, teachers may impose a degree of moderation for a number of reasons, including (a) to achieve consistency across different tutorial sections, and (b) to take account of possible variation in the difficulty of quizzes from year to year.

### Quizzes

There will be 6 quizzes, one for each lecture topic. All the quizzes are either multiple choice or short answers. Only the best 5 out of 6 quizzes will be counted. The letter grade corresponding to the percentage of correct answers will be as follows, on an indicative basis. The mark boundaries may be adjusted from year to year depending on the difficulty of the quizzes. (In the table below, 85-, for example, means marks up to but not including 85.)

A	85 or above
A-	75 to 85-
B+	70 to 75-
B	65 to 70-
B-	60 to 65-
C+	55 to 60-
C	50 to 55-
D	35 to 50-
F	Below 35

## Tutorial

The following gives an *indication* of what the teachers would be looking for in the tutorial presentation and discussion. However, the list is illustrative rather than exhaustive, and should not be regarded as a rigid marking scheme. The expected qualities listed against each nominal grade should be understood, where appropriate, as additional attributes over and above those expected for the next lower grade.

Many of the same factors are also relevant for the term paper, though in that case the clarity of the written presentation would also be important.

### *Content*

A	Shows evidence of having identified, evaluated and assimilated a range of sources (including some that were hitherto unknown to classmates and teachers); brings multiple perspectives into the discussion.
B	Has gone beyond the material suggested by the teacher, and selected relevant and reliable material to add to the discussion. Choice of material reflects multiple points of view.
C	Shows evidence of having read and digested related material in the bibliography and/or suggested reading.
D	Regurgitates content of lectures and/or assigned reading, without evidence of seriously reading material in the bibliography and/or suggested reading.

### *Argument*

A	Shows the ability to synthesize a logical and forceful argument, with evidence and after consideration of alternatives and consequences. The argument is likely to convince a rational and open-minded peer to seriously reconsider his/her position or change his/her mind.
B	Arguments for and against are both included, with no significant omissions. Arguments are well supported by evidence and are for the most part logical. In addition, is able to assess and estimate the likely effect of proposals (including unintended and long-term consequences), and to show how the pros and cons balance. Is willing to consider alternate points of view.
C	Argument is supported by evidence and possibly some research, e.g., with data on benchmarking. Some arguments for and against are included, but there are significant omissions. Lapses in logic.
D	Argument is presented only as a personal view, from one perspective, and without evidence (or in the face of evidence to the contrary). Or there are serious flaws in logic, in domains that are central to the issue at hand.

### *Attendance and presentation*

A	As a presenter is able to excite the whole class; as a participant is able to inject fresh points of view that enrich the discussion.
B	As a presenter is able to interest and engage the whole class; as a participant is able to make informed and constructive criticisms and contributions.

C	Speaks when designated as presenter, in a one-way delivery, but otherwise not participating.* Or participating in a way that detracts from the quality of the discussion.
D	Absent, late, unprepared, discourteous.

\* Imperfect fluency in a second language will not be marked down, but students need to overcome any consequential reluctance to speak out, which will count negatively as lack of participation.

### Term paper

The following gives an *indication* of what the teachers will look for, not a rigid marking scheme. The descriptor for each nominal grade should be understood, where appropriate, to mean features over and above those for the next lower grade.

#### Topic

A	Topic is highly relevant and captivates the reader.
B	Topic is relevant to the course, and makes connections between different ideas and issues.
C	Topic is relevant to the course, but is either (a) too generic to have novelty, or (b) too narrow to draw interest, or (c) too simplistic with only one single theme.
D	Although the topic is related to the course, the paper could have been written by someone who has not taken the course.
F	No or little connection to the course.

#### Content

A	The author has drawn from, evaluated, assimilated and synthesized a <i>variety</i> of recommended (or other) readings to enrich the discussion from <i>multiple perspectives</i> . The content contains surprises and/or material that the teacher may wish to include in future lectures.
B	The author has gone beyond the required reading and lectures, and drawn substantially from the recommended (or other) readings to enrich the discussion. There is some awareness of the quality of different sources. The content bridges general ideas with specific issues.
C	The content shows understanding of the required reading and/or lectures, but only limited exposure to recommended reading, and fails to connect to ideas and issues outside these sources. There are gaps in the knowledge of the quality of sources.
D	Regurgitates content of lectures and/or assigned reading, or shows weak linkage to the content of lectures and/or assigned reading.

### ***Argument***

A	Shows the ability to synthesize a logical and forceful argument, with evidence and after consideration of alternatives and consequences. The argument is likely to convince a rational and open-minded peer to seriously reconsider his/her position or change his/her mind.
B	Arguments for and against are both included, with no significant omissions. Arguments are well supported by evidence and are for the most part logical. In addition, is able to assess and estimate the likely effect of proposals (including unintended and long-term consequences), and to show how the pros and cons balance. Is willing to consider alternate points of view.
C	Argument is supported by evidence and possibly some research, e.g., with data on benchmarking. Some arguments for and against are included, but there are significant omissions. Lapses in logic.
D	Argument is presented only as a personal view, from one perspective, and without evidence (or in the face of evidence to the contrary). Or there are serious flaws in logic, in domains that are central to the issue at hand.

### ***Writing***

A	An excellent piece of academic writing. The essay is well structured, reads very coherently and is well referenced.
B	A reasonable piece of academic writing. The essay is generally well structured, although there may be parts where the point being made is not always clear; generally well referenced.
C	Academic writing is essentially acceptable; the essay is not that well structured, and there are a number of points where the issues being made are somewhat opaque; referencing could be better.
D	Academic writing is generally weak; the essay is poorly structured: there are numerous points where the issues being made are very hard to follow; referencing is poor.
F	Academic writing is very weak indeed; the essay is very poorly structured: the points being made are all very hard to follow; referencing is very poor.

### ***Presentation and format***

A	Professional standard; looks like an article published in a good academic journal.
B	A reasonable and pleasant appearance; no major errors or inconsistencies in format and style; broadly acceptable as manuscript for submission to a good academic journal.
C	A small number of errors or inconsistencies; with minor corrections could be acceptable as manuscript for submission to a good academic journal.
D	Contains many errors and inconsistencies in format and style.