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**WST3703: HISTORY OF AMERICAN MEDICINE  
RACE, CLASS, GENDER, & SCIENCE**  
DAYS/TIMES MONDAY, WEDNESDAY, FRIDAY 11:45AM-12:35PM  
LOCATION: ROL205 | TERM: SPRING 2024  
OFFICE HOURS: MWF 10:30AM-11:30AM OR BY APPOINTMENT

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“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; **or abridging the freedom of speech**, or of the press” -First Amendment of the United States Constitution (emphasis mine)

### Course Description

This course is an overview of the development and professionalization of medicine in America from the Colonial period through the present. In this class we will investigate the development of medical treatments with a special focus on how gender, race, class, and geography impacted research, treatments, and outcomes for various populations. This course will be heavily reliant on historical inquiry to interrogate how medical authority was established, legitimized, and institutionalized to the enormous and expensive industry it is today. In doing so, we will analyze the groups of Americans left out of this process and how their knowledge and experience was delegitimized. Moreover, we will discuss medical experimentation, pseudoscience, and government policies enacted to dictate medical care over the ages. In taking this class, be prepared for reading, lecture, and focused discussion on topics like women’s health (including abortion, labor & childbirth), slavery and the development of medicine, childhood diseases and treatments, medical malpractice, virus outbreaks, poverty, eugenics, mental health treatment, as well as experimental drugs and therapeutics over the centuries.

### Required Texts

In order to curb student costs, there will be no required books to purchase for this course. All readings will be open access and available through Canvas. If you want book recommendations to dive deeper into a topic, please reach out and I am happy to point you in the right direction.

### Course Objectives

By the end of this course, students should be able to:

1. Discuss and analyze the professionalization of the medical profession in the United States and recognize the systematic and intentional exclusion of women in the development of the field, except in cases of involuntary experimentation.
2. Understand the social dynamics of American medicine and how these dynamics impact different populations in the country based on race, class, gender, and sexuality over time.
3. Recognize the ways in which the American medical profession relies on constructions of masculine and feminine identity to test, diagnose, and treat illness.
4. Verbally discuss as well as write about academic articles related to historical and gendered analyses of the development of American medicine.
5. Express themselves clearly and confidently on topics related to the course through written and verbal communication (both assessed through course work assignments).

### Grading Policies

This course has several “casual writing assignments,” or “reflections. You need to be sure to submit all of these discussion posts *on time* to earn credit. You can do them ahead of time if you want. All assignments for the course will be graded on a 20-point scale so each assignment type carries the same weight and importance.

There are no makeup assignments or extra credit opportunities in this class. If you participate and get your work in on time, you will receive credit for the effort you put forth.

## Grading Scale

This class is broken down into 100 points. Each assignment type is worth 20 points and holds equal weight and importance in the class. Check out the scale below to see how your points will translate to grades.

Grade	Points	Grade	Points
A	94-100	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	E	0-59

## Course Requirements:

In order to receive a passing grade, students must submit **all** written work. Failure to complete all assigned written course work will result in a failing grade. Each piece of the class and the assignments associated share an equal importance. The course is split to provide equal weight for each assignment. The assignment types are as follows:

## Assignment Types:

Graded Assignments	Assignment Description	Percentage
Discussion Posts (4)	There will be 4 online discussion posts throughout the semester. On these designated Fridays, you will attend class for discussion, then go home and write your discussion post on the assigned prompt (posted to Canvas). Please spend time considering your response, write out a draft, edit it, and post it by the end of the day (11:59pm EST). Your post should be a minimum of 400 words. Each post is worth 5 points for a total of 20% of your grade. This is a <b>casual writing</b> exercise and will be graded on a credit/no credit basis.	20%
Discussion Responses (4)	After you write and submit your initial discussion post, you should write a response to what you read from other students. Your response should be a general observation on the tone of the forum. This 200-word discussion response <b>is a separate assignment</b> . You will not write a threaded reply to the original posts. Access the new assignment submission folder and write a new post. You can agree with what others were saying, offer additional points for consideration, or disagree (respectfully) and suggest alternate viewpoints to specific posts. Please spend time considering your response, write out a draft, edit it, and post it by the end of the weekend. (Sunday at 11:59pm EST). This is a <b>casual writing</b> exercise and will be graded on a credit/no credit basis.	20%
In-Class Participation	Group Discussions will happen sporadically throughout the semester. Attend class, talk with your peers, earn points for participation.	20%
Podcast Assignment (1)	You can do this project by yourself or in a group. It's up to your own preference! This project is due no later than May 3rd <sup>th</sup> at 11:59pm. You should upload the audio file of your group (or solo) podcast discussion to Canvas.	20%

	More detailed information will be discussed in class. You can complete this assignment at any time throughout the semester. The project is worth 20 points toward your final grade and should be a minimum 30-minute audio clip.	
Final Paper (1)	Your final paper is due on Canvas by May 3 <sup>rd</sup> at 11:59pm. The final paper will be a comprehensive reflection on your podcast topic. This paper should be written with your podcast group or solo if you completed the podcast on your own. The paper is a more “professional” cited version of the podcast. Do these assignments in tandem and it will go quickly. In the past, students have used the final paper as a sort of “script” for the podcast. The paper should be a minimum of 1000 words (max 1500) and is worth 20 points toward your final grade.	20%

### Attendance

Regular attendance in this course is recommended if you’d like to earn an “A”. I will be in the classroom on the assigned days and times to deliver lectures, interact with students, and facilitate discussion. I expect you to attend and participate in the lecture and discussion if you plan to earn an “A”. Please follow along on the course schedule to make sure you are attending on the proper days. Ultimately, 20% of your final course grade is reliant on your regular participation.

### From the UF catalog:

1. Students may only participate in classes if they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.
2. Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first-class meeting.
3. Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.
4. For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.
5. Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.
6. If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and they have not contacted the department to indicate their intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory.
7. The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

**Please see:** <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext> for more information regarding absences and policies at the University of Florida.

### Email Etiquette

Please email me with any questions, comments, or concerns you may have throughout the semester. I will do my best to respond to your inquiries within 24 business hours (Monday-Friday 8am-5pm). You can email me over the weekend or after 5pm, but do not expect a response immediately (tbh I usually do respond, just don’t *expect* it). Make sure you are

writing your email in a professional manner.

Before emailing me, ask yourself the following questions: Did I fill in the subject line with a brief description of my need for sending an email? Did I tell Dr. Coulson what class I am emailing about? Did I begin the email with a nice greeting and a comma? Did I write a few sentences with my request or question? **Did I ask a question not covered in the syllabus?** (Seriously, read the syllabus *before* you email me) Did I write a sign off phrase (sincerely, warmly, best wishes, respectfully, have a great day, etc. etc.)? Did I write my name underneath the sign-off phrase? If you answered yes to all these questions, hit send! If you need to work on your email some more, do it. **I will not respond to your emails unless they adhere to proper etiquette.**

### **Academic Integrity:**

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

### **Students Requiring Accommodations:**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the e-mail they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **In Class Recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## **Campus Resources: Health and Wellness**

U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website. GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

## **Academic Resources E-learning technical support:**

Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.

## **General study skills and tutoring**

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

## **Student Complaints On-Campus:**

Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

## **Consider adding a (second) major in Women's Studies!**

Do you want to learn about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women's Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to studying and transforming gender, race, class, sexualities and other systems of power. The Women's Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. The 30-credit Women's Studies major consists of four core courses and six electives. It's simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology in particular have many courses that can double count). It's also the perfect complement to pre-health studies. Contact undergraduate coordinator Dr. Alyssa Zucker ([azucker@ufl.edu](mailto:azucker@ufl.edu)) to make an appointment to discuss adding the major.

## Course Schedule

**NOTICE: Required reading and viewing materials can be found on Canvas. If the links don't work, simple Google searches will bring up most of the material, especially if you search through the UF library. This schedule is subject to change with fair notice provided. Please pay close attention to the course calendar, announcements, and emails. All reading should be completed BEFORE class meets.**

Topic	Readings and Tasks
Introduction to the course Colonial Medicine Malaria/Smallpox Epidemics Discussion of Colonial Medicine	<b>1/8:</b> No Reading <b>1/10:</b> "Cotton Mather, The First Significant Figure in American Medicine" by Otho Beall, Jr. (available on Canvas) <b>1/12:</b> "Imagining Inoculation: Smallpox, the Body, and Social Relations of Healing in the Eighteenth Century" by Sara Stidstone Gronim (available on Canvas)
<b>No Class Meeting (MLK Day)</b>  African Medical Knowledge in the 18 <sup>th</sup> Century  Inoculation and Controversy in the Colonial Era	<b>1/15: No Class (MLK Day)</b> <b>1/17:</b> "African Medical Knowledge, the Plain Style, and Satire in the 1721 Boston Inoculation Controversy" by Kelly Wisecup (available on Canvas) <b>1/19:</b> "Vaccinating Freedom: Smallpox Prevention and the Discourses of African American Citizenship in Antebellum Philadelphia" by Dayle B. DeLancey (available on Canvas)
Midwifery in the Colonial Era  <i>A Midwife's Tale</i> & Discussion	<b>1/22:</b> "A Midwife's Tale: The Life of Martha Ballard, Based on her Diary, 1785-1812 (introduction)" by Laurel Thatcher Ulrich (available on Canvas) <b>1/24:</b> In Class Viewing of <i>A Midwife's Tale</i> <b>1/26:</b> Group Discussion on Midwifery <b>1/26: Discussion Post #1 Due</b> <b>1/28: (Sunday) Response due!</b>
Benjamin Rush & Early Public Health Lecture  Yellow Fever Epidemic Lecture  Medicine in the Early Republic Discussion	<b>1/29:</b> "Recommended for 'frequent perusal' and Improving the Science of Medicine": Benjamin Rush's American Editions and the Circulation of Medical Knowledge in the Early Republic" by Sarah Elizabeth Naramore (available on Canvas) <b>1/31:</b> "The Myth of Innate Racial Differences Between White and Black People's Bodies: Lessons from the 1793 Yellow Fever Epidemic in Philadelphia, Pennsylvania" by Rana Asali Hogarth (available on Canvas) <b>2/2:</b> Group Discussion on Early Public Health
Women and 19 <sup>th</sup> century Medicine  Slave Nutrition and the Abuses of Diet  Discussion of Slavery & Medicine	<b>2/5:</b> "The Female Animal: Medical and Biological Views of Woman and Her Role in Nineteenth Century America" by Carroll Smith-Rosenberg and Charles Rosenberg (available on Canvas) <b>2/7:</b> "I'll be Blamed ef I Hanker after Making My Bowels a Brick-Yard": Dirt Eating in the Antebellum and Early Modern South" by Deanne Stephens Nuwer (available on Canvas) <b>2/9:</b> In class Group Discussion of Slavery and Medicine

<p>Gynecological Medicine Lecture</p> <p>The Rise of Surgery and Anesthetics</p> <p>Discussion of Gynecology, Pain, and Race</p>	<p><b>2/12:</b> “Black Women’s Experiences in Slavery and Medicine” by Deidre Cooper Owens (available on Canvas)</p> <p><b>2/14:</b> “Accepting Pain Over Comfort: Resistance to the Use of Anesthesia in the Mid-19<sup>th</sup> Century” by Rachel Meyer and Sukumar P. Desai (available on Canvas)</p> <p><b>2/16:</b> “The Curse of Civilised Woman: Race, Gender, and the Pain of Childbirth in Nineteenth-Century American Medicine” by Miriam Rich (available on Canvas)</p>
<p>Civil War Lecture</p> <p>Nurses in the Civil War</p> <p>Civil War Discussion</p>	<p><b>2/19:</b> “The Inhospitable Hospital: Gender and Professionalism in Civil War Medicine” by Jane E. Schultz (available on Canvas)</p> <p><b>2/21:</b> “St. Mary’s Goes to War: The Sisters of the Holy Cross as Civil War Nurses” by Cindy Intravartolo (available on Canvas)</p> <p><b>2/23:</b> Civil War Group Discussion</p> <p><b>2/23: Discussion Post #2 Due</b></p> <p><b>2/25: (Sunday) Response due!</b></p>
<p>The Rise of Germ Theory Lecture</p> <p>Advertising, Consumerism, &amp; Public Health</p> <p>Spanish Flu Epidemic Lecture</p>	<p><b>2/26;</b> The Deadliest Virus Ever Known” in <i>The New Yorker</i> by Malcolm Gladwell</p> <p><b>2/28:</b> “What New York Looked Like During the 1918 Flu Pandemic” in the <i>New York Times</i> by Michael Wilson (linked on Canvas)</p> <p><b>3/1:</b> Group Discussion on Pandemics &amp; Public Health</p>
<p>WWI, Psychology, and Gender Lecture</p> <p>Eugenics, Sterilization, and Pseudoscience Lecture</p> <p>Psychology and Eugenics Discussion</p>	<p><b>3/4:</b> “Shell Shock, Trauma, and the First World War: The Making of a Diagnosis and its Histories” by Tracey Loughran (available on Canvas)</p> <p><b>3/6:</b> “World War I Intelligence, Testing, and the Development of Psychology” by Franz Samelson (Available on Canvas)</p> <p><b>3/8:</b> “California’s Sterilization Survivors: An Estimate and Call for Redress” by Alexandra Minna Stern et. al. (available on Canvas)</p>
<p><b>Spring break</b></p>	<p><b>No Class: March 9th-March 16th</b></p>
<p>The Rise of the DSM Lecture</p> <p>Psychiatric Medicine and Treatments Lecture</p> <p>The Ethics of Psychological Experimentation</p>	<p><b>3/18:</b> “Teaching about Mental Health and Illness Through the History of the DSM” by Joshua Clegg (available on Canvas)</p> <p><b>3/20:</b> “Hysteria: A Historical Perspective” by Siddarth A. Shetty et. al (available on Canvas)</p> <p>In Class Viewing: <i>The Stanford Prison Experiment</i></p> <p><b>3/22:</b> In Class Viewing: <i>The Stanford Prison Experiment</i></p> <p><b>3/22: Discussion Post #3 Due</b></p> <p><b>3/24: (Sunday) Response due!</b></p>
<p>Diagnosing the Margins</p> <p>Hysteria treatments and biases Discussion of psychology as a field</p>	<p><b>3/25:</b> “Teaching about Mental Health and Illness Through the History of the DSM” by Joshua Clegg (available on Canvas)</p>

	<p><b>3/27:</b> “Hysteria: A Historical Perspective” by Siddarth A. Shetty et. al (available on Canvas)</p> <p><b>3/29:</b> Group Discussion on Mental Health Diagnoses</p>
<p>Women’s Health in the 20<sup>th</sup> Century Lecture</p> <p>Roe v. Wade &amp; the Ongoing Abortion Debate Lecture</p> <p>Abortion &amp; Women’s Health Discussion</p>	<p><b>4/1:</b> “Roe versus Reality—Abortion and Women’s Health” by Alexi A. Wright and Ingrid T. Katz (available on Canvas)</p> <p>“California Decided it was Tired of Women Bleeding to Death in Childbirth” by Julia Belluz</p> <p><b>4/3:</b> In Class Viewing: <i>Birthright A War Story</i></p> <p><b>4/5:</b> Group Discussion on Women’s Health</p>
<p>Major advancements 20<sup>th</sup> century Medicine</p> <p>Penicillin &amp; Polio</p> <p>The Tuskegee Experiment Lecture</p>	<p><b>4/8:</b> “The Development of Vaccines: How the Past Led to the Future” by Stanley Plotkin and Susan Plotkin (available on Canvas)</p> <p><b>4/10:</b> “The Real Story Behind Penicillin” by Howard Markel (linked on Canvas)</p> <p>“The Anti-Vaccine Movement is Forgetting the Polio Epidemic” in <i>The Atlantic</i> by Jennie Rothenberg Gritz (linked on Canvas)</p> <p><b>4/12: Discussion Post #4 Due</b></p> <p><b>4/14: (Sunday) Response due!</b></p>
<p>AIDS and sexuality lecture</p> <p><i>We Were Here</i> (Documentary)</p>	<p><b>4/15:</b> “Abstinence-Only-Until-Marriage: An Updated Review of U.S. Policies and Programs and their Impact” by John S. Santelli et al (available on Canvas)</p> <p><b>4/17:</b> “40 Years Later: The Denial that Shaped the AIDS Epidemic” by Noel King (linked on Canvas)</p> <p><b>4/19:</b> Group Discussion AIDS &amp; Podcast Assignment</p>
<p>Prescription Drugs</p>	<p><b>4/22:</b> “The True Cause of the Opioid Epidemic” by Olga Khazan (linked on Canvas)</p> <p>“The Truth about Painkiller Addiction” by Sally Satel (linked on Canvas)</p> <p><b>4/24:</b> “Do No Harm: A Case Study on Overprescribing” (linked on Canvas)</p> <p><b>4/26:</b> Final Group Discussion—open-ended</p> <p><b>4/26: Podcast Assignment Due by 11:59pm (Canvas)</b></p>
<p><b>Final Paper</b></p>	<p><b>5/1: Final Paper Due: at 11:59pm EST (Canvas)</b></p>



## Rubric

Category	(5 points) Exceeds Expectation	(4 points) Meets Expectation	(3.5 points) Needs Improvement	(0-3 points) Unacceptable
<b>Thesis</b>	Clearly stated with direction for the content of the paper and consistently supported throughout.	Position is stated, but no clear direction for the content of the paper.	A fact is stated instead of an argumentative position. Needs development in order to serve as a working thesis.	No position statement or a position not related to the assigned topic.
<b>Evidence</b>	Every point was well supported with primary or secondary source material. Student provided several examples from assigned reading or lecture.	Points were adequately supported with examples from assigned readings or lecture materials. Student provided sufficient amount.	Points were supported with examples from the assigned readings and lectures, but the relevance of the support was debatable. More support was needed.	Student provided little or no evidentiary support for their claims or did not cite sources properly.
<b>Organization</b>	All points were clearly tied to the thesis statement in a structured manner.	Most body paragraphs tied back to the thesis statement, but student wandered off topic a bit.	Most points were tied to a premise, but there was no clear or logical structure to the presentation of the argument.	Arguments were not tied to the thesis or consistently wandered off topic.
<b>Grammar</b>	Paper well edited with no spelling, grammar, diction, or syntax errors. Perfectly formatted.	Paper edited and free of spelling and grammatical errors, but some issues with diction and sentence structure.	No spelling errors, but multiple grammar issues. Problems with diction and syntax.	Improperly formatted, multiple spelling and grammatical errors, improper English.