**Grading Rubric for Rhetorical Narrative and Reflective Essay**

**Rhetorical Narrative**

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| --- | --- | --- | --- |
|  | **Point Scale** | **Your Points** | **Comments** |
| **Historical Accuracy**   * *Do you use at least 3 sources (including at least 2 secondary sources)? You may cite these sources in either your rhetorical narrative or reflective essay* * *Are you using your sources correctly, accurately representing the writer’s work and discussing real things that happened in the past?* | 14-15=surpassed criteria  12-13=fully met criteria  8-11=mostly met criteria  2-7=somewhat met criteria  1=did not meet these criteria at all | **15** | **Good use of sources** |
| **Conscious Adherence to the Literary Practices of a Professional Historian**   * *Does your rhetorical narrative look like the real deal? For instance, would it be a believable book chapter, blog, etc?* * *Do you use correct Chicago Style citations for all your sources? You may cite sources in the reflective essay if it’s not possible to cite them here. For assistance, see* [*https://owl.purdue.edu/owl/purdue\_owl.html*](https://owl.purdue.edu/owl/purdue_owl.html) | 10=surpassed/excelled  7-9=fully met  4-6=mostly met  2-3=somewhat met  1=did not meet | **9** | **Impressive narrative skills** |
| **Cogency**   * *Is it easy and enjoyable to read your writing? Do your sentences make sense, and do you follow formal academic English grammar (where appropriate for your rhetorical narrative style)\** * *Where appropriate, do you use double-spaced, 12 pt. font (Georgia or Times New Roman), with 1 in. margins?* * *Do you include your name, HIST 2C, and due date on your first page? Do you put your last name and page numbers on the top right corner of each page where appropriate?* * *Did you come up with a creative title?* | 10=surpassed/excelled  7-9=fully met  4-6=mostly met  2-3=somewhat met  1=did not meet | **9** | **Good in general but the title and content are not fun enough** |
| **Persuasiveness**   * *Have you made me believe that your historical narrative includes the most important things for me to know about that historical event?* * *If you’re making an argument (e.g. if you’re writing an op-ed), does your evidence support your argument?* | 14-15=  surpassed/excelled  12-13=fully met  8-11=mostly met  2-7=somewhat met  1=did not meet | **14** | **Very convincible** |
| **TOTAL:** | **50 pts. possible** | **46** |  |

**Reflective Essay**

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| --- | --- | --- | --- |
|  | **Point Scale** | **Your Points** | **Comments** |
| **Serious attention to your own learning processes and cognitive developments**   * *Do you reflect on the process you went through to write this?* * *Do you tell me about where you ran into roadblocks and how you addressed them?* | 14-15=surpassed criteria  12-13=fully met criteria  8-11=mostly met criteria  2-7=somewhat met criteria  1=did not meet these criteria at all | **13** | **Could have more sharp analysis.** |
| **Discussion of specific writerly choices that went into the narrative**   * *Do you tell me about the secondary sources you chose? Think of this as a mini summary section of your CRs* * *Do you tell me why you chose those sources?* * *Do you explain why you chose to make your narrative look the way it does? E.g. why did you choose to write an op-ed, or a paper, etc.?* | 19-20=  surpassed/excelled  15-18=fully met  8-14=mostly met  2-7=somewhat met  1=did not meet | **18** | **Not every single question is specifically answered.** |
| **Consciousness of intended audience, and ability to articulate how and why rhetorical strategies are likely to persuade that audience**   * *Do you identify a target audience for your rhetorical narrative?* * *Do you identify a goal for your narrative? In other words, do you say what you would like your intended audience to learn from your narrative?* * *Do you describe the choices you made to persuade this audience? For example, what events or themes did you choose to emphasize, what did you choose to minimize or leave out, and why?* | 19-20=  surpassed/excelled  15-18=fully met  8-14=mostly met  2-7=somewhat met  1=did not meet | **18** | **Not enough explanation for the intended audience.** |
| **TOTAL:** | **50 pts. possible** | **44** |  |

**Explanation of Grammar:**

**\***I recognize that English is not the first language of everyone in this class. In this case, I do not take off points for minor grammatical errors as long as I can understand your meaning. Furthermore, I recognize that some rhetorical narrative styles may be more informal or use a particular vernacular (e.g. if you’re making a podcast, you’ll probably want to be chatty and casual). In these cases, you do not have to use formal writing/speech. For *all* students, however, I expect you to follow the following basic rules for formal academic English grammar in your reflective essay, and in your rhetorical narrative where appropriate:

* Use spellcheck (no typos, please!)
* ~~Don’t~~ Do not use contractions
* For your reflective essay, you may use first person (that is, you can write “I”)
* Use active verbs. For example, say:
  + Haiti won independence from France in 1903.
  + NOT Haiti was freed from France in 1903.
  + Why? Active verbs make your writing more dramatic, and they call attention to the actors. Historians like to think about why something happens, and active verbs show this causality more clearly.
* Use your SAT/TOEFL words! Try to use words that add meaning to your writing. For example, say:
  + England amassed enormous profit after it monopolized the sugar trade
  + NOT England was very rich because it had the sugar
  + Why? In the first sentence, just about every word is doing work. The words contain meaning, and they add color and drama to your writing.