**LIS 4000 – Foundations – Stansbury – Autumn 2018**

**IF Response Essay Assignment – Thursday Section**

**Due 9/27/18**

**100 points possible**

Write a 2-4 page (double-spaced lines) essay responding to our class discussion, readings, and your thoughts on the topic of intellectual freedom. The scope of your paper can be broad or narrow. Your essay does need to contain the following components:

1. Title page (doesn’t count in page count)
2. Introduction
3. Body
4. Conclusion
5. References (doesn’t count in page count)

**Grading Rubric for IF Response Essay**

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| --- | --- | --- | --- | --- |
|  | **6-10 points** | **0-5 points** |  |  |
| **Format**  10 points possible | Correct margins and sufficient length. | Incorrect margins, sufficient length. |  |  |
|  | **16 – 20 points** | **11 – 15 points** | **6 – 10 points** | **0 – 5 points** |
| **Writing Mechanics**  20 points possible | Correct grammar, spelling, and/or punctuation. | No more than three errors in grammar, spelling, and/or punctuation. | No more than six errors in grammar, spelling, and/or punctuation. | More than six errors in grammar, spelling, and/or punctuation. |
|  | **26 – 35 points** | **16 – 25 points** | **8 – 15 points** | **0 – 7 points** |
| **Writing Style**  35 points possible | Professional writing style throughout the assignment. Succinct and clear in meaning. Appropriate vocabulary for graduate level. There is a recognizable flow in structure and in writing. | Professional writing style throughout the assignment. Somewhat succinct and clear in meaning. Vocabulary is appropriate but not exemplary. The flow is recognizable in some parts of the paper. | Writing is appropriate for an undergraduate setting but not appropriate for a professional setting. Meaning is not clear. Vocabulary is not appropriate. There is little flow. | Writing is at a high school level or lower. Meaning is not clear. Vocabulary is inappropriate. There is no flow. |
|  | **26 – 35 points** | **16 – 25 points** | **8 – 15 points** | **0 – 7 points** |
| **Analysis**  35 points possible | Concepts are applied correctly and thoroughly. Concepts from the readings, class materials, and assignments are synthesized and presented logically. Assumptions, inferences and intellectual processes are used effectively and creatively.  The relevant is distinguished from the irrelevant, key concepts are clarified, and opposing points of view are considered, Sensitivity to important implications and consequences is present and expressed. | Concepts are applied correctly but not thoroughly. There is more description than synthesis The work is, on the whole, clear, precise, and well-reasoned, though with occasional lapses into weak reasoning.  On average, assumptions, inferences and intellectual processes are used effectively.  The work demonstrates a fairly consistent ability to distinguish the relevant from the irrelevant, clarification of key concepts, consideration of opposing points of view, and average use of language. | Concepts are referenced but not applied. Inconsistent or weak reasoning and consideration of assumptions, inferences, and implications A lack of precision. Displays only occasional use of analysis and creativity. | Concepts are not applied. Does not display critical thinking skills.  The work is vague, unreasoned, and imprecise.  There is a lack of distinction between the relevant and the irrelevant.  Opposing points of view are not identified nor consequences or implications. |