

## RUBRIC ESSAY 1

\*The majority of your grade is determined by your use of sources, evidence, analysis, problem, argument, and structure. This includes the REPRESENTATION of the controversy, the development of an original INTEPRRETIVE ARGUMENT about the significance of the controversy, the articulation of a clear MOTIVATING PROBLEM at the end of the Introduction that is then developed through a series of interpretive CLAIMS that offers a sense of meaningful progression in the STRUCTURE, culminating in the ARGUMENT synthesized in the Conclusion.

	C-Range or Below	B-Range	A-Range
<b>Substantive Sources, Evidence, and Analysis:</b> Follow requirements for research with sources, working with <b>at least six sources</b> that represent the controversy, including the conversation that developed in the public sphere, as well as using contexts for helping you frame your analysis and original argument. These sources should be drawn from <b>substantive publications</b> in the public sphere or scholarship. You should <b>represent</b> these sources using a combination of direct quotations, paraphrase, and summary, providing sufficient overview for the reader while also offering insights that draw <b>analytical connections</b> between the sources [indicating moments of expanding on insights or complicating insights when possible]	Have sufficient sources but are not substantive. Analysis does not meaningfully engage with the material or no connections offered.	Have collected good sources but need to work further on drawing meaningful analytical connections.  Or, have some insights, but sources can be more substantive.	Thoughtful sources that meet all requirements, represented comprehensively while also drawing original and insightful analytical connections
<b>Problem and Argument:</b> Make sure there is a clear motivating problem at the end of your introduction, and a clear synthesis of your argument in the conclusion.	There is no clear question at the foundation of the essay. The final argument is absent or overly descriptive.	There is an interesting question, but the motivating problem does not clearly add to the critical or scholarly conversation. There is an argument, but it may be overly descriptive.	The motivating problem clearly expands adds to the critical or scholarly conversation and appears at the end of the Introduction. The argument appears as a synthesis in the Conclusion, offering a culmination of the analysis in the essay.
<b>Structure:</b> Each paragraph should make a <b>distinct claim</b> , and there needs to be an overall progression of ideas/claims from paragraph to paragraph that reveals a sense of increasing complication in your structure. Often, this claim would appear as the topic sentence of a paragraph.	There is no clear organization to the progression of ideas. Or, if there is an organization, it appears as a descriptive list of examples rather than a progression of claims.	There are distinct claims and a sense of progression to the paragraphs, but there needs to be more work for it to offer a sense of increasing complication. Or, there is some sense of progression, but other structural issues related to the organization of the essay.	Each paragraph makes a <b>distinct claim</b> , and effective transitions mark an overall progression of ideas/claims from paragraph to paragraph that reveals a sense of increasing complication in your structure. Often, this claim would appear as the topic sentence of a paragraph.

### ***Additional Requirements:***

	C-Range or Below	B-Range	A-Range
<b>Style and Grammar:</b> Proofread for typos and grammar.	Excessive grammatical issues [related to sentence construction, clarity, concision, punctuation] and spelling errors.	Some grammatical issues [related to sentence construction, clarity, concision, punctuation] and spelling errors.	Elegant language without any grammatical issues.
<b>Formatting and Requirements:</b> Include a TITLE and WORKS CITED (following MLA Citation). Make sure all sources are cited correctly throughout your essay. Include Acknowledgments at the end of the essay to acknowledge anyone who provided you with assistance or inspired a particular idea. The essay should be minimum 1,550 words (6 pages double-spaced)—2,100 words (8 pages double-spaced) not including Works Cited, Title, and Header).	Does not include Title or Works Cited. *Essays less than 6 full pages double-spaced [1550 words] will not count as complete submissions. No words over 2100 words [the maximum] will be considered as part of the submission.	Includes Title and Works Cited but has excessive errors in the Works Cited.  Meets page and formatting requirements.	Includes Title and Correct Works Cited. Meets page and formatting requirements.

## ***Expository Writing Program***

### **Essay Grades**

An essay that satisfies the requirements for the specific assignment, has a progressive structure, and articulates or begins to develop its ideas in an interesting way meets my standards for adequate work in this course and will receive a grade of B- or above, provided its performance is otherwise competent. Work that does not meet those three standards will receive a lower grade.

The brief descriptions below provide a general sense of grading standards; plusses and minuses are shades of difference:

An **A-range** essay is both ambitious and successful. It develops an interesting problem and idea with grace and confidence. It handles its sources not only ethically, but with skill and elegance.

A **B-range** essay is one that is ambitious but only partly successful, or one that achieves modest aims well. Its problem and idea lack larger significance, or it does not consistently provide the evidence and analysis that support its insights.

A **C-range** essay has significant problems articulating and developing its idea and argument. It may not be motivated by an intellectual or creative problem; it may exhibit difficulties in its use of sources. Its structure might be tidy but repetitive (lack progression) or might be disorganized and difficult to follow.

A **D-range** essay typically does not engage concepts or sources, or does so only superficially, and may largely fail to address the expectations of the assignment.

A **failing** essay is usually less than half the assigned length and does not address the expectations of the assignment to any significant degree.

An essay that is less than half the assigned length and does not fulfill the most basic expectations of the assignment does not count as successful completion of the assignment and earns a "0." Such an essay puts its author in jeopardy of failing the course.