

Philosophy 366 - Winter 2016 - **Draft Thinking** - Description and Marking Rubric

There are five pieces of draft thinking that you will prepare during the term. These provide you with an opportunity to engage more directly with in-class discussion topics while getting valuable feedback in a low-risk scenario. Together these five pieces of writing will contribute 10% of the marks towards your final grade in an all-or-nothing fashion as described in the course syllabus.

Task (x5): *Choose one of the in-class discussions and extend it, arguing for a specific position and against the strongest alternative.* Think of it as the rough initial writing of a well-informed, provocative, and thoughtful blog post: the in-class discussion question should “itch” in an interesting philosophical way and your responsibility is to begin “scratching” it. By “draft” thinking/writing what is meant is that it is acceptable for the grammar, punctuation, spelling, formatting, etc. to be of lower quality while you focus on getting to the details of the arguments out and finding what is interesting or challenging. While it is acceptable to use *some* point form content in the draft the majority of this writing must be prose. Graphics and visuals are welcome but not required. **This “paper” must be submitted as a PDF emailed the course instructor in accord with the instructions in the syllabus.** Some research is expected so citations/references are to be included so long that that is clear and you use it consistently (e.g. links are fine at this point). **See the syllabus for due dates.**

Evaluation: The rubric below outlines the criteria on which you will be assessed. For an overall rating of “Satisfactory” a piece of draft thinking must have no more than one incomplete and hit the minimum word count of 500 (include a count on the page).

	Incomplete	Satisfactory
Continue	The writing does not follow in any direct way from an in-class discussion, possibly either offering its own topic entirely or seriously misunderstanding the original topic/discussion.	The writing continues the discussion from class, providing a succinct summary where relevant and then moving forward with new content.
Connect	Connections to new material and the course material are lacking, likely either missing entirely or being referred to in a way that makes the connections difficult to follow.	The writing makes at least TWO connections with sources from outside the class material while also connecting with some of the relevant class material.
Critical	The writing is non-critical, possibly because it is mostly a summary of the in-class discussion without offering further insight or challenges.	The writing is critical in that it does not just recycle the thoughts of others or summarize existing positions but rather it at least attempts to challenge such positions.
Clear	The writing is difficult to follow and/or the argument hard to understand.	While still rough the writing is clear enough that it can be generally followed and understood as sensible.