**English 1130 – Douglas College – Winter 2017**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment: Essay #2**

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| Essay has an engaging title and has a references page: | /1 |
| Introduction is present and provides context for the reader, offering a definition and / or situating the context for the application of knowledge: | /3 |
| A clear thesis sets up a clear, focused argument and is sustained throughout the paper by consistent reference and built-up argumentation: | /5 |
| Body paragraphs are well-constructed, feature smooth transitions, and a discursive progression that consistently develops the thesis statement: | /3 |
| All major claims are supported by evidence (summary and direct quotation from two different refereed sources), correctly integrated into the essay: | /7 |
| Essay demonstrates direct engagement with, and comprehension of, the secondary texts (articles): | /5 |
| Segments are introduced by engaging with the critical landscape and setting context within which to understand the argument: | /3 |
| Analysis is thorough, thoughtful, and persuasive, using exemplification that foregrounds use-cases and applies knowledge: | /7 |
| Conclusion is present, wraps up the argument for the reader, sets course forward: | /3 |
| Correct style guide is deployed, for in-text citations and bibliographic reference, and follows **all** formal requirements / conventions (spacing, periods, etc.): | /5 |
| Correct general essay format (name, course name, page#, double-spaced, no extra space between paragraphs, etc.): | /3 |
| Essay responds well to the prompt and uses game(s) as an application for understanding a definition of success. | /5 |
|  |  |
| **Sub-Total (**before reductions below**):** | /50 |
| **REDUCTIONS (**the numbers below are **subtracted** from subtotal: the lower the number, the better**):** |  |
|  | **-subtract-** |
| **Essay has numerous sentence errors that hinder clarity, suggest lack of editorial attention, and represent issues with deploying strategies for academic writing:** | **/10** |
| **Essay has fractured developmental logic—inconsistent logical progression, too many areas / topics under discussion, lack of coherence and focus:** | **/10** |
| **Essay suggests a lack of care, thoughtfulness (poor paragraphing, typos, logical mistakes) and attention to formal requirements of College-level writing (poor format, formatting, unprofessional):** | **/10** |
| **Final Essay Grade:**  Total: | /50 |

Please note that the English Department Standards Statement may supersede this rubric:

Students must

* write grammatically correct sentences
* spell and punctuate correctly
* use words and phrases correctly and idiomatically
* document and format essays as specified by the instructor

Papers containing basic errors that seriously interfere with clarity and readability will be penalized heavily and may fail. Any paper that violates the principles of academic honesty will be dealt with according to the College’s *Academic Integrity* policy.