Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- |
| Essay has an engaging title: | /1 |
| Introduction is present and provides context for the reader, offering a definition and / or situating the problem to be solved: | /3 |
| A clear thesis sets up a clear, focused argument and is sustained throughout the paper by consistent reference and built-up argumentation: | /5 |
| All major claims are supported by direct evidence (from not fewer than five refereed sources), smoothly integrated into the essay: | /5 |
| Some definitional segments are introduced by engaging with the critical landscape and setting context within which to understand the argument: | /3 |
| Some argumentative segments use quotations and / or summary to show knowledge gaps and deviate from established knowledge: | /3 |
| Secondary sources are integrated into the paper seamlessly, adding to the scope and definition of the subject area and/or its issues / solutions: | /5 |
| Essay demonstrates direct engagement with, and comprehension of, the secondary texts (articles): | /5 |
| Analysis is thorough, thoughtful, and persuasive, using exemplification that foregrounds use-cases and applies knowledge: | /7 |
| 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.): | /5 |
| Conclusion is present, wraps up the argument for the reader, sets course forward: | /3 |
|  |  |
| **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, problems with missing articles, misplaced pronouns, and awkward syntax:** | **/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 editorial attention (poor paragraphing, typos, logical mistakes) and attention to formal requirements of College-level writing (poor format, formatting, unprofessional):** | **/10** |
| Final Essay Grade:  Total: | /50 |