

ENGL 3000 (Research and Methodology) — approved 2018

Essay Assessment Rubric

Course description: A gateway course that introduces students to representative critical approaches that they will encounter in the major. Emphasis will be given to research skills, methodology and analytical writing.

Score	Thesis and Argument Learning Outcome 3	Organization Learning Outcome 3	Language Learning Outcome 3	Comprehending, Synthesizing, and Evaluating Literary Periods and Genres Learning Outcome 1, 2	Understanding and Applying Cultural and Interdisciplinary Contexts Learning Outcome 1, 2	Comprehension and Application of Critical Technique and Perspective Learning Outcome 1, 2
<p align="center">4 Exemplary Exceeds Expectations</p> <p align="center">Grade Level A (100-90)</p>	<ul style="list-style-type: none"> Provides a relatively sophisticated thesis that controls the essay and demonstrates independent thinking Supports all claims and ideas with appropriate, well-analyzed examples and mostly compelling, insightful arguments Enters into meaningful dialogue with a few secondary sources 	<ul style="list-style-type: none"> Often demonstrates persuasive logical development and organization Effective paragraph structure throughout; each paragraph has a focus and is reasonably well unified Causal connections between ideas are present and aided by paragraph transitions that advance the argument 	<ul style="list-style-type: none"> Usually maintains an interesting and varied style Often demonstrates mastery of the conventions of standard written English Demonstrates error-free application of MLA manuscript format 	<ul style="list-style-type: none"> Often displays an appropriate awareness of the relationships between literature and other expressions of culture Can identify formal elements of drama, fiction, nonfiction, and poetry, as relevant 	<ul style="list-style-type: none"> Demonstrates a relatively complex understanding of the relationship between primary texts and their contexts 	<ul style="list-style-type: none"> Often shows appropriate knowledge and awareness of some major trends in literary and cultural theory Demonstrates proficiency in applied literary criticism, often employing interpretive practices and theoretical approaches with complexity, originality, and rigor Uses usually correct and appropriate theoretical terms and concepts to interpret literary texts, synthesizing key issues in a range of literary theories with some sophistication, as applicable
<p align="center">3 Proficient Meets Expectations</p> <p align="center">Grade Level B/C (89-70)</p>	<ul style="list-style-type: none"> Provides a relatively clear thesis and mostly adequate focus on the topic, although argument may be general or remain implicit rather than is clearly stated Provides sufficient evidence and analysis throughout essay, although some analysis may be superficial or insufficiently developed Provides mostly adequate, reliable and relevant secondary documentation 	<ul style="list-style-type: none"> Often demonstrates adequate logical development Some paragraphs have a stated focus, but several may be weakly unified or insufficiently developed Causal connections and transitions are usually adequate but may not advance the argument in a compelling manner 	<ul style="list-style-type: none"> Style sometimes clear but often too simplistic or repetitive Has some control of standard written English; essay may contain some errors including major errors Demonstrates correct use of most common MLA conventions 	<ul style="list-style-type: none"> Demonstrates some understanding of the relationships between literature and other expressions of culture Sometimes can identify formal elements of drama, fiction, nonfiction, and poetry, as relevant 	<ul style="list-style-type: none"> Demonstrates a usually adequate understanding of the relationship between primary texts and their contexts 	<ul style="list-style-type: none"> Shows some knowledge and awareness of important literary and cultural theories Demonstrates some proficiency in applied literary criticism, employing theory occasionally and/or with only a superficial understanding Uses sometimes correct and appropriate theoretical terms and concepts to interpret literary texts, occasionally synthesizing key issues in a range of literary theories, as applicable; contains several factual, interpretive, or conceptual errors
<p align="center">2 Developing Does not meet Expectations</p> <p align="center">Grade Level D (69-60)</p>	<ul style="list-style-type: none"> Thesis is vague or simplistic; may be merely observational rather than analytical or unsupported based on evidence Does not develop analysis adequately; may primarily describe events or provide inadequate textual evidence to support claims Insufficient or no engagement with secondary sources 	<ul style="list-style-type: none"> Shows inadequate logical development and focus throughout Paragraphs consistently brief, weakly unified or undeveloped Causal connections between ideas are not present and transitions do not show the relationship between ideas 	<ul style="list-style-type: none"> Sentence structure is usually unclear No consistent control of standard written English; many errors, including patterns of major errors Little documentation of sources and MLA format misused or not used 	<ul style="list-style-type: none"> Demonstrates an inadequate understanding of the relationships between literature and other expressions of culture Unable to identify the formal elements of drama, fiction, nonfiction, and poetry, as relevant 	<ul style="list-style-type: none"> Little or no understanding of the relationship between primary texts and their contexts 	<ul style="list-style-type: none"> Shows inadequate knowledge and awareness of important literary and cultural theories Demonstrates little to no skill in applied literary criticism, employing theory occasionally and with significant factual and conceptual errors, misunderstandings, and/or confusion of significant ideas Avoids or uses theoretical terms and concepts incorrectly, as applicable; contains many factual, interpretive, and/or conceptual errors
<p align="center">1 Unsatisfactory Failing</p> <p align="center">Grade Level F (59 or Below)</p>	<ul style="list-style-type: none"> No unified thesis or thesis not present at all No development of analysis; no evidence to support even generalized claims No engagement with secondary sources 	<ul style="list-style-type: none"> No logical development of ideas Paragraphs jumbled or not present Transitions and connections missing entirely 	<ul style="list-style-type: none"> Sentence structure chaotic and confused Consistent patterns of major mechanical, grammatical, and diction errors Documentation not in MLA style or missing major elements 	<ul style="list-style-type: none"> Demonstrates no ability to understand the relationships between literature and other expressions of culture Unable to identify the formal elements of drama, fiction, nonfiction, and poetry, as relevant 	<ul style="list-style-type: none"> No understanding of the relationship between primary texts and their contexts 	<ul style="list-style-type: none"> Shows no knowledge and awareness of important literary and cultural theories Demonstrates no skill in applied literary criticism or theory Uses no theoretical terms and concepts to interpret literature, as applicable; contains frequent major factual, interpretive, and/or conceptual errors