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| Essay One is in use and cannot be edited | **XIDS 2100 Rubric: Writing Assignment 2 & 3**  **C: To earn a “C” on essay #2 or #3, the following requirements must be met:**  1. Students should respond to *most* of the constraints of the assignment:  a. Paper should *generally* be formatted according to MLA style guidelines, with proper parenthetical citations and Works Cited page. Minor formatting errors should not prevent an essay from receiving a C.  b. Paper should meet the minimum length requirement specified on the assignment sheet.  c. Paper should *respond in some way* to one of the suggested topics.  2. Posit a *recognizable* thesis/argument:  a. Thesis must center on a claim, though it may be broad or vague.  b. Thesis should at least loosely relate to the text or topic assigned.  c. Essay should contain some critical analysis/response, though it may be scant and underdeveloped, occasionally drifting into surface-level description or summary.  d. Essay should indicate at least a general understanding of the text in question.  3. Essay should contain evidence of thoughtful organization:  a. Essay should contain an identifiable introduction and conclusion, though both may need more specificity or clarity.  b. Body paragraphs should be of reasonable length with some supporting evidence and analysis, however weak.  4. Essay should maintain a tone appropriate for the audience:  a. Essay should for the most part avoid colloquialisms or excessively informal language.  5. Essay should contain *generally* grammatically sound paragraphs; while there may be grammatical errors, they should not undermine basic sentence-level coherence.  **B: To earn a “B” on essay #2 or #3, a student must**  1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic). While minor formatting errors should not prevent an essay from receiving a B, clear disregard for MLA style should.  2. Anchor essay via a clear thesis statement that posits a concrete claim about the assigned text(s) and topic(s), though it may need further specificity and/or development.  3. Provide concrete analysis that follows standard rules of paragraph construction (topic sentences, supporting evidence, explication).  4. Some paragraphs may be lacking (whether a topic sentence, transition, supporting evidence/analysis, etc.), but not enough to compromise overall clarity and development.  5. Have no distracting pattern of grammatical error.  **A: To earn an “A” on essay #2 or #3, a student must**  1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic) with few formatting errors, if any.  2. Provide a clear, specific, and insightful thesis.  3. Remain focused on the topic and thesis, often providing sound and compelling analysis/critique.  4. Provide effective textual evidenceto support said analysis.  5. Guide argument via strong topic sentences that assert the claim that will govern the paragraph(s) to follow.  6. Have very few grammatical errors, none of which interfere with coherence.  **D: A “D” grade results from**  1. Failing to adhere to basic assignment requirements (length, assigned topic, or flagrant disregard for MLA style).  2. A lack of substantive analysis (i.e. an essay that rests primarily on observation or summary).  3. A pattern of major grammatical errors or basic sentence-level incoherence.  **F: An “F” grade results from**  1. Failure to adhere to basic assignment requirements.  2. Absence of any statements of assertion or claims; paragraphs consisting almost entirely of observation, opinion, or summary.  3. Obvious misunderstanding of the text and/or rhetorical task.  4. Pervasive pattern of grammatical errors that undermines basic sentence-level coherence. |
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