Final Paper Rubric

Name: _____   **Date: 11 December 2014**

Score: Full participation in pre-writing activities (including conferences): Yes/No (loss of 10%) _____/300 points = ___%
Final Presentation: _____/100 points

	Excellent (A)	Satisfactory (B – C)	Unsatisfactory (C- – D)	Comments
Thesis (25)	• Articulates the purpose and argument of the paper in a clear, concise fashion. • Excellent connection between the thesis and the argument/purpose of the paper.	• Articulates the purpose of the paper in a clear fashion. • Good connection between the thesis and the body of the paper.	• Lacks thesis OR does not articulate the purpose of the paper clearly. • Thesis is not connected with the body of the paper	
Course Theme (50)	• Insightful and original use of a theme from this course throughout entire paper. • Applies themes to close reading of text/artifact.	• Attempts to use theme from this course within the paper. • Relates theme loosely to close reading or text/artifact.	• Fails to coherently use themes from this course. • Fails to apply themes to close reading of text/artifact.	
Analysis (150)	• Insightful and original close reading of the primary text. • Analyzes the significance of close reading and makes a strong argument about the primary text. • Includes paraphrase and direct quotes from research and secondary materials but uses primary texts as the primary basis for extended analysis. • At least 80% of paper is in author's own words.	• Good close reading of primary text. • Explains the significance of close reading and makes some argument about the primary text. • Includes paraphrase and direct quotes but primarily as the basis for extended analysis. • At least 70% of paper is in author's own words.	• Lacks strong close reading of the text. • Includes summary of primary text, but does not make coherent analysis that explains the significance of the close reading.	
Secondary Sources and Context (75)	• Provides useful context from a credible source that advances the ARGUMENT of the paper. • Strong use of secondary and contextual sources to establish argument about the primary text. • Incorporates sources fluidly into essay's argument. • Attempts to enter into conversation with secondary sources, recognizing the work of previous scholars and building upon that conversation.	• Includes some context from a credible source that is loosely related to text or theme of the paper. • Good use of secondary and contextual sources to establish argument about primary text. • Attempts to incorporate sources into essay. • Recognizes earlier scholarship in argument.	• Lacks context for text and theme of paper. • Context is not from a credible source. • Lacks secondary and/or contextual sources to establish argument. • Does not use secondary/contextual sources to further argument. • Makes vague generalizations when research would be appropriate.	
Final Presentation (100)	• Concise presentation of main points in *both* text and visual. • Interesting and engaging.	• Identifies some points from paper.	• Does not present main points or does not present points clearly. • Confusing.	