

English 101 03

Response Essay Rubric					
<b>Drafts:</b> Submission of Rough Draft and Revision by assigned due dates.	20	10	0		
<b>Introduction:</b> Does the introduction include the following guidelines? <ul style="list-style-type: none"> <li>• Your introduction should <i>introduce</i> what you are going to write about in the body of your essay</li> <li>• It should detail which sources you will use to support your opinion</li> <li>• It should provide a straightforward statement of what you hope to demonstrate</li> </ul>	15	12	9	6	3
<b>Body of Essay:</b> <ul style="list-style-type: none"> <li>• Do your paragraphs include topic sentences?</li> <li>• Do your paragraphs tie/relate to your topic?</li> <li>• Are your paragraphs cohesive?</li> </ul>	30	25	20	15	10
<b>The Conclusion:</b> <ul style="list-style-type: none"> <li>• Your conclusion is a recap your argument.</li> <li>• It may also state where your argument stands with respect to other ideas about the same topic.</li> <li>• It might go beyond a restatement what has already been said; for example, it may contain a clinching point in the argument or suggest a further direction in which analysis could lead.</li> <li>• Your conclusion should not say anything that you have not made an argument for in the body of your essay.</li> </ul>	15	12	9	6	3
<b>Assignment:</b> Does your essay follow the guidelines outlined in the assignment sheet? <ul style="list-style-type: none"> <li>• Select one topic from this unit that you want to study closely (for example, getting started, revising, editing, stages in the writing process, bad writing habits, thinking like a writer).</li> <li>• Investigate what two or more writers have to say about this topic. This will include locating and analyzing specific passages from the readings where the authors discuss the area you are exploring.               <ul style="list-style-type: none"> <li>○ Determine how the writers' ideas are similar or different from one other. In what ways do they agree? Are there points of disagreement?</li> </ul> </li> <li>• Compare their ideas to your personal experience as a writer.               <ul style="list-style-type: none"> <li>○ Do your past beliefs and experiences as a writer match up with their ideas? What differences do you notice? What has been the result?</li> </ul> </li> </ul>	20	18	16	14	12

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Total:

LITERARY ANALYSIS RUBRIC

GRADE	Intro Paragraph / Thesis	Body Paragraphs / Organization	Literary Analysis	Language Style / Voice
<p><b>A</b> <b>(excellent)</b> <b>40-30</b></p>	<p>Engaging opening introduces the essay's general topic and inspires thinking about that topic; logically proceeds to thesis; thesis is an easily identifiable, well-phrased argument that assesses the text and addresses a specific idea to be analyzed and proven in the essay; the idea offered in the thesis reflects sound critical, analytical thinking; title and author of work are appropriately referenced</p>	<p>Each topic sentence clearly connects to the thesis and offers an identifiable, well-phrased idea to be proven in the paragraph; concrete details are well-chosen and incorporated; paragraphs are well-organized to create a coherent, carefully developed and supported argument; transitions between ideas are logical and each idea builds on the preceding; writer maintains focus and control of argument so that the point of each paragraph is always clear</p>	<p>Writing reflects a critical, analytical understanding of the text; through clear reasoning, writer draws sophisticated, insightful inferences from concrete details to support the connected ideas of the TS and thesis; inferences are developed so that all claims and points made are well-supported and persuasive; analysis focuses on elements of the text, demonstrating writer's ability to interpret the function of literary devices in the service of thematic meaning; appropriate balance of quotes &amp; writer's analysis; writer is clearly engaged with and moved by his/her thinking process</p>	<p>Writing is academic in tone, demonstrating a clear sense of purpose and audience; writer's voice is evident -- confident and sophisticated; vocabulary and phrasing are academically appropriate, persuasive, and sophisticated without being pretentious</p>
<p><b>B</b> <b>(good)</b> <b>29-20</b></p>	<p>Generally engaging opening; areas to be strengthened may include: presentation of general topic; development of transition between general opening and specific thesis statement; thesis statement is phrased as an argument but may be strengthened through clarification of the main idea being offered</p>	<p>Each topic sentence generally connects to the thesis but in one or more TS the main idea may need to be clarified; concrete details are generally well-chosen though some may be irrelevant or insufficient as evidence to effectively support the thesis and/or TS; paragraphs are generally well-organized, although some transitions may be awkward and there may be gaps in the development of ideas; focus and control of argument may need improvement because the point of a paragraph may not always be clear</p>	<p>Writing generally reflects a critical, analytical understanding of the text but is uneven; inferences demonstrate interpretive ability but could be developed further to better explain significance of detail and support thesis and/or TS; some claims may be vague, generalized, or lacking in support; analysis could be stronger through elements that create thematic meaning; some imbalance of quotes and writer's analysis</p>	<p>Writing is generally academic in tone; writer's voice may not be consistently persuasive but is discernible; writing demonstrates an awareness of the purpose to persuade; vocabulary in some places may be simplistic or ineffective</p>

<p>C (satisfactory) 19-10</p>	<p>Opening is functional but too brief and/or simplistic, essay's topic is apparent but needs to be developed to engage the reader; abrupt transition from first sentences to thesis statement; paragraph may be incoherent, jumping from one point to the next without developing a smooth progression of ideas; thesis may be too general, vague, or imprecisely phrased; thesis may not directly address the prompt (though still an argument that assesses the text)</p>	<p>Topic sentences are present but more than one is weak in the following areas: main idea not discernible; a fact about the text is summarized; unclear connection to thesis. Concrete details are present but weak because they provide insufficient evidence to support TS and/or are irrelevant because they do not support an insightful inference. Lack of coherent organization of ideas within individual paragraphs or from one paragraph to the next; abrupt transitions impede smooth flow of ideas; essay lacks consistent focus and control of argument; paragraph(s) may lack clear point(s); content of paragraphs does not consistently support or connect with thesis and/or TS</p>	<p>Writing demonstrates basic comprehension of the text but not a critical, analytical understanding of it, as reflected by one or more of the following: lack of focused, developed idea guiding essay; interpretive analysis inconsistent or unsubstantiated; frequent summary of plot details that retell the story; writer restates the content of cited concrete details rather than draws significant inferences about sub-textual meaning; little or no analysis of how the text creates meaning. Writing marked and weakened by frequent generalizations, unsupported claims, assumptions, vague statements.</p>	<p>Writing tends to be mechanical in tone; writer's voice is not discernible in the essay; writing demonstrates inconsistent awareness of the purpose to persuade; vocabulary tends to be simplistic, marked by instances of informal or imprecise diction</p>
<p>D (marginal)</p>	<p>Opening is ineffective, poorly organized, and undeveloped (inappropriately brief); thesis may summarize plot point rather than present argument about text; thesis may not address the prompt at all; author and/or title of text may not be referenced properly (i.e. only author's last name, title incorrectly formatted)</p>	<p>Topic sentences absent or consistently lack focused ideas, either offering general, irrelevant comments or stating facts about the text; there is no discernible argument or point guiding essay; concrete details are absent or ineffective/insufficient; consistent lack of coherent organization of ideas within paragraphs and from one paragraph to the next; points of paragraphs are unclear</p>	<p>Writing demonstrates some awareness of text details but not a critical, analytical understanding of the text; points made are vague and unsubstantiated; essay lacks focus; no literary analysis present</p>	<p>Writing is mechanical in tone; writer's voice is not discernible in essay; writing demonstrates no awareness of purpose to persuade; vocabulary is simplistic and/or inappropriate</p>
<p>F (unacceptable)</p>	<p>Fails to fulfill the requirements of the assignment</p>	<p>Fails to fulfill the requirements of the assignment</p>	<p>Fails to fulfill the requirements of the assignment</p>	<p>Fails to fulfill the requirements of the assignment</p>

**\*\* NOTE: ANY ESSAY THAT IS MISSING PARENTHETICAL CITATIONS (EVEN ONLY ONE) WITHIN THE TEXT OF THE ESSAY AND / OR IS MISSING A WORK CITED PAGE WILL EARN A FAILING GRADE.**

**\*\* NOTE: ANY ESSAY IN WHICH THE PARENTHETICAL CITATIONS DO NOT MATCH THE WORK CITED PAGE ENTRIES WILL EARN A FAILING GRADE.**