Literary Studies Paper Rubric

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| --- | --- | --- | --- | --- | --- |
|  | Excellent | Good | Satisfactory | Needs Work | Unacceptable |
| Ideas and level of analysis | Greatly exceeds expectations and develops ideas in a consistently excellent manner. Readers will learn something from this piece of writing. | Exceeds expectations and develops in a good but perhaps predictable fashion. Ideas may be good but perhaps not as insightful or well developed. | Meets expectations but does not go beyond them. May respond to the assignment in a satisfactory but predictable or superficial way. May have more plot summary than analysis. | Limited ideas and cursory development; does not meet expectations or the terms of the assignment on one or more dimensions. | Fails to meet expectations for ideas and analysis. May include too much plot summary or so many quotations that analysis is missing. |
| 30% |  |  |  |  |  |
| Organization | Organizational plan is clear, as is the thesis and purpose of the piece. Thesis is original and interesting. | Organization and thesis are logical but could be clearer. Thesis is solid but less innovative than in an exceptional paper. Some transitions may be missing. | Exhibits a discernable organization but may not provide a clear connection to the thesis. Thesis may be obvious or too general. Paragraphs may not follow the most logical order. | Focus may be unclear or the essay may lack an arguable thesis. Paragraph order may be confusing. May lack adequate organization or sufficient support for its argument. | Focus many be diffuse or unclear. Sentences and paragraphs do not follow a logical order. |
| 20% |  |  |  |  |  |
| Development and support | Develops its points effectively, logically, and in an original fashion. Assertions are supported by evidence. Paragraphs are unified, coherent, and complete. | Includes a thesis idea that is generally supported by evidence and a logical order of paragraphs. Some unsupported generalizations may occur, or some paragraphs may lack unity or support. | Development may consist of obvious generalizations that only tell readers what they already know with limited support from the text. | Relies strongly on generalizations rather than support and may lack specific references to the text. Paragraphs may lack unity, coherence, and completeness. Paragraphs may be insufficiently developed. | Thesis may be missing. Generalizations may be used in place of analysis. Insufficient development for the requirements of the assignment. |
| 20% |  |  |  |  |  |
| Style | Sentences are fluent, graceful, and a pleasure to read. They are generally free from errors, although there may be a minor error in the piece. | Demonstrates correct sentence construction for the most part, although some sentences may be awkward or unclear. Papers will generally have few (1-2) or no comma splices, fragments, fused sentences, tense and agreement errors, or other major grammatical problems. Minor errors in grammar may occur. | May demonstrate little sentence variety. Note: Grammatical errors such as comma splices, fragments, agreement errors, vague or awkward phrasing may obscure the meaning of an otherwise good paper. | Contains many errors in sentence construction, including comma splices, fragments, fused sentences, agreement problems, and awkward sentences. Some parts may be difficult to read and interpret. | Serious errors such as comma splices, fragments, fused sentences, and agreement problems obscure meaning and make this paper inconsistent with college-level writing standards. A paper at this level may be difficult, frustrating, or confusing to read. |
| 15% |  |  |  |  |  |
| Mechanics | Mechanics (spelling, usage, and punctuation such as commas, semicolons, and possessive apostrophes, quotation marks, and title punctuation). Papers will be almost entirely free from mechanical errors. | One or two instances of an incorrect use of words, spelling errors, or punctuation errors such as missing possessive apostrophes may occur. | May contain odd word choices, consistent errors in punctuation, or problems with usage. | May demonstrate significant deficiencies in punctuation, word choice, and spelling. | Contains numerous errors in grammar, spelling, and punctuation. |
| 10% |  |  |  |  |  |
| Audience | Has a clear understanding of audience as demonstrated by the paper's use of tone and an appropriate level of diction. | Clear sense of individual voice and awareness of audience expectations. Level of diction may occasionally be uneven or somewhat inappropriate for the assignment. | Voice and diction may be significantly inconsistent with audience expectations or the requirements of the assignment. | Paper may demonstrate a consistently insufficient awareness of audience. | Serious problems with tone, diction, and sense of audience. Note: A paper will receive an "F" if it is plagiarized in whole or in part. |
| 5% |  |  |  |  |  |
| Total |  |  |  |  |  |

For explanations of terms, go to the "Key to Comments" page at <http://www.wsu.edu/~campbelld/keyto.htm>.

Comments: