

Name:

Paper #2 - Engaging with Theory/Criticism

Points: /100

	A	B	C	D/F
Organization 25%	25-22	21-20	19-17	16-12
	6-8 full double-spaced pages. Times New Roman Font. Each paragraph signals a new idea; and it signals how the new idea is clearly related to the paragraphs that came before it. There are clear transitions between paragraphs. The format is MLA and there is a works cited page.	6 full double-spaced pages. Times New Roman Font. Most paragraphs signal a new idea; and they signal how the new ideas is related to the paragraphs that came before it. Sentences are partly organized to connect one idea to another. Mostly MLA format. Works Cited Page.	<6 full double spaced pages. Times New Roman Font. Few paragraphs signal a new idea; and they sometimes signal how the new idea is related to the paragraphs that came before it. Sentences are rarely organized to connect one idea to another. MLA format is missing. Works Cited Page.	<6 pages. No organizational sense of paragraphs or sentences within the paragraph. There is no MLA format. No Works Cited.
Textual Material 30%	30-27	26-24	23-21	21-12
	The student has engaged with the textual material (1 book and at least two critical sources) with great detail and analysis/explication.	The student has engaged the textual material (1 book and at least two critical sources) with some detail and slight analysis/explication.	The student has barely engaged the text, but merely dropped quotes into paragraphs. She may or may not have all the texts required	The student has done little to no engagement with the text. She has only engaged with one or two texts.
Argument 30%	30-27	26-24	23-21	20-12
	The student clearly and succinctly develops and sustains a clear thesis, central idea, or hypothesis that focuses on one particular theme, how the text relates to the theme discussed, how it works, and why it is important. She answers or agrees with the other arguments she presents.	The student mostly develops and sustains a clear thesis, central idea, or hypothesis that focuses on one particular theme, discusses how the text relates to the theme discussed, how it works, and why it is important. She does not properly engage all the arguments she adds from the other texts.	The student barely develops and sustains a clear thesis, central idea, or hypothesis that focuses on one particular theme, how the text relates to the theme discussed, how it works, and why it is important. She does not engage with the arguments made by the other texts.	The student does little or does not develop and sustain a clear thesis, central idea, or hypothesis that focuses on one particular theme, how the text relates to the theme discussed, how it works, and why it is important. She does not engage with any other texts' arguments.
Grammar 15%	15-14	13-12	11-10	9-6
	Paper is free from wordiness, spelling errors, improper word choices, and mechanical errors. Proper MLA citation	Paper is fairly free from wordiness, spelling errors, improper, word choices, and mechanical errors. Mainly proper MLA	Pair contains many points of wordiness, spelling errors, improper, word choices, and mechanical errors. Little to none MLA citation.	The paper is almost impossible to read because of the wordiness, spelling errors, improper, word choices, and mechanical errors. No MLA citation.

		citation		
--	--	----------	--	--

Paper Notes Key:

AWK - This is an awkward sentence. Reread and ask yourself what you are trying to say. Say it outloud and then write it down. It is probably clearer already.

EXP - This needs more explication. Either you left a quote unexplained or too little explication.

PASS - Passive sentence. Rearrange the sentence without the “be” verb. Look at your verbs and see if you can switch them around or if you need to add a verb.

RO - Run-on. The sentence is too long. Split it up.

MLA - Not correct formatting. Check Purdue Owl

TRANS - This paragraph is missing a transition sentence. Why are you moving your paper here? Tell me why you are moving to a new idea. How does it connect to the rest of the paper, especially to the previous paragraph?

WORDY - Too many words in this sentence. They obscure your meaning. Ask yourself what you are trying to say and how does it affect your argument. If it does not help your argument or make your paper clearer, then cut it out. If it is necessary, then try splitting it into two different sentences.

I will underline misspelled words.