Writing Rubric: CSP 11 (Copyright + Culture)

	"A" Paper	"B" Paper	"C" Paper	"D" Paper	"F" Paper
Critical Analysis	• Excels in responding to assignment, and demonstrates mastery of course concepts and materials • Thesis presents a clear, focused, and compelling argument • Paper recognizes the complexities of its argument throughout the analysis	• Responds appropriately to the assignment, demonstrates clear understanding of course concepts and materials • Good argument, clearly articulated in thesis, though might need refining • Begins to acknowledge the complexities of its argument	• Doesn't fully respond to the assignment, demonstrates some misunderstanding of course concepts and materials • Paper has a weak argument, thesis is too general • Fails to acknowledge other views	• Doesn't respond appropriately to the assignment, disconnected from course concepts and materials • Argument is unclear, thesis is weak • Thesis too vague or general to be nuanced or complicated	• Does not respond to the assignment, displays no familiarity with course concepts or materials • No identifiable argument or thesis
Evidence & Support	• Argument is thoroughly supported by strong, specific, and appropriate evidence • Evidence is clearly introduced, analyzed and connected to the argument	• Paper's argument is supported by relevant evidence, though not always the strongest or specific quotations • Analysis of evidence needs further development	• Paper's argument is supported by limited evidence that is only occasionally relevant • Connections between argument and evidence are somewhat unclear	• Evidence is insufficient, misconstrued or misrepresented • Unclear connections between evidence and argument	• Argument is based on little to no evidence • Connections between evidence and argument are absent/incorrect
Structure	• Paper flows logically to craft a cohesive argument • Paragraphs clearly guide the reader through a progression of ideas • Uses transitional sentences to develop strong relationships between ideas	• Generally well-constructed flow of ideas • Paragraphs are ordered thoughtfully, each paragraph relates to central argument • Transitional sentences create a logical progression of ideas	• Paper jumps from one idea to the next, lacking a clear structure • Occasional connection of ideas between paragraphs • Simple sequential rather than transitions based on logic	• Paper wanders from one idea to the next, making it difficult to distill the argument • Limited connection of ideas between paragraphs • Paragraphs may lack topic sentences or connection of ideas	• Lacking organization and coherence • No connection of ideas between paragraphs • Disjointed connection of ideas between paragraphs
Style	• Displays a unique critical voice • Style fits the paper's audience • Chooses words carefully, for their precise meaning • Demonstrates thorough and thoughtful editing and revision	• Displays a clear critical voice • Style is conscious of paper's audience • Uses words effectively, if too generally at times • Demonstrates revision and editing	• Displays a critical voice that is generic or bland • Style only occasionally displays awareness of paper's audience • Sentence structure and word choice frequently too unfocused, wordy or confusing • Minor revisions and editing	• Critical voice is unclear • Style isn't appropriate for paper's audience • Simple, awkward, or monotonous sentence structure and word choices • Minimal revisions and editing	• Lacking critical voice • Unaware of paper's audience • Many awkward sentences and misused words • No evident revisions or editing
Mechanics & Citations	• Almost entirely free of spelling, grammar, and punctuation errors • All sources are cited correctly and completely	• May contain a few spelling, grammar, or punctuation errors, but they don't impede understanding • Sources cited correctly and completely	• Several spelling, grammar, or punctuation errors that distract the reader • Minor citation errors	• Contains many spelling, grammar, or punctuation errors • Incomplete citations	• Pervasive spelling, grammar, or punctuation errors • Missing citations

Suzanne Scott • Copyright + Culture • Occidental CSP 11
(Writing rubric color-coding matches grading in iAnnotate)