Grading Criteria for Writing Assignment 3, MMW 12, Winter 2015

In order to do well on this paper, you need to accomplish the following in the final draft:

1. Write an introduction that sets up a level 3 question about the assigned subject area; shows the significance of the issue; engages readers’ interest; answers the question directly with a clear, arguable thesis; and summarizes the evidence in the order it will be presented in the body of the paper.

2. Provide a title that gives reader direction and focus.

3. Provide background material, as needed.

4. Develop and support your answer with sufficient, compelling reasoning and evidence from relevant texts, including at least 3 instances of specific textual details.

5. Organize your support in a coherent, compelling, logical structure.

6. Use topic sentences and transitions that connect the evidence to the claim and enable readers to easily follow the flow of your thinking.

7. Consider at least one counterargument, present evidence for it, discuss its merits and flaws, and rebut it with evidence, showing why your argument is better.

8. Provide factually and culturally accurate information.

9. Write a conclusion that briefly summarizes the argument, elaborates on the implications of your thesis, and shows how it dispels common misconceptions, can help explain similar cases, or makes other contributions to scholarly knowledge.

10. Write as a scholar-in-training to intelligent peers, making your essay clear enough for a reader unfamiliar with the course and its materials to understand with one reading.

11. Use only approved sources from the course readings and lectures.

12. Use MLA format to format the essay and accurately cite sources for all information, ideas, and words that are not your own or are not common knowledge to people outside of this course.

13. Write in stylistically effective and grammatically and mechanically correct prose.

14. Adhere to MMW Program Policies as specified in the MMW 12 handouts.

A-/A: Meets all of the above criteria at an exceptionally high level, exceeding expectations, in most, if not all instances.

B/B+: Meets most of the above criteria at a very high level, with only minor exceptions.

C+/B-: Meets most of the above criteria at a high level, but has some issues that interfere with full realization of goals, particularly issues with claims, evidence, counterargument, structure, style, grammar, format, or mechanics.

C-/C: Attempts to meet the above criteria, and for the most part succeeds at an acceptable level, but is difficult to follow or not compelling because of issues with claims, evidence, counterargument, structure, style, or errors in grammar, format, or mechanics.

D: Does not meet criteria in a significant way, such as not stating a thesis, not answering the question, not providing a clear organizational structure, basing the argument on inaccurate factual claims, not providing textual evidence, not considering a counterargument, or making major errors in style, grammar, format, or mechanics.

F: Fails to meet all of the above criteria, or topic is unrelated to the question posed in the prompt, or uses one or more outside sources.