

Grading Rubric/s

The rubric that appears below will be applied to Ppr 1 RV, Ppr 2 RV, Ppr 1, and Ppr 2; grading for the PVs is generally holistic, as noted above. Generally, the papers being assessed will be read and a copy of the rubric filled out during the reading; the copy of the rubric will be emailed to the paper-writer as an attachment. Retaining copies of the submitted papers suggests itself as a good idea.

Please note that, in the interest of offering students practice in proofreading and editing their own work, comments offered through reproductions of the form below are general in nature. That is, they identify systematic problems and make broad suggestions rather than making line-by-line corrections.

Note that all papers begin at C.

Assessment Category	Comments	Steps Yes/No
Assigned Guidelines Met?	•	+0/-3
Thesis Clear and Appropriate?	•	+2/-1
Evidence Clear and Appropriate?	•	+2/-1
Explanations Clear and Appropriate?	•	+2/-1
Formatting Correct?	•	+0/-1
Mechanics Correct?	•	+0/-1
Engagement Developed?	•	+1/+0
Total		
Overall Comments		

Assessment categories are defined below.

- Assigned Guidelines Met?—Does the paper present a work of literary explication of 1,300 to 1,625 words in length (exclusive of heading, title, and end-citations)? Is it submitted in .doc, .docx, or .rtf format?
- Thesis Clear and Appropriate?—Does the paper present a clear thesis? Is the thesis one that addresses the function of humor in the work?
- Evidence Clear and Appropriate?—Does the paper present clear primary, and possibly secondary and critical, evidence to support the thesis? Is the evidence likely to be sufficient to the needs of the presumed primary readership of interested literary scholars? Is the evidence attested appropriately, per prevailing Modern Language Association of America standards?
- Explanations Clear and Appropriate?—Does the paper connect the evidence to the thesis systematically, explaining the justification for the thesis in a way the presumed primary readership of interested literary scholars is likely to accept as valid?
- Formatting Correct?—Does the paper appear in double-spaced 12-point Garamond, Georgia, or Times New Roman typeface on letter-sized paper with one-inch margins?

Are an appropriate title and heading provided? Are page numbers present, in their appropriate positions, and in the same typeface as the rest of the text?

- Mechanics Correct?—Does the paper adhere to the conventions of edited American English promulgated by the Modern Language Association of America and articulated in course materials? Does it evidence a level of diction and usage accordant with the likely expectations of the presumed primary readership?
- Engagement Developed?—As a sort of extra-credit item, does the paper avoid the use of trite and/or cliché phrasing? Does it offer some unusual perspective? Does it present materials in such a way as stand out favorably against common expectations for undergraduate college writing?