

### Grading Rubric

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.

Assessment Category	Steps Yes/No
Assigned Guidelines Met?	+0/-3
Relevant Topic Selected?	+1/-1
Working Thesis Present and Appropriate?	+2/-1
Support Developed?	+1/-1
Structure Proposed?	+2/-1
Formatting Correct?	+0/-1
Mechanics Correct?	+0/-1
Engagement Developed?	+1/+0
<b>Total</b>	
<b>Overall Comments</b>	

Clarification of assessment categories follows:

- Assigned Guidelines Met?—Does the paper, generally, present a research proposal? Does it provide 300 to 500 words of text, exclusive of headings, title, and any necessary end-citations?
- Relevant Topic Selected?—Does the paper advance an idea that treats a topic relevant to the course, as noted above?
- Working Thesis Present and Appropriate?—Does the paper present a thesis making an argumentative scholarly claim about its topic (although it is understood to be tentative)? Is the claim of a sort reasonably to be expected from emergent professionals in English studies? Does it extend or complement already-available scholarship?
- Support Developed?—Does the paper provide adequate support for making the claim of the thesis, deriving from both the text and critical sources?
- Structure Proposed?—Does the paper outline a working structure for making its extended argument? Is it one that conduces to the support of that argument?
- 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? If they are needed, are in-text and end-of-text citations present and in accord with the current standards of the Modern Language Association of America?
- 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 expectation of oral delivery to an interested audience of scholars in the field?
- 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 upper-division undergraduate humanities writing?