

Student
Name:
Course: ENG 1304
Instructor: Adam McCune

Common Areas for Improvement (only marked items apply to this paper)		Ideal Paper (maximum credit)	Maximum credit	Earned credit
Summary		Summary of the critical essay to which you are responding identifies how it responds to other researchers (the context of its rhetorical situation), its main claim, and the main points of its argument. The summary explains what someone who has not read the critical essay needs to know, and is clear, concise, and accurate.	3	
Analysis		Analysis of the essay to which you are responding examines how it makes its argument, addressing issues like the following. - the organization of the essay (order in which background, thesis/claim, arguments, counterarguments, etc. appear) - types of arguments/evidence/support used (logos/logic, ethos/authority, pathos/emotion) - what makes the support adequate/inadequate, and the argument effective/ineffective	3	
Claim	- There is no single thesis that brings together all the ideas in the paper. - You need to go beyond summarizing, analyzing, or evaluating the essay to which you are responding; your thesis does not disagree with or recontextualize that essay's claim. - Your thesis is not really argumentative, because there doesn't seem to be an opposing view (a way someone could plausibly disagree with you). - You have placed the claim of the essay to which you are responding in a new context, but that new context does not reveal anything new about the significance or meaning of the literary work, or you have not demonstrated that the new context reveals anything new. - You seem to be arguing for two contradictory ideas. - You make an appropriate claim about the essay to which you are responding, but you don't make your position clear at the beginning of your essay (or at the beginning of your response section).	Your original thesis/claim both (1) says something about the significance or meaning (theme and message) of the literary work, and (2) responds to the critical essay, either by (a) disagreeing with the essay (even if it agrees on some points), or (b) placing the claims of the essay in a different context (either a different literary work which we have read, or a different aspect of the literary work the critical essay overlooked). Your claim is clear, focused (specific enough to be well covered in your argument), appropriately complex (the result of analysis, not merely easily-found factual material), and arguable (someone might plausibly disagree, whether because of a different perspective or lack of information).	3	
Evidence & Argument	- Some of your points require more evidence. - Some of your evidence does not support your specific point, but only supports a related idea. - You sometimes rely too much on generalizations about the literary work or the critical essay, rather than pointing to specific details or quotations. - Some of your analysis misinterprets the literary work or critical essay (because it overlooks contextual clues, different possible meanings for a word, etc.). - You sometimes need further analysis of your quotations and citations, in order to fully explain how your evidence proves your point. - You fail to provide citations for information which is outside of the literary work and critical essay, and is not common knowledge. (That is, you should cite all outside sources.) - You cite outside sources which are questionably reliable and/or not appropriate as sources for academic writing on this topic (such as a blog by a non-expert). - Some parts of the argument are not explicitly connected to the main thesis. - The paper needs more connections between its parts; it is too close to a disconnected series of separate comments and thoughts. - The paper includes unnecessary material that is not directly related to the argument. - The paper includes evaluations of the literary work or the critical essay which do not support the thesis. (Disagree with or recontextualize the critical essay rather than simply evaluating it or the literary work.) - The response should present more of an argument; it is too much like a summary of the essay to which you are responding. - Your essay's argument separates related ideas, such as two pieces of evidence for the same point you are making to support your interpretation. - Some parts of the argument seem to contradict other parts of the argument. - Your essay provides a rebuttal to an opposing view, but that opposing view is not clearly defined.	Key points, interpretations, and conclusions are strongly supported by textual evidence (details and quotations) from the literary work. (If outside sources are used, such as other critical essays or historical/biographical sources, they are appropriate, reliable sources and have been used effectively.) Thesis/claim serves as the organizing principle and focus of the entire essay. Each paragraph's topic sentence is a subclaim explicitly connected to the main claim, and explains directly what the paragraph is about.	3	
Length, Format & Style	- Paper is less than the required length. - Sentence-level errors (such as incorrect sentence structure, incorrect word usage, incorrect spelling, typos, need for proofreading) - Incorrect formatting - Incorrect or missing citations - Need for smooth, clear transitions from one idea to the next - Problems of style (should be more precise, more formal, etc.)	Paper is the correct length. Use of language is concise, efficient, and precise. Quoting, paraphrasing, and MLA style are executed correctly. Paper is mechanically neat and tidy (grammar, punctuation, spelling, formatting).	3	

TOTAL

15