

Grading Criteria: Essays for FYS

Logic: Do you communicate understanding of the topic by having clear sentences, choosing appropriate vocabulary, and summarizing information correctly? Do you understand the difference between a fact and an opinion, between a claim and evidence?

Structure: Do you have a clear and effective thesis statement that is supported by the body paragraphs and conclusion? Does each of your paragraphs take on a single claim and support with sufficient explanation and evidence?

Use of Evidence: Do you use evidence from a variety of sources? Do you clearly communicate how the evidence supports your claims? Do you clarify for the reader the difference between a fact and a position related to the issue taken by an authority? Do you properly cite evidence?

Clarity and Editing: Does each sentence make sense on its own? Are you effective in your choice of sentence structure and punctuation?

Proofreading: Did you carefully format and proofread your paper demonstrating pride in your finished product?

An "A" paper: The author of an "A" paper can consistently say "yes" to all of the questions above. Additionally, the author posits a sophisticated thesis that combines ideas presented in class in a unique way. The author's argument is progressive and uses transitions effectively to guide the reader throughout the paper. The author demonstrates resourcefulness in the types of evidence presented.

A "B" paper: The author of a "B" paper can say "yes" to all of the questions above and demonstrates consistency throughout the paper in meeting the criteria.

A "C" paper: The author of a "C" paper can say "yes, I attempted to" to all of the questions above. The paper demonstrates honest attempts to meet the criteria by demonstrating inconsistent but thoughtful performance. The author clearly understood the purpose of the assignment and demonstrated understanding of the course reading and discussion in some fundamental way.

A "D" or "F" paper: The author did not complete the assignment or demonstrated a fundamental lack of understanding of the purposes of the assignment, the course reading, and/or course discussions.