

Humanities Core: Worldbuilding**Grading Rubric for Essay 2: Literary Analysis of Worldbuilding in Boccaccio's *Decameron***

	Argumentation	Organization	Methodology	Evidence	Language and Mechanics
A	Essay is controlled by a specific, arguable, and complex thesis that reflects a sophisticated, nuanced, and/or original interpretation of the topic; argumentation is unified and coherent throughout essay	Sequencing of ideas is not only logical but adds to the rhetorical impact of the essay; paragraph structure is dynamically linked to topic sentences and the main thesis of the essay; transitions create momentum; introduction and conclusion actively engage the reader and convey a sense of purpose and broader implication to the inquiry	Essay presents in-depth literary analysis of a story (close reading, narrative, stylistic, and figurative analysis) and makes insightful part-to-whole connections that reflect sustained thematic engagement with the text	Evidence is insightfully selected from the primary source and artfully integrated and explained using summary, paraphrase, and quotation; proper MLA citation practice is followed in the body text and in the Works Cited page	Virtually no errors in word choice, grammar, or orthography; exhibits style
B	Essay is controlled by a specific, arguable, and complex thesis that reflects a proficient interpretation of the topic; argumentation is largely unified and coherent throughout essay	Sequencing of ideas is logical and effective, leading to essay-level cohesion; each paragraph is unified and organized around a topic sentence linked to the main thesis; transitions between paragraphs are indicated both formally and conceptually; introduction and conclusion are rhetorically effective	Essay adequately applies the conventions of literary analysis to a story (close reading, narrative, stylistic, and figurative analysis) and makes part-to-whole connections that reflect thematic engagement with the text	Evidence is well-selected from the primary source, properly integrated using summary, paraphrase, and quotation, and explained when necessary; proper MLA citation practice is followed in the body text and in the Works Cited page	Few errors in word choice, grammar, and/or orthography and none that impede clarity of ideas; exhibits attention to proofreading and formatting
C	Essay may be controlled by a factual statement, but the articulation of the central idea is inarguable and/or lacks specificity and/or complexity; argumentation may lack unity or coherence in parts of the essay	Some lapses or digressions from the logical sequencing of ideas; topic sentences govern the construction of most paragraphs, but some are vague or less unified; some transitions between paragraphs are artificial or unconvincing; introduction and conclusion are adequate but unengaging	Essay attempts to apply conventions of literary analysis to a story (close reading, narrative, stylistic, and figurative analysis), but inadequately identifies or explicates some literary features of the text; part-to-whole connections may not demonstrate thematic engagement with the text	Evidence is mostly well-selected from the primary source, but may be ineffectively integrated in summary, paraphrase or quotation and/or lack explanation; MLA citation practice is largely consistent, but may contain some errors in the body text or Works Cited page	Some errors in word choice, grammar, and/or orthography may be present but rarely impede clarity of ideas; exhibits some attention to proofreading and formatting
D	Essay may exhibit a general idea, but its articulation is non-factual, inarguable, vague, and/or undefined; essay as a whole lacks unity or coherence in argumentation	Logical sequencing of ideas hampered by major lapses or digressions; topic sentences absent or ineffective in paragraph construction; transitions between paragraphs are absent; introduction and conclusion are underdeveloped	Essay fails either to adopt methods appropriate to the task of literary analysis or to make part-to-whole connections that demonstrate thematic engagement with the text	Evidence is poorly selected for the purpose of the argument; essay merely lists evidence, contains unnecessary repetitions, or leaves evidence unexplained; significant errors present in MLA citation practice	Errors in word choice, grammar, and/or orthography are frequent and/or impede clarity of ideas; little or no attention to proofreading and formatting
F	Essay exhibits no discernable central idea; little or no logical	Essay exhibits no logical sequencing, academic paragraph	Essay fails to adopt methods appropriate to literary analysis and to make part-to-whole	Essay does not provide evidence in support of	Persistent errors in word choice, grammar, and orthography; no attention

	advancement of argument	structure, transitions, introduction, and/or conclusion	connections that demonstrate thematic engagement with the text	argument; responsible citation practices are absent	to proofreading and formatting
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