

Humanities Core: Worldbuilding						
Grading Rubric for Essay 4: Historical Film Analysis of Worldbuilding in Kalatozov's <i>I Am Cuba</i>						
	Argumentation	Organization	Interpretive Methodology	Research 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	Specific evidence drawn from close viewing of mise-en-scène, cinematography, sound, and editing supports and accentuates overall interpretation; analysis of the film's historical context and reception is insightful and complex; essay speaks to narrative and technical dimensions of the film's depiction of historical actors and events, cultural perspectives, power relationships, and political goals	Representation of and engagement with existing scholarly interpretations and conversations is insightful and complex; deftly identifies relevant central arguments and counterarguments, disciplinary perspective, rhetorical strategy, and use of evidence in secondary sources	Evidence is insightfully selected from primary and secondary sources 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	Evidence drawn from close viewing of mise-en-scène, cinematography, sound, and editing supports overall interpretation; reconstruction of context is apt and grounded in understanding of the film's production history and reception; essay includes aspects of the film's depiction of historical actors and events, cultural perspectives, power relationships, and political goals	Representation of and engagement with existing scholarly interpretations and conversation is competent and apt; identifies relevant central arguments and counterarguments, disciplinary perspective, rhetorical strategy, and use of evidence in secondary sources	Evidence is well-selected from primary and secondary sources, 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 may inadequately identify or analyze aspects of mise-en-scène, cinematography, sound, and/or editing; analysis of the film's historical context and/or reception may be underdeveloped; essay may inadequately address aspects of the film's depiction of historical actors and events, cultural perspectives, power relationships, and/or political goals	Paper may inadequately represent or engage with existing scholarly interpretations and conversations; paper may identify key structural components of secondary sources but not always in service of claims	Evidence is mostly well-selected from primary and secondary sources, 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	Logical sequencing of ideas hampered by major lapses or	Essay either fails to identify relevant components of	Paper fails to identify or erroneously describes existing	Evidence is poorly selected for the purpose of the argument;	Errors in word choice, grammar, and/or orthography are frequent

	non-factual, inarguable, vague, and/or undefined; essay as a whole lacks unity or coherence in argumentation	digressions; topic sentences absent or ineffective in paragraph construction; transitions between paragraphs are absent; introduction and conclusion are underdeveloped	mise-en-scène, cinematography, sound, and editing, or fails to appropriately situate and analyze these filmmaking features within a historical context	scholarly interpretations, conversations, and/or key components of specific secondary sources	essay merely lists evidence, contains unnecessary repetitions, or leaves evidence unexplained; significant errors present in MLA citation practice	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 advancement of argument	Essay exhibits no logical sequencing, academic paragraph structure, transitions, introduction, and/or conclusion	Essay fails to adopt methods appropriate to the task of film and/or historical analysis	Paper fails to adopt methods appropriate to representing existing research in the humanities	Essay does not provide evidence in support of argument; responsible citation practices are absent	Persistent errors in word choice, grammar, and orthography; no attention to proofreading and formatting