

English 350, 19th-century British Literature: Jane Austen
Fall 2014

| Criteria | Strong | Proficient | Marginal | Unacceptable |
|--|--|--|---|--|
| <i>Argument / purpose</i> | Clearly articulates a controlling idea that reflects sophisticated critical thinking. Weaves that idea throughout entire paper with a compelling discussion of concepts. | Clearly articulates a controlling idea that reflects some critical thinking. Presents controlling idea clearly throughout the paper with a good discussion of concepts. | Articulates a controlling idea but one that reflects little critical thinking. Controlling idea is implied throughout the paper but reader may sometimes have to intuit it in the discussion. | Controlling idea is not present or is incoherent, and it is largely derivative. Explanations may be overly simple or rambling, or may show little grasp of key concepts. |
| <i>Development</i> | Strongly supports controlling idea with evidence; analyzes and explains evidence critically and thoughtfully; clearly anticipates questions and counter-arguments | Uses evidence to support controlling idea; explains evidence effectively; anticipates most questions and counter-arguments | Provides some evidence to support controlling idea, but may not explain evidence effectively; may do little to address questions and counter arguments | Evidence used minimally, or not at all, to support controlling idea; does not anticipate questions and counter-arguments |
| <i>Organization</i> | Introduction presents the controlling idea in an interesting, compelling way); conclusion provokes readers to continue thinking about the controlling idea. Ideas proceed logically and persuasively, with clearly articulated topic sentences that move readers smoothly from idea to idea. | Introduction and conclusion clearly state the controlling idea and make an effort to present it in an interesting way. Ideas proceed logically, and each paragraph has a topic sentence. | Introduction and conclusion do not fully explore the implications of the controlling idea; ideas may seem to jump about or have weak topic sentences. | Introduction and conclusion do not clearly state the controlling idea. Topic sentences are non-existent or do not fit ideas. |
| <i>Writing style/ mechanics</i> | Sentences and paragraphs flow smoothly and are well-structured. Demonstrates sophisticated understanding of grammar, syntax, and diction. | Sentences and paragraphs hang together well. Indicates good grasp of grammar, syntax, and diction. | Sentences and paragraphs may seem choppy or rough in parts, but some structure is apparent. Occasional problems with grammar, syntax, and diction. | Sentences and paragraphs lack cohesion and structure. Writing is riddled with problems related to grammar, syntax and diction. |