

## **Anthropology 1001, Introduction to Anthropology**

**Early Summer (May and June), 2012**

**Instructor: Daniel Tubb**

### **GRADING GUIDELINES**

An **A** essay has a polished style, sound judgement, effective organization, and an argument of substance, and has that something special or something extra which distinguishes it from a competent B paper: for example originality or profundity, a special way with words. exceptionally sound research. An A paper is rich in content and has a sophisticated analysis. A reader has the sense of being significantly taught by the author, sentence after sentence, paragraph after paragraph. Stylistic finesse is another keynote: the title and opening paragraph are engaging: the transitions are artful, the phrasing is tight, fresh and highly specific. Finally, an A essay, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity.

A **B** paper does a good job of meeting all the criteria of the assignment. It is typically competent but undistinguished: although basically sound in content, style and organization, it lacks the stylistic finesse and richness of the content characteristic of an A paper. The paper demonstrates an ability to analyze as well as describe the subject matter. The paper expresses sound ideas and imparts substantial information, of which is by no means devoid. It will state a reasonably clear thesis or organizing principle early in the argument, subsequent points will support that thesis or principle and be ordered logically within the paper. It is much more concise and precise than a C Essay and the text will be relatively free of grammatical and stylistic errors.

A **C** essay is an average, and acceptable piece of work that does a good job of meeting some, but not all of the criteria. It often exhibits distinct lapses in style, organization and content. In one or the other the essay has shortcomings which suggest that although it has something to add, it has not fully come to terms with its subject or expressed its insights clearly enough. In general it demonstrates a good ability to describe the subject matter but is lacks in the area of analysis. A number of papers fit the C classification: those in which the ideas and information though present, seem thin and commonplace; those in which the writing style falls clearly short of reasonable expectations; those which stray from the assignment, those which deal with the topic, but are too perfunctory; those which are a bit disorganized; those which involve a good deal of padding; and so on.

A **D** paper is weak in its comprehension of the concepts, and/or the topic may not be relevant. It has weak links to the material and/or no critical analysis, a weak or unclear description and poor organization or citation of sources.

An **F** essay has considerable faults in style, organization and content. There may be glimmerings of a thesis, but these will be obscured by faulty logic, garbled prose, frequent mechanical errors, and a lack of any discernible principle of organization. Papers which require the marker to guess at the meaning behind the writer's words, are F papers. So too are papers where there may be some sense of some kind, they bear little or no relation to the assignment. Slapdash papers, which make one or two points, but are obvious, and involve no serious deliberation or thought behind them, and papers which do little more than a string of quotations that are hung together with a few lines of introduction, are also F papers.

## ESSAY MARKING RUBRIC

	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>	<b>Unacceptable</b>
<b>Ideas Development</b>	Thesis is present and directly supported throughout the essay.	Thesis or idea is present and most points supported.	Thesis or idea is present but vague; support may stray from thesis.	Thesis is vague with little support or strays or from thesis.	Lacks thesis or organizing idea,
<b>Elaboration</b>	Well written, fully elaborates points addressed with clear, accurate, and data applied to support thesis or argument.	Well written, most points elaborated with clear and detailed information to support thesis or argument; may contain minor factual errors.	Adequately written essay; some points elaborated; may contain factual errors or irrelevant information.	Awkward writing style, points are general, factual errors present, and may stray from thesis.	Poor writing style with little or no specific details, off topic, factual errors present.
<b>Organization</b>	Clearly organized, and remains focused	Good organization, with few statements out of place.	Organization present but awkward; may contain several statements out of place, problems existing with introduction, or conclusion; lack of topic sentences.	Organization is confusing to the reader. Organization may lack proper paragraph construction, transitions, topic sentences, organizing support, or relevant information	Little or no structure present. Essay rambles aimlessly from topic to topic or is completely off topic.
<b>Mechanics</b>	Possess's no critical errors interfering with comprehension.	Possesses 1-2 critical errors interfering with comprehension.	Possesses 3-4 critical errors interfering with comprehension	Possesses 5-6 critical errors interfering with comprehension	Possesses 7 or more errors interfering with comprehension.