English 126 Literary Analysis Rubric (for first two papers only)

1) Thesis and Argument

\_\_\_\_\_A: Has a strong, precise, argumentative thesis; identifies thoughtful, even intriguing points of analysis that can be well supported by information from assigned sources. Claims and observations advance the thesis.

\_\_\_\_\_B: Has an argumentative thesis that may be imprecise on some points; identifies points of analysis that can be supported by information from assigned sources.

\_\_\_\_\_C: Has an argumentative thesis that is vague and imprecise. Identifies some points of analysis that can be supported by information from assigned sources. Discussion gestures at the thesis, but does not make thorough connections.

\_\_\_\_\_D: Has a descriptive thesis and identifies only one or two points of analysis that are partially supported by information from assigned sources. Claims and observation are only partially connected to the thesis.

\_\_\_\_\_F: Has no thesis; does not identify points of analysis. May make unrelated claims and observations.

2) Language and Sentence Control

\_\_\_\_\_A: Is written fluently and with appropriate formality with very few minor proofreading errors.

\_\_\_\_\_B: Is written clearly and with appropriate formality with only occasional errors that do not interfere with reading comprehension.

\_\_\_\_\_C: Is written with some sentence level errors such as fragments, run-ons, etc., that generally do not interfere with reading comprehension. May have difficulty maintaining consistent formality and academic tone.

\_\_\_\_\_D: Is written with sentence level errors that interfere with reading comprehension and/or struggles to establish academic tone.

\_\_\_\_\_F: Is written with many sentence level errors that make reading comprehension difficult and/or is written in an informal register not appropriate to the assignment.

3) Structure

\_\_\_\_\_A: Each paragraph has a clear topic sentence that identifies the main point and how that point relates to the thesis; the order of the paragraphs enhances the argument of the paper.

\_\_\_\_\_B: Most paragraphs have a topic sentence that identifies the main point and how it relates to the thesis; paragraphs are arranged in a logical order.

\_\_\_\_\_C: Some paragraphs have topic sentences that may identify the main point correctly and/or may not connect to the overall thesis. Some paragraphs seem well placed; others seem out of order.

\_\_\_\_\_D: Few paragraphs have topic sentences; many paragraphs seem out of order.

\_\_\_\_\_F: Paragraphs lack topic sentences and/or there is no obviously discernable order or structure.

4) Use of Evidence

\_\_\_\_\_A: Interprets quotations and paraphrases from all assigned sources accurately and uses them effectively to support all claims.

\_\_\_\_\_B: Interprets quotations and paraphrases from all assigned sources accurately and uses them effectively to support all claims.

\_\_\_\_\_C: Interprets quotations and paraphrases from at least one source accurately; uses at least one source to support some claims. May rely more heavily on one source or use each source appropriately just once.

\_\_\_\_\_D: Only some quotations and paraphrases are interpreted accurately; others indicate confusion. Sources may be only loosely connected to the claims.

\_\_\_\_\_F: Most quotations and paraphrases are not interpreted accurately; many indicate confusion. Little to no support is provided for the claims made.

5) Literary Analysis

\_\_\_\_\_A: Interpretation of the text is clear, specific and insightful as is well supported by textual evidence. The paper demonstrates a strong understanding of the author’s use of language and literary elements,

\_\_\_\_\_B: Interpretation of the text is clear overall, but may in spots be a bit general and not always well supported by textual evidence. The paper demonstrates a good understanding of the author’s use of language and literary elements.

\_\_\_\_\_C: Interpretation of the text is frequently unclear and general and often is poorly supported by textual evidence. Often the paper relies too heavily on plot summary. Paper demonstrates a fair understanding of the author’s use of language and literary elements.

\_\_\_\_\_D: Interpretation of the text is minimal, and relies almost solely on plot summary as a means of development. The paper demonstrates little understanding of the author’s use of language and literary elements.

\_\_\_\_\_F: Virtually no interpretation of the text is evident, with the majority of he paper relying on plot summary. Paper does not attempt to understand or engage the author’s use of language and literary elements.

6) Presence of Plagiarism

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Paper Grade:\_\_\_\_\_\_\_