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English 1010: Writing, sections 01, 07
The Monstrous Imagination, Gibson 127
Section 01: TR, 9:30-10:45
Section 07: TR, 2-3:15

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Departmental Learning Outcomes: Students will learn how to write clearly and how to develop complex, coherent arguments that engage with expert knowledge through independent scholarly research and correct citation of sources.

Course Description and Learning Outcomes

The purpose of ENGLISH 1010: WRITING is to teach you to write clearly and to organize complex arguments that engage in a scholarly way with expert knowledge. Toward that end, you will learn to conduct independent bibliographic research and to incorporate that material appropriately into the sort of clear, complex, coherent arguments that characterize academic discourse. Specifically, you'll learn that:

- TO WRITE CLEARLY means that you must take a piece of writing through multiple drafts in order to eliminate any grammatical errors or stylistic flaws that might undermine the author-audience relationship.
- TO WRITE WITH MEANINGFUL COMPLEXITY, you must learn to practice a variety of invention strategies (such as through freewriting, analytical reading, using writing as a process of discovery, and library research) and to revise continuously the materials generated by these methods.
- TO MAKE COHERENT ARGUMENTS without sacrificing complexity, your practice of revision must be guided by certain principles of style and arrangement. Also, you must grow adept in the genre of argument itself through work with models established by standard persuasive rhetorics.
- TO CREATE EFFECTIVE ARGUMENTS, you must cultivate strategies for analyzing texts. To help with this, you will also learn strategies for active, critical reading; for deciphering why a text might be arranged in a certain way and to what benefit; and for summarizing, paraphrasing, and quoting. You will also practice recognizing and using a range of rhetorical strategies that will help you create arguments persuasive to a range of scholarly readers.
- TO CONDUCT EFFECTIVE RESEARCH means using the library, evaluating sources, and incorporating the work of others into your texts using the proper conventions of citation endorsed by the Modern Language Association (MLA). Further, you will practice how to effectively use research not just to find answers or support, but also to frame new questions about your project, and to complicate your analysis and argument.
- TO SATISFY THE DEMANDS OF ACADEMIC INTEGRITY means practicing how to summarize, paraphrase, and quote responsibly. You will also practice strategies for engaging with sources in a way that not only accurately and appropriately represents them, but also helps you to define your voice within larger conversations and amidst other voices.

To maximize your potential for developing these abilities, the methods of instruction for ENGLISH 1010 include seminar-style discussions with heavy student participation; brief lectures by the professor (and occasionally your classmates); hands-on productive work in writing workshops and guided “lab” exercises; and regular one-on-one conferencing with the professor.

Course Introduction:

In this section of ENGLISH 1010: WRITING, you will develop your writing skills alongside of and through a discussion of the monstrous imagination. We will explore a series of primary texts depicting the monstrous, and we will read several secondary sources that engage with the figure of the monstrous from a variety of disciplinary and intellectual frameworks. Real or imagined, terrifying or attractive, destructive or instructive, monsters destabilize categories. They are visions of embodied possibility that is at once horrifying and exhilarating. Though we tend to see them as unnatural, outcast Others, more often they reflect some evil within us, some disfigurement that is a product of our culture. Because of their inherent ambiguity, monsters encourage open-mindedness, productive questioning, careful scrutiny, and flexible research, all of which are the hallmarks of good scholarship.

I encourage you to bring this open-mindedness and flexibility to the thinking and writing you do this semester. The work you’ll perform in college requires a level of creativity and sophistication that supersedes the 5-paragraph essay or report-style research paper. We’ll begin by analyzing both written and visual texts, before engaging other scholars and applying their ideas to our analysis. In the second part of the course, you’ll propose a research project and conduct research that will consist of much more than the mere act of hunting for sources “about” a “topic.” Instead, you will ground your research project in your own ideas about a primary text, pursuing secondary research as a way to extend, complicate, and contextualize those ideas. Ultimately, you will arrive at an original argument about your primary text’s meaning and significance. Though the content and assignments of this course may unsettle, the experimentation they encourage will prepare you for success at the collegiate level.

Required Texts:

To be purchased from the bookstore:

Kirkman, *The Walking Dead: Days Gone By*

Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*

To be downloaded from Blackboard:

Primary Sources:

Le Fanu, *Carmilla*

Secondary sources:

Excerpts from *Writing Analytically*

Excerpts from Asma, *On Monsters*

Cohen, “Monster Culture” (7 Theses)

Dendle, “Zombie Movies and the ‘Millennial Generation’”

MacCormack, “Posthuman Teratology”

Rafferty, “The Monster That Turned into a Metaphor”

Weinstock, “Invisible Monsters: Vision, Horror, and Contemporary Culture”

Required Screenings:

Buffy the Vampire Slayer, “Phases”

Course Overview

UNIT 1: Analysis (Exploring the Monstrous Imagination)

In this unit, we will discuss and explore important definitions of the monstrous, and different ways of examining monstrous phenomena. Our focus will be on some of the most prevalent types of monsters found in literature, TV, and film. We will practice active reading, analysis, and summary, and the construction of a paper that discovers and analyzes meaningful complexity within a text under discussion. You will also be expected to use the ideas of Cohen in your essay.

Grades earned in this unit are:

1 Response Paper (1-2pp), 1 point each =1 point
4 Close Reading Papers (1-2pp), 1 point each =4points
1 Writing Lab, 1 point each = 1 points
Peer-review Workshop = 1 points
Analysis Paper (4-5pp) = 20 points
Metacommentary = 1 point

UNIT TOTAL = 28 points

UNIT 2: Argument (Monsters Amongst Us)

In this unit, we will practice strategies for reading complex arguments and for developing our own. To aid us in developing sophisticated arguments, we will consider two examples of modern monsters that potentially live amongst us: the invisible monster (serial killers, violent offenders, etc.) and the posthuman (the blending of the human with modern medicine/technology). Shorter writing assignments will help you develop a position in response to a conversation about these modern monsters, and the longer argumentative essay will allow you to craft a sophisticated argumentative essay with warrants, evidence, counter-claims, and other rhetorical tropes. For your Argument essay, you will stake out a position in response to someone’s interpretation or definition of the monstrous. In doing so, you will be asked to determine your own definitional criteria for how to consider the monster. You will be expected to use at least two secondary sources that we have read as a class.

Grades for this unit include:

2 Position Papers (1-2pp), 1 point each = 2 points
1 Writing Lab, 1 point each = 1 points
Peer-review Workshop = 1 point
Argument Paper (4-5pp)= 20 points
Metacommentary (1-2pp) = 1 point

UNIT TOTAL = 25 points

UNIT 3: Research (Generating a Topic)

This unit will allow you to further explore a specific representation of the monstrous that you have encountered so far and to explore that topic with library-based research. You will learn strategies for helping you narrow down that general interest into a specific topic that will itself be shaped into a crucial research question. This research project illustrates the recursive process that is scholarly research, and this work will be supported by a required lab with the Center for Library User Education (CLUE). The question that you investigate will grow out of topics discussed earlier assignments; you are encouraged to use aspects of those earlier papers as the basis for some content in this research paper. The work for Unit 3 will directly anticipate and lead into the Hybrid Paper. You should think of this Unit as gathering/analyzing research for the Hybrid.

Together Units 3 and 4 comprise one project.

Grades for this unit are assigned as follows:

Response Paper #1 = 1 point

Research proposal (1-2pp) = 2 points

CLUE visit participation (2 points) and preliminary biblio (3 points) = 5 points

3 Writing Labs, 1 point each = 3 points

Research Paper (in Literature Review format (4-5pp) = 20 points

UNIT TOTAL = 31 points

UNIT 4: The Hybrid Paper (Analytical Argument Developed with Research)

Our final unit of the semester—"Today's Monsters"—will allow you to combine the analytical, argumentative, and research skills learned in Units 1, 2, and 3 to help you develop a topic and structure for a longer hybrid paper. You will look back to papers from Units 1-3 to help you formulate the argument that you will produce in this original assignment. We will discuss revision strategies that can help make this process more efficient. We will also discuss specific strategies that will help you apply research to revise a previous analysis into a more sophisticated discussion.

Grades for this Unit are as follows:

1 Writing Labs, 1 point each = 1 point

1 Individual conference, 1 point each = 1 point

Peer-review workshop = 1 points

Hybrid Paper (7pp) = 25 points

Metacommentary (1-2pp) = 1 point

UNIT TOTAL = 29 points

Academic Integrity: In-class exercise and "Writing to the Code", 1 point each = 2 points

Participation, Attendance, & Effort: 5 Possible Points

Your overall progress, participation, and attendance will be evaluated on a scale of **5 points**, determined as follows:

- 5 Attends class regularly (missing only when illness, injury, or emergency prevents attendance); *always* notifies teacher in advance if intending to miss class, arrive late, or leave early, and always stays caught up with work; voluntarily participates every week in discussions with insightful contributions; makes *demonstrated* effort to improve writing based on instructor comments and class exercises; provides substantial, valuable commentary during workshops. *Never* texts or does other classes' work during class time.
- 4 Attends class regularly (perhaps 2-3 absences); usually notifies teacher in advance if intending to miss class, arrive late, or leave early, perhaps missing 1 assignment; occasionally contributes useful insights to class discussions; makes effort to improve writing based on instructor comments and class exercises yet sometimes fails to read comments and suggestions carefully; provides some valuable commentary during workshops. Has been caught texting or doing homework for other classes once or twice.
- 3 Attends class yet often arrives late *or* leaves for stretches of time in the middle of class; misses class without contacting the professor or attempting to stay up to date on assignments; shows some improvement but often neglects to address issues specified in professor's comments; stays alert and focused during class but never participates unless called upon; provides a few suggestions during class workshops; has been caught texting or doing homework for other classes several times.
- 2 Uses maximum allotted absences *and* often arrives late or leaves for stretches of time; misses class without contacting professor or staying up to date on assignments; shows little improvement; often looks distracted or inattentive during class and fails to make meaningful contributions to class discussions; often caught texting or doing work for other classes.
- 1 Misses more than the allotted number of absences.

Calculating your grade: Take your total earned points, and divide by 120, then move the decimal point two spaces to the left. So, 106 earned points would be .883 or a B+.

Departmental Course Policies

ATTENDANCE AND PARTICIPATION: Students in English 1010 develop skills that will serve them for their rest of their academic and professional lives. What's more, no matter how well a student writes, he or she can and should always cultivate these skills yet further. To do this, students must come to class, participate in class activities, and sustain positive, productive membership in the classroom community of student-writers. Thus, attendance, as well as punctual arrival and participation are absolutely essential; moreover, cell phones must be silenced, and text-messaging, social media, web surfing, and emailing are strictly forbidden, for these disruptions, as with tardiness, can be counted as absences.

When a student absence results from serious illness, injury or a critical personal problem, that student must notify the instructor and arrange to complete any missed work in a timely fashion. Students are allowed, over the course of the semester, to miss the equivalent of one week of class without penalty. Thereafter, students will lose one-third of their final grade for every unexcused absence from class. Once a student has accumulated the equivalent of three weeks of unexcused

absences, he or she has automatically failed the class. Further, two tardies will be equal to one absence.

In order to enforce the attendance policy, the instructor will document the dates of every student's unexcused absences and file an "Absence Report Form" for any of their students who accumulate four, unexcused absences. These forms are sent to the student and the student's dean (the instructor retains the third copy). If the student's attendance problem results in his or her failing the course, the instructor should file a second "Absence Report Form" recommending that the student be withdrawn from the course with an F.

ACADEMIC DISHONESTY: This link will take you to the Newcomb-Tulane Code of Academic Conduct:

<http://college.tulane.edu/code.htm>. All students must take responsibility for studying this code and adhering to it. We will devote some time in class to it. Our purpose, in these discussions, will be not only to teach you how to avoid plagiarism and how to cite sources, but to initiate you into the contemporary discussion of intellectual property and the nuanced dynamics between individuality, authorship, and intertextuality, so that you can make informed and thoughtful choices about your writing for the rest of your university career and later in life.

THE GRADE OF "INCOMPLETE": If a student has a legitimate excuse for being unable to complete all of the work for a course, the instructor can give that student an "I" (Incomplete) on the final grade sheet. If the student does not complete the work and the instructor does not change the grade, however, that grade will revert to an F. The deadline for addressing incompletes varies each semester but is usually about one month after the final exam period. Before a student is given an "I," the instructor will confirm with the student – in writing – exactly what the student needs to finish and retain a dated copy of this correspondence in the event that the student misses the deadline and then expresses confusion about the new grade of "F."

STUDENTS WITH SPECIAL NEEDS: Students who need special help with the course, such as note-taking, free tutoring, additional time and/or a distraction-reduced environment for tests and final exams, may contact the Goldman Office of Disability Services (ODS), located in the Center for Educational Resources & Counseling (ERC). It is the responsibility of the student to register a disability with ODS, to make a specific request for accommodations, and to submit all required documentation. On a case-by-case basis, ODS staff determines disability status, accommodation needs supported by the documentation, and accommodations reasonable for the University to provide. University faculty and staff, in collaboration with ODS, are then responsible for providing the approved accommodations. ODS is located in the ERC on the 1st floor of the Science and Engineering Lab Complex, Building #14. Please visit the ODS website for more detailed information, including registration forms and disability documentation guidelines:
<http://tulane.edu/studentaffairs/erc/services/disabilityserviceshome.cfm>

STUDENTS REQUIRING MORE WRITING SUPPORT: Students are encouraged also to visit the ERC's Writing Center for assistance with a range of writing skills including content, organization, language, punctuation, generation of ideas, and documentation. Please visit the Writing Center website at http://tulane.edu/tutoring/writing_center.cfm for more information, or call 504.314.5103 to schedule an appointment.

Additional Classroom Policies

- 1) All major paper assignments must be uploaded on Blackboard *before* class on the due date (no hard copies unless I have specified otherwise). Late papers will be lowered 1 point per day (.5 if past the deadline on the due day).
- 2) If you miss class, *you* are responsible for any material missed, including changes to the schedule, additional requirements for a paper, or anything else discussed.
- 3) You may not make up in-class responses.
- 4) Be respectful of your classmates and professor in class, including participating in discussion (or at least looking alert and not putting your head down on your desk or engaging in side conversation), and showing tolerance when you hear comments, perspectives, or political views that differ from your own.
- 5) You are free to use Laptops/Tablets in class for note-taking and in-class writing. **However**, email-checking and social media will be strictly unavailable during class time. Doing so can result in an absence for the day.
- 6) Cell phones are to be turned off or to vibrate. Strictly no texting allowed during class.
- 7) When possible, reserve “bathroom breaks” for before class, during the class break, or after class.
- 8) Email the professor with questions *only if* they cannot be answered by the course materials (assignment descriptions, syllabus, or schedule).
- 9) Check to ensure your paper has posted on Blackboard, and was not “saved as draft.” If for some reason Blackboard is not working for you, send me an email (with the paper attached) explaining the problem. Technology malfunctions are not excuses for late papers.

ESSAY FORMATTING: All essays must be typed, proofread, spell-checked, and submitted at the beginning of class on the date specified by your instructor. They should have one-inch margins, double-spacing, an 11- or 12-point Times or Times New Roman font, MLA-style parenthetical citations and page numbers.

English 1010 and Professional Development

Investing in Your Writing

English 1010 is one of the most important classes you will take in college, in terms of both your college career and your professional future. More than ever before, employers across disciplines (and especially in Business) are hiring English majors because they value strong writers. Here are some ways you can maximize the benefits of this course for your own purposes:

- **The Boyette Prize:** At the end of the semester, I nominate two essays for the Boyette Prize awarded to one student per semester. The prize includes a \$100 award, but it also makes an impressive mark on your résumé. Even if you are nominated for this prize, you should mention it on your résumé.
- **Submitting Your Work:** If you have published your writing, even in a student publication, you have documented evidence on your résumé that you have strong writing skills. Tulane has a literary review (*Tulane Review*), for which all students may submit writing for consideration. Some of the assignments for our class should generate interesting discourse about the relevance of the monstrous. Consider submitting an essay to the review, to the *Hullabaloo*, or to NextGen Journal online.
- **Scholarly Input:** I will consider referencing any exemplary writing in my own scholarly work. We are discussing highly debated contemporary topics in our class, and many scholarly journals will welcome the perspectives of undergraduates as contributions to that discourse. Having even an excerpt from your paper featured in a scholarly journal is a prestigious honor so early in your career.
- **Application Essays:** Many of my students know early on that they intend to continue on to graduate school. Others want to apply for competitive internships during the summers, or apply for a specific study abroad opportunity. Each of these opportunities often requires multiple application essays. This class will equip students with the skills to write compelling, original, and ambitious essays.
- **Building Professional Relationships:** For many students, their 1010 professors are the only professors their entire freshman year who know their names, and know their work well enough to write recommendation letters. I have written recommendation letters for students several years after they had my class – these were students that put effort into my course, met with me during office hours, and showed remarkable progress.

Let these options serve as reminders that the papers you write in the class are part of an ongoing academic and public discourse. If you think of yourself as a valued scholarly contributor to that discourse with a fresh perspective, you are more likely to put more effort into your writing and to find the assignments (and the class) far more rewarding.

Calendar

Analysis Unit

Week 1

Topic: Introduction to the course; analytical writing

T, January 15:

- Introduction to course objectives and course theme
- In-class writing

R, January 17:

- Cohen, “Monster Culture (7 Theses)” (17 pp)
- Excerpt from *Writing Analytically* (10pp)
- Writing: Response Paper #1

Week 2

Topic: Observation and analysis; summary, paraphrase, and quotation versus response

T, January 22:

- Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde* (60 pp)
- Writing: Close Reading Paper #1

R, January 24:

- In-class discussion of *Jekyll*

Week 3

Topic: Pushing observations to conclusions; making the implicit explicit

T, January 29:

- *Buffy the Vampire Slayer*, “Phases”
- Close Reading Paper #2

R, January 31:

- De Fanu, “Carmilla” (60 pp)
- Writing: Close Reading Paper #3

Week 4

Topic: Forming analytical claims; looking for patterns and anomalies

T, February 5:

- In-Class analysis of “Carmilla”
- Kirkman, *The Walking Dead* (1 graphic novel)
- Writing: Close Reading Paper #4

R, February 7:

- Kirkman, *The Walking Dead*

Week 5

Topic: Refining and complicating analytical claims

T, February 12: No class

R, February 14:

- Rafferty, “The Monster That Turned into a Metaphor” (2 pp)
- *Writing Analytically* Excerpt (15 pp)

Week 6

Topic: Crafting a thesis for an analytical paper

T, February 19:

- Writing Lab: Evolving a Thesis
- Ch. 1&2 *Writing with Sources*

R, February 21:

- Peer Review
- Writing: Analysis Essay w/Metacommentary, Due Tuesday, February 26

Argument Unit

Week 7

Topic: Introduction to Argumentation, the Toulmin model; Reading an argument; claims, warrants, logic

T, February 26

- Introduction to Argument, in-class writing

R, February 28

- Weinstock, “Invisible Monsters: Vision, Horror, and Contemporary Culture” (14pp)
- Asma, “Criminal Monsters” (26pp)
- Position Paper #1

Week 8

Topic: Forming an argumentative claim

T, March 5

- MacCormack, “Posthuman Teratology” (16pp)

R, March 7

- Asma, “Future Monsters” (22pp)
- Position Paper #2

Week 9

Topic: Sharpening an argumentative claim; considering how audience shapes arguments

T, March 12

- Writing Lab: Sharpening a Claim

R, March 14

- Peer Review
- Writing: Argument Essay w/Metacommentary, Due Tuesday, March 19

Research Unit

Week 10

Topic: Introduction to Library Research

T, March 19

- Introduction to the Final Research Project

R, March 21

- Dendle, “Zombie Movies and the ‘Millennial Generation’” (12pp)
- Writing: Response Paper #1

Week 11: Spring Break, March 26 and 28

Week 12

Topic: Introduction to Library Research; Developing a project

T, April 2

- Come to class with at least **two** Research Project ideas
- Writing Lab #1: Invention exercise

R, April 4

- CLUE Visit (Intro session)
- Writing: Research Proposal, due Monday, April 8

Week 13

Topic: The complexity of Academic Integrity and working in the Library

T, April 9

- CLUE Visit (Hands on search session)
- Writing: Complete Bibliography assignment, due Thursday, April 11

R, April 11

- Academic Integrity Exercise (in-class)
- Ch. 3 of *Writing with Sources*

Week 14

Topic: Creating a conversation

T, April 16

- Writing Lab #2: Engaging with sources

R, April 18:

- Writing Lab #3: Entering a Conversation
- Writing: Research Essay due Monday, April 22

Hybrid Unit

Week 15

Topic: Bringing it all together, individual conferences

T, April 23: Writing Lab #1: Drafting the hybrid paper; developing complexity

R, April 25: No class, individual conferences

Week 16

T, April 30

- Peer Review
- Writing: Hybrid Paper w/Metacommentary due, May 9

Grading Rubrics and Grading Standards for Major Papers

Analysis Paper (20 Points Possible)

Content

- Ideas are complex, ambitious, and fresh; paper addresses all parameters of assignment & is carefully situated among the readings 4
- Ideas are somewhat familiar, fewer in number, simpler; paper addresses all assignment parameters but has limited relation to readings 3
- Ideas are somewhat familiar, few in number, simpler; paper fails to address part of assignment and doesn't significantly engage readings 2
- Ideas are only slight extensions of class discussion and fail to address assignment objectives; little relevance to readings 1
- Ideas just repeat class discussion; severe deviation from assignment; no relevance to readings 0

Complexity

- Analysis exhibits both invention and development; word choice and insights go beyond the familiar 4
- Analysis exhibits some good development but relies on familiar ideas; shifts reader's views several times 3
- Analysis is underdeveloped, a generalized articulation of familiar ideas; shifts reader's views minimally 2
- Analysis is a flat rehearsal of obvious truisms, no development, offers little by way of new perspective 1
- Analysis exhibits no new perspectives and is completely undeveloped 0

Coherence / Arrangement

- A powerful focus achieved through an elegant juxtaposition of the text under analysis with the context enabling the analysis, a logical flow of ideas, smooth transitions and focused, comprehensive paragraphs 4
- A strong overall focus with some strategies of coherence and emphasis, slightly weaker articulation of the dynamic between the analyzed text and context, some weak transitions and paragraph focus 3
- A focus sustained throughout with a few transitions that could be improved; a more haphazard articulation of the dynamic between the analyzed text and context 2
- A focus compromised by more than one very abrupt, graceless transition, and an awkward, even jumbled rotating between text and context 1
- A focus not achieved because of basic structural issues and lack of transitions and balance, with no discernible relation between what's analyzed and the context that would enable analysis 0

Style & Clarity

- Writing is clear and concise; shows variation of word choice and sentence structure; good use of detail to slip out of abstraction; writer's voice comes through clearly 4
- Writing exhibits occasional wordiness, yet overall good variation in sentence structure and a clear, but not always consistent voice; occasional moments of vagueness 3
- Writing wordier with occasional awkwardness; less variation of sentence structure; voice doesn't come through clearly 2
- Writing gets repetitive, dull, and often awkward; heavy reliance on "colorless" words 1
- Writing is unclear; several sentences sufficiently ill-formed to distract reader from intended message; overall paper lacks grace and clarity 0

Mechanics

- Error free 4
- Only a few, very minor errors 3
- Several careless errors that show a lack of proofreading and/or disregard for formatting parameters 2
- Several mechanics errors that significantly distract the reader 1
- Multiple careless and/or grammatical errors (more than 10) that distract the reader 0

Argument Paper (20 Points Possible)

Content

- Claims are delivered with sufficient warrants and evidence to be persuasive; paper addresses all parameters of assignment 4
- Claims are presented less clearly and assertively; paper addresses all assignment parameters but needs more evidence and development to be persuasive 3
- Claim is not presented clearly and is not crafted well enough to be altogether persuasive; paper overlooks some aspect of the assignment 2
- Claim is delivered with an argument too flawed to be persuasive at all, heavy reliance on logical fallacies, some departure from the assignment 1
- Claim is not discernable, nor is any argumentative craft; fails to fulfill assignment parameters 0

Complexity

- Argument is multi-dimensional, re: kinds of evidence, counter-arguments, and development 4
- Argument is multi-dimensional, yet merits more development, evidence, and counter-arguments 3
- Argument offers more limited evidence and counter-arguments, lacks development 2
- Argument is weakened by overmuch simplicity in evidence and arguments, no development 1
- Argument is missing a key element (either evidence, warrants, or counterarguments) 0

Coherence / Arrangement

- Writer positions argument to indicate its relevance, purpose, and direction; then develops argument in a way that maintains focus and a logical flow of ideas 4
- Writer positions argument to indicate its relevance and purpose yet doesn't show clear direction; paper occasionally disrupted by a weak transition or lack of focus 3
- Writer fails to indicate relevance and purpose of argument clearly; paper lacks focus and flow at times 2
- Writer fails to give any sense of argument's relevance; paper feels unfocused and lacks transitions 1
- Argument is unformed; overall paper lacks any focus 0

Style & Clarity

(same as Analysis rubric)

Mechanics

(same as Analysis rubric)

Research Paper (20 Points Possible)

Content

- Student has chosen a clear and appropriate topic as well as appropriate scholarly sources 4
- Student's topic isn't entirely clear or is slightly vague, one source seems slightly inappropriate 3
- Student's topic needs more development or articulation; some issues with sources 2
- Student's topic is unclear; sources are not scholarly (or student doesn't have enough sources) 1
- Student never articulates topic and only has 1-2 sources 0

Complexity

- Research topic has multi-dimensional, contestable implications; insightful analysis of sources 4
- Research topic has multi-dimensional implications, paper merits more analysis and discussion 3
- Research topic has a simpler array of answers and few implications; parts of essay feel undeveloped 2
- Research topic has only one, incontestable answer and implication; essay overall feels stale and undeveloped 1
- Research question has no conclusive answer nor any clear implications; sources aren't analyzed 0

Coherence/Arrangement

- Student establishes dialogue among sources, and flow from topic to sources (and from one source to another) feels subtle and engaging 4
- Student needs to establish clearer dialogue among sources; flow needs more subtlety 3
- Movement from topic to sources (and among sources) is simpler and more abrupt; some focus & flow issues 2
- Movement from topic to sources breaks into two halves; paper feels unfocused and lacks transitions 1
- Paper has no focus or flow 0

Style & Clarity

(same as Analysis rubric)

Mechanics

(same as Analysis rubric)

Hybrid Paper (25 Points Possible)

Content

- Topic is fresh and articulated as an important question that the research answers 4
- Topic is slightly familiar and doesn't have a clear purpose, yet is articulated as an important question answered by the research 3
- Topic has either not yielded an important question or research that answers it 2
- Topic has neither yielded an important question nor any research that answers it 1
- Topic is never defined adequately nor linked to any relevant research 0

Complexity

- Research question has multi-dimensional, contestable answers and implications; good development of claims and analysis 4
- Research question has multi-dimensional answers and implications, yet some claims merit more discussion and paper overall merits more analysis 3
- Research question has a simpler array of answers and few implications; parts of essay feel undeveloped 2
- Research question has only one, incontestable answer and one implication; essay overall feels stale and undeveloped 1
- Research question has no conclusive answer nor any clear implications 0

Coherence/Arrangement

- Movement from question to researched answer is subtle and engaging; writer maintains focused, logical flow of ideas 4
- Movement from question to researched answer is subtle and engaging, yet overall focus and flow is occasionally disrupted by awkward or abrupt transitions or poor organization 3
- Movement from question to researched answer is simpler and more abrupt; some focus and flow issues 2
- Movement from question to researched answer breaks into two halves; paper feels unfocused and lacks transitions 1
- Movement from question to answer is never made; paper has no focus or flow 0

Secondary Source Integration

- Variety of secondary sources, capable incorporation/engagement of scholarly material, clear indication of what the writer adds to the conversation 5
- Variety of source material, some incorporation of scholarly material (or slightly too much reliance on it), at times isn't clear how writer is contributing to the conversation 4
- Lack of variation of source material, little incorporation of scholarship or too much reliance on it, unclear how writer adds to the conversation or debate laid out 3
- No variation of source material or not enough scholarly sources; poor incorporation of material 2
- Heavy reliance on 1-2 sources; awkward incorporation, no indication of relevance to a conversation 1
- No incorporation of scholarly material, no clearly mapped out conversation or debate 0

Style & Clarity

(same as Analysis rubric)

Mechanics

(same as Analysis rubric)

The A Paper ... is characterized by the freshness, ambition, maturity, coherence, and complexity of its content. Its claims are stated clearly and effectively, supported well, with relevant nuances interpreted and delineated in ways that go beyond the obvious. It manifests a distinctive voice that explicitly engages a meaningful rhetorical context and, in turn, an actual audience. It situates itself thoroughly among assigned readings, perhaps even key, related texts in public discourse. It effectively balances the specific and the general, the compelling detail and the larger point, personal experiences and direct observations of the outer world. It grows out of large-scale revisions (both in terms of content and structure). It not only fulfills the assignment, but inventively uses the assignment as an occasion to excel. Its only errors, if any, are purely typographical and quite rare. Finally, it manifests a certain stylistic flair – the bon mot, the well-turned phrase, the significant metaphor – that helps to make it, for the reader, memorable.

The B Paper ... is characterized by content that is a relatively familiar, less daring, less integrated or a little simpler than one might hope. Its claims could use more support or more exploration, or could perhaps be stated more directly. Its voice could be more distinct and it could situate itself more engagingly in the rhetorical context and go farther to reach its audience. It could do more with the assigned readings, create a better balance between specific and general, detail and idea, personal anecdote and larger point. It fulfills the assignment, but in a way slightly perfunctory. It makes very few errors and shows no systematic misunderstanding of the fundamentals of grammar, but its overall structure might appear somewhat uneven. Finally, it could benefit from more large-scale revision and from more careful attention to its style at the sentence-by-sentence level.

The C Paper ... is characterized by overmuch dependence on the self-evident, is dotted with cliché, and is inadequately informative. Its essential point is uninteresting or only hazily set forth or developed aimlessly. It has no particular voice, nor any significant sense of context or audience, nor any real engagement with other texts. In terms of the dynamics between detail and idea, it seems to lose the forest-for-the-trees or vice versa. It fulfills the assignment but does so in a way wholly perfunctory. It has grammatical errors that significantly disrupt the reading experience. It has not been sufficiently revised.

The D Paper ... is characterized by minimal thought and effort, which shows through the absence of a meaningful, central idea or the lack of any controlled development of that idea. It fails to fulfill some key aspect of the assignment. It makes no meaningful use of other texts nor ever situates itself in any sort of context. It needlessly offends its audience. Its sentences and paragraphs are both built around rigidly repeated formula and soon become predictable. It is riddled with error. It has apparently never been revised.

The F Paper ... is characterized by plagiarism or lateness or a total misunderstanding of the assignment or is simply incomprehensible owing to a plethora of error or desperately poor organization. It has not only not been revised – it really hasn't been begun.