GRADING GUIDELINES

This is my general scale for the grade ranges:

A: ANALYSIS

- Thesis: significant, clear What and So What
- Relationships among all aspects of the argument are clear and substantial
- Uses primary text accurately and INSIGHTFULLY: identifies significant patterns, articulates a strong relationship between FORM and CONTENT (and at upper levels, CONTEXT)
- Is PERSPICUOUS: gets to the point; uses language clearly, accurately and elegantly; strong command of appropriate technical language

B: INSIGHTFUL DESCRIPTION W/ GOOD DENSITY OF DETAIL

- Thesis: solid, but may be DESCRIPTIVE in an interesting or insightful way→ identifies patterns and relationships but does not link to an important concern or does not clearly articulate a strong relationship among the elements; identifies a relationship between FORM and CONTENT but may not exploit this in a meaningful way.
- Each movement supports the thesis but the relationship among them is unclear.
- Uses primary text accurately but perhaps not insightfully→has all the pieces but hasn't quite put them all together; identifies and describes important patterns but does not quite link them effectively to a larger So What
- Language is clear and accurate but at the lower end of the B-range may be mechanical, inelegant or lacking in density of technical terminology

C: PARAPHRASE / GENERALIZATION / INACCURACY

- Thesis: purely descriptive but without much sense of patterns or relationships
- Primary text is used inaccurately occasionally or in a GENERALIZED way
- Paraphrases instead of DEMONSTRATING and ANALYSING
- May provide a LIST rather than coherent movements (but the list has some logic to it somewhere)
- Language is confusing, simplistic, lacking in technical specificity→It is clear that the author knows the elements and terms in a general sense but is using them inaccurately or vaguely
- This is the level at which grammatical errors are beginning seriously to impede the communication of ideas.

D: INACCURACIES BUT THEY OBVIOUSLY READ IT AND HAVE SOME GRASP OF THE BASIC CONCEPT

- Thesis is undeveloped and falls at the extremes of narrowness or vague generalization; there's some attempt at one, and it is clear that the author has read the primary text but the paper does not identify significant patterns, articulate relationships or connect them to a "bigger picture." Alternatively, the paper may have a generalized "big picture" but no solid connection to the primary text. Tangents may take up a significant portion of the discussion. Eg. "This poem is about life." Essays in this range often consist of a list without any clearly

articulated unifying logic
- Use of primary text is generalized and inaccurate, often based purely on generalized paraphrase
- Grammatical errors are plentiful to the point of seriously impeding communication; sentence structure is either simplistic and repetitive or convoluted; diction (word choice) is limited, inaccurate and confusing.

F: GROSS INACCURACIES/FAILURE TO COMPLETE THE ASSIGNMENT

GENERAL GUIDELINES FOR GRADING SIGHT PASSAGES/ESSAYS

I judge a good sight passage (and essays) on the basis of
A) the identification of an important theme or concept; or, for essays, the clear presentation of a unifying thesis
B) the DENSITY of ideas and the support provided
C) the accurate use of terminology provided in lecture

An answer that includes A and B but does not use accurate terms where they were explicitly provided in lecture will fall no higher than a B+ / A-

I don't want
A) generalized discussions
B) paraphrase

These kinds of answers--if they are lucidly written and accurate--should fall no higher than a C+ / B- or so. This is especially so with regard to sight passages; for essays, in upper division courses, particularly theory courses, accurate representations of a theorist's/writer's position or argument, given the difficulty of some of the texts we're dealing with, may be worth a solid B or B+. A-range answers must explore to some extent the IMPLICATIONS of their positions or provide accurate comparisons with other positions.

GENERAL GUIDELINES FOR EXAM GRADING: DEFINITIONS/ESSAY

1. COMPLETE SENTENCES: All answers must be written in complete sentences. Some partial grades will be given for point form if the student has run out of time.

2. GRAMMAR: Some leniency will apply to account for the time-stresses of the exam scenario. However, grammatical/stylistic elements that impede communication will lower the overall grade of the answer, possibly by as much as a full letter-grade or more. Remember: If the grader can't decipher your sentence structure s/he cannot get to the content to give you credit for it.

3. ESSAY: Will be graded on the grounds of

   - THESIS: analytical or descriptive? See above
   - EXAMPLES, ELEMENTS: has the author chosen an IMPORTANT aspect of the text that successfully illustrates a clear and significant So What? → such an aspect will allow the essay to provide a more COMPREHENSIVE answer, whereas a less significant one will limit it to shallow or incomplete reading.
   - COHERENCE: The essay is NOT A LIST but rather shows effort to make links between movements of the essay and the thesis AND among the various movements (not three separate essays on one topic)
   - TECHNICAL SPECIFICITY: Does the author use the proper terms appropriately and accurately, rather than describing elements generally or spouting rote responses without an ability to apply them? Call enjambment enjambment. Specificity will save you time.

4. DEFINITIONS:
   - Definition: 1 mark
   - Example: 1 mark
   - ILLUSTRATION: 3 marks → the illustration doesn't have to provide a comprehensive reading of the sight passage/primary text, but should show that the author understands and can *apply* the term accurately (I.e the student isn't just spouting by rote).