

ENGLISH 102—GUIDELINES FOR EVALUATING ESSAYS

The "A" essay:

- is insightful, persuasive, and clearly focused on a dominant idea or point of view
- is coherent, logical, and well organized with paragraphs that are fully developed with specific and appropriate details; very effective introductory and concluding paragraphs
- demonstrates excellent understanding of texts and critically analyzes issues or ideas; supports the writer's point of view by effectively integrating appropriate examples and quotations from well-chosen outside texts and commenting on them to support claims and generalizations
- uses concrete, appropriate diction and mature, sophisticated sentences
- exhibits a strong sense of audience and purpose
- skillfully employs conventions of formal academic discourse by providing appropriate context for quotations and accurately paraphrasing, quoting, and documenting sources
- has very few errors in grammar, spelling, or punctuation

The "B" essay:

- is articulate and focused on a dominant idea or point of view
- is reasonably coherent, logical, and well organized with paragraphs that are well developed with specific and appropriate details; good introductory and concluding paragraphs
- demonstrates good understanding of texts and analyzes issues or ideas in sufficient depth; supports the writer's point of view by integrating appropriate examples and quotations from acceptable outside texts with some commentary on them to support claims and generalizations
- exhibits a good sense of audience and purpose
- uses appropriate diction and complete and varied sentences
- generally employs conventions of formal academic discourse by providing some context for quotations and adequately paraphrasing, quoting, and documenting sources
- may have some errors in grammar, spelling and punctuation, but they aren't numerous or serious

The "C" essay:

- has a fairly clear focus and purpose
- is generally coherent and logical with fairly good organization and paragraphs sufficiently developed to convey the writer's meaning; adequate introductory and concluding paragraphs
- demonstrates adequate understanding of texts and analyzes the issues or ideas, but the analysis may sometimes lack adequate depth and misunderstand some aspects of the texts
- uses examples and quotations from outside texts to support the writer's point of view but may sometimes rely on overgeneralized statements or use examples not clearly related to the central idea of the essay, fail to integrate quotes or comment on them, and have some poorly chosen sources
- word choice and sentence structure are adequate to convey the writer's meaning
- adequate sense of audience and purpose

- employs conventions of formal academic discourse, including paraphrasing, quotation of sources, and documentation, but not always consistently and sometimes inaccurately
- usually has errors in grammar, spelling, and punctuation, but they are not so numerous as to distract the reader or serious enough to obscure meaning

The "NC" essay will generally have several of the following problems:

- unclear or inadequate thesis or focuses on several ideas rather than a single dominant idea
- lacks coherence because ideas are not logically related or the organization is poor or unclear
- no analysis or an incomplete or simplistic analysis of the issues or ideas addressed
- paragraphs are not sufficiently developed to convey the writer's meaning
- generalizes without providing adequate examples or evidence from outside texts or provides examples that do not clearly support the generalizations
- textual references consist of long summaries or paraphrases that are not integrated into overall argument
- little or weak sense of audience and purpose
- insufficient or consistently inaccurate use of paraphrasing, quotation of sources, and documentation
- serious errors in sentence structure and grammar and/or numerous errors in spelling and punctuation, often obscuring the writer's meaning or distracting the reader