

HIST 201 American History Civil War Project

Rubric The following rubric is a guide for you to use when writing your articles.

HISTORY 201 Civil War Newspaper Project				
Criteria	Distinguished A paper	Proficient B paper	Basic C paper	Unacceptable D or below paper
ANY EVIDENCE OF ANY SOURCE OR QUOTATION NOT CITED--0 FOR ENTIRE PAPER				
Title of article <i>This should be an eye catcher to make the reader want to read it.</i> 5 points	Subject matter readily apparent to the reader; concisely stated and thought provoking.	Fairly presented in heading what article will reveal.	Not consistently clear, not thought provoking.	Incomplete, unfocused, or absent.
Introduction <i>This tells the reader what the topic is and draws the reader further into the article.</i> 10 points	Relevance of topic to class or audience is apparent. The groundwork for paper easy to predict because important topics that will be discussed are specifically mentioned.	A good attempt is made as to why the topic is pertinent but may be slightly unclear, or lacking in insight or originality. Organization for rest of the paper stated.	May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.	no reference to the topic, audience or relevance.
Content and presentation <i>This is where the bulk of your research goes. It should be concise and factual and not bore the reader.</i> 30 points	Clear examples to support specific topic sentences and to support the overall purpose; reader gains important insight; analysis poses novel ways to think of the material. Presentation is well done and promotes discussion.	Examples support most topic sentences and support general purpose; reader gains some insight; occasional evidence of novel ways to think about the material Topics adequately addressed but not in the detail or depth expected. Presentation is well done and some discussion occurs.	Examples support some topic sentences; reader gains little insight; The essay shows little of the writer's own thoughts relying instead on quotes and paraphrasing that are poorly connected. No evidence of novel thinking. Gave a presentation but it was boring Little discussion occurs.	The essay relies on stringing together quotes or close paraphrasing; Failure to support statements with major content omitted. Poor or no presentation and no discussion.
Organization and general appearance of paper <i>This is where the paper visually looks good and catches the reader's eye and makes him want to discover more.</i> 15 points	The ideas are arranged logically to support the purpose. Transitions link paragraphs. It's easy to follow the line reasoning.	The ideas are arranged logically to support the central purpose Transitions usually link paragraphs. For the most part, the reader can follow the line of reasoning.	In general, ideas are arranged logically, but sometimes ideas fail to make sense together. The reader is fairly clear about what writer intends..	Ideas are not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning.

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<p>Tone for an academic research project. <i>This is where you want to make the paper sound intellectual and worthy of college level work.</i> 5 points</p>	Consistently professional and appropriate.	Generally professional and appropriate.	Not consistently professional or appropriate.	Not professional or appropriate.
<p>Grammar, Spelling, Writing Mechanics (punctuation, italics, capitalization, etc.) 10 points</p>	Essentially free of grammatical errors; The writing is free or almost free of errors.	A few grammatical errors; There are occasional errors, but they don't represent a major distraction or obscure meaning.	Several grammatical errors; The writing has many errors, and the reader is distracted by them.	Pattern of ungrammatical writing; There are so many errors that meaning is obscured. The reader is confused and stops reading.
<p>Editorial This is the human interest piece. It is thought-provoking and triggers emotions from the reader. 25 points</p>	The writer makes succinct and precise conclusions based on the review of sources.	Some of the conclusions, however, are not supported.	Some of the conclusions, however, are not supported; weak or trite suggestions.	There is little or no indication that the writer tried to synthesize the information or draw conclusions based on the research.

The editor will give the final grade and a peer evaluation will also be allocated and used to determine final grades.