

| Academic Writing Rubric        |  |  |  |  |
|--------------------------------|--|--|--|--|
| Exemplary                      |  |  | Unacceptable   |  |
| <b>Thesis</b>                  | Includes a concise, clear and focused thesis statement on a topic of significant scholarly interest  | Includes a concise, clear and focused thesis statement on a topic  | Thesis statement lacks focus, remains unclear  | No apparent thesis statement   |
| <b>Quality of content</b>      | Content is theoretically substantial and reflects considerable conceptual development and analysis   | Content is theoretically sound and reflects some conceptual development and analysis                                       | Content shows little theoretical support. Concepts are not well defined or developed                         | Content lacks theoretical support. Concepts are not defined or developed |
|                                | Fully conversant with current research on the field and topic, publishable, in principle, with minor editing   | Aware of current research on the field and topic   | Shows little awareness of current research   | Not conversant with research   |
| <b>Development of argument</b> | Argument is compelling and fully substantiates thesis  | Argument is sound and supports thesis  | Argument is poorly constructed and does not support thesis   | Lacks logical argument   |
|                                | Includes a variety of evidence in support of thesis  | Evidence supports thesis   | Evidence does not adequately support thesis  | Evidence is irrelevant to thesis   |
|                                | Deals with possible objections   | Identifies possible objections   | Unaware of possible objections; contains irrelevant material   | Unaware of possible objections; contains irrelevant material             |
| <b>Organization</b>            | Contains a clear and persuasive logical structure  | Contains a clear logical structure   | Structure is unclear.  | No apparent structure  |
|                                | Includes effective headings/subheadings, introduction, conclusion and transitions  | Includes introduction, conclusion  | Introduction and conclusions remain ineffective  | Introduction and or conclusions are omitted. Random flow of thought      |
|                                | Paragraphs are well ordered and include compelling topic sentences   | Well ordered paragraphs and topic sentences  | Paragraphs lack logical sequence. Topics sentences absent or ineffective. Pursues tangential flow of thought | Random flow of thought   |
| <b>Sources</b>                 | Demonstrates a skillful understanding and use of a robust number and type of scholarly sources including monographs and peer-reviewed journal articles | Demonstrates understanding and use of sufficient scholarly sources including monographs and peer-reviewed journal articles | Demonstrates marginal understanding and use of scholarly sources   | Sources used are not scholarly   |
| <b>Quotations</b>              | Effectively integrates quotations to support the developing argument   | Effectively integrates quotations to support the developing argument   | Quotations are not effectively integrated in support of argument   | Quotations are irrelevant or misused                                     |
|                                | Compelling and skillful use of quotations  | Use of quotes does not replace one's own thinking  | Quotations replace author's own thinking   | Quotations replace author's own thinking                                 |
|                                | All sources are properly cited   | All sources are properly cited   | Sources are improperly cited   | Citations are missing, resulting in plagiarism                           |
| <b>Style</b>                   | Writing style is clear, focused and concise, writing reflects a variety of rhetorical devices and sentence structure                                   | Writing style is clear, focused and concise  | Writing style lacks clarity and focus  | Writing style obscures the writer's thoughts                             |
|                                | Tone is scholarly and not overly personal  | Tone is scholarly and not overly personal  | Tone is not appropriate to the assignment  | Tone is not appropriate to the assignment                                |
|                                | Paper conforms to assigned length  | Paper conforms to assigned length  | Paper does not conform to assigned length  | Paper does not conform to assigned length                                |
| <b>Writing mechanics</b>       | Grammar, syntax, punctuation and formatting reflect few, if any, errors  | Grammar, syntax, punctuation and formatting reflect few errors   | Grammar, syntax, punctuation and formatting contain numerous errors  | Grammar, syntax, punctuation and formatting are significantly flawed     |
|                                | Turabian guidelines for footnotes and bibliography are fully followed  | Turabian guidelines for footnotes and bibliography are fully followed  | Turabian guidelines for footnotes and bibliography are not well followed                                     | Turabian guidelines for footnotes and bibliography are ignored           |