

**Course Grading Rubric**

<b>Grade/ Competency</b>	<b>A+, A, A-</b>	<b>B+, B, B-</b>	<b>C+, C, C-</b>	<b>D+, D</b>	<b>F/ Incomplete</b>
<b>Use of vocabulary and concepts</b>	Student accurately and creatively uses concepts and key course vocabulary throughout the assignment, demonstrating a sophisticated understanding of each.	Student accurately uses concepts and key course vocabulary throughout the assignment, but does not demonstrate creativity in use or fluency.	Student uses concepts and key vocabulary from the course, but in a manner that does not demonstrate understanding or proficiency; use of concepts and vocabulary is perfunctory.	Student rehearses concepts or key course vocabulary but not in a way suggesting understanding at a graduate level.	Student fails to use concepts or key vocabulary correctly or at all.
<b>Deployment of theories and argumentation</b>	Student deploys theoretical arguments well using their own voice and substantive arguments in a sophisticated way.	Student deploys theoretical arguments well although voice, style and substantive critiques are similar to the source.	Student deploys theoretical vocabulary in a way commensurate with rules for argumentation, but does not show creativity or sophistication in substance or style.	Student rehearses theories and bits of argumentation from others and not in a way suggesting understanding at a graduate level.	Student fails to attempt argumentation or use of theoretical tools from the course.
<b>Creativity</b>	Student's choice of topic, sources, assignment completion modality, arguments, and solutions show sophistication and critical thinking at a high level.	Student's choice of topic, sources, assignment completion modality, arguments, and solutions show critical thinking skills.	Student's choice of topic, sources, assignment completion modality, arguments, and solutions are average and "modal".	Student shows no more creativity than what is required to complete the task.	Student misunderstands creativity or fails to complete the assigned task.
<b>Persuasiveness</b>	Student makes an argument using appropriate language and rhetorical style necessary to persuade the reader to accept or accommodate their viewpoint.	Student makes an argument using appropriate language and rhetorical style necessary to complete the assignment.	Student makes an argument using either inappropriate language and/or rhetorical style. Ranting or editorializing.	Student rants or editorializes considerably, but stays largely on message.	Student rants incoherently.
<b>Use of fact and empirical evidence</b>	Student brings factual evidence to bear upon the arguments and supports factual claims with adequate support from reputable sources.	Student brings factual evidence to bear upon some arguments and supports factual claims with support from limited or questionable sources.	Student brings some facts into their arguments but fails to provide support consistently for factual claims and uses trite or prohibited sources as support (e.g., Wikipedia).	Student's factual claims are questionable or unsupported. Student rehearses facts from unacceptable sources (e.g., Yahoo answers).	Factual claims, if any are incorrect, ill supported, or incoherent within the argument.
<b>Grammar and spelling</b>	Student's writing is grammatically correct and there	Student's writing is grammatically correct in most	Students writing is grammatically correct in many	Grammatical infelicities and spelling errors	Grammar and spelling are unacceptable for

	are no spelling errors.	instances and there are few spelling errors.	instances but spelling errors are found throughout the document, consonant with ESL students.	appear frequently in the document, but these are errors common to ESL students.	university level writing for any student.
<b><i>Mechanics and style</i></b>	Students writing is fluid, fluent, and in an appropriate style for the task.	Student's writing is fluent but stilted and/ or is an odd style for the task.	Student's writing is halting and imbalanced and may be inappropriate for the task.	Student's writing is only marginally acceptable for university level courses.	Student's writing needs significant remediation by outside sources.
<b><i>Citations</i></b>	Student accurately and completely cites all sources, whether factual, argumentative, or theoretical claims according to the appropriate citation scheme.	Student accurately cites all sources, whether factual, argumentative, or theoretical claims, but does not provide complete citations or uses an inappropriate citation scheme.	Student cites most expected sources, but does not provide accurate or complete citations.	Student's citations are incomplete and inconsistent throughout the paper.	Student fails to cite at all.
<b><i>Sources</i></b>	Student's choice of sources demonstrates sophisticated use of research resources. Sources are from reputable, academic sources.	Student's choice of sources indicates a notable level of use of research resources. Sources are from reputable, academic sources.	Student's choice of sources shows minimal use of research resources. Sources are from a mix of academic and non-academic sources, some of questionable provenance.	Students include only minimal outside sources from sophomoric or prohibited sources (e.g., Encyclopedia Britannica online).	Student fails to demonstrate appropriate outside research.