**GENERAL PAPER GUIDELINES**

**The following guidelines are applicable for all writing assignments.  Failure to comply with these guidelines will result in grade penalties above and beyond the normal grading procedures.**

**1. PLACE YOUR TA’S NAME ON THE FIRST PAGE.  INCLUDE FINAL WORD COUNT FOR MAIN BODY OF TEXT. PLACE *YOUR NAME* ON THE BACK OF THE *LAST PAGE*.
2.   Papers must be typed (i.e., word-processed), double-spaced on 8 ½ x 11" paper.
3.   A 1" border (*no more, no less*) for the top, bottom, right, and left margins.
4.   Typeface shall be no larger than 12 point.   Fonts should be either Times New Roman or New Century Schoolbook.
5.   Paper length is measured by the number of words in the main body of the text--not footnotes/endnotes as well.
6.   In writing their papers, students *must use* the Chicago Manual of Style method for Citations, Bibliographies, as well as other matters.**

**THEMES FOR RESEARCH PROJECT**

**Theme : “War…what is it good for?” Ancient and Medieval Military History**War is defined as many things—the failure of politics; the opposite of peace; a necessary evil. Over the years, civilizations have approached the nature of warfare, its main participants (the armies), and the role of the Divine in the process in different ways. Your task is to research how war is defined and/or talked about in anywhere from two to three different culture/civilizations and to determine whether there is a “universal understanding” of what it is “to fight” and how this process is realized. From this research, **devise a thesis** that will address your findings and help answer the age-old questions regarding this most human of practices.

**Paper Length: 2000 words Due: Monday, April 27 in Section (20%)**

Use your initial writing assignments with additional sources as needed to prove your thesis. This paper must be a well-formed piece of historical research including proper citations and a bibliography

**PURPOSE:**

**This rubric evaluates substantial, argument-driven, out-of-class papers. Typically, such papers develop a thesis in which students build a case for a particular analysis, interpretation, or evaluation of data/readings that leads to recommendations or specific conclusions.**

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| **OPENING:*****A) thesis/purpose/argument****: primary argument****B) organizational statement/framework (set of statements)****:**description of how the argument will proceed* |
|  | **4. Extremely Effective** | **3. Effective** | **2. Adequate** | **1. Inadequate** |
| *A) thesis/ purpose/ argument* | **Fully** articulates primary argument **in fully explained, relevant context** at the **beginning** of the paper. Paper follows through **fully** with stated thesis and **demonstrates substantial critical analysis** of subject that is **not over-simplified**. | **Generally** articulates primary argument **in its general context** at the **beginning** of the paper. Paper follows through **generally** with stated thesis, offers **some critical analysis**, and is **not over-simplified**. | **Vaguely or partially** articulates primary argument with **minimal context** in the paper. Paper **may not or may partially** follow through with stated thesis. Often, papers offer little or **no critical analysis** of the subject and **present over-simplified thinking**. (often 5 paragraph theme)  | **May not** articulate primary argument **or provide context** **anywhere** in the paper. Follow through **is not discernible**. Subject may simply be summarized with **no critical analysis**. If analysis is present it is **over-simplified and incomplete**. |
| *B) organizational statement* | Presents a **clear and direct** statement/framework located in the **beginning** of paper that demonstrates how the argument will track the fundamental, secondary, and implied problems/questions/issues. Readers **should be able to** **anticipate** how and why the paper will proceed as it does. | Presents a **general** statement /framework located in the **beginning** of the paper that demonstrates how the argument will track the fundamental, secondary, and implied problems/questions/ issues. Readers **should be able to** **anticipate** how the argument will proceed as it does, although reasons why may not be completely obvious but are generally implied. | Presents a **vague or partial** statement/framework located **somewhere** within the first few pages of the paper that demonstrates how the argument will track the fundamental, secondary, and implied problems/questions/issues. Readers **may have to** **infer** how the paper will proceed as it does, but may not find why it is organized. (5 paragraph theme—3 things in random order—automatic Adequate) | Presents **no** organizational statement/framework. Readers are **not able to infer** how and why the paper will proceed as it does.  |

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| **ARGUMENT:*****C) reasoning****: depth and complexity of thought****D) evidence****: data/quotations/visuals and counterarguments*  |
|  | **4. Extremely Effective** | **3. Effective** | **2. Adequate** | **1. Inadequate** |
| *C) reasoning* | Exhibits **substantial depth, fullness**, and **complexity of thought** supported by **sophisticated ideas/analysis and carefully chosen evidence** that support the paper’s thesis and demonstrates **substantial comprehension** of material presented. Thinking **expresses views** **without** discriminatory, socially offensive, or illogical thinking. | Must exhibit **a preponderance of depth, fullness,** and **complexity of thought;** though reasoning and evidence may not be uniformly conclusive and convincing. Demonstrates **general compre-hension** of material presented. Thinking **expresses views** **without** discriminatory, socially offensive, or illogical thinking. | Exhibits **very little depth, fullness,** and **complexity of thought;** a reasoned response, but the reasoning and presentation of evidence may be somewhat simplistic and/or repetitive. Demonstrates **some comprehension** of material presented. Thinking **may express slightly** discriminatory, socially offensive, and/or illogical views throughout the paper. | Exhibits **no depth, fullness,** and **complexity of thought**; lacks clear reasoning, and supporting ideas, or evidence may be contradictory, repetitive, or inadequately linked to the thesis. Demonstrates **little or no comprehension** of material presented. Thinking **is driven by** discriminatory, socially offensive, and/or illogical views. |
| *D) evidence* | **Seamlessly** and appropriately incorporates and explains the accuracy and relevance of data/ quotations/paraphrases/visuals; offers evidence from a **variety** of sources, **including** counterarguments/contrary evidence. **No** evidence is perfunctory. | Incorporates appropriately and examines data/ quotations/paraphrases/ visuals; offers evidence from **some** sources, **and may have** counterarguments/ contrary evidence. Evidence is **seldom perfunctory**. | Incorporates data/ quotations/ paraphrases/visuals **without** much explanation, and offers **limited** evidence with no counterarguments/ contrary evidence. Evidence is typically **perfunctory**. | **Fails to identify and/or include** data//quotations/ paraphrases/visuals **nor corresponding explanation**, and **fails** to address counterarguments/ contrary evidence. |

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| **ORGANIZATION AND STRUCTURE:*****E) rhetorical structure****: transitions, headers, bullets, and other structural indicators appropriate to the discipline* |
|  | **4. Extremely Effective** | **3. Effective** | **2. Adequate** | **1. Inadequate** |
| E) *rhetorical structure* | The argument’s focus is **abundantly clear** to the reader, and paragraphs **logically** and **coherently** build upon each other through the **complete and fluent** use of **transitions** and/or **headings**.  | The argument’s focus is **generally clear** to the reader and the use of transitions and/or headings **lends a sense** of progression and coherence. Not formulaic. | The argument’s progression is **unclear** to the reader. **Some**, **mostly formulaic,** transitions and/or headings are used, providing little **or no sense** of direction. | Transitions, headings, and sense of progression **are absent**. |

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| **CONCLUSION:*****F) implications and consequences****: importance of claims and future possibilities in conclusion*  |
|  | **4. Extremely Effective** | **3. Effective** | **2. Adequate** | **1. Inadequate** |
| *F) Implications and consequences* | Offers a **clear and varied reframing** of argument**. Identifies**, **discusses**, and **extends** conclusions, implications, consequences, and/or future research possibilities. **Considers** context, assumptions, data, and evidence. **No oversimplification present. Contributes new** reflections or thinking. | Offers **some** nuanced restatement of argument. Identifies **some** implications, **some** consequences, and/or **some** future research possibilities. C**onsiders some** context**,** assumptions, data, or evidence. May offer **one minor oversimplification**, but contributes **something new** to the argument beyond restatement.  | Simply **restates** argument with **little or no** reflection on implications or consequences. **Rarely considers** context, assumptions, data, or evidence. **Often oversimplified** and **typically** **does** **not add anything new**. | Offers a **partial** or **poor** restatement of argument. **Fails** to identify conclusions, implications or consequences. **Does not consider context,** assumptions, data, or evidence. **Is oversimplified** and **usually incomplete** with nothing new added**.** |

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| **DISCIPLINARY CONCERNS:*****G) academic tone****: specialized terms and concepts, formality/informality* ***H) disciplinary conventions****: document format, including in-text citations, works cited, bibliography, references* |
|  | **4. Extremely Effective** | **3. Effective** | **2. Adequate** | **1. Inadequate** |
| *G) academic tone* | Tone is **mature**, **consistent**, and **suitable** for topic and audience. **Uses** specialized terms **accurately** and **consistently** when appropriate. | Tone is **usually** appropriate; although there may be occasional lapses. Specialized terms **usually used**, **often** **consistently,** when appropriate. | Tone **may** have **inconsistencies** in tense and person; **a pattern of lapses undermines the tone**. Specialized terms, if present, are **used** **superficially**. | Tone is **superficial** and **stereotypical**; **oral** rather than written **language patterns** predominate. Specialized terms, when present, are **typically misused**. |
| *H) disciplinary conventions* | **Fully adheres**to disciplinary conventions genre, format (including paragraphing, titles, identifying information), document design, and presentation of graphs, tables, and images. Cites and formats sources **accurately** **and consistently** and provides **appropriate and complete** works cited/ bibliography/ references and footnote/endnotes. One or two error patterns may be present. | **Generally** **adheres** to disciplinary conventions appropriate genre, format (including paragraphing, titles, identifying information), document design, and presentation of graphs, tables, and images. Cites and formats sources **consistently** and provides **appropriate** works cited/ bibliography/ references and footnote/ endnotes. **Several errors or flaws** are present. | **Attempted, but awkward** and **inappropriate** **adherence** to disciplinary genre, format (including paragraphing, titles, identifying information), document design, and presentation of graphs, tables, and images. Cites **some** sources but often **inaccurately**. May **neglect** to include works cited page or to cite some sources altogether. References typically present, but **inaccurate**. | **Fails** **to adhere** to disciplinary genre, format (including paragraphing, titles, identifying information), document design, and presentation of graphs, tables, images. **Little or no** use of citation formats. |

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| **GRAMMAR AND SYNTAX:** ***I) clarity:*** *in sentence structure****J) style****: sentence variety****K) mechanics****: sentence-level patterns of error (e.g. comma splices, run-on sentences, subject/verb agreement)* |
|  | **4. Extremely Effective** | **3. Effective** | **2. Adequate** | **1. Inadequate** |
| *I) clarity* | Sentences **consistently phrase** thoughts **clearly; there may be a lapse or two in clarity**. As a reader, I **don’t have to** work to understand sentences. | Sentences **usually** **phrase** thoughts **clearly**. As a reader, I **have to do some work** to understand several sentences. | Sentences may, at times, be **wordy** and contain **unclear phrasing and vocabulary**. As a reader, I **have to do too much work** to understand sentences. | Sentences are **frequently** **wordy** and frequently contain **unclear** **phrasing and vocabulary.** As a reader, I **can’t typically follow** what the writer is saying. |
| *J) style* | Sentences **are** varied, convincing, nuanced, and eloquent and **rarely if ever** simplistic. | Sentences **are** **generally** varied and convincing, although **occasionally** simplistic. **May, at times,** be nuanced and eloquent. | Sentences **may not be** varied or convincing. And are **often** simplistic.Language **is not** nuanced or eloquent, but it **does not generally interfere** with communication.  | Sentences **are not** varied or convincing and are **usually** simplistic. **Lack of** eloquence or nuanced language **generally interferes** with communication.  |
| *K) mechanics* | Contains **virtually no** sentence level errors. May have a few accidental errors and/or **perhaps one error pattern** that does **not overwhelm** the text | Contains **infrequent** sentence level errors; **a few patterns of error** may be present that **do not overwhelm** the text. | Contains **wide range** of errors, including **several patterns** that **do not impede** comprehension. | Contains **consistent** error patterns **that impede** comprehension and **overwhelm the text**. |