

## **Proposal and Annotated Bibliography Rubric**

HSTR 371 Summer 2023

### **A-range**

The thesis statement clearly, concisely, and memorably states the paper's proposed argument. It is engaging and thought-provoking. The writer has left no doubt as to what the argument is and how the writer will prove their argument. The topic is well explained and clear to the reader. All sources used are extremely well-chosen, relevant, and authoritative. It is evident that the writer has read and understands the annotated sources. The writer has given deep thought about the topic and how the sources will work together to support the argument. There are no or very few noticeable errors at the sentence level. All sources are correctly cited in Chicago (notes-bibliography). As errors accumulate, the grade will be reduced.

### **B-range**

This paper demonstrates aspects of an A- paper, but there are enough errors in language use, argument, sources, proposal, or mechanics to distract the reader from what is being communicated. The thesis statement is concise and memorable, stating the paper's proposed argument. The topic is mostly well explained to the reader but there may be a few parts that are slightly unclear. The sources are relevant and well-chosen. It is evident that the writer has read and generally understands the annotated sources, although there may be one or two minor errors in the summary or thesis. There may be some issues with the development and sequencing of proposed ideas, but these problems are not significant and can be easily changed. This proposal suggests a paper with potential. All sources are correctly cited in Chicago (notes-bibliography), although one or two errors may be present. As these errors accumulate, the grade will be reduced.

### **C-range**

A C+ paper suggests promise and room for improvement. A "C" paper suggests that the proposal may be off-track. The idea presented and the thesis statement is generally clear, but expression may be wordy or unfocused. Editing and proofreading may be needed. The proposal may not convince the reader that the overall argument is reasonable. The writer demonstrates a sensible sequencing of ideas, but there may be lapses in logic or it may be off-track from the topic requirements. The writer may exhibit control over the annotated sources by drawing connections between the sources and the ideas in the proposal. It may not be clear that the writer has read or understands the annotated sources or more study may be required. The proposal provides insight into the paper's direction but may have errors in language usage, organization, or mechanics. Sources are cited in Chicago (notes-bibliography), but there may be errors or a lack of citation standards altogether. The style of writing is mostly appropriate for a piece of academic writing, but there are notable lapses. As these errors accumulate, the grade will be reduced.

### **D or lower**

The thesis is unfocused and confusing or there isn't one. The proposal provides insufficient

contextualization for the argument. The ideas are not relevant or may be inaccurate. The claims may be problematically underdeveloped (not clearly connected to the annotated sources) or inappropriately over-developed (excessively redundant). The writer does not use relevant and authoritative sources or the required number of sources. The writer does not seem to understand, or have read, the annotated sources. Sources are not annotated properly per assignment requirements or cited accurately. There are numerous, serious citation and formatting errors. There are numerous errors in grammar, spelling, and punctuation. The style is inappropriate for an academic paper and some sentences may be incomprehensible. As these errors accumulate, and instructions are not followed, the grade will be reduced.

*Inspired by Source: University of Victoria, ATWP 135 Research Paper Rubric*