### Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TOTAL: \_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | EWRT 2z: Textual Analysis Rubric |  |
| **1.** | Adherence to the Assignment (10) |  |
|  | * The piece is a textual analysis arguing a unique and interesting interpretation of *The Important of Being Earnest* using specific literary devices (characterization, imagery, tone, diction, symbolism, etc.) * The thesis of the piece is original, analytical, and goes deeper than simple plot summary * The essay demonstrates a close, analytical reading of the text itself and uses many quotes from the primary text * The essay shows sound research and integrates quotes from 3-4 credible secondary sources, such as academic journals * The essay is of appropriate length, depth, and complexity (1000-1500 words) |  |
| **2.** | **Organization and Cohesion (20)** |  |
|  | * The essay has an effective introduction that provides appropriate background information for the thesis * The thesis is clearly stated in the introduction and identifies the topic, opinion, and parts of the essay * Each paragraph begins with a topic sentence which clearly orients the reader to the part of the thesis that will be examined in the following paragraph and transitions effectively from the previous paragraph(s) * Each paragraph has distinct points with specific quotes and examples from the text offered as evidence * There is good transition between paragraphs, individual sentences, and ideas; ideas follow a logical progression * No superfluous information is given not related to the thesis—all elements of the thesis are explored in detail |  |
| **3.** | **Clarity and Conciseness (20)** |  |
|  | * The writer’s interpretation on the text is clearly expressed in the thesis and supported through the body * Ideas are expressed in a manner that is free from confusion avoiding awkward or confusing expression * Appropriate background information is provided so the reader can process the main points in context * Pronouns and demonstratives (this, that, these, those) are used unambiguously * Text is free of wordiness and needless repetition; passages and elements unrelated to the thesis are eliminated * Words selected convey most accurately and poignantly the author’s meaning |  |
| **4.** | **Rhetorical Devices and Supporting Evidence (20)** |  |
|  | * An interesting, credible, and authoritative voice emerges in the piece * The writer argues persuasively for his/her viewpoint while still being sensitive to counter-arguments * The author makes a connection with the reader and has clearly kept an audience in mind * The writer uses sound logic and effective progression of ideas to argue specific points * Unsupported claims or unfounded assumptions are removed from the essay * The writer exploits the implications of the arguments presented * The essay has an interesting title that supports the rhetorical devices and viewpoint of the writer * The writer effectively combines and balances the text of the work with his/her individual analysis of it * Specific quotes and examples from the text are explained to support and give context to the writer’s ideas * Quotes used are integrated well into the flow of the writer’s thoughts and structure * Sufficient plot is relayed to orient the reader, but extensive plot summary is avoided * Vague or overly general claims are avoided; analysis is firmly grounded in sound reasoning and credible examples * Assertions are supported with careful analysis of the words and literary devices used in the text with painstaking attention to detail and exactness * Quotes from at least 3 credible secondary sources (such as academic journals) effectively support the writer’s ideas * Direct quotes, paraphrasing, and even ideas gleaned from the text itself are cited appropriately |  |
| **5.** | **Grammar, Mechanics, and Punctuation (10)** |  |
|  | * Spelling is correct and the essay has been carefully proofread * Subjects and verbs agree; verb tense is consistent and appropriate * Passive voice is used only when needed and is effective * Sentence structure and word order follow American English grammar and usage conventions * Commas, semi-colons, periods, and dashes are used correctly; run-on sentences and fragments are eliminated * Quotations from the text are correctly punctuated * Conventions of capitalization are followed correctly * Punctuation rules and conventions are adhered to (apostrophes, parentheses, etc.) * Punctuation follows MLA guidelines when citing references and on the Works Cited page |  |
| **6.** | **Format (10)** |  |
|  | * Appropriate format is followed with appropriate heading in the top left-hand corner * 12 point font is used; paper is double spaced * MLA guidelines are followed in the essay itself and on the Works Cited page |  |
| **7.** | **Draft (10)** |  |
|  | * Draft is complete and shows evidence of continued effort; draft it typed and was received on time * The essay’s organization has basic shape and structure * The draft generally makes sense and is free from major errors in grammar and punctuation * The final version shows significant improvement from the draft |  |