

## Blog Post Analytic Rubric—50 pts each (5%)

Criteria	9-10 pts	8 pts	7 pts	0-6 pts	SCORE
<b>Content/Originality</b>	Content is complete, accurate, relevant, AND offers new ideas. Clear evidence of going beyond material covered in class.	Content is complete, accurate, and relevant, but lacking in new ideas. Some evidence of going beyond material covered in class.	Content is incomplete, irrelevant, and/or contains inaccuracies. Little evidence of going beyond material covered in class.	Content is incomplete, irrelevant, and contains inaccuracies. No effort made to go beyond material covered in class.	
<b>Writing Quality</b>	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate and supports ideas with examples. No spelling, grammar, or punctuation errors are made.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Few (3) spelling, grammar, or punctuation errors are made.	Writing is generally unclear. Meaning is ambiguous. Many (5+) spelling, grammar, or punctuation errors are made.	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.	
<b>Writing Style</b>	The style is engaging and appropriately colloquial for the blog post.	The style is appropriate for a blog post, but not very engaging.	The style is either too academic, or too patronizing for the audience.	The style is totally inappropriate for a blog post.	
<b>Links</b>	Information is gathered from multiple, research-based sources with embedded links.	Information is gathered from multiple sources, but links are not embedded.	Information is gathered from limited sources; links inactive or missing.	Information is gathered from a single source; no links or evidence of research.	
<b>Visual appeal</b>	Visually appealing, relevant pictures created for the post; design and formatting clear and effective.	Relevant pictures, but with little visual appeal; design and formatting shows some thought but distracts from post	Pictures are either irrelevant or not visually appealing; design and formatting are sloppy.	No pictures or totally irrelevant pictures; no thought put into the design of the post.	
<b>TOTAL POINTS</b>	<b>A: 45-50; B: 40-44; C: 35-39; D: 30-34; F: 0-29</b>				

## Historical Research Page Analytic Rubric—250 pts (25%)

Criteria	50 pts	40 pts	35 pts	30 pts	SCORE
<b>Content/Originality</b>	Content is complete, accurate, relevant, AND offers new ideas. Provides strong and meaningful analysis of chosen media in relation to the novel.	Content is complete, accurate, and relevant, and offers some originality. Some incoherent/unclear connections to the novel; offers clear analysis but needs more depth.	Content is incomplete, irrelevant, and/or contains several inaccuracies. Little evidence of originality or connections to the novel; superficial analysis that lacks clear insights.	Content is incomplete, irrelevant, and contains multiple inaccuracies. No effort at originality; disconnected from the novel; provides no analysis; mostly summaries and/or incoherent points.	
<b>Writing Quality</b>	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate and supports ideas with examples. No spelling, grammar, or punctuation errors are made.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Few (3) spelling, grammar, or punctuation errors are made.	Writing is generally unclear. Meaning is ambiguous. Many (5+) spelling, grammar, or punctuation errors are made.	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.	
<b>Writing Style</b>	The style is engaging and appropriate for a personal website or online writing.	The style is appropriate for a personal website or online writing, but not very engaging.	The style is either too academic, or too patronizing for the audience; professional but disengaged.	The style is totally inappropriate for a personal website or online writing; lacks any professionalism.	
<b>Research</b>	Information is gathered from multiple, relevant and reliable web-based sources. Provides clear links to sources embedded in the analysis.	Uses multiple sources, but some are irrelevant or unreliable. Provides links to sources but in a way that is confusing or disconnected from the analysis.	Information is gathered from a limited number of sources. No links provided to sources and/or sources generally unreliable or irrelevant.	Information is gathered from a single source or page provides no empirical evidence or research.	
<b>Visual Appeal</b>	Visually appealing, relevant pictures; design and formatting clear and effective.	Relevant pictures, but with little visual appeal; design and formatting shows some thought but is distracting.	Pictures are either irrelevant or not visually appealing; design/formatting are sloppy or lack little connection the website theme.	No pictures or totally irrelevant pictures; no thought put into the design of the page.	
<b>TOTAL POINTS</b>	<b>A: 225-250; B: 200-224; C: 175-199; D/F: 0-174</b>				

## Literary Mapping Project Holistic Rubric—250 pts (25%)

<b>A (100% = 250 points)</b>	The project is excellent and innovative. It demonstrates a high-degree of work and professionalism that suggest the project was developed and refined over many weeks leading up to the deadline for its submission. The project is clearly related to the assigned texts and course topics and it offers a compelling, persuasive response to the questions with which the class was engaged throughout the semester. It demonstrates reliable and relevant research, clear organization, well-written textual information, a variety of critical and creative components, and visual quality/appeal.
<b>B (80% = 200 points)</b>	The project is strong and demonstrates a professionalism that suggests the project was developed and refined over several weeks leading up to the deadline for its submission. The project is clearly related to the assigned texts and course topics, and it offers a thoughtful response to the questions with which the class was engaged throughout the semester. It demonstrates reliable and relevant research; however, there might be some minor errors or deficiency in one or more of the following: organization; textual information; visual quality/appeal.
<b>C (70% = 175 points)</b>	The project is completed but would benefit from more work, development, and refinement. The project may have been too hastily undertaken too close to the deadline. The project is clearly related to the assigned texts and course topics, but its response to the questions with which the class was engaged throughout the semester is incomplete or inconsistent. The project demonstrates some research, but this research may not be as reliable and relevant as that demonstrated by B projects.
<b>D (60% = 150 points)</b>	The project appears incomplete, sloppy, and/or not much thought was given to providing a cohesive design. The project would clearly benefit from more work, development, and refinement and/or the project's relationship to the course topic and assigned texts is unclear or haphazard, suggesting lack of engagement or comprehension of the work assigned in the class. The project would also benefit from more research and/or does not include any research.
<b>F (50% = 100 points)</b>	Incomplete projects, projects that fall far short of professional standards, projects that lack any research, visual or written components and/or academic integrity.