

SADL 502 Rubric for Gabler Essay Assignment: *Life in the Movie*

STUDENT: _____

	SOCIO-CULTURAL BASIS OF SPORTS	ESSAY IS WORTH 20 POINTS	PROFESSORS: CAPPS, HANOLD, WROLSTAD		
Letter Grades	Conceptual (75)	Thesis (50)	Development and Support (50)	Structuring (50)	Language (25)
A / A- 250-219	Has cogent analysis, shows command of interpretive and conceptual tasks required by assignment and course materials: ideas original, often insightful, going beyond ideas discussed in lecture and class	Essay controlled by clear, precise, well-defined thesis: is sophisticated in both statement and insight	Well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident	Appropriate, clear and smooth transitions; arrangement of paragraphs seems particularly apt	Uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors
B+ / B / B- 218-194	Shows a good understanding of the texts, ideas and methods of the assignment; goes beyond the obvious; may have one minor factual or conceptual inconsistency	Clear, specific, argumentative thesis central to the essay; may have left minor terms undefined	Pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	Distinct units of thought in paragraphs controlled by specific and detailed topic sentences; clear transitions between developed, cohering, and logically arranged paragraphs that are internally cohesive	Some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively
C+ / C / C- 193-169	Shows an understanding of the basic ideas and information involved in the assignment; may have some factual, interpretive, or conceptual errors	General thesis or controlling idea; may not define several central terms	Only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	Some awkward transitions; some brief, weakly unified or undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous information	More frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors (subject-verb agreement, comma splice, etc.); effort to present quotations accurately
D >169	Shows inadequate command of course materials or has significant factual and conceptual errors; does not respond directly to the demands of the assignment; confuses some significant ideas	Thesis vague or not central to argument; central terms not defined	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	Simplistic, tends to narrate or merely summarize; wanders from one topic to another; illogical arrangement of ideas	Some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés, colloquialisms, repeated inexact word choices; inappropriate quotations or citations format
Grade for Category	(75)	(50)	(50)	(50)	(25)
Grade for Essay/ Comments					