

## **Language, Literature & Philosophy**

### **Grading Standards for Writing**

#### **The “A” Paper**

The “A” paper is excellent, showing originality in thought and expression:

- The paper clearly responds to the assignment
- The thesis is precise. A provocative introduction provides necessary background information.
- Organization is logical, clear, and structured to stress key points
- Development is accurate, thorough, and convincing in its support of the thesis and topic statements. Paragraphs include a variety of supporting examples and concrete details.
- Style reflects a mature use of language and syntax. Word choice is interesting, precise, and appropriate to the audience and purpose. Sentence structure is varied and fluent.
- Mechanics are sound; the paper is free of all major errors and has few if any minor errors.
- The paper is formatted correctly. When documentation is warranted, the paper cites correctly in MLA style, both in parenthetical citations and on the works cited page.

#### **The “B” Paper**

**The “B” paper is good but shows limited creativity or originality.**

- The thesis is precise but not necessarily original, with an effective introduction.
- Organization is clear, yet transitions lack distinction.
- Development is accurate, adequate, and convincing but may lack range, variation and vividness in supporting examples and details.
- Style is appropriate but may lack freshness and variation. Diction reveals accurate use of words. Sentence structure is competent.
- Mechanics are sound with few if any errors.
- Format and documentation, if applicable, are generally correct.

#### **The “C” Paper**

**The “C” paper is average, predictable, or unexciting in ideas and expression. It may read like a next-to-final draft.**

- The paper responds to the assignment.
- The thesis is clearly stated but unoriginal or shallow in thought, with a perfunctory introduction.
- Organization reveals logic but may also reveal some lack of unity, incoherence or awkward transitions.

- Development includes accurate examples and/or details, but they may be few, unvaried, or poorly explained.
- Style is undistinguished. Word choice is clear but occasionally imprecise or inappropriate in tone. Sentences may lack variety.
- Mechanics are mostly correct but may include some errors.
- Format and documentation, if applicable, may include occasional errors.

### **The “D” Paper**

**The “D” paper is poor with problems significantly obscuring its message.**

- The paper may not respond to the assignment.
- The thesis may not be clearly stated, thoughtfully conceived, or effectively introduced.
- Ideas may lack a clear logical plan. Paragraphs may lack unity or coherence. Topic sentences and transitional elements may be absent or imprecise.
- Development may be characterized by inaccuracy, repetition, vagueness, or invalid support.
- Style is inappropriate or inconsistent. Word choice is incorrect or careless. Sentences are poorly constructed, sometimes tangled or choppy.
- Errors in grammar, punctuation, or usage occur with distracting frequency.
- Format and documentation, if applicable, may include serious or frequent errors.

### **The “F” Paper**

**The “F” paper fails to communicate a coherent message to the reader. It may resemble a first draft or free-writing.**

- The paper does not satisfy the requirements of the assignment.
- The thesis is unclear or nonexistent.
- The paper lacks a clear organizational plan.
- Development may be insufficient with inaccurate, inappropriate or inadequate support.
- The style does not demonstrate college-level competency.
- Errors in grammar, punctuation or usage occur with unacceptable frequency.
- Format and documentation, if applicable, include egregious errors or blatant omissions.