

ANTHR 101 Grading Rubric for Final Exam Short Essays

Criteria (10 points possible for each short essay):

9-10 Well thought and developed essay that addresses all of the elements of the prompt.

- Any summarized literature accurately characterizes the author's arguments or methods, and critiques level interesting points or counterpoints to the author's purposes, but still represents a good understanding of the argument as presented in lecture or in the readings.
- The essay presents a concise, well-founded argument that includes relevant concepts from course readings and lectures that are used to support the argument.
- The essay demonstrates a clear understanding of the theories and arguments presented in class, and these examples from readings/lectures are adequately described.
- The central argument of the essay is grounded in sound logic and well-thought analysis.
- The essay represents a developed capacity to 'think anthropologically.'
- The analysis is clearly argued without significant grammatical errors that detract from understanding the scope of the argument.

7-8 A good essay that largely addresses the prompt, but may lack a complete defense of the argument or includes a very slight mischaracterization of the readings or major points made in lectures.

- The essay contains most of the characteristics of a '9-10' essay, but could have strengthened the argument with better examples or clearer logic.
- It still presents a valid argument in response to the essay prompt, given the concepts discussed in class and the readings, but could have had stronger evidence or argumentation to back it up.
- There is a clear capacity to 'think anthropologically' demonstrated here, but the details of the argument may be a bit off.
- Serious grammatical or clarity issues may also contribute to a '7-8' grade. In other words, if the essay includes a decent response, but is not communicated effectively, a 7-8 grade may be assigned.

5-6 The essay contains an argument, but with some more serious logical or conceptual flaws. It may mischaracterize the arguments laid out in the readings/lectures or represent a superficial reading of the texts.

- The essay may present an argument without backing up the argument with examples or demonstrative logic.
- A '5-6' essay may also present a weak argument that only loosely applies to the essay prompt, even though it is backed up by examples and sound logic.
- The essay represents a clear lack of anthropological thinking in the argument.
- The essay may mischaracterize key arguments in the course readings or lectures.
- Writing style, such as grammar and sentence structure, may make it quite difficult to understand the argument.

3-4 Poor argument that represents a lack of a serious reading of the material on the syllabus.

- The essay presents a weak or largely invalid response to the essay prompt that fails to address significant issues in the readings/lectures.
- The essay makes an attempt to do so, but falls short of achieving a significant assessment of the issues in the prompt.
- The essay makes superfluous commentary on the books or articles or points made in lecture, but provides no substantive argument.
- It may be that grammar and style problems are so severe that the essay is to some degree unintelligible.

1-2 Lack of apparent effort in responding to the essay prompt. A '1-2' essay basically misses the entire point of the exercise and includes no evidence of anthropological thinking whatsoever.