

AMERICAN HISTORY THE LONG 1960s

ENG2500

Assessment Criteria

Excellent

This level of work is outstanding, showing evidence of extensive knowledge and understanding.

- Outstanding ability to analyze, synthesize and evaluate within a sustained argument.
- Evidence of extensive reading and engagement with [course material](#) and additional materials. Frequent evidence of undoubted quality in the use of sources.
- Excellent presentation and writing. Contains insight and some element of originality.
- Significantly pushes the boundaries of existing historiography and American Studies scholarship. Suggests major revisions to our understanding of the topic.
- Writing that has attained high professional standards. Understands and can easily use the [Chicago Manual of Style, notes and bibliography form](#) on the term paper. (Chicago-Style references not necessary on final, closed-book exam.)
- Exceptional insight, weight, and sophistication and an ability to undertake advanced study with imagination and tenacity.

Good


At this level, the student shows a good argument and clear focus, based on wide reading. Yet, there are issues with writing and/or source work and argument that needed to be addressed.

- Uses a range of examples to support the argument.
- Is well structured, revealing a clear logic
- Shows breadth of knowledge, but lacks real original thought.
- Weighs up and evaluates different arguments and identifies key issues. Understands important arguments and ideas from the [course reading](#) and beyond. Content is always relevant and well presented, and generally well focused, but can lack breadth, depth, or more detailed analysis.
- Well written with few technical errors. Provides references largely in line with the [Chicago Manual of Style, notes and bibliography form](#) on the term paper. (Chicago-Style references not necessary on final, closed-book exam.)

- A mark at the top of this range suggests genuine engagement with a question, thoughtfulness, good knowledge base and a cogent argument with an awareness of nuance and complexity.
- A mark at the bottom end indicates proficiency, coherent and defensible arguments and adequate examples but a bit mechanical or lacking originality.


Average

Work in this range shows a relevant response to the question but with a poorly developed argument. The work may be more descriptive than analytical.

- Based on more limited reading; over-reliance on course text or other basic course material.
- Provides a reasonably structured account, but with some signs of confusion. May contain errors of fact or interpretation.
- Some grammatical and spelling errors or faults with the [references](#)  on the term paper. (Chicago-Style references not necessary on final, closed-book exam.)
- A mark at the top of this range suggests a reasonable degree of competence and knowledge but insufficiently developed argument with one or more key points neglected.
- A mark at the bottom end indicates a thin argument with little analytical awareness and a reliance on a small range of reading.

Poor

Work in this category largely fails to answer the central question/essay prompt, but shows some knowledge of relevant material.

- Insignificant or no argument. May be superficial, irrelevant, or tangential.
- Inadequately informed, erroneous in matters of fact and interpretation, poorly organized.
- Possibly does not include specific engagement with the course reading and outside sources.
- Poorly written with numerous grammatical and spelling errors and [inadequate referencing](#)  on the term paper. (Chicago-Style references not necessary on final, closed-book exam.)

Unacceptable

Work in this range may feature a failure to carry out the task assigned, serious writing problems, and other significant issues.

- Negligible or wholly irrelevant content.
- Inadequate referencing and frequent grammatical and spelling errors.

- Some attempt at analysis, but misconceived and/or incoherent.
- No serious attempt to carry out the task assigned. No attempt at analysis. Little to no understanding or knowledge of the course and its themes.
- Fails to use correct [citation style](#) ↗ on the term paper. (Chicago-Style references not necessary on final, closed-book exam.)
- Shows [bad academic practice or signs of plagiarism](#) ↗.