

**Stylistic elements include...**

- ...the entire document is in Times New Roman, font size 12.  yes  no
- ...a heading in the upper-right corner contains the name, period, and today's date.  yes  no
- ...a title that is properly formatted, capitalized, punctuated, and spaced.  yes  no
- ...the entire document looks neat and professional.  yes  no

**Introduction...**

- ...begins with an **attention getter** ("hook") that draws the reader in to the essay.  yes  no
- ...provides **background information** to familiarize readers with the myth & movie.  yes  no
- ...is written mostly in **third-person** (no "I" or "you" statements; definitely *No Bubbas!*).  yes  no
- ...contains a **clearly stated thesis/primary claim...**  yes  no
  - ...that **answers the question** asked in the prompt...  yes  no
  - ...and appears near the end of the introductory paragraph.  yes  no

**Thesis/Primary Claim:** \_\_\_\_\_

**Body Paragraphs (4 of them: one for each quadrant of the heroic cycle)...**

- ...contain clear topic sentences that...  yes  no
  - ...support/develop the thesis/primary claim in the introduction.  yes  no
- ...elaborate on how The Odyssey and the modern epic illustrate the heroic cycle.  yes  no
- ...**do not just retell the stories.**  yes  no
- ...contain at least **two (2) pieces of textual evidence** (quotes/summaries) **per paragraph.**  yes  no
- ...contain **reasoning** that illustrates/explains how textual evidence supports each claim.  yes  no
- ...contain appropriate **transitions** between quotes/summaries within paragraphs.  yes  no
- ...contain a **conclusion or transition** (to next paragraph) at the end of each paragraph.  yes  no
- ...are written mostly in the third-person (no "I" or "you" statements).  yes  no
- ...contain properly formatted **parenthetical documentation (in-text citations)** ...  yes  no
  - ...that refers to sources on the Works Cited.  yes  no

Number of body paragraphs between the introductory paragraph and the conclusion paragraph: \_\_\_\_\_

**Parenthetical Documentation (in-text citations)...**

- ...is evident in the body of the essay (seven or more citations).  yes  no
- ...includes proper elements (first word of Works Cited entry)...  yes  no
  - ...for books: author's last name and page number (Hamilton 34).  yes  no
  - ...for websites: author's last name only (Skidmore).  yes  no
- ...is properly spaced: one space after end of sentence, like this (Smith).  yes  no
- ...is properly punctuated: period at the end, like this (Thompson).  yes  no

**Conclusion Paragraph...**

- ...restates the thesis/primary claim in different words.  yes  no
- ...summarizes claims made in the body paragraphs.  yes  no
- ...ends with a memorable clincher statement and/or refers back to the introduction.  yes  no

**Works Cited Section...**

- ...appears at the end of the essay under the title **Works Cited.**  yes  no
- ...was created using Citation Machine or a similar program.  yes  no
- ...is properly formatted: spacing, punctuation, indenting (after first line).  yes  no
- ...is properly alphabetized (by first word of entry).  yes  no
- ...contains proper spelling and punctuation.  yes  no
- ...contains proper italicizing (not underlining) of book and movie titles.  yes  no

## Informative/Expository Essay Rubric

Honestly evaluate your research paper. Circle the appropriate number in each section. Total them for a final score.

**FOCUS** – The response is **fully** sustained and **consistently** and **purposefully** focused.

**Clearly** introduces the topic; addresses all aspects of the prompt appropriately; demonstrates understanding of the topic and text(s).

4 (**excellent**)          3 (**adequate**)          2 (**insufficient**)          1 (**minimal**)          0 (**incoherent**)

**ORGANIZATION** – The response has a **clear** and **effective** organizational structure.

Organizes complex ideas, concepts, and information; consistently and effectively uses appropriate and varied transitions in and among paragraphs to link the major sections of the text and create cohesion; provides an effective concluding statement or section that supports the topic.

4 (**excellent**)          3 (**adequate**)          2 (**insufficient**)          1 (**minimal**)          0 (**incoherent**)

**EVIDENCE** –The response provides thorough and convincing evidence to the claim.

**Thoroughly** develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the topic.

4 (**excellent**)          3 (**adequate**)          2 (**insufficient**)          1 (**minimal**)          0 (**incoherent**)

**ELABORATION** – The response achieves **substantial** depth by using precise language and elaborative techniques:

Explanation; analysis; figurative language, relationships; real world examples; prediction; inference.

**Effective** use of precise language and vocabulary to manage the topic.

4 (**excellent**)          3 (**adequate**)          2 (**insufficient**)          1 (**minimal**)          0 (**incoherent**)

**CONVENTIONS** – The response demonstrates an **adequate** command of conventions:

Some errors in usage and sentence formation may be present, but no systematic pattern of errors; adequate use of punctuation, capitalization, and spelling.

2 (**adequate**)          1 (**obscure/inconsistent**)          0 (**incoherent**)

**Total** \_\_\_\_\_

*For grader use only! Do not write in this box!*

Is this student telling the truth on the checklist and scoring rubric?           yes     no

Is the revision a significant improvement from the first draft?           yes     no

Grade/Score: \_\_\_\_\_