

Cryptography Paper #1 (Little Brother)

Student Name: \_\_\_\_\_

Component	Poor (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)	Score
Content					
Thesis	The paper has no identifiable thesis, or there's little connection to <i>Little Brother</i> .	The student's thesis restates an argument made in <i>Little Brother</i> , but doesn't extend that argument in an interesting way.	The paper poses an interesting thesis, but the connection to <i>Little Brother</i> isn't entirely direct.	The paper poses an interesting thesis that directly explores some aspect of <i>Little Brother</i> .	
Relevance of Argument	The arguments presented by the student for his/her position are mostly weak and/or inappropriate.	The student presents some reasonable arguments for his/her position along with some other weak and/or inappropriate arguments.	The arguments the student presents for his/her position are generally appropriate and supports his/her thesis.	The arguments the student presents for his/her position are appropriate, support his/her thesis, and are notably varied or creative.	
Complexity of Argument	The student fails to consider positions other than the one for which s/he argues in the paper.	The student considers alternate positions or potential objections to his/her arguments, but offers no significant response to those other positions.	The student considers alternate positions or potential objections and offers some responses to those positions.	The student considers several potential objections to his/her arguments and offers appropriate and perhaps compelling counter-arguments.	
Personal Connection	The paper reads as if it could have been written by anyone.	The student references his/her personal experiences or interests, but in a vague or disconnected way.	N/A	The student makes at least one concrete connection between the question at hand and his/her personal experiences or interests.	
Clarity					
Clarity of Thesis	The paper has no identifiable thesis.	The paper has a thesis, but it is left unsaid or is vague and unclear.	The student's position is explicitly stated but isn't completely clear.	The student's position is explicitly stated and would be clear to other students.	

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Clarity of Argument	The arguments made by the student would be difficult for fellow students to follow.	The arguments made by the student would make at least some sense to fellow students.	The arguments made by the student would be mostly clear to fellow students.	The arguments made by the student would be very clear to fellow students—clear enough to serve as examples of logical reasoning for future students.	
Voice	The student's voice sounds entirely artificial (e.g. using words the student is not likely to understand) and/or inappropriate to academic writing (e.g. far too informal).	The student's voice generally sounds natural and is appropriate to academic writing with the exception of a few weak spots.	The student's voice sounds natural (using words and phrasings not unlike his/her speaking voice) and is appropriate to academic writing.	The student's voice sounds natural, is appropriate to academic writing, and is particularly engaging in one way or another.	
<i>Presentation</i>					
Mechanics	So many grammatical, punctuation, or spelling mistakes that it's hard to keep reading the paper.	Several grammatical, punctuation, or spelling mistakes—enough to slow down one's reading of the paper several times.	A few grammatical, punctuation, or spelling mistakes—nothing that would slow down one's reading of the paper for more than a second or two.	At most, only a couple of grammatical, punctuation, or spelling mistakes—nothing that impedes one's reading of the paper.	
References	References and/or citations are poorly formatted, and it's unclear how references were used.	References and citations are appropriately formatted, but it's unclear how those references were used.	It's reasonably clear how references were used, but references and/or citations are inappropriately formatted.	References are appropriately formatted, and citations make clear how those references were used.	
<b>Total Score (36 Points Max)</b>					

Comments: