HIST 326

Article Evaluation -

Overview

The goal of these papers it help students gain greater insight into the themes of this course by encouraging them to relate readings to each other and to the broader issues and topics of the course. I expect students to be able to identify the main arguments put forward by the author(s) of the articles and to discuss the implications of the articles to our understanding of both history and contemporary events.

Response Paper Objectives
1. Identify the article's thesis.
2. Discuss how the author(s) demonstrate or support their thesis. What do they use as evidence? Do you agree/disagree with their conclusions?
3. Relate the article's thesis and evidence to issues/themes/events discussed in class. How does the history examined by this article continue to be relevant to contemporary issues in Latin America?

Format
- 300-500 words
- Typed, single-spaced
- 12 pt, Times New Roman (or other standard font)
- This formatting should make these 1-page single-spaced responses

Style
- I do not want to impose a specific style, nevertheless:
- This should be written as an academic paper.
- This should be written as a coherent essay do not simply respond to each objective independently. Try to construct an argument or thesis which summarizes your ideas and addresses the objectives.
- Avoid sounding casual, avoid idioms, avoid contractions.
- Imagine this is being read by an academic audience familiar with the general material.
  - Meaning do not summarize too much or spend too much time outlining the relevant historical events or themes. Focus on the ideas brought up by the author not the history itself.
- "I" statements are okay, but do not over use them. "I felt" "I like" "I believe"

	Novice (45-55%)	**Competent** (65-75%)	**Proficient** (76-87%)	**Expert** (88-100%)
Thesis (25%)	The paper does not identify the thesis of the article or alludes to an issue but does not identify or explain the thesis.	The paper alludes to the thesis of the article but does not clearly identify the thesis or explains it poorly.	The paper identifies the thesis of the article. The articulation of the thesis may be slightly muddled or unclear.	The paper clearly and succinctly identifies and explains the thesis of the article.
Evidence (35%)	The paper does not include discussion of evidence or the effectiveness of the article's argument.	The paper mentions some evidence presented in the article but does not effectively convey an assessment of that evidence or its effectiveness.	The paper accurately conveys the evidence of the article and offers a clear assessment of its effectiveness.	The paper deftly evaluates the evidence of the article and offers a nuanced assessment of its effectiveness.
Connections (30%)	The paper fails to make claims to the significance of the issue to previous class readings or current events.	The paper makes some claims to the significance of the article to previous class readings and/or current events. Discussion of specific details or connections may be missing or unclear.	The paper effectively explains the significance of the article to previous class readings and current events. Discussion of specific details or connections may lack some clarity or detail.	The paper expertly explains the significance of the article to previous class readings and current events noting specific reasons and making larger connections.
Grammar, Syntax, Structure (10%)	Paper has serious grammatical, syntax, spelling, or structural errors.	Paper has some grammatical, syntax, spelling, or structural errors.	Paper is largely free of grammatical, syntax, spelling, or structural errors.	Paper has no grammatical, syntax, spelling, or structural errors.

Grading Assessment

F - Paper does not address the above objectives or only addresses some poorly.
Paper has serious grammatical, spelling, or formatting errors.

D - Paper addresses the objectives but does not convey any engagement with the readings.
Paper does not convey a clear understanding of the article's thesis or evidence.
Paper does not make clear arguments and points are not supported.
Papers may have serious grammatical, spelling, or formatting errors.

C - Paper addresses the objectives satisfactorily.
Paper may not convey a clear understanding of the article's thesis or evidence.
Paper may not demonstrate reflection on broader themes or issues in the reading.
Paper may have unclear logic or arguments.
Paper may have some grammatical, spelling, and formatting errors.

B - Paper provides a good response to the objectives.
Paper conveys a clear understanding of the article's thesis and evidence.
Paper has clear arguments but may not always support them well.
Paper demonstrates that the student has related the readings to other course materials.
Paper does not have grammatical, spelling, and formatting errors.

A - Paper excels at responding to the objectives.
Paper conveys a clear understanding of the article's thesis and evidence.
Paper demonstrates unique insights into readings and course materials.
Paper has clearly defined arguments and supports them well.
Paper is free of grammatical, spelling, and formatting errors.