

Rubric for philosophy courses at APU-SAS

OUTSTANDING

KNOWLEDGE	<p>An excellent understanding of the literature. The essay should:</p> <ul style="list-style-type: none"> -Identify and clearly state the central theses and arguments in relevant literature. -Give evidence of reading and understanding widely beyond the prescribed reading list, including knowledge at the forefront of the discipline. -Where relevant, use technical vocabulary that is helpful and accurate and sophisticated.
THESIS	<p>A clear and original thesis, stated with brevity and precision.</p>
ARGUMENT	<p>An insightful and analytical argument for the thesis that is clearly structured and well-supported. It should demonstrate deep knowledge of the current literature by offering insightful criticisms. The argument should:</p> <ul style="list-style-type: none"> Contain originality, for example, an original point well argued for and distinguished/related to other points in the area, or an original approach applying familiar arguments in a new domain. Show subtle and important connections between others' arguments and theses. Use evidence creatively.
PRESENTATION	<ul style="list-style-type: none"> -Well structured. -Clear and fluid English. -Systematic and sufficient bibliography and citations.

A

KNOWLEDGE	<ul style="list-style-type: none"> -Identify and clearly state the central theses and arguments in relevant literature. -Evidence of reading and understanding beyond the prescribed reading list, perhaps some knowledge at the forefront of the discipline. -Where relevant, use of technical vocabulary that is reasonably helpful and accurate.
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THESIS	-A clear thesis, stated with brevity and precision.
ARGUMENT	An insightful and analytical argument for the thesis that is clearly structured and well-supported. It should demonstrate knowledge of the literature by offering criticisms. The argument should: -Critically engage; showing informed consideration of objections and responses (and objections to those responses etc) to a good level of depth of overall argument, and of insight into particular objections and responses. -Show subtle and important connections between others' arguments and theses.
PRESENTATION	-Well structured. -Clear and fluid English. -Systematic and sufficient bibliography and citations.

A-

KNOWLEDGE	-Identify the central theses and arguments in relevant literature. -Some evidence of reading and understanding beyond the prescribed reading list. -Where relevant, use of technical vocabulary that is reasonably accurate.
THESIS	-A clear thesis, stated with reasonable brevity and precision.
ARGUMENT	A somewhat insightful and analytical argument for the thesis that is clearly structured and well-supported. It should demonstrate knowledge of the literature by offering criticisms. The argument should: -Critically engage; showing informed consideration of objections and responses (and objections to those responses etc) to a reasonably level of depth of overall argument, and of insight into particular objections and responses. -Show connections between others' arguments and theses.
PRESENTATION	-Well structured. -Clear and fluid English. -Systematic and sufficient bibliography and citations.

B

KNOWLEDGE	<ul style="list-style-type: none">-Identify the central theses and arguments in relevant literature, though perhaps with some errors or imprecision.-Some evidence of reading and understanding beyond the prescribed reading list.-Where relevant, use of technical vocabulary that is reasonably accurate.
THESIS	-A thesis, stated with some clarity.
ARGUMENT	<p>An analytical argument for the thesis that is clearly structured and well-supported. It should demonstrate knowledge of the literature by offering criticisms.</p> <p>The argument will have a level of critical engagement, but it will not be high. There will be a lack of depth in objections and responses, and/or the points made will be relevant, but not clearly so</p>
PRESENTATION	<ul style="list-style-type: none">-Well structured.-Clear and fluid English.-Systematic and sufficient bibliography and citations.

C

KNOWLEDGE	<p>A patchy understanding. The essay will:</p> <ul style="list-style-type: none">-Identify some theses and arguments in relevant literature, but in a somewhat superficial way.-Where relevant, use technical vocabulary, though that use will be sometimes inappropriate.
THESIS	-Lack of a clear thesis.
ARGUMENT	An argument for the thesis that is reasonably clearly structured and well-supported. It should demonstrate knowledge of the literature by offering criticisms.

	<p>The argument has a poor level of critical engagement, offering only simple or superficial objections. The argument's structure may reflect that of a list of points, rather than an in-depth wrestling with the problems.</p> <ul style="list-style-type: none"> -Showing understanding of objections and response in the literature. -Show connections between others' arguments and theses. -Level of critical engagement poor, or little of depth of critical engagement.
PRESENTATION	<ul style="list-style-type: none"> -Well structured. -Clear and fluid English. -Systematic and sufficient bibliography and citations.

D

KNOWLEDGE	<p>A poor understanding. The essay will:</p> <ul style="list-style-type: none"> -Show some understanding of the core reading, but superficial. -Misuse technical vocabulary. -Give evidence of basic misunderstandings of core ideas and arguments.
THESIS	<ul style="list-style-type: none"> -No thesis, or argument fails to support thesis.
ARGUMENT	<ul style="list-style-type: none"> -The argument has poor structure; e.g. the purpose of the parts of the argument is difficult to make out. -The argument contains no, or almost no, critical engagement or depth. Central points rest on assertions.
PRESENTATION	<ul style="list-style-type: none"> -Poorly structured. -Frequent grammatical and spelling mistakes. -Unsystematic or no bibliography.

E

KNOWLEDGE	A poor understanding. The essay will: -Show little to no understanding of the core readings. -Misuse or fail to use technical vocabulary. -Give evidence of basic misunderstandings of core ideas and arguments.
THESIS	-No thesis or argument fails to support thesis
ARGUMENT	-The argument lacks structure -The argument contains no critical engagement or depth. -Central points rest on assertions.
PRESENTATION	-Poorly structured. -Frequent grammatical and spelling mistakes. -Unsystematic or no bibliography.