

Prof. Swanson

EN218-B01: Here Be Dragons

**RUBRIC for Critical Analysis**

Tasks	Required Components	Max. Points
<b>Reading Comprehension</b> (Evaluated Holistically)	<ul style="list-style-type: none"> <li>❖ Analysis demonstrates fundamental understanding of the corresponding text(s) and/or film(s), including knowledge of author/screenwriter/director, basic plot, setting, characters, and details essential for overall comprehension.</li> </ul>	10 pts.
<b>Thesis Development</b> (Evaluated through Introductory Paragraph)	<ul style="list-style-type: none"> <li>❖ Offers a clear, developed, and insightful thesis that responds to the close reading prompt.</li> <li>❖ Thesis provides a clear argument that drives the analytical focus of the close reading.</li> <li>❖ Thesis is crafted with skill and precision (the best thesis statements are generally presented as one, necessarily complex sentence located at the end of the first paragraph).</li> </ul>	10 pts.
<b>Mastery of Primary Source(s)</b> (Evaluated through Primary Source Integration within Body Paragraphs)	<ul style="list-style-type: none"> <li>❖ Identifies specific passages, sentences, phrases, and/or words for analysis (if working with a written text).</li> <li>❖ Identifies specific scenes, moments of dialogue, and/or key visual/auditory elements for analysis (if working with a film).</li> <li>❖ All identified textual and/or media elements are thoroughly analyzed and relate to/support a thesis and clear line of reasoning.</li> <li>❖ Discussion of text(s) and/or film(s) is organized cohesively.</li> <li>❖ Direct quotations and/or paraphrases from primary sources are documented using correct MLA format for in-text parenthetical citations.</li> </ul>	20 pts.

<p><b>Mastery of Secondary Source</b> (Evaluated through Secondary Source Integration within Body Paragraphs)</p>	<ul style="list-style-type: none"> <li>❖ Demonstrates a working knowledge of monomyth structure as outlined by Vogler, including understanding, recognition, and analysis of tropes and archetypes in their conventional and unconventional forms.</li> <li>❖ Demonstrates ability to apply concepts from Vogler’s text within the context of primary source text(s) and/or film(s).</li> <li>❖ Discussion of concepts is organized cohesively and synthesized within discussion of primary source text(s) and/or film(s).</li> <li>❖ Includes specific references to passages, sentences, phrases, and concepts from Vogler’s text.</li> <li>❖ All included concepts from Vogler’s text are thoroughly analyzed and relate to/support a thesis and clear line of reasoning.</li> <li>❖ Direct quotations and/or paraphrases from Vogler’s text are documented using correct MLA format for in-text parenthetical citations.</li> </ul>	20 pts.
<p><b>Analysis &amp; Critical Insight</b> (Evaluated through Primary &amp; Secondary Source Supported Body Paragraphs)</p>	<ul style="list-style-type: none"> <li>❖ Demonstrates ability to explore both explicit and implicit ideas within primary and secondary texts, drawing appropriate inferences where necessary.</li> <li>❖ Identifies themes, motifs, social/historical/political connections that reflect engagement with the text beyond its surface elements.</li> <li>❖ Contributes original and unique insights into the work itself.</li> <li>❖ Engages with the text(s), rather than simply discussing it.</li> <li>❖ Demonstrates that the student has learned something meaningful from their experience with the text(s) and/or film(s).</li> </ul>	20 pts.

<p><b>Expands the Conversation</b> (Evaluated through Conclusion)</p>	<ul style="list-style-type: none"><li>❁ When applicable, makes connections between the selected text(s) and/or film(s) and other course text(s) and/or film(s) containing similar themes/ideas/insights/messaging.</li><li>❁ Makes connections relevant to the sociological implications of the monomyth (i.e. identifies and connects the primary text’s “dragon” to real-world issues, problems, or challenges).</li><li>❁ Positions the primary text within a critical framework (i.e. identifies potential “problem areas” in the construction of that particular monomyth).</li><li>❁ Offers commentary on the students’ own impressions of the text and/or film and arrives at an overall assessment/critique of the piece.</li></ul>	20 pts.
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