

ENGL 223: Rubric for Final Exercise

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Objectives	0–12 Points	13–16 Points	17–18 Points	19–20 Points	Score /Notes
Demonstrates understanding of Transcendentalist (T'ist) text as grounded in idea of the oneness of all phenomena	<i>Little to no evident comprehension of the effects of the T'ist commitment to unity on meaning in the text responded to</i>	<i>Evident but partial conception of the role of unity and its effects on text responded to</i>	<i>Generally accurate & informed sense of the role of unity and its effects on text responded to</i>	<i>Constructive, illuminating perceptions of the role of unity and its effects on the text responded to</i>	
Demonstrates proficiency in recognizing “correspondence,” overlapping vocabularies for “matter, mind, and morals”	<i>Fails to register the connections that structure the T'ist text</i>	<i>Evidently registers certain connections that structure the T'ist text, but overlooks salient effects, risks, payoffs</i>	<i>Produces well evidenced perceptions of the major connections that structure the T'ist text, noting certain of their effects, risks, payoffs</i>	<i>Produces illuminating, authoritative perceptions of connections that structure the T'ist text, making the most of effects, risks, payoffs</i>	
Reads T'ist prose perceptively and effectively.	<i>Unable to identify interrelated elements of text that produce its meanings in context; fails to launch an analysis capable of generating insight or knowledge</i>	<i>Able to identify certain interrelated elements of text that produce its meanings in context; analysis generates very basic insight or knowledge</i>	<i>Adept at identifying interrelated elements of text that produce its meanings in context; analysis generates well-evidenced insights</i>	<i>Skillfully reveals and persuasively assesses the value of the text's meanings in context</i>	

<p>Shows competence in combining receptiveness through reading with responsiveness through critical thinking and/or creativity as a means of doing innovative intellectual work</p>	<p><i>Connections between ideas of reading and those of response are non-existent or unpersuasive. In relation of the two parts, work feels disjointed or arbitrary (subjective)</i></p>	<p><i>Connections between reading and response are plausible but not obviously productive. In relation of the two parts, work feels unfinished or unrealized</i></p>	<p><i>Connections between reading and response are plausible, engaged, and clearly productive. In relation of the two parts, work is evidently finished and complete</i></p>	<p><i>Connections between reading and response are fascinating, relevant and innovative. In relation of the two parts, work is serious, forceful, illuminating</i></p>	
<p>Communicates a sensitivity to the ambiguity of T'ist ideals in their appeal & their limits amidst practical biases, materialist views, and received wisdom</p>	<p><i>Work offers polarized and/or unearned conclusions, positive or negative. Offers little/no appreciation of alternative points of view</i></p>	<p><i>Work reveals conclusions positive or negative alongside unintegrated considerations of alternative points of view</i></p>	<p><i>Work enhances the power of its conclusions through acknowledgment of various points of view. Able to accept ambiguity as well as to choose and defend a position.</i></p>	<p><i>Work enhances the power of its conclusions through deliberation on differing points of view. Reasons through historical, political, cultural, or temporal context or conditions that complicate our reception of T'ist ideals, yet takes & persuasively advances its own position</i></p>	