**Archival Research Paper Rubric Turner | ENGL 102**

Assessment for this assignment is based on the student’s ability **1)** to perform archival research, **2)** to clearly and logically make meaning from the findings of archival research in a paper that identifies conclusive consistencies/discontinuities and features thick description, and **3)** to demonstrate an understanding of the digital humanities and successfully engage within that discourse

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| **Area to be Assessed** | **Mastering (5)** | **Effective (4)** | **Competent (3)** | **Developing**  **(2)** | **Minimal**  **(1)** | **Absent**  **(0)** |
| **Issue Identification and Focus:** Builds an argument based on *primary source information* and the student’s interpretation. Uses relevant *secondary sources* to place the interpretation within a scholarly discourse. *Thesis* clearly articulates findings from research that makes meaning from the collection of chosen artifacts. The findings are presented successfully. |  |  |  |  |  |  |
| **Sources and Evidence:** Demonstrates an understanding of and focus on *primary research*. Successfully analyzes *primary sources*. Effectively selects and integrates 2 relevant secondary source material. |  |  |  |  |  |  |
| **Own Perspective:** Demonstrates original research written in student’s voice. Features insightful commentary and *well-articulated connections* that lead to a coherent argument. Shows an appreciation for the project of creating his/her historical argument. |  |  |  |  |  |  |
| **Context and Assumptions:** Demonstrates an *understanding of the purpose, audience, context, and exigency in which the artifacts being analyzed were constructed*. *Situates argument within a clear historical context*. Takes a diachronic approach using at least 3 primary sources appropriate to time periods OR takes a synchronic approach using at least 3 primary sources appropriate to time periods. Shows an appreciation of the object as a piece with historical import. |  |  |  |  |  |  |
| **Introduction & Conclusion:** Introduces readers to necessary information, *positions the argument made in the paper*, and poses a specific and interesting inquiry into historical research. Conclusion pulls the analysis together (i.e. possibly toward a statement about a need for future research). |  |  |  |  |  |  |
| **Communication:** Demonstrates *effective and purposeful* composition. Tone should be appropriate and professional. Paragraphs should be fully developed and appropriate for the genre. Ideal language is clear, free from grammatical errors, and concise. All citations should be in MLA format and error free. |  |  |  |  |  |  |