

Women in the 1800's Synthesis Essay Rubric

<u>Introduction</u>		
Hook	Grabs the audience's attention and is not a question	/2
Background	3-5 sentences, provides necessary information on the topic for better understanding the rest of the essay	/3
Thesis	Responds to the prompt in its entirety, effectively previews the essay's three claims, is the last sentence of the introduction	/5
<u>Body Paragraph #1</u>		
Claim	Directly supports thesis, covers everything discussed in this body paragraph, is not overly broad or vague	/3
Intro of Quote #1	Contains a control and lead-in, is not a run-on leading to quote	/1
Quote #1	Effectively supports the claim and thesis	/1
Warrant #1	Directly shows how quote supports the claim and thesis	/2
Intro of Quote #2	Contains a control and lead-in, is not a run-on leading to quote	/1
Quote #2	Effectively supports the claim and thesis	/1
Warrant #2	Directly shows how quote supports the claim and thesis	/2
Intro of Quote #3	Contains a control and lead-in, is not a run-on leading to quote	/1
Quote #3	Effectively supports the claim and thesis	/1
Warrant #3	Directly shows how quote supports the claim and thesis	/2
<u>Body Paragraph #2</u>		
Claim	Directly supports thesis, covers everything discussed in this body paragraph, is not overly broad or vague	/3
Intro of Quote #1	Contains a control and lead-in, is not a run-on leading to quote	/1
Quote #1	Effectively supports the claim and thesis	/1
Warrant #1	Directly shows how quote supports the claim and thesis	/2
Intro of Quote #2	Contains a control and lead-in, is not a run-on leading to quote	/1
Quote #2	Effectively supports the claim and thesis	/1

Warrant #2	Directly shows how quote supports the claim and thesis	/2
Intro of Quote #3	Contains a control and lead-in, is not a run-on leading to quote	/1
Quote #3	Effectively supports the claim and thesis	/1
Warrant #3	Directly shows how quote supports the claim and thesis	/2
<u>Body Paragraph #3</u>		
Claim	Directly supports thesis, covers everything discussed in this body paragraph, is not overly broad or vague	/3
Intro of Quote #1	Contains a control and lead-in, is not a run-on leading to quote	/1
Quote #1	Effectively supports the claim and thesis	/1
Warrant #1	Directly shows how quote supports the claim and thesis	/2
Intro of Quote #2	Contains a control and lead-in, is not a run-on leading to quote	/1
Quote #2	Effectively supports the claim and thesis	/1
Warrant #2	Directly shows how quote supports the claim and thesis	/2
Intro of Quote #3	Contains a control and lead-in, is not a run-on leading to quote	/1
Quote #3	Effectively supports the claim and thesis	/1
Warrant #3	Directly shows how quote supports the claim and thesis	/2
<u>Conclusion</u>		
Restated Thesis	Effectively restates the thesis, using new language	/1
Restated Claims	Effectively restates three claims, using new language	/2
Ending on Powerful Note	Ends on a powerful note, that leaves readers with an important lesson or message	/3
Formal Tone	Only uses third person, no first or second; no slang	/4
Spelling and Grammar	Uses proper spelling, grammar, and mechanics throughout, few errors	/10
Commas	Adheres to all 8 comma rules that class has been studying	/5
MLA	Proper MLA requirements, in-text citations, and works cited	/10
Total:		/90

