

Appendix D
School of Music, Theatre & Dance
Department of Dance
General Standards

General standards for written work and presentations in academic courses.

Letter Grades	Conceptual Structure	Rhetorical Structure	Thesis	Evidence and Analysis	Paragraph/Section Structure	Sentence Mechanics
A	cogent analysis, shows command of interpretive and conceptual tasks required by assignment and course materials: original ideas often insightful, going beyond ideas discussed in lecture and class	contains a convincing argument with a compelling purpose; highly responsive to the demands of the specific writing situation; sophisticated use of conventions of academic discipline and genre; anticipates the reader's need for information, explanation, and context	essay controlled by clear, precise, well-defined thesis; is sophisticated in both statement and insight	well-chosen examples; uses persuasive reasoning to develop and support thesis consistently; uses specific quotations, aesthetic details, or citations of scholarly sources effectively; logical connections between ideas are evident	well-constructed paragraphs; appropriate, clear, and smooth transitions; apt arrangement of organizational elements	uses sophisticated sentences effectively; usually chooses words aptly; observes professional conventions of written English and manuscript format; makes very few minor or technical errors
B	shows a good understanding of the texts, ideas and methods of the assignment; goes beyond the obvious; may have one minor factual or conceptual inconsistency	addresses audience with a thoughtful argument with a clear purpose; responds directly to the demands of a specific writing situation; competent use of the conventions of academic discipline and genre; addresses the reader's need for information, explanation, context	clear, specific, arguable thesis central to the essay; may have left minor terms undefined	pursues explanation and proof of thesis consistently; develops a main argument with explicit major points, appropriate textual evidence, and supporting detail	distinct units of thought in paragraphs controlled by specific, detailed, and arguable topic sentences; clear transitions between developed, cohering, and logically arranged paragraphs	a few mechanical difficulties or stylistic problems; may make occasional problematic word choices or syntax errors; a few spelling or punctuation errors; usually presents quotations effectively, using appropriate format
C	shows an understanding of the basic ideas and information involved in the assignment; may have some factual, interpretive, or conceptual errors	presents adequate response to the essay prompt; pays attention to the basic elements of the writing situation; shows sufficient competence in the conventions of academic discipline and genre; signals the importance of the reader's need for information, explanation, and context	general thesis or controlling idea; may not define several central terms	only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately; warrants missing	some awkward transitions; some brief, weakly unified or undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous information	frequent wordiness; unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; contains rudimentary grammatical errors; makes effort to present quotations accurately
D	shows inadequate command of materials or has significant factual and conceptual errors; confuses some significant ideas	shows serious weaknesses in addressing an audience; unresponsive to the specific writing situation; poor articulation of purpose in academic writing; often states the obvious or the inappropriate	thesis vague or not central to argument; central terms not defined	frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence; relies on too few or the wrong type of sources	simplistic, tends to narrate or merely summarize; wanders from one topic to another; illogical arrangement of ideas	some major grammatical or proofreading errors (subject-verb agreement, sentence fragments, word form errors, etc.); repeated inexact word choices; incorrect quotation or citation format