

Rubric for Historiography Paper**Before submitting, have you:**

- proofread your paper several times?
- included a cover page with paper title, your name, course, and date?
- positioned page numbers in upper-right hand corner except first page?
- set your paper to one-inch standard margins, double-spaced except footnotes?
- correct font?
- Submitted/provided evidence of your research notes, drafts, notebooks, etc?
- uploaded your paper to BOLT?
- Submitted a clean, professional looking work
- Met Gateway 1:** student incorporated a minimum number of 15 monographs and journal articles that are representative of trends and did not excessively or entirely rely upon journal articles (minimum of seven monographs).
- Met Gateway 2:** at least 90% of the essay discusses historiographical patterns, and not history. In short, if you cannot write a historiographic essay, you will not pass this assignment.

Bibliographic Research	Excellent	Above Average to Satisfactory	Unsatisfactory
Works Consulted Bibliography	• exceeds significantly the minimum monographs and articles of 15 by several titles	• contains the minimum monographs and articles of 15	• contains less than the minimum monographs and articles
	• monographs and articles cover the span of time published since the historical event;	• monographs and articles originate from isolated time periods published since the historical event;	• no apparent logic in the selection of monographs and articles; • not representative of the trends in historical interpretation;
	• representative of the trends in historical interpretation	• may not be representative of the trends in historical interpretation	• shows difficulty in distinguishing between primary and secondary sources
Works Cited in the Footnotes	• the variety of monographs and articles cited in footnotes indicates an attempt to analyze a diverse number of historical interpretations	• heavy reliance on a select number of monographs and articles indicates an ability to recognize major trends in historical interpretations, but not the variety	• heavy reliance on a small number of monographs and articles indicates an inability to recognize major trends in historical interpretation
Historiographic Content	Excellent	Above Average to Satisfactory	Unsatisfactory
Thesis	• thesis is well-defined, complex, and accurately reflects the content of the paragraph topic sentences in the body of the paper	• thesis does not fully reflect the content of the paragraph topic sentences in the body of the paper	• confuses a focus statement with a thesis statement
	• thesis is located in the last sentence of the introductory paragraph	• thesis exists but is not located at the end of the introductory paragraph	• not only is there no focus or thesis, but essay lacks purpose
Historical Overview Located within the introductory portion of the essay.	• historical overview is concise and helps a non-informed reader understand the essential facts (e.g. locates the topic in time, place, and explains roles of historical individuals, introduces historical schools, such as traditionalists, revisionists, etc.)	• historical overview is informative, but struggles somewhat with which facts are/are not important to mention	• historical overview fails to provide sufficient information for a uninformed reader to understand; • or exceeds a paragraph; • or dominates the paper
Historical Facts Limited to providing context for analyzing books and articles.	• explanations demonstrates an ability to focus on the historiography and not the event	• selection demonstrates occasional, isolated difficulty in focusing on the historiography	• selection demonstrates significant difficulty in distinguishing between the historiography and the event
	• the facts are wisely selected and sufficiently explained for an	• the facts do not always sufficiently provide background	• the facts do not provide sufficient background for the

	uninformed reader to understand		for the uninformed reader to understand;	uninformed reader to understand;
Command of Historiography	<ul style="list-style-type: none"> when analyzing individual authors, explains <u>how</u> each author uses evidence to persuade his/her readers 		<ul style="list-style-type: none"> when analyzing individual authors, does not consistently point out how the authors use evidence to persuade his/her readers 	<ul style="list-style-type: none"> frequently fails to recognize how the author uses evidence to persuade his/her readers
	<ul style="list-style-type: none"> when analyzing individual authors, consistently, accurately summarizes, paraphrases or quotes authors' interpretations (or theses) 		<ul style="list-style-type: none"> when analyzing individual authors, struggles once or twice with accurately summarizing, paraphrasing, or quoting authors' interpretations (or theses) 	<ul style="list-style-type: none"> when analyzing individual authors, struggles consistently with accurately summarizing, paraphrasing, or quoting authors' interpretations (or theses)
	<ul style="list-style-type: none"> when analyzing individual authors, assesses the plausibility of the interpretation 		<ul style="list-style-type: none"> when analyzing individual authors, occasionally assesses the plausibility of the interpretation 	<ul style="list-style-type: none"> when analyzing individual authors, never or rarely assesses the plausibility of the interpretation
	<ul style="list-style-type: none"> acknowledges relevant similarities and differences in books and articles 		<ul style="list-style-type: none"> does not always acknowledge relevant similarities and differences in books and articles 	<ul style="list-style-type: none"> frequently fails to acknowledge relevant similarities and differences in books and articles
Author's point of view: education/training; background; available evidence to conduct his/her research; working assumptions; context in which s/he wrote that may have influenced her/his writing	<ul style="list-style-type: none"> when discussing individual authors, points out, when relevant, how the author's point of view shaped his/her interpretations 		<ul style="list-style-type: none"> when discussing individual authors, makes selected attempts to account for authors' point of view 	<ul style="list-style-type: none"> makes no attempts to account for author's point of view
	<ul style="list-style-type: none"> Routinely discusses author's expertise and explains how that has shaped point of view/working assumptions 		<ul style="list-style-type: none"> makes note of the author's expertise to suggest point of view/working assumptions 	<ul style="list-style-type: none"> rarely or never makes reference to author's expertise to suggest point of view
Patterns of Interpretation (some potential examples): Stand-on-my-shoulders; Competing schools of interpretation; Traditionalist-Revisionist;- Neo/Post Traditionalist-Revisionist Generational differences; Disciplinary approaches; Methodological differences	<ul style="list-style-type: none"> patterns identified represent a sophisticated understanding of the historiographical interpretations 		<ul style="list-style-type: none"> patterns identified represent a simplistic yet knowledgeable understanding of historiographical interpretations 	<ul style="list-style-type: none"> fails to recognize patterns in interpretation most of the time
	<ul style="list-style-type: none"> complex pattern requires the analysis/discussion of multiple authors in a single paragraph 		<ul style="list-style-type: none"> simplistic pattern requires the analysis/discussion of two or three authors in a single paragraph 	<ul style="list-style-type: none"> devotes one paragraph per author.
Second Concluding Paragraph: This paragraph should discuss unanswered questions, topics that deserve to be revisited, etc that originate out of the historiography essay. It should also discuss what sources will be used to explore the questions raised.	<ul style="list-style-type: none"> uses historiographical analysis to shape content of second concluding paragraph: <ul style="list-style-type: none"> new directions for research; poses well-formulated historical questions informed by the historiography; specifically discusses primary source collections that the student plans to explore; demonstrates that they exist 		<ul style="list-style-type: none"> uses historiographical analysis to shape content of second concluding paragraph, but the discussion is vague, lacks specificity with respect to new directions for research; raises questions but may not be worded effectively does not fully discuss primary source collections that s/he plans to explore 	<ul style="list-style-type: none"> fails to see how the historiography can define future research evident by superficial construction; guessing/imagines that sources exist and are available simply because the question has popped into his/her mind
Conventions in Historical Writing	Excellent		Above Average to Satisfactory	Unsatisfactory
Introduction	<ul style="list-style-type: none"> effectively provides historical overview, context, and thesis statement so that an uninformed reader thoroughly understands 		<ul style="list-style-type: none"> provides historical overview and thesis statement, but an uninformed reader may struggle 	<ul style="list-style-type: none"> historical overview fails to provide thesis and/or context to understand project; reader will struggle
Body of Paper	<ul style="list-style-type: none"> all paragraphs are devoted to illustrating your historiography 		<ul style="list-style-type: none"> all paragraphs are devoted to illustrating your historiography; 	<ul style="list-style-type: none"> the majority of the paragraphs are not devoted to illustrating

			but rarely a sentence slips needlessly into historical explanation; an uninformed reader may think you are trying to solve the historical problem	your historiography; an uninformed reader would definitely struggle or know more about the history of the topic, but not the patterns of interpretation
Paragraph Topic Sentences	<ul style="list-style-type: none"> all paragraphs begin with an effective topic sentence that gives the subsequent sentences direction and refers to the thesis 	<ul style="list-style-type: none"> not all paragraphs begin with an effective topic sentence that gives the subsequent sentences direction and refers to the thesis; yet the paragraphs are coherent and dedicated to historiography 	<ul style="list-style-type: none"> the majority of the paragraphs lack an effective topic sentence; an uninformed reader would definitely struggle 	
Proportion of Text Detail use of quotations, paraphrases, summaries in proportion to the student's own analysis and discussion; ability to manage proportion of text detail suggests the student is knowledgeable, confident, and familiar with the content	<ul style="list-style-type: none"> uses quotations when the passage is memorable or striking in a way that cannot be achieved through paraphrasing or summarizing 	<ul style="list-style-type: none"> sometimes uses quotations when paraphrasing or summaries would have been as effective. paraphrases or summarizes when a quotation would have been more effective 	<ul style="list-style-type: none"> paper is no more than a series of quotations, paraphrases, and/or summaries. 	
	<ul style="list-style-type: none"> quotations are used in judicious quantity and quality to justify interpretation of books and articles 	<ul style="list-style-type: none"> on rare occasions quotations are inappropriately lengthy, ineffective in justifying your interpretation, and/or unconvincingly analyzed 	<ul style="list-style-type: none"> quotations are consistently inappropriately lengthy, ineffective in justifying your interpretation, and/or unconvincingly analyzed 	
	<ul style="list-style-type: none"> effectively frames quotations consistently 		<ul style="list-style-type: none"> routinely fails to frame quotations effectively 	
Conclusion (two paragraphs)	<ul style="list-style-type: none"> first concluding paragraph restates the thesis and how it was proven (e.g. restates paragraph topic sentences and essential details) 	<ul style="list-style-type: none"> first concluding paragraph does not fully restate thesis and/or essential details 	<ul style="list-style-type: none"> first concluding paragraph fails to summarize the major points of the essay; difficult to comprehend 	
	<ul style="list-style-type: none"> second concluding paragraph discusses in specific detail new directions for research and/or raises historical questions, primary source collections that the student plans to explore, and demonstrates that they exist 	<ul style="list-style-type: none"> second concluding paragraph vaguely discusses new directions for research and may raise unanswered questions but may be poorly phrased; does not fully discuss primary source collections that s/he plans to explore 	<ul style="list-style-type: none"> second concluding paragraph fails to discuss new directions, how s/he will attempt to research, or simply guessing that sources exist or are available 	
Structure/Organization	Paragraphs are organized in a logical manner			Paragraphs are out of place; presentation is disorganized; an uninformed reader would definitely struggle
	Sentences are organized in a logical manner			Sentences are disorganized and makes the reader struggle
Articulation	Commendable Rare errors; very readable; no confusion for the reader	Acceptable Causes confusion for reader at isolated moments	Unacceptable interferes with articulation; reader struggles	
Sentences are kept manageable (avoids wordiness)				
Avoids the passive voice except when appropriate				
Writes about the past in the past tense				
Effective sentence segues (a.k.a. connectors, transition words, chaining words and ideas)				
Effective paragraph transitions end each paragraph (a.k.a. connectors)				
Quotations are framed by				

Name: _____

providing an informative context, attribution of the author, and follows quotation with an explanation of its significance			
Word Choice (WC) is accurate			
WC avoids repetition except when necessary to create coherency			
Avoids conversational language, slang, and jargon			
Avoids personal pronouns I, me and you			
Word Usage (WU)			
Grammar Criteria includes generally applicable principles about language	Excellent estimated either 1 or no mistakes (suggests mastery and rare error represents a slip)	Above Average to Satisfactory estimated 2 mistakes (suggests student has a grammar deficiency that needs to be addressed, but it might be sloppy proofreading)	Unsatisfactory number of mistakes suggests that students grammar deficiency interferes with his/her ability to communicate effectively
Sentence has a verb-subject			
Verb-Subject agreement			
Correct verb tense			
Singular/Plural noun and pronoun agreement			
Pronouns with clear antecedents			
Logical word order			
Spelling			
Punctuation (commas, semicolons, colons, periods, question marks)			
Documentation (Credibility and Academic Integrity)	Excellent Always	Above Average to Satisfactory Minor slips, but research is always traceable	Unsatisfactory Cannot always retrace student's research
Quotation marks enclose source words verbatim			
If applicable, block quotations exactly follow Turabian			
Footnote numbers are in ascending order			
Footnote format exactly follows Turabian			
Format for abbreviated footnotes exactly follows Turabian			
Works consulted bibliography exactly follows Turabian			
Overall Grade:			
Provided proof of all research notes and earlier drafts of paper	YES	NO Subtract 0-10 points from overall score	

Comments: