

## Grading Procedures and Standards for Senior Seminar

Grade and Description	Accuracy	Accessible	Professional
<p><b>A = Superior</b></p> <p>The paper exhibits an excellent command of the background historical literature, a thorough command of the relevant primary sources, a sophisticated level of historical analysis, and is written in clear and accurate prose. Any revisions were fully and accurately incorporated into the final draft.</p>	<ul style="list-style-type: none"> <li>● The reasoning is clear and the reader has confidence that the paper leaves no needed points unexplored.</li> <li>● The paper defines the historical problem and issues with accuracy and clarity.</li> <li>● The paper uses historical terms consistently, clearly, and accurately.</li> <li>● Footnote and bibliographic content and form are almost always accurate.</li> <li>● Use of primary sources shows evidence of thorough and extensive research.</li> </ul>	<ul style="list-style-type: none"> <li>● The overall, large-scale organization is clear and logical.</li> <li>● The reader can see why each part is in the paper and can understand its purpose.</li> <li>● Thesis sentences are clear and logical, and they reveal the overall structure of the paragraph or section.</li> <li>● The reader can see why one paragraph follows another because of clear use of transitions and other connecting techniques.</li> <li>● The sentences are easy to read.</li> </ul>	<ul style="list-style-type: none"> <li>● All required conventions are followed correctly.</li> <li>● There are no grammar or usage errors and few punctuation errors.</li> <li>● The paper consistently maintains a respectful and even tone.</li> <li>● The level of formality is consistent and is neither stuffy nor casual .</li> </ul>

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<p><b>B = Good</b></p> <p>Generally, the reader can understand the paper's arguments and can identify the important issues, although sometimes the level of analysis is cursory or simplistic. The reader usually has enough information about the about particular events and their historical context to understand the paper, although there are occasional lapses. The primary sources used are generally appropriate and adequate, but there are occasional inconsistencies or omissions. The author's grasp of the secondary literature could be improved. The author made a good faith effort to rewrite the paper but did not fully address the suggested revisions.</p>	<ul style="list-style-type: none"> <li>● The paper often uses primary sources, although their use is not always clear or persuasive.</li> <li>● The arguments in the paper address several important historical questions or issues, although occasionally not clearly or sufficiently.</li> <li>● Key historical terms are generally used accurately.</li> <li>● Essential footnotes are usually included and are generally accurate in content, but they are not included everywhere that they are needed.</li> <li>● Bibliography is either incomplete or inaccurate.</li> <li>● The essential evidence is generally included and accurate, although there are some omissions or problems.</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion is generally organized logically, although not optimally.</li> <li>● Paragraphs and sections are usually unified in content and clear in context.</li> <li>● Sometimes the text is confusing or difficult to follow.</li> <li>● The analysis of historical evidence is sometimes flawed or unconvincing.</li> <li>● The paragraphs usually include thesis statements, although they are not always precise.</li> <li>● There is some sequence to the points included, although it is not always logical or clear.</li> </ul>	<ul style="list-style-type: none"> <li>● The paper usually follows required footnoting and bibliographic conventions.</li> <li>● Sentences are usually correct in grammar, spelling, basic punctuation, and word usage.</li> </ul>

Grade and Description	Accuracy	Accessible	Professional
<p><b>C = Average</b></p> <p>Generally, the reader can understand the paper's arguments and can identify the historical issues, although sometimes these either are not clear or missing altogether. The reader usually has enough information about the evidence and historical context to understand the paper, although there are noticeable lapses. The paper does include some analysis of historical events, although it may be inadequate and sometimes confusing. The author's grasp of the secondary literature is weak. The author rewrote the paper but made only a marginal effort to include suggested revisions.</p>	<ul style="list-style-type: none"> <li>● The paper uses sufficient primary sources, but they are not always persuasive or convincing.</li> <li>● The reasoning in the paper is sometimes awkward or confusing and does not always address the relevant historical questions or issues.</li> <li>● Key historical terms are not always used accurately.</li> <li>● Essential footnotes are not always included or are sometimes inaccurate.</li> <li>● Bibliography is either incomplete or inaccurate.</li> <li>● Important primary sources may have been omitted or not adequately analyzed.</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion is not always organized logically.</li> <li>● Paragraphs and sections are somewhat unified in content and clear in context, although some parts may fail to meet this standard.</li> <li>● The logical flow of the discussion is sometimes broken or incomplete. There is some sequence to the points included, although it is not always logical or clear.</li> <li>● The paragraphs don't always include thesis statements.</li> <li>● Sentences can be read but are often confusing</li> </ul>	<ul style="list-style-type: none"> <li>● The paper attempts to follow required conventions, but is inconsistent.</li> <li>● The paper attempts to include citations and bibliography, but with occasional parts of a citation or book reference missing.</li> <li>● Basic English skills are present, although there are repeated grammar, usage, and punctuation errors.</li> </ul>

<b>Grade and Description</b>	<b>Accuracy</b>	<b>Accessible</b>	<b>Professional</b>
<p data-bbox="186 310 548 375"><b>D or F = Marginal pass or failure</b></p> <p data-bbox="186 461 558 1040">The reader has significant difficulty understanding the paper's arguments and cannot always identify the general historical issues. The reader does not have enough information about the historical context or derived from the evidence to understand the paper. The author's grasp of the secondary literature is weak. The author's primary sources are inadequate. The author failed to rewrite the paper: an automatic 'F.'</p>	<ul data-bbox="621 350 1083 971" style="list-style-type: none"> <li>● The paper does not use enough primary sources to qualify for credit.</li> <li>● The argument in the paper is confusing and does not always addresses the relevant historical questions or issues.</li> <li>● Key historical terms are not used.</li> <li>● Essential citations are not always included or are often inaccurate.</li> <li>● Bibliography is incomplete or omitted.</li> <li>● Important primary sources may have been omitted or not adequately analyzed</li> </ul>	<ul data-bbox="1104 350 1518 824" style="list-style-type: none"> <li>● Discussion and analysis is disorganized.</li> <li>● Paragraphs and sections are frequently unclear or missing.</li> <li>● The logical flow of the discussion is often broken or incomplete.</li> <li>● The paragraphs don't always include thesis statements.</li> <li>● Sentences are very often confusing and incomplete.</li> </ul>	<ul data-bbox="1556 350 1892 1040" style="list-style-type: none"> <li>● The paper does not consistently follow required conventions.</li> <li>● The paper has missing footnotes or sections of the bibliography.</li> <li>● Basic English skills are present, although there are frequent grammar, usage, and punctuation errors.</li> <li>● The author has plagiarized or attempted to plagiarize the material. This will receive an immediate 'F.'</li> </ul>