

Topical Essay Evaluation Form

By the end of the first business day following the end of the live seminar in which a topical essay was presented, you must evaluate the presentation. YOU MUST SUBMIT THIS FORM ONCE PER CLASSMATE.

Anonymized evaluation data may be shared with the presenters.

* Indicates required question

1. Email *

2. Whose paper are you assessing? *

Mark only one oval.

John Doe

Jane Smith

Argument

Under this heading, consider the paper's

(1) Introduction: Does the introduction show the essay's significance? Does it logically build up to the thesis? Does the thesis make a clear, definite assertion about the essay's topic? Does the thesis make a distinctive or original contribution to contemporary scholarly discussion about the topic?

(2) Body: Does the argument coherently demonstrate the thesis? Does the argument try to demonstrate the thesis too broadly for the essay's assigned length?

(3) Conclusion: Without mechanically repeating, does the conclusion echo the preceding argument and the essay's overall thesis? Does the conclusion provide the audience a sense of closure to the essay's argument?

For marks of

• 11–13, the essay will

Make a distinctive contribution to the discussion of the subject appropriate to the nature of the assignment.

Demonstrate exceptional mastery of the subject.

Critically analyze, synthesize, and apply relevant concepts.

Elaborate on subtler details as necessary to support the larger argument.

Show independent reading and thinking beyond the required course texts.

• 8–10, the essay will

Demonstrate solid competence with the subject.

Critically analyze and evaluate relevant concepts.

Ably summarize the subject and its content.

Shows sound reading and thinking in the concepts covered within the course.

• 5–7, the essay will

Demonstrate core competence with the subject but with some noticeable deficiencies.

Show good comprehension of core concepts while having minimal critical interaction with them.

Adequately develop and present arguments within the conceptual areas covered by the course.

• 2–4, the essay will

Demonstrate minimal core competence with the subject and shows noticeable deficiencies.

Show some comprehension of core concepts while exhibiting minimal independent thought and problematic critical interaction with these concepts.

Insufficiently develop and present arguments within the conceptual areas covered by the course.

• 1, the essay will

Demonstrate no meaningful competence with the subject.

Show significant and noticeable deficiencies.

Exhibit questionable comprehension of core concepts and no or problematic attempts to interact with them.

Primarily quote and summarize other sources or otherwise fail to develop a coherent argument about the subject.

• 0, the essay will

Fail to address a topic within the scope of the assignment.

Not be submitted.

3. How would you assess this paper's argument? *

Enter your response on a scale of 0 to 13 with 0 indicating the complete absence or unsatisfactoriness of this element and 13 indicating that the element is strong enough to make the piece immediately publishable.

4. Why did you choose the numerical assessment of the paper's argument that you indicated in the prior question? *

Bibliographic Interaction

Under this heading, consider things like: Does the essay use the required number of scholarly sources? Does the essay use and cite the scholarly sources appropriate to its argument in appropriate places and ways in that argument? Does the essay only summarize and report on its sources? Or does it critically interact with them? Does the essay show careful interaction with scholarship that disagrees with one or more of the essay's contentions?

For marks of

- 11–13, the essay will
 - Copiously interact with a significantly larger bibliography of high-quality sources than required by the assignment.
 - Critically and fairly analyze opposing arguments while citing the sources that advocate these opposing views. This analysis creates strong additional arguments for why the thesis is supported despite the objections raised by the opposing views.
- 8–10, the essay will
 - Interact with a modestly larger bibliography of high-quality sources than required by the assignment.
 - Fairly acknowledge and describe opposing arguments while citing the sources that advocate these opposing views.
- 5–7, the essay will
 - Interact with the amount of bibliography than required by the assignment.
 - Sometimes overlook or slightly mischaracterize opposing arguments or cite only second- or third-hand reports of these opposing views rather than citing these views' own advocates.
- 2–4, the essay will
 - Interact with less than the amount of bibliography required by the assignment.
 - Sometimes overlook or mischaracterize opposing arguments in ways that fundamentally weaken those opposing arguments.
- 1, the essay will
 - Interact with significantly less than the amount of bibliography required by the assignment.
 - Seriously misrepresent or ignore opposing arguments.
- 0, the essay will
 - Fail to include appropriate bibliographic interaction.
 - Not be submitted.

5. How would you assess this paper's bibliographic interaction? *

Enter your response on a scale of 0 to 13 with 0 indicating the complete absence or unsatisfactoriness of this element and 13 indicating that the element is strong enough to make the piece immediately publishable.

6. Why did you choose the numerical assessment of the paper's bibliographic interaction that you indicated in the prior question? *

Formatting, Mechanics, and Style

Under this heading, consider things like: Does the essay's prose read smoothly? Is the essay free of typographical errors? Does the essay properly implement the appropriate style manual? Does the essay avoid repeating errors noted in markup on prior assignments? Is the essay submitted in the proper file format (i.e., a DOCX file)?

For marks of

- 11–13, the essay will exhibit coherent and nearly flawless presentation (syntax, punctuation, style).
- 8–10, the essay will provide coherent and mechanically competent presentation with infrequent and minor mistakes.
- 5–7, the essay will demonstrate mediocre coherence and mechanical competence with some frequent or significant mistakes.
- 2–4, the essay will
 - Demonstrate insufficient coherence and mechanical competence with both frequent and significant mistakes.
 - Exhibit noticeable awkwardness in using language.
- 1, the essay will
 - Demonstrate notably poor coherence and mechanical competence with both frequent and significant mistakes.
 - Exhibit noticeably frequent awkwardness in using language.
- 0, the essay will
 - Fail to apply the appropriate formatting, mechanical, and stylistic conventions to any noticeable degree.
 - Not be submitted.

7. How would you assess this paper's formatting, mechanics, and style? *

Enter your response on a scale of 0 to 13 with 0 indicating the complete absence or unsatisfactoriness of this element and 13 indicating that the element is strong enough to make the piece immediately publishable.

8. Why did you choose the numerical assessment of the paper's formatting, mechanics, and style that you indicated in the prior question? *

Other Comments

This section is optional.

9. Please note any other comments you wish to make about this paper.

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