

Rubric for Critical Essays				
Criteria	Accomplished (6.0-7.0)	In development (5.0-5.9)	Initial (4.0-4.9)	Insufficient (1.0-3.9)
Introduction (10 points)	The introduction (1) presents the essay topic, (2) justifies the choice of literary works to explore it, and (3) clearly and explicitly puts forward an original thesis, which displays both (4) an excellent understanding of the novels and (5) the student's capacity for independent thinking.	The introduction presents the essay topic in the context of the literary works, and clearly and explicitly puts forward a thesis.	The introduction puts forward a thesis, but does not present the topic in the context of the literary works OR it contextualises the topic, but does not explicitly put forward a thesis, so the reader has to infer it while reading the essay.	The introduction neither contextualises the topic nor puts forward a thesis.
Arguments (30 points)	The arguments are (1) relevant to the thesis, (2) logically coherent, and (3) consistent with the literary texts. Moreover, (4) they are clearly and explicitly linked to each other, and (5) develop a personal reading of the novels.	The arguments are relevant to the thesis, logically coherent, and consistent with the literary texts. The links between them are not always explicit, so they have to be inferred by the reader.	The arguments are relevant to the thesis, but they are not entirely coherent. OR The arguments are relevant to the thesis, but they are not entirely consistent with the literary texts.	The arguments are not relevant to the thesis OR they are incoherent or inconsistent with the literary texts.
Evidence (20 points)	The student employs relevant and precise quotes from the novels to support her main arguments. The quotes are well integrated into the body of the essay, and a clear interpretation of them is provided, which builds towards the main thesis.	The student employs relevant quotes from the novels to support her main arguments. However, their interpretation is not always clear, and, therefore, it cannot be determined whether the quotes can be considered sufficient evidence for the arguments they support.	The quotes are only partly relevant to the issue at stake OR no interpretation of them is provided, so the reader has to infer their relevance to the arguments they are meant to support.	The quotes are not relevant to the arguments they are meant to support.
Critical Debate (20 points)	The student critically employs at least four relevant pieces of peer-reviewed criticism in developing her main arguments. She concisely conveys the different positions contained in them, and clearly explains how they relate to her own interpretation of the novels.	The student employs at least four relevant pieces of peer-reviewed criticism. However, she only agrees or disagrees with isolated statements taken from them in different parts of the essay.	The student employs at least four relevant pieces of peer-reviewed criticism. However, she treats those sources as authority, quoting from them as if they constituted 'evidence' in favour of her interpretation of the literary text.	The pieces of criticism employed by the student are not peer-reviewed OR they are not relevant to the essay topic.
Conclusion (10 points)	The conclusion brings together the most important points of the essay, and clearly relates them to the thesis. Moreover, from this standpoint the student is able to pose a relevant and insightful question, observation, reflection, appraisal, proposal, etc.	The conclusion brings together the most important points of the essay, but either the links between them or their relation to the thesis is not entirely clear.	The conclusion is a summary of the essay, which recapitulates its main arguments in the order they were presented.	The conclusion summarises some parts of the essay. OR There is no conclusion. The essay abruptly ends after the last argument.

The Gothic in English-Speaking Fiction

Professor: Dr. Pablo San Martín

Academic Style (5 points)	The essay's style is clear, grammatically correct and has no spelling mistakes. The student writes complete and concise (i.e. not excessively complex) sentences, which are clearly linked to each other using logical connectors when necessary.	The essay has few minor spelling or grammatical mistakes, which do not affect its reading or meaning.	The essay has several minor spelling and/or grammatical mistakes OR few major mistakes that make its reading difficult.	The essay has several major spelling and/or grammatical mistakes.
Referencing (5 points)	All in-text citations are correctly referenced, and a list of works cited is provided at the end following MLA style (7th edition) guidelines.	In-text citations or the list of works cited do not strictly comply with MLA guidelines.	There is inaccurate or missing information in in-text citations or the list of works cited.	There are no in-text citations and/or no list of works cited OR they do not contain enough information to identify the sources used by the student.