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| Category (in order of importance) | Excellent | Passing | Not Passing |
| Argument | Essay contains a clear argument or central claim. The thesis is vivid, analytically complex, and concisely stated. | Essay contains an argument or claim, but may not be entirely clear or remains somewhat vague. | Argument may be very unclear or need to be reconstructed by the reader. Essay may not make an effort to lay out a clear thesis. |
| Analysis of Evidence | The essay features well-chosen primary source evidence. Analysis makes the relationship between evidence and argument very clear. | Evidence is used to support the argument, but may need greater explanation. Reader may have to infer the relationship between evidence and the central claim. Evidence includes primary sources, but may rely too heavily on secondary sources. | Little or no evidence is presented. Secondary sources totally overwhelm any primary sources used. Analysis may be very unclear. |
| Structure | Essay has a clear introduction, body, and conclusion. Body paragraphs proceed in a logical way, with clear transitions and topic sentences. Introduction effectively establishes claim and conclusion sums up the significance of the argument. | Essay has an introduction, body, and conclusion. Transitions between body paragraphs and topic sentences could be clearer. Introduction establishes claim and conclusion attempts to explain significance of the argument. | Essay lacks an introduction, clear body paragraphs, and/or a conclusion. Body paragraphs lack topic sentences. Introduction may not lay out an argument and/or conclusion does not assess significance. |
| Mechanics | Essay is well-written, with no typographical mistakes. Citations are correct and all instructions have been followed. | The essay is well-written, with few typographical mistakes. Citations are mostly correct and instructions have been followed. | Essay difficult to understand owing to mechanical or stylistic errors. Citations missing and/or instructions not followed. |

**Requirements for Honors Credit History Papers**

Honors students who wish to receive Honors credit for their second core requirement in History may write an extra paper for assessment by History Department faculty at Loyola. The History Department Study Abroad Advisor or Chair will ask a member of the department to read the paper and decide whether the paper rates a grade of C or above (passing) or whether it falls into the C- to F range (failure). Faculty in the appropriate geographic or thematic field will be asked to read the paper, beginning with NTT faculty. Students should use the rubric, above, for guidance as they prepare their papers, but faculty will not assign a letter grade, just a “pass” or “fail.” Students awarded a "pass" receive Honors credit for the course. ***For citation and bibliographical format assistance students should consult the History Department Style Manual on the Loyola History Department homepage at*** [**https://www.loyola.edu/academics/history**](https://www.loyola.edu/academics/history)

**Papers for 400-level credit**

**Length**: 10-12 pages (approximately 2500-3000 words, double-spaced, excluding footnotes and endnotes)

**Assignment:** The paper should be a research paper. It should grow out of the course in which the student is enrolled. This paper should present an original argument (thesis) about a historical topic relevant to the Study Abroad course. It should incorporate both original and secondary sources and demonstrate mature critical thinking and writing.

**Reminders:** Papers will be graded on the basis of the included rubric. Pay special attention to the following:

1. The paper must also have a clear thesis, well-supported by evidence and analysis.
2. Your analysis should be based on primary sources. Do not assume that the meaning of primary sources is self-evident. Don't let secondary sources overwhelm how original sources are interpreted. Definitions and interpretations should be your own.
3. Organization counts. The thesis should outline clearly what evidence will be used to prove the thesis. The conclusion should summarize these points.
4. Avoid sloppy and erroneous writing; too many spelling, punctuation, and other writing errors will necessitate a rewriting of the paper and may result in a failing grade. Formatting errors in citations and bibliography, as well as papers that are either too short or too long, will be assessed similarly.