

**Herzog Grading Rubric:**

5 / 93-100 / A, A+ range: 	Shimmering, rare, unicorns. Argument is clear, convincing, and original. Essay is well-organized, but doesn't feel plodding. Descriptions provide detailed evidence from the media texts or readings. Lots of detailed visual/textual examples that help support the thesis. Author has put care and thought into their language, uses words to convey the meaning, express feeling, paint pictures. There are almost no typos or grammatical errors. Seek out like-minded writers to help you hone your craft!
4 / 85-92 / B, B+, A- : 	Rock solid. Author makes excellent observations and has a clear thesis. The thesis, however, might benefit from more inspiration, a fresh perspective. Organization is strong, but maybe a bit formulaic. The links between the evidence and the argument might need to be strengthened, or deepened. Attention to formal details could need to be expanded, more nuanced. Perhaps the argument could be pushed beyond reporting "basic" observations. Language, grammar, and style are technically correct, but could be revised to show more sparkle and inspiration. Projects in this range might also show true originality, but suffer from grammatical and organizational problems. These authors could benefit tremendously from sharing work with friends and writers they admire—"sparkle" is a skill one develops through hard work and practice.
3 / 77-84 / C+, B-: 	Diamonds in the rough. Author thoughtfully engaged with the assigned material, but might not make an organized argument supported by evidence. Perhaps the thesis isn't stated clearly enough, or the evidence doesn't help the author build the case. An outline might help to strategize, step by step. Details in observation might need to be developed. Projects in this range might have excellent points to make, but need polishing to be sure that your language is representing your best thinking. There may be stylistic tics (e.g. choppy sentences, repeated language) or grammatical errors. There is a great deal of promise here—just give yourself time to revise and take advantage of opportunities to get input from your professor, peers, and the Writing Center. ALL good writers need communities to draw on.
2 / 70-76 / C-, C: 	Investment opportunities! Projects in this range may have misinterpreted the assignment or not met all the requirements. Structural problems might be preventing the author from developing a clear argument. Perhaps the author needs to present more detail to support their point--- or the evidence might not relate logically to the thesis as written. Stylistic or grammatical problems may be pronounced enough that they interfere with comprehension. That said, the underlying ideas might be insightful and strong, and these projects are great candidates for seeking outside readers: friends, the professor, editors from the Writing Center. Don't be discouraged, find a support network to help you build your foundation.
0-1: 	A chance to recalibrate. Projects in this range typically misread the assignment or left out required material. It may seem as though the author didn't complete or understand the readings/screenings. Grammatical errors are significant. Check in with the instructor to make sure you have a handle on the requirements. Give yourself more time, don't rush. Depending on the assignment, you might have an opportunity to resubmit, and this can definitely be an opportunity to strategize for the next project. Network with friends and find support from your professor and the Writing Center. You aren't alone.

The Queens College Writing Center offers workshops, consultations, and tutoring for writers at every level: <http://writingcenter.qwriting.qc.cuny.edu/>. Every single writer benefits from sharing and editing work—college is fantastic opportunity for finding that support.