

## Guidelines for the Senior Thesis Essay

	EXCELLENT	ACCEPTABLE	PROBLEMATIC
<p><b>FOCUS, PURPOSE, THESIS</b>  <i>(student should work with faculty member to develop this portion of the essay)</i></p>	<ul style="list-style-type: none"> <li>• Major idea is easily identifiable and sophisticated.</li> <li>• Exhibits in depth understanding and thoughtful, unique explorations of topic.</li> <li>• Inventive and original content is articulated in colorful details rather than simply told.</li> <li>• The author has a strong voice and demonstrates full understanding of ideas.</li> <li>• Paper shows evidence of research that is integrated with the student's own interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Major idea is evident, but may be confusing at times.</li> <li>• Idea is promising but may lack clarity, insight or originality.</li> <li>• Demonstrates a solid understanding of the ideas.</li> <li>• Idea may be general and not explored to full potential.</li> <li>• Thoughtful but predictable.</li> <li>• Adequate understanding of the ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to identify or does not contain a major idea.</li> <li>• Logic may fail or argument is unclear.</li> <li>• Simplistic view of topic.</li> <li>• Lack of effort or comprehension.</li> <li>• Difficult to follow or understand.</li> </ul>
<p><b>STRUCTURE + ORGANIZATION</b>  <i>(student should work with faculty member to develop this portion of the essay)</i></p>	<ul style="list-style-type: none"> <li>• Structure is evident, understandable and appropriate for thesis.</li> <li>• Structure should set up an introduction and bring thoughts to a conclusion.</li> <li>• The essay is clearly organized and moves logically from idea to idea and point to point.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure is generally clear but may have passages that are unclear or lacking in insight.</li> <li>• May have too much or too little information.</li> </ul>	<ul style="list-style-type: none"> <li>• Unclear or non-existent structure, may wander or jump around.</li> </ul>
<p><b>SUPPORT + DEVELOPMENT</b>  <i>(student should work with The Writing Center and the faculty member to develop this portion of the essay)</i></p>	<ul style="list-style-type: none"> <li>• Uses examples to support ideas, without factual errors.</li> <li>• Clearly synthesizes knowledge from other fields into studio practice.</li> <li>• Ideas and quotations are carefully documented and cited.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some examples to support major points.</li> <li>• Idea may be too general, but appropriate. May only refer to sources common to the studio arts.</li> <li>• Ideas and quotations are only occasionally documented and cited or lacking.</li> </ul>	<ul style="list-style-type: none"> <li>• Few or weak examples used to support ideas.</li> <li>• Provides no references or examples to support opinions and ideas.</li> </ul>
<p><b>MECHANICS + PRESENTATION</b>  <i>(student should work with The Writing Center to develop this portion of the essay)</i></p>	<ul style="list-style-type: none"> <li>• Appropriate and sophisticated use of vocabulary and terminology.</li> <li>• Grammar sentence structure and use of punctuation is flawless.</li> <li>• Paper should show evidence of editing and proofreading, punctuation and formatting.</li> <li>• Uses active voice where possible.</li> </ul>		<ul style="list-style-type: none"> <li>• Vocabulary appropriate but limited.</li> <li>• Grammar, spelling or punctuation errors-may have a run-on sentence.</li> </ul>