Grading Rubric

	1. Content Comprehension	2. Written Presentation	3. Reasoning and Argumentation	4. Use of texts and sources	5. Creative Response / Critical Evaluation
A	The student displays highly accurate and insightful comprehension of the course content.	The student's presentation of material is excellent: clear, well-written, well-organized, and easy to follow, and absent grammatical and typographical errors.	The student's argumentation is excellent: displays understanding of argumentation and the rules of inference, and is successful.	The chosen texts are highly relevant, and the discussion of them is accurate, detailed, and insightful.	The student has fully succeeded in crafting a creative / critical philosophical response to the issue being studied.
B	The student displays mostly accurate comprehension of content with some minor errors or omissions.	The student's presentation is very good: generally clear, well-organized, easy to follow, and free of errors with some few and minor exceptions.	The student's argumentation is good: it proceeds in accordance with accepted rules of inference and is generally successful.	The chosen texts are appropriate, and the discussion of them is mostly accurate and fairly detailed, at times displaying genuine insight.	The student's work displays moderate success at crafting a creative / critical philosophical response to the material being studied.
C	The student is generally well acquainted with the content, with several minor errors or omissions.	The student's presentation is generally competent, but disorganized, unclear and/or poorly written in a few places.	The student's argumentation is competent: generally in accordance with accepted rules of inference, though not generally successful.	The chosen texts are mostly appropriate, and the discussion of them is mainly accurate, but generally lacking in insight and/or detail.	The student's work displays reasonable efforts at crafting a coherent, creative / critical philosophical response to the material being studied.
D	The student's knowledge of content is superficial with some serious errors and/or gaps.	The student's presentation is poor: generally unclear, poorly-written, disorganized, and/or containing a number of errors.	The student's argumentation is weak and/or trivial, showing little understanding of how arguments work.	The chosen texts are somewhat appropriate, and the discussion of them is superficial, lacking in both insight and detail.	The student's efforts at creative / critical engagement are minimal; or, lead to serious error or misunderstanding.
E	The student's knowledge of content is superficial and erroneous.	The student's presentation is very poor: so lacking in clarity and organization as to be confusing, and/or abounding in errors making it difficult to read.	The student displays little effort at constructing an argument, and/or the arguments involve major logical errors.	The chosen texts are in appropriate, and the discussion of them is mostly inaccurate and superficial.	The student makes very little effort to engage the material critically or creatively; or such efforts are irrelevant.
F	The student has completely misunderstood the content.	The student's presentation is totally unclear, completely disorganized and riddled with errors.	The student's argumentation is riddled with logical fallacies and/or contains no argument whatsoever.	The student has chosen irrelevant texts, completely misunderstood the texts, and/or failed to engage them.	The student makes no efforts to engage the material critically or creatively.