

Cryptography Essay #1 (Opinion Paper)

Student Name: \_\_\_\_\_

Component	Poor (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)	Score
<i>Content</i>					
Importance of Question	No attempt is made to establish why the question matters beyond the context of this course.	The student gestures to the importance of this question to those outside this course, but doesn't offer any reasons why.	The student offers one clear and compelling reason why the question matters.	The student offers more than one clear and compelling reason why the question matters.	
Personal Connection	The paper reads as if it could have been written by anyone.	The student references his/her personal experiences or interests, but in a vague or disconnected way.	The student makes at least one concrete connection between the question at hand and his/her personal experiences or interests.	The student draws on specific, concrete personal experiences or interests at multiple points in the paper.	
Relevance of Argument	The arguments presented by the student for his/her position is mostly weak and/or inappropriate for the question.	The student presents some reasonable arguments for his/her position along with some other weak and/or appropriate arguments.	The arguments the student presents for his/her position are generally appropriate and supports his/her position.	The arguments the student presents for his/her position is appropriate, supports his/her position, and is notably varied and/or creative.	
Complexity of Argument	The student fails to consider positions other than the one for which s/he argues in the paper.	The student considers alternate positions or potential objections to his/her arguments, but offers no significant response to those other positions.	The student considers alternate positions or potential objections and offers some responses to those positions.	The student considers several potential objections to his/her arguments and offers appropriate and perhaps compelling counter-arguments.	
<i>Clarity</i>					
Clarity of Opinion	There's no evidence that the student has an opinion about the central question.	The central question is addressed, but the student's position on that question isn't that clear.	The student's core position on the central question is explicitly stated and would be clear to other students.	The student's core position on the central question is very clear, as is the student's position on one or more related questions.	

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Clarity of Argument	The arguments made by the student would be difficult for fellow students to follow.	The arguments made by the student would make at least some sense to fellow students.	The arguments made by the student would be mostly clear to fellow students.	The arguments made by the student would be very clear to fellow students—clear enough to serve as examples of logical reasoning for future students.	
Voice	The student's voice sounds entirely artificial (e.g. using words the student is not likely to understand) and/or inappropriate to academic writing (e.g. far too informal).	The student's voice generally sounds natural and is appropriate to academic writing with the exception of a few weak spots.	The student's voice sounds natural (using words and phrasings not unlike his/her speaking voice) and is appropriate to academic writing.	The student's voice sounds natural, is appropriate to academic writing, and is entertaining in one way or another.	
<i>Presentation</i>					
Mechanics <b>(Double Points for This Row!)</b>	So many grammatical, punctuation, or spelling mistakes that it's hard to keep reading the paper.	Several grammatical, punctuation, or spelling mistakes—enough to slow down one's reading of the paper several times.	A few grammatical, punctuation, or spelling mistakes—nothing that would slow down one's reading of the paper for more than a second or two.	At most, only a couple of grammatical, punctuation, or spelling mistakes—nothing that impedes one's reading of the paper.	
Formatting	Poor formatting for more than a couple references, figures, quotations, or other unusual items.	Poor formatting for just one of or two references, figures, quotations, or other unusual items.	No poor formatting of any references, figures, quotations, or other unusual items.	No poor formatting, as well as notably attractive formatting for at least one element of the paper.	
<b>Total Score (40 Points Max)</b>					

*Comments:*