Below are the categories we will use to evaluate your final collaborative essay. The description represents writing that is above expectation or in the “A” range.

A. **Purpose (and rationale for an interdisciplinary approach)** Writing clearly and thoroughly introduces the purpose of the text; successfully identifies the topic/problem that is apt for interdisciplinary understanding, defines the context and scope of the problem or question, and clearly describes the rationale for taking an interdisciplinary approach to the problem; writing also identifies the disciplinary perspectives applied to the problem and provides a rationale for using these; writing provides a focus that is holistic, integrated, and original; purpose is both clear and provocative; ideas and passages work to support the interpretive thesis.

B. **Audience Awareness** Writing is informative and valuable for the intended audience; effectively integrates rich and pertinent details and insights that engage readers in a transcendent understanding of the writer’s interpretation of the image and the evidence that supports that perspective.

C. **Content (critical thinking, evidence, and interdisciplinary integration)** Beyond expectation, writing effectively incorporates the required number of sources and integrates perspectives in a way that leads to a holistic (or new) understanding of the problem; writing succeeds in using rhetorical and critical implications toward a sophisticated understanding of the problem that is based on sound disciplinary evidence; evidence is selective and representative of two distinct disciplines, and insightfully and strategically integrated in support of the thesis; evidence demonstrates the writer’s researched understanding of the specific problem.

D. **Content (drawing on disciplines; incorporating course content)** Beyond sufficiency and appropriateness, writing demonstrates a close analysis of disciplinary texts, and uses evidence or supporting arguments in a way that engages the audience – clearly, logically, informatively, and persuasively; writing specifically and fully addresses the appropriate rhetorical situation(s) that affect the interdisciplinary problem; writing specifically and fully addresses the larger context from which and to which the problem extends; writing deliberately draws on CAP 123 course content, including key concepts, texts, lectures or other significant material related to the Cold War and epistemologies.

E. **Writing Quality** Writing demonstrates a sophisticated understanding of how form and structure help to make meaning; texts are shaped logically and in ways that craft relationships among the ideas, employing logical transitions from one section/paragraph to another, sustains reader’s interest with clarity and cohesion of paper structure and precise word choice; writing provides accurate and appropriate documentation of sources; writing puts forth a voice, tone, and style that are in accordance with purpose and audience; writer demonstrates deliberate attention to syntax, vocabulary, and grammar; writer presents a clean project.

F. **Interdisciplinary Understanding** Writing demonstrates the value of an interdisciplinary approach to a complex problem; an understanding of an interdisciplinary research process that draws on disciplinary knowledge and aims to integrate insights to reach a new holistic understanding or cognitive advancement; writing successfully embeds the new understanding throughout the text or articulates the new understanding in the form of a metaphor or analogy.