

HIST 260
Evaluation Rubrics:
Primary Source Analysis

Format: /5

Line spacing, margins, font style and size

Correctly formatted page numbers

Footnote citations (see *Chicago Manual of Style*)

Bibliographic citations (see *Chicago Manual of Style*)

First page headers (in lieu of cover page)

Length (1200 words)

Style: /5

Syntax and grammar (apostrophes, commas,

Spelling

Style (use of passive verbs, dangling modifiers, etc.)

Research: /5

Use of secondary sources?

Adequate bibliographic content?

Analysis: /15

What is this document?

Who created it and how?

When was it created?

Why was it created?

Where was it created?

Contextualization (cultural, intellectual, historical, etc.)

TOTAL SCORE:

/30

From page 2 of the course syllabus (also available online at www.medieval-tech.com):

Written assignments:

All written work must be typed using Times New Roman (or something comparable) at a character pitch of 12. Margins must be 1" on all sides and the assignment must not have a cover page. Students must use footnotes as opposed to endnotes or parenthetical references. They should consult the *Chicago Manual of Style* for further formatting details.

Style counts when writing! The instructor awards points for smooth prose and deducts them for awkward, or incorrect, use of the English language. Students at every level are encouraged to make use of the University of Waterloo's Writing Centre (<http://elpp.uwaterloo.ca/writingcentre.html>).

Documentary analysis:

All students in HIST 260 must write a 1 200 word documentary analysis based on one of several pre-selected primary sources provided by the instructor. The purpose of the assignment is to train students to interpret edited and translated medieval documents. As part of the assignment, students will submit a bibliography comprising four scholarly secondary sources.

From the e-mail distributed to the class (also available online at www.medieval-tech.com):

Primary Source Documentary Analysis Assignment

You must write a 1200 word documentary analysis using a selection from primary source material that the instructor will provide. The purpose of this assignment is to train you to interpret edited and translated medieval documents. The general parameters of a documentary analysis require you first to answer basic questions about the source:

- What is it?
- Who created it and how?
- When was it created?
- Why was it created?
- Where was it created?

Beyond that, however, you must demonstrate an ability to analyze your source material. This means placing it within some sort of context: cultural, intellectual, historical, etc. Higher scores are awarded to students who demonstrate an ability to relate the source to broader problems.

Some of the selections may not have an introduction. You will need to do some detective work to learn more about them. Other selections may indeed contain an introduction. There, too, though, you will need to do more serious research in order to understand what you are reading. All of this means that you must exploit secondary sources. These secondary sources must be diligently noted in your paper! In addition to footnoting your use of secondary sources appropriately, you must also attach a bibliography with no less than four secondary sources.

Some selections are longer than others. If you choose a longer document, you may choose to analyze the entire text. Alternately, you may provide an overview of the entire text and then focus in on a particular section. If you do focus most of your attention on a given section (or sections), make certain that it is an important passage and that it has sufficient interest to sustain your analysis. Similarly, you may opt to provide an overview and then to compare and contrast the information contained in two important sections. In general, however, although there are many different ways to study longer sources, you should be guided by the principle that you are not *summarizing* a text but *analyzing* its historical importance.