Writing pieces declared as “one pagers” are given at the end of a learning phase and are designed as an opportunity for the student to demonstrate technical command of the relevant concepts/ideas/terminology and to continue to work with historical concepts – including, but not limited to - politics, governments, states, political cultures, social movements and ideologies that underpin the course objectives.

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| **Exceptional 9-10** | **Excellent 8-8.9** | **Very Good 7-7.9** | **Good 6-6.9** | **Fair 5-5.9** | **Below 5** |
| The one pager is exceptional; an insightful, vivid, critical, creative, logical, and detailed synthesis on the readings and topics of the day in relation to the student’s evolving appreciation of 20th century history and historical concepts. | The one pager is excellent; a vivid, critical, logical, and detailed synthesis on the reading and topic of the day in relation to the student’s evolving appreciation of 20th century history and historical concepts.  All elements are included. | The one pager is very good; a logical and detailed synthesis on the reading and topic of the day in relation to the student’s evolving appreciation of 20th century history and historical concepts. Writing emphasizes either more personal or more technical writing, rather than a synchronized harmony of both.  Most elements are included. | The one pager is good; an adequate synthesis on the reading and topic of the day in relation to the student’s evolving appreciation of 20th century history and historical concepts. Writing is missing a clear sense of understanding of the terms from a personal perspective or may demonstrate some gaps in learning.  Many elements are included. | The one pager is fair; some attempt to write a synthesis on the reading and topic of the day in relation to the student’s evolving appreciation of 20th century history and historical concepts. The writing appears rushed and demonstrates significant gaps in learning.  Many elements are included. | The one pager is basic; any attempt that is made to write a synthesis on the reading and topic of the day in relation to the student’s evolving appreciation of 20th century history and historical concepts is limited.  Some elements are included. |
| Required elements:   * Written from a thoughtful, personalized perspective * Writing is starting from the given prompt and expands in a purposeful way * Specific reference to topics, readings, class discussions and previous assignments * Strong connections between topics, readings, class discussions and previous assignments * Furthering the development of the student’s understanding of 20th century history and historical concepts * Inclusion of relevant, related literature * Clear, professional, well written, included reference list when appropriate | | | | | |