Traits	1	2	3	4
Introduction	The writer's first paragraph does not function as an introduction to the argument. It may make cursory generalizations about a problem or simply summarize the critical articles	The writer attempts to create an introductory section establishing a prelude, shared context, problem, and solution but does so in an overbroad way, or makes perfunctory use of Bristow.	The writer fashions an introductory section that establishes the prelude, shared context, problem, and solution, using Bristow to establish the shared context or perhaps to help define the problem.	The writer fashions an introductory section that establishes the prelude, shared context, problem, and solution in a way that contextualizes the need for paying attention to human responses during pandemic times.
Use of Fineman	The writer makes little or no use of Fineman.	The writer offers some terms, phrases, or passages from Fineman's work, but they aren't recontextualized to enhance the writer's own argument.	The writers offers terms, phrases, and passages from Fineman's work, mindful of their power to intersect with, reinforce, or clarify aspects of the writer's own argument.	The writer offers terms, phrases, and passages from Fineman's work in an inventive and/or unpredictable way, or uses Fineman's work to frame questions about the novel's effectiveness.
Use of Mullen	The writer makes little or no use of Mullen.	The writer offers terms, phrases, or passages from the novel, but their evidentiary power is thin, and it is at times unclear how this textual evidence supports the writer's points.	The writer offers terms, phrases, or passages from the novel, deftly chosen to illustrate the writer's points. When possible, the writer shows that he/she has discovered patterns of evidence.	The writer offers terms, phrases, and passages from the novel, robustly or inventively contextualized to describe their relevance to the writer's argument.
Conclusion	Writer does not offer a conclusion to the essay.	Writer's essay concludes by summarizing the points made rather than looking forward to the argument's implications.	The writer creates a conclusion that sets forth new questions pertinent to understanding vulnerability and/or pandemics more generally.	Writer provides a conclusion that articulates new questions or avenues of research into vulnerability and/or pandemics more generally and envisions the benefits of that new level of attention.
Conventions (grammar, mechanics, spelling, citation)	Grammatical, spelling, citation, and/or mechanical issues interfere with overall clarity.	Patterned errors in grammar, citation and/or mechanics, suggesting the need for targeted review/learning.	Barely noticeable, random typographic, grammatical or mechanical errors. If external sources are used, there may be one or two citation errors.	Error-free prose. If external sources are used, no errors in citation.

Name: **Total:**