**Tucker – The Man and His Dream**



**Directions: Please write a 3 paragraph (5 sentences per paragraph) essay on your “take-away” from this movie. How can you relate this take-away to the objectives and standards of this class? You may use the front and back of this page to write your essay, or you may use a desktop computer and word processor. Please staple your essay to this instruction sheet. (100 points)**

**Assignment Rubric**

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| --- | --- | --- | --- | --- |
| CATEGORY | 33 Points per Category | 30 Points per Category | 27 Points per Category | 24 Points per Category |
| Introduction (Organization) | The introduction is inviting, states the main topic and previews the structure of the paper. | The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader. | The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. | There is no clear introduction of the main topic or structure of the paper. |
| Word Choice | Writer uses vivid words and phrases that linger or draw pictures in the reader\\\'s mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader\\\'s mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader\\\'s interest. Jargon or cliches may be present and detract from the meaning. |
| Sentence Structure (Sentence Fluency) | All sentences are well-constructed with varied structure. | Most sentences are well-constructed with varied structure. | Most sentences are well-constructed but have a similar structure. | Sentences lack structure and appear incomplete or rambling. |
| Commitment (Voice) | The writer successfully uses several reasons/appeals to try to show why the reader should care or want to know more about the topic. | The writer successfully uses one or two reasons/appeals to try to show why the reader should care or want to know more about the topic. | The writer attempts to make the reader care about the topic, but is not really successful. | The writer made no attempt to make the reader care about the topic. |
| Grammar & Spelling (Conventions) | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |
| Support for Topic (Content) | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported. | Supporting details and information are typically unclear or not related to the topic. |