

Features	Description	Range	Comments on 2-3 Main Features
<b>Coverage of issues &amp; information</b>	<ul style="list-style-type: none"> <li>● most important nuclear-explosive nuclides</li> <li>● isotope requirements for making a uranium weapon</li> <li>● technologies available to produce uranium that meets these requirements and particular technology that is currently favored</li> <li>● simplest way to create a nuclear explosion using weapons-grade uranium</li> <li>● usually quoted isotope requirements for making a plutonium weapon</li> <li>● technologies used to produce plutonium that meets these requirements</li> <li>● how to create a nuclear explosion using weapons-grade plutonium</li> <li>● why the production method that is optimal for producing weapons-grade plutonium is incompatible with efficient power generation</li> <li>● why it is more difficult to make a bomb using reactor-grade plutonium than using weapons-grade plutonium</li> <li>● whether it is possible to create a nuclear explosion using reactor-grade plutonium</li> <li>● why restricting the availability of nuclear explosive nuclides is the most effective way to prevent the spread of nuclear weapons</li> </ul>	20%  <b>High</b>  <b>Mid</b>  <b>Low</b>	
<b>Accurate use of concepts</b>	Course concepts from lecture and readings are employed clearly, accurately, and with a sufficient level of detail (i.e., quantified)	20%  <b>High</b>  <b>Mid</b>  <b>Low</b>	
<b>Explanation &amp; argument</b>	Rationale for expert analysis is communicated clearly and convincingly  Report is organized to: <ol style="list-style-type: none"> <li>1. begin with a brief summary,</li> <li>2. provide an introduction that discusses some of the most important nuclear-explosive nuclides,</li> <li>3. describe the science and reasons about its implications using assigned body sections, and</li> <li>4. conclude with a brief explanation of why restricting the availability of nuclear explosive nuclides is the most effective way to prevent the spread of nuclear weapons</li> </ol>	20%  <b>High</b>  <b>Mid</b>  <b>Low</b>	

<b>Professional style</b>	<ul style="list-style-type: none"> <li>● Geared toward college-educated member of Congress</li> <li>● Congruent with Congressional Research Service report style: text is clear, concise, organized; uses a tone appropriate to writing situation (CRS report)</li> <li>● Sources are used thoughtfully and comprehensively (i.e., "Physics and Technology of Nuclear-Explosive Materials," "Reactor-Grade and Weapons-Grade Plutonium in Nuclear Explosives," and current class slides on nuclear weapons) <ul style="list-style-type: none"> <li>○ Source info cited according to assignment sheet</li> <li>○ Most of report is in writer's own words</li> </ul> </li> </ul>	10%  <b>High</b>  <b>Mid</b>  <b>Low</b>	
<b>Conformity to conventions</b>	3-4 pages Title and section headings specified in prompt  Header and date in correct format Page numbers 12-point Times New Roman font throughout (including page numbers) 1.25" side margins and 1" top margins and .5" bottom margins. Citation practices specified in prompt. Key terms bolded in first use  (check = all correct, x = some mistakes (-5))	10%  <b>High</b>  <b>Low</b>	**If you can't find the error, please come to office hours**
<b>Copy editing &amp; use of standard language</b>	Grammar and mechanics are edited for correctness and readability	5%  <b>High</b>  <b>Low</b>	
<b>Thoughtful peer response</b>	3% for each writer's memo question answered and/or for each substantial comment	15%	<b>Note: The score marked by your TA does not yet include these points.</b>
<b>Overall Comments:</b>			