

103B Final Research Essay (Reading/Writing)

Reading/Writing: Developing arguments based on research

0-4	8	12	16	20
Research is not in English, is much too short, almost absent, or disconnected from the arguments.	There are arguments based on some research, though maybe tangentially.	Somewhat developed college-level arguments based on some relevant research.	Developed college-level arguments based on substantial relevant research.	Arguments are also particularly detailed or thoughtful, or relate to the research particularly well.

Reading: Using appropriate sources properly

0-2	4	6	8	10
Sources are inappropriate or used improperly (e.g. plagiaristic, no references provided, etc.).	Each development paragraph makes some use of research from appropriate sources, with a reference of some kind, somewhere.	Essay also includes one clear quote and one clear paraphrase, from appropriate sources, with clear references somewhere.	Sources are EITHER well-chosen (reliable, relevant, etc.), OR they are well-used (ICE method: clear use, explained, etc.).	Sources are well-chosen AND well-used.

Writing: Organization and essay format

0-2	4	6	8	10
Unclear purpose; text contains paragraphs and some developed ideas, but parts are incoherent or underdeveloped; unfocused introduction and conclusion.	Somewhat clear purpose; text is overall coherent and contains two coherent development paragraphs; basic introduction and conclusion.	Mostly clear purpose; paragraphs are coherent and distinct; thesis statement and topic sentences; coherent introduction and conclusion.	Clear purpose; ideas are coherent and logically organized; clear thesis statement and topic sentences; clear introduction and conclusion.	Effective essay format; ideas are coherent and logically organized; effective thesis statement and topic sentences; effective introduction and conclusion.

Writing: Grammar and vocabulary

0-2	4	6	8	10
Simple grammar is somewhat incorrect. Intermediate grammar is problematic or absent. Vocabulary is overall generic, repetitive or vague and informal (guy, big, thing, someone, etc.).	Simple grammar is generally correct (past, negatives, etc.). Some correct intermediate grammar is used. Vocabulary is occasionally generic, repetitive, or vague and informal (guy, big, thing, someone, etc.).	Simple grammar is correct. Text is generally complex, and a variety of intermediate grammar is used correctly ("he was looking," passives, complex sentences, etc.). Clear vocabulary with some academic terms.	Some advanced grammar is also used correctly, and as needed ("he had looked," "he would have liked," etc.). Clear vocabulary with some academic terms, and informal vocabulary is avoided.	The grammar is overall varied and correct, including advanced grammar, and the text flows well. Vocabulary is overall varied, precise and academic.

Writing: Language mistakes: 1 mistake per X words (hand-written)

1 per 10	2	1 per 20	4	1 per 30	6	1 per 35	7	1 per 45	9
1 per 15	3	1 per 25	5			1 per 40	8	1 per 50	10

Language mistakes, computer-assisted version

1 per 10	2	1 per 15	4	1 per 25	6	1 per 30	7	1 per 50	9
1 per 12	3	1 per 20	5			1 per 40	8	1 per 60	10

Reading: ____ / 20 Writing: ____ / 40 Combined: ____ / 60

Planning your research essay

Introduction:

Notes and ideas for the introduction (NOTES ONLY, NO SENTENCES!)

Thesis statem.

Body Paragraph #1:

Topic sentence

notes in point form, plus 1-2 quotes you really want to use (NO FULL TEXT)

Body Paragraph #2:

Topic sentence

notes in point form, plus 1-2 quotes you really want to use (NO FULL TEXT)

Conclusion:

notes in point form (NO FULL TEXT)