

102B 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 structures are used with many mistakes; somewhat unclear vocabulary.	Simple grammar is generally correct. Intermediate gr. may be absent, wrong or over-used; generic, repetitive or vague, informal vocabulary (guy, big, thing, someone, etc.).	Simple grammar is correct. Intermediate gr. is generally correct: <i>"he was looking,"</i> (past prog.), complex sentences, etc.; clear vocabulary with some academic terms.	Text is generally complex, and a variety of intermediate grammar is used correctly. Advanced gr. may be incorrect; clear vocabulary with some academic terms, and inform. vocab. avoided.	Some advanced grammar is also used correctly, and as needed (<i>"he had looked," "he would have liked,"</i> etc.); vocabulary is overall varied, precise and academic.

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

1 per 7	2	1 per 11	4	1 per 15	6	1 per 21	7	1 per 34	9
1 per 9	3	1 per 13	5			1 per 27	8	1 per 40	10

Language mistakes, computer-assisted version

1 per 10	2	1 per 14	4	1 per 20	6	1 per 27	7	1 per 42	9
1 per 12	3	1 per 17	5			1 per 35	8	1 per 50	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)