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

## Language mistakes, computer-assisted version

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

**Reading: \_\_\_\_ / 20 Writing: \_\_\_\_ / 40 Combined: \_\_\_\_ / 60**

How will we get there? Don’t panic!

Note: Please do not go rogue and start working on these steps ahead of time.

103B Final Reading/Writing Exam (20%)

# Writing component

You will write a research essay (550 words MINIMUM) about a subject in your field of studies. This essay can be a problem/solution essay or a cause/effect essay.

## Option 1: Problem/solution essay

Think of one problem that affects people in your field of studies (an example for farm management could be “an early spring”) or that affects everyone but which is solved by people in your field of studies (an example for business students would be “helping someone to understand their personal finances so they can get out of debt”). In your introduction, you will explain the problem and what the right solution is. Then, in the development paragraphs, you will justify this solution with distinct arguments, normally one per development paragraph.

## Option 2: Cause/effect essay

Think of one phenomenon seen in your field of studies (an example for science students could be “water pollution”). In your introduction, you will explain either the main cause or the main effect of this phenomenon. Then, in the development paragraphs, you will explore this causal relationship with distinct arguments, for example by dividing the main cause into separate sub-causes, normally one argument per development paragraph.

# Reading component

This exam will also count as your reading exam because you will have to find two articles in English and use them in your essay as sources. You will use them to find information and ideas. Your ability to find good sources and use them to create your own arguments while respecting the rules on proper use of research counts as your reading exam.

# How to do well

In addition to being able to write well in English, here are the skills you need to demonstrate to get a good result:

* the ability to find sources in your field of studies in English, of an appropriate level;
* the ability to follow the essay format that we are teaching you this semester;
* the ability to write in your own voice about ideas and subjects from your field of studies.
* the ability to use your sources in your essay properly, using quotes and paraphrases appropriately;
* the ability to write in English about your field of studies using academic or professional vocabulary;