

RUBRIC ON RESEARCH PAPER

SOC360 SOCIOLOGY OF DISSENT

Spring2019

Dr. Rosa Vasilaki

	Sophisticated	Highly Competent	Fairly Competent	Not Yet Competent
Overall Impression	<ul style="list-style-type: none"> • Author directly addresses main question or issue, and adds new insight to the subject not provided in lectures, readings, or class discussions • Ability to synthesize the knowledge acquired in new ways and relate to material not covered in the course 	<ul style="list-style-type: none"> • Author competently addresses main question or issue, but does not add much new insight into the subject • Knowledge acquired by the course is evident as well as ability to communicate this knowledge to others 	<ul style="list-style-type: none"> • Author attempts to address main question or issue, but fails • Evidence of some knowledge acquired by the course, but lack of full understanding of meanings and lack of ability to convey it to others 	<ul style="list-style-type: none"> • Essay does NOT address main question or issue • It is obvious that author has not retained any information from the course
Argument	<ul style="list-style-type: none"> • Clear and coherent argument—i.e., the author makes clear what s/he is trying to communicate 	<ul style="list-style-type: none"> • An argument is present, but must be reconstruct it from the text 	<ul style="list-style-type: none"> • Some effort to make an argument but not followed through (e.g., starts with a rhetorical question/statement or anecdote that is never put into context). 	<ul style="list-style-type: none"> • No attempt is made to articulate an argument
Evidence	<ul style="list-style-type: none"> • Compelling and accurate evidence to support the main argument • The importance and relevance of all pieces of evidence is clearly stated • Evident reasoning—i.e., the reader does not need to assume anything or do additional research to accept main argument 	<ul style="list-style-type: none"> • Evidence is provided for most aspects of the main argument but not all • The importance and relevance of some evidence presented may not be totally clear • Additional research or extra thinking is needed to fully accept all aspects of main argument 	<ul style="list-style-type: none"> • Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified • Information from lectures and readings is not effectively used 	<ul style="list-style-type: none"> • Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications • Little or no mention of information from lectures and readings.

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<p>Counter-Evidence</p>	<ul style="list-style-type: none"> Awareness of alternate interpretations of evidence that could be used to refute or weaken the essay's argument, and thoughtful response to these interpretations 	<ul style="list-style-type: none"> Awareness of alternative interpretations but not effective explanation as to why the argument still stands (does not go enough beyond mentioning these interpretations) 	<ul style="list-style-type: none"> Awareness of some alternative explanations Little or no attempt made to respond to them 	<p>Lack of awareness of alternative interpretations</p>
<p>Sources</p>	<ul style="list-style-type: none"> Use of a wide range of sources, including lectures and course readings Evidence of appropriate further reading (scholarly books, websites, journal articles, etc. not explicitly discussed in class) 	<ul style="list-style-type: none"> Use of evidence from many sources, but author relies heavily on a more limited set of sources Some effort is made to go beyond material presented in class when required, but not much If further sources are used, they are primarily non-scholarly (i.e., intended for a general audience) and/or web-based 	<ul style="list-style-type: none"> Only a few of the sources provided in class are used No effort to go beyond what is already provided by the course 	<ul style="list-style-type: none"> Minimal use of sources provided by instructor, or relies exclusively on non-scholarly outside sources
<p>Citations</p>	<ul style="list-style-type: none"> All materials is properly cited in footnotes or endnotes 	<ul style="list-style-type: none"> All evidence is cited in footnotes or endnotes, but there are some minor problems with completeness or format of some citations 	<ul style="list-style-type: none"> Some pieces are unreferenced or inaccurately referenced Problems with completeness and format of citations 	<ul style="list-style-type: none"> No attempt is made to cite evidence
<p>Format</p>	<ul style="list-style-type: none"> Paper is appropriately formatted 	<ul style="list-style-type: none"> Few minor spelling or grammatical errors 	<ul style="list-style-type: none"> A number of spelling and grammatical errors 	<ul style="list-style-type: none"> Paper is unacceptably careless

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	<ul style="list-style-type: none">• Incomplete or run-on sentences• Quotes are all properly attributed and cited• Virtually no spelling or grammatical errors.	<ul style="list-style-type: none">• Quotes are all properly attributed and cited	<ul style="list-style-type: none">• In a few places, quotes are not attributed and cited	<ul style="list-style-type: none">• Quotes are frequently not attributed or improperly cited
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