**Scoring Rubric for Final Researched Argument, ENC1101 English Composition I**

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| A | B | C | C | F |
| **Organizational Character of the paper**  Paper is strong in:   * Setting up a context for the audience * Reviewing the literature * Problematizing the literature * Creating a theoretical/methodological frame * Presenting the argument * Drawing conclusions * Using transitional language that makes explicit the paper’s logical structure   Weight: 13% Points: 26 | Paper is strong in most organizational aspects, but is also weak in one or two aspects of organization | Paper attends to most of the aspects of organization, but shows few strengths | Paper attends to few of the aspects of organization | Paper does not attend to organizational principles of academic writing |
| **Stylistic aspects of the paper**  Paper is strong in:   * The demonstrative voice * Defining key terms/concepts * Summarizing * Paraphrasing * Quoting only where appropriate * Intertextual analysis and synthesis * Internal Citation * Works Cited   Weight: 13% Points: 26 | Paper is strong in most stylistic aspects, but is also weak in one or two aspects | Paper attends to most of the aspects of style, but shows few strengths | Paper attends to few of the aspects of academic style | Paper does not attend to stylistic principles of academic writing |

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| **Argument**  Student demonstrates strong understanding of all of the elements of argument.   * Overall Claim/ Argument/Thesis/ Conclusion * Subclaims * Data/Evidence/Grounds/Reasons   Weight: 33% Points: 68 | Student’s understanding is strong in most elements, but is also weak in one or two aspects | Student understands most of the elements, but demonstrates few strengths | Student attends to few of the elements | Student attends infrequently to elements |
| **Awareness of Disciplinary Genres**  Student demonstrates an awareness of the general tenets of academic writing  Weight: 10% Points: 20 | Student demonstrates strong understanding of disciplinary characteristics, but is also weak in one or two aspects | Student attends to disciplinary characteristics, but shows few strengths | Student attends somewhat to disciplinary characteristics | Students does not demonstrate understanding of disciplinary characteristics |
| **Complexity of Project**  Student problematizes the research in unexpected ways and succeeds in working through the project.  Weight: 10% Points: 20 | Student attempts to problematize the research in unexpected ways but isn’t completely successful in working through the complications of the project | Student merely problematizes the research in ways already suggested by various authors, and succeeds in working through this conceptually limited project | Student problematizes the research in ways already suggested by various authors, but does not completely succeed in working through this conceptually limited project | Student does not problematize the research in any meaningful way or meet with much success on the project attempted |
| **Quality of Prose**  Prose is strong in:   * Complex sentence structure where required * Varied sentence structure for emphasis and clarity * Command over the logical syntax of the sentence * Parallel Construction where required * Reliance on active voice, active verbs, and agentive subjects * Knowledge of when to use passive voice * Coherent paragraphs that have clear purposes * Correct use of vocabulary * Words, phrases, and sentences that indicate transitional logic   A smooth and pleasant read!  Weight: 10% Points: 20 | Prose is mainly strong, and contains no egregious departures. A mostly smooth and pleasant read. | Prose has a few strengths but contains one or two egregious departures that strains the reader’s comprehension | Prose has little strength and contains more than two egregious departures that often strains the reader’s comprehension | Prose is often incomprehensible |
| **Quality of Grammar and Mechanics**  There are no discernable departures from Standard Written English (SWE)  Weight Weight: 10% Points: 20 | A few careless departures from SWE | One recurrent pattern of error and a few careless departures from SWE | A few recurrent patterns of error and many careless departures from SWE | Many recurrent patterns of error and many careless departures from SWE |