**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 writingWeight: 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 |