Unit 7: Final Paper – Due April 28, 2014

1. **Statement**: students will expand the drafts to include graphics, pictures, illustrations, and or graphs. A final copy is then printed.
2. **Objectives/Student Outcomes**
3. Make all final revisions for the research paper.
4. Add appropriate graphs, pictures, illustrations, and graphics.
5. Create a cover page.
6. Complete a peer editing form with two peers.
7. Print the final copy and place it into a binder or folder.
8. **Grading**

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| **A** | * Met all deadlines
* Four on the final research project rubric
* On time and present for all classes during the unit
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| **B** | * Met most deadlines
* Three on the final research project rubric
* On time and present for all classes during the unit
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| **C** | * Needs reminders and extensions for assignments
* Two on the final research project rubric
* On time and present for all classes during the unit
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| **D** | * Doesn’t complete any assignments on time, but assignments are completed by the time grades are assigned.
* 2 on the final project rubric
* On time and present for all classes during the unit
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| **F** | * Doesn’t meet class deadlines
* Doesn’t complete the final paper
* Missed or late for one or more classes during the unit
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1. **Assessment(s)**
2. Final Research Paper Rubric (See Below)

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| **Criteria** | **4** | **3** | **2** | **1** |
| **Ideas and Development** | The paper is clear and focused. It develops an arguable thesis statement that is substantiated with compelling evidence.* The thesis statement is clearly defined and makes a complex claim that responds to the assignment.
* The paper builds a cohesive and complex argument.
* The writer draws sufficient relevant information from a variety of challenging sources to expand and support the ideas.
* The writer continuously anticipates and responds to reader’s informational needs, and may raise new, important questions.
 | The paper is clear. It develops a thesis statement that is arguable, and supported with credible evidence.* The thesis is clear, makes an arguable claim that responds to the assignment.
* The paper builds a cohesive argument.
* Support is grounded in solid, relevant research. Supporting details are accurate, relevant, and helpful.
* The writer responds to reader’s informational needs.
 | The paper is partially clear. It develops a thesis statement that is only somewhat arguable and/or is supported with insufficient evidence. * The thesis makes a claim that may be somewhat factual and/or may not respond to the assignment.
* The paper attempts to build an argument.
* Some support seems grounded in solid research. Some seems based more on common knowledge or on thin or underused sources.
* The writer sometimes responds to reader’s informational needs. Yet, some important questions are left hanging.
 | The paper does not yet have a thesis statement that is understandable and/or arguable. One or more of these problems may be evident:* The thesis is a fact and/or the paper has no relevance to the assignment.
* The paper wanders or dissolves into a list of disjointed ideas with no clear main point.
* Most support is vague, questionable, or missing.
* The reader is left with numerous unanswered questions.
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| **Organization** | The paper has a strong internal structure that serves to prove the thesis statement and leads the reader to relevant important conclusions.* The introduction creatively raises the subject, engages the reader and leads smoothly to the thesis.
* The order and placement of details promote the reader’s understanding and interest.
* Purposeful transitions help the reader see how each point connects to a large concept.
* The conclusion effectively resolves questions and reinforces important assertions or offers logical extensions for inquiry.
* The reader’s understanding of the topic grows throughout the paper.
 | The paper’s structure serves to prove the thesis statement and leads the reader to the paper’s points and conclusions.* The introduction raises the subject clearly, engages the reader, and leads smoothly to the thesis.
* The order and placement of details promote the reader’s understanding.
* Transitions help the reader see how each point connects to a larger concept.
* The conclusion clearly wraps up the argument.
* The reader can follow what is written.
 | The paper has structure but it may sometimes cause confusion and/or force the reader to “construct” the argument to prove its thesis statement.* The introduction raises the subject but may fail to engage the reader and/or lead smoothly to the thesis.
* The order of information is sometimes helpful, but occasionally confusing; information may be repeated.
* Transitions are attempted, but do not always show a reader how ideas connect.
* The conclusion may be redundant, predictable, or too abrupt.
* Despite some questions, the reader can usually follow what is written.
 | The paper’s lack of structure leaves the reader confused. One or more of the following problems may be evident:* The introduction fails to raise the subject clearly, engage the reader, and lead smoothly to the thesis.
* Ideas seem randomly ordered; the reader often wonders where the writer is headed.
* It is very hard to see how ideas link to each other - or to any main point.
* There is no real conclusion, the paper just stops.
* The reader struggles to see some pattern or logical structure.
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| **Criteria** | **4** | **3** | **2** | **1** |
| **Sentence****Fluency** | The writer uses sentences that are strong, clear, and thoughtfully structured.* Meaningful sentence beginnings lend variety and clarity to the text.
* Sentences connect in a coherent and sophisticated manner.
* All sentences are grammatically sound, complete, and vary in structure.
* The text can be read quickly and without difficulty.
 | The writer uses sentences that are clear and grammatical.* Meaningful sentence beginnings give the text clarity.
* Sentences connect coherently to each other.
* Sentences are grammatical and complete.
* The text can be read with minimal difficulty.
 | The writer uses sentences that are reasonably clear and (for the most part) grammatical.* Some meaningful sentence beginnings give the text moderate clarity.
* Additional transitions between sentences would be helpful.
* Most sentences are grammatical and complete. Some sentences may be hard to follow.
* The reader has occasional difficulty following the text.
 | The writer uses sentences that are unclear, ungrammatical, or both. The reader is likely to notice one or more of these problems:* Few meaningful sentence beginnings result in a lack of clarity in the text.
* The writer rarely uses linking phrases; the reader must work at connecting ideas.
* Grammatical errors are distracting. Words or whole phrases may be missing.
* The text is difficult to read.
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| **Word Choice****and Terminology** | The writer uses well-chosen words to convey his/her argument in a clear, precise, highly readable way.* The writer consistently chooses precise, vivid words and phrases.
* The vocabulary suits the subject and audience.
* Technical or special terms are clarified or defined as needed.
* The language makes the argument clear and memorable for the reader
 | The writer uses words that are accurate and make the argument clear.* Language in the paper is correct and functional.
* The vocabulary suits the subject.
* Technical or special terms are used with sufficient explanation.
* The language promotes reader understanding.
 | Most words that the writer uses are reasonably accurate and make the argument clear on a general level. * Most language in the paper is correct and functional. However, the vocabulary is sometimes a bit too general, technical, or informal for the topic, audience, or both.
* The writer does not seem completely at home with the language and terminology of the content area.
* Technical or special terms may sometimes be used without sufficient explanation; the reader occasionally feels on the outside looking in.
* The language alternately puzzles and enlightens the reader.
 | The writer uses words that are inappropriate for topic and purpose or simply does not speak to the audience. One or more of these problems may be evident:* Vocabulary is often incorrectly used.
* A limited vocabulary does not allow the writer to explore the subject in depth.
* Technical language or jargon may be overused—OR technical language is missing where it would be helpful.
* The language frequently confuses the reader.
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| **Conventions** | The writer demonstrates a strong grasp of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); the paper is basically error free. | The writer demonstrates a good understanding of the conventions of standard written English (e.g. spelling, usage, capitalization, punctuation, and paragraphing); any errors, although noticeable, do not impair the paper’s readability. | he writer demonstrates a basic understanding of the conventions of standard written English (e.g. spelling, usage, capitalization, punctuation, and paragraphing); errors sometimes impair the paper’s readability. | The writer demonstrates a limited understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); many errors impair the paper’s readability. |