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 |
| **B** | * Met most deadlines * Three on the final research project rubric * On time and present for all classes during the unit |
| **C** | * Needs reminders and extensions for assignments * Two on the final research project rubric * On time and present for all classes during the unit |
| **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 |
| **F** | * Doesn’t meet class deadlines * Doesn’t complete the final paper * Missed or late for one or more classes during the unit |

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. |
| **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. |
| **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. |
| **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. |
| **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. |