

Research Paper Rubric

English 1101 Student _____ Date: _____ Score: _____

Student Learning Outcomes:

Research Skills:

1. Locate and use appropriate reference materials for written and oral reports.
2. Produce a research paper while using the appropriate formatting and documentation style.

General Education Outcomes:

1. Communication: Students will demonstrate communication using language appropriate to diverse audiences and purposes, including the ability to speak, write, and otherwise express oneself clearly and cogently.
2. Critical Thinking: Students will demonstrate the ability to examine, analyze, and compare alternatives; to identify and challenge assumptions; develop alternative solutions and/or strategies while applying practical and ethical implications; and to construct sound arguments and evaluate the arguments of others.

Grading Range

Incoherent or not evident; poorly demonstrated 0-10 Needs Improvement 11-13 Fair; passable work 14-15
Good; meets criteria 16-18 Exceeds criteria with originality and creativity 19-20

<p>Format/Presentation/Use of Resources (20 pts)</p> <p>__ Paper follows all guidelines on assignment sheet, including assignment page length. Paper is professional, typed, doubled-spaced, and uses correct type face and size font.</p> <p>__ Uses references from at least 5 reputable sources, at least four print sources, and none from online blogs, Wikipedia, or other non-scholarly resources.</p> <p>__ All quotes are introduced and discussed afterward: no “free-floating” quotes.</p> <p>Please add additional, instructor specific, requirements here if necessary:</p> <p>__</p> <p>__</p>	
<p>Purpose/Introduction/Conclusion (20 pts)</p> <p>__ Includes a title, not a label.</p> <p>__ Introduction is engaging with a strategy to grab the reader’s attention.</p> <p>__ Thesis clearly introduces the topic, is insightful, clear, and focused, is arguable, rather than merely informative.</p> <p>__ Conclusion is thoughtful, engaging, and clear—does not just restate thesis—leaves the reader with something to think about.</p>	
<p>Development/Content/Organization -- Part One (20 pts)</p> <p>__ Thesis is sufficiently developed, and considers opposing views fairly.</p> <p>__ Text follows a logical progression for the subject and uses a coherent organizing structure that includes a distinct introduction, body, and conclusion.</p> <p>__ Paper uses logos, ethos, and pathos appropriately.</p> <p>__ Paragraphs contain only one main point, are well-developed, averaging two to three per page, contain clear topic sentences with focused support, and are free of tangents.</p> <p>__ For definition arguments, all terms are defined carefully; and for rebuttal arguments, opposing viewpoints are addressed respectfully.</p> <p>__ Logical fallacies are avoided and, when appropriate, exposed.</p> <p>__ Appropriate tone and voice are used.</p>	
<p>Development/Content/Organization -- Part Two (20 pts)</p> <p>__ Depth of research is evident and free of vague or generalized statements.</p> <p>__ Enough background information is given to offer context, but does not outweigh analysis and argument.</p> <p>__ Avoids plagiarism. Uses MLA format with in-text citations and work cited page. All information not common knowledge is properly cited. All ideas and information not the author’s own are cited. All quotes, pulled text, and paraphrased information are cited.</p> <p>Please add additional, instructor specific, requirements here if necessary:</p> <p>__</p> <p>__</p>	
<p>Structure/ Grammar/Word Choice/Punctuation/ Spelling (20 pts)</p> <p>__ Demonstrates evidence of editing and revision.</p> <p>__ Paper is relatively free of errors in usage and mechanics that interfere with coherence and fluency.</p> <p>__ Demonstrates an awareness of language, sense of audience, tone, voice, and diction.</p> <p>__ Uses a variety of sentence patterns and sound sentence structure.</p>	

Research Paper Rubric

For Help with Section 1

Essay Format: <https://owl.english.purdue.edu/owl/resource/747/01/>

Research Overview: [http://writingcenter.tamu.edu/Students/Handouts-Guides/Guides-\(What-Are-You-Writing-\)/Academic-Writing/Research-Papers-Overview](http://writingcenter.tamu.edu/Students/Handouts-Guides/Guides-(What-Are-You-Writing-)/Academic-Writing/Research-Papers-Overview)

<https://owl.english.purdue.edu/owl/resource/685/05/>

For Help with Section 2

Introductions: <https://owl.english.purdue.edu/engagement/2/2/58/>

Conclusions: <http://writingcenter.unc.edu/handouts/conclusions/>

<https://owl.english.purdue.edu/owl/resource/724/04/>

For Help with Section 3

Argument Thesis: <https://owl.english.purdue.edu/owl/resource/545/01/>

<http://writingcenter.unc.edu/handouts/thesis-statements/>

Ethos, Pathos, Logos: [http://writingcenter.tamu.edu/Students/Handouts-Guides/Guides-\(What-Are-You-Writing-\)/Academic-Writing/Introduction-to-Ethos,-Pathos,-and-Logos](http://writingcenter.tamu.edu/Students/Handouts-Guides/Guides-(What-Are-You-Writing-)/Academic-Writing/Introduction-to-Ethos,-Pathos,-and-Logos)

Fallacies: [http://writingcenter.tamu.edu/Students/Handouts-Guides/Guides-\(What-Are-You-Writing-\)/Academic-Writing/Fallacies](http://writingcenter.tamu.edu/Students/Handouts-Guides/Guides-(What-Are-You-Writing-)/Academic-Writing/Fallacies)

Organization: [http://writingcenter.tamu.edu/Students/Handouts-Guides/Guides-\(What-Are-You-Writing-\)/Academic-Writing/Arguments](http://writingcenter.tamu.edu/Students/Handouts-Guides/Guides-(What-Are-You-Writing-)/Academic-Writing/Arguments)

For Help with Section 4

Paragraphs: <http://writingcenter.unc.edu/handouts/paragraphs/>

Plagiarism: <http://writingcenter.unc.edu/handouts/plagiarism/>

For Help with Section 5

Mechanics: <https://owl.english.purdue.edu/owl/section/1/4>

<http://writingcenter.tamu.edu/Students/Handouts-Guides/Alphabetical/>