

## RUBRIC ON RESEARCH PAPER

SOC360 SOCIOLOGY OF DISSENT

Spring2019

Dr. Rosa Vasilaki

	<b>Sophisticated</b>	<b>Highly Competent</b>	<b>Fairly Competent</b>	<b>Not Yet Competent</b>
<b>Overall Impression</b>	<ul style="list-style-type: none"> <li>• Author directly addresses main question or issue, and adds new insight to the subject not provided in lectures, readings, or class discussions</li> <li>• Ability to synthesize the knowledge acquired in new ways and relate to material not covered in the course</li> </ul>	<ul style="list-style-type: none"> <li>• Author competently addresses main question or issue, but does not add much new insight into the subject</li> <li>• Knowledge acquired by the course is evident as well as ability to communicate this knowledge to others</li> </ul>	<ul style="list-style-type: none"> <li>• Author attempts to address main question or issue, but fails</li> <li>• Evidence of some knowledge acquired by the course, but lack of full understanding of meanings and lack of ability to convey it to others</li> </ul>	<ul style="list-style-type: none"> <li>• Essay does NOT address main question or issue</li> <li>• It is obvious that author has not retained any information from the course</li> </ul>
<b>Argument</b>	<ul style="list-style-type: none"> <li>• Clear and coherent argument—i.e., the author makes clear what s/he is trying to communicate</li> </ul>	<ul style="list-style-type: none"> <li>• An argument is present, but must be reconstruct it from the text</li> </ul>	<ul style="list-style-type: none"> <li>• Some effort to make an argument but not followed through (e.g., starts with a rhetorical question/statement or anecdote that is never put into context).</li> </ul>	<ul style="list-style-type: none"> <li>• No attempt is made to articulate an argument</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Compelling and accurate evidence to support the main argument</li> <li>• The importance and relevance of all pieces of evidence is clearly stated</li> <li>• Evident reasoning—i.e., the reader does not need to assume anything or do additional research to accept main argument</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided for most aspects of the main argument but not all</li> <li>• The importance and relevance of some evidence presented may not be totally clear</li> <li>• Additional research or extra thinking is needed to fully accept all aspects of main argument</li> </ul>	<ul style="list-style-type: none"> <li>• Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified</li> <li>• Information from lectures and readings is not effectively used</li> </ul>	<ul style="list-style-type: none"> <li>• Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications</li> <li>• Little or no mention of information from lectures and readings.</li> </ul>

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<p><b>Counter-Evidence</b></p>	<ul style="list-style-type: none"> <li>Awareness of alternate interpretations of evidence that could be used to refute or weaken the essay's argument, and thoughtful response to these interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of alternative interpretations but not effective explanation as to why the argument still stands (does not go enough beyond mentioning these interpretations)</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of some alternative explanations</li> <li>Little or no attempt made to respond to them</li> </ul>	<p>Lack of awareness of alternative interpretations</p>
<p><b>Sources</b></p>	<ul style="list-style-type: none"> <li>Use of a wide range of sources, including lectures and course readings</li> <li>Evidence of appropriate further reading (scholarly books, websites, journal articles, etc. not explicitly discussed in class)</li> </ul>	<ul style="list-style-type: none"> <li>Use of evidence from many sources, but author relies heavily on a more limited set of sources</li> <li>Some effort is made to go beyond material presented in class when required, but not much</li> <li>If further sources are used, they are primarily non-scholarly (i.e., intended for a general audience) and/or web-based</li> </ul>	<ul style="list-style-type: none"> <li>Only a few of the sources provided in class are used</li> <li>No effort to go beyond what is already provided by the course</li> </ul>	<ul style="list-style-type: none"> <li>Minimal use of sources provided by instructor, or relies exclusively on non-scholarly outside sources</li> </ul>
<p><b>Citations</b></p>	<ul style="list-style-type: none"> <li>All materials is properly cited in footnotes or endnotes</li> </ul>	<ul style="list-style-type: none"> <li>All evidence is cited in footnotes or endnotes, but there are some minor problems with completeness or format of some citations</li> </ul>	<ul style="list-style-type: none"> <li>Some pieces are unreferenced or inaccurately referenced</li> <li>Problems with completeness and format of citations</li> </ul>	<ul style="list-style-type: none"> <li>No attempt is made to cite evidence</li> </ul>
<p><b>Format</b></p>	<ul style="list-style-type: none"> <li>Paper is appropriately formatted</li> </ul>	<ul style="list-style-type: none"> <li>Few minor spelling or grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>A number of spelling and grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>Paper is unacceptably careless</li> </ul>

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	<ul style="list-style-type: none"><li>• Incomplete or run-on sentences</li><li>• Quotes are all properly attributed and cited</li><li>• Virtually no spelling or grammatical errors.</li></ul>	<ul style="list-style-type: none"><li>• Quotes are all properly attributed and cited</li></ul>	<ul style="list-style-type: none"><li>• In a few places, quotes are not attributed and cited</li></ul>	<ul style="list-style-type: none"><li>• Quotes are frequently not attributed or improperly cited</li></ul>
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