DOCUMENTATION

/5 TYPES OF SOURCES

PROBLEMS:
- At least 2 sources are used
- Authoritative sources must be used. Credibility of authors/sources is well-established.
- No use of print or online encyclopedias
- Information from a variety of sources
- Sources are mixed, over use of one source and/or one-at-a-time avoided

/10 CORRECT DOCUMENTATION/CITATIONS

1. DOCUMENTATION/CITATIONS are provided for virtually all material in this section that needs to be cited. In other words, credit is given where credit is due.

2. PHOTOCOPIES/PRINT-OUTS of the pages of Doc. check #1—DO and Doc. check #2—P are turned in with paper and on time and marked in paper & WC

3. DOC. CHECK #1 (DO = DIRECT QUOTATION)

-1 to 5

-1 to -5

-1 to -5

PROBLEMS:
- Direct quotation isn't quoted exactly as it appeared in the original
- Quoted material stands alone. No effective lead-in statement is present.
- Author (w/ credentials) of direct quotations is not given proper credit.
- Material isn't found in the original.
- Interpretation of the original material is inaccurate

4. DOC. CHECK #2 (P = PARAPHRASE)

-1 to 5

-1 to -5

-1 to -5

PROBLEMS:
- Paraphrasing of the original material raises suspicion of plagiarism. Wording is too close to the original.
- Interpretation of the original material is inaccurate
- Author (w/ credentials) of paraphrased material is not given proper credit.
- Material isn't found in the original.

5. OTHER DIRECT QUOTATIONS/PARAPHRASED MAT' L DONE CORRECTLY

-1 to 5

-1 to -5

-1 to -5

PROBLEMS:
- Direct quotation isn't quoted exactly as it appeared in the original
- Quoted material stands alone. No effective lead-in statement is present.
- Author (w/ credentials) is not given proper credit.
- Material isn't found in the original.
- Interpretation of the original material is inaccurate
- Paraphrasing of the original material raises suspicion of plagiarism. Wording is too close to the original.
- Interpretation of the original material is inaccurate
- Other problem(s): ____________________________

/25 CONTENT

1. TITLE

The paper must be given an original title which creatively reflects the content.

2. INTRODUCTION

Identification of research topic/scenario in an interesting/engaging/unique manner
-1 to -2

-1 to -2

controlling purpose statement is effective, clear, follows order of paper, is seamlessly integrated, uses strong verb(s), and does not refer to the paper itself ("This paper . . .")

3. INFORMATION

PROBLEMS:
- accurate
- complete, in-depth
- related to course work
- quality
- information presented in a fresh, insightful way

4. CONCLUSION

-1

-1

Paper transitions smoothly into conclusion
Reviews fully the major CLT information in a balanced way
Closing statements logical and conclusive
Beyond summarizing of CLT info; a sense of closure, a "pulling it all together" feeling is present

5. ORGANIZATION

-1 to -3

-1 to -3

Organization is undeniably present, naturally complementing and enhancing the content
Transitions are used effectively between and within paragraphs to promote coherence.
FORMAL ACADEMIC VOICE AND TONE

-1 to -5

PROBLEMS:
- Formal academic voice is clearly established through effective word choice and is sustained throughout.
  - Avoids the use of slang, colloquialisms, and informal speech mannerisms (including contractions).
  - Avoids, except in direct quotes, use of the first person: I, me, my, mine, you, your, yours, the use of the “understood you,” as well as we, us, our, and ours.
- The paper maintains an objective, not a persuasive, tone.
- The literary present tense is used at all times.
- Quoted material is skillfully integrated into the paper with appropriate use of embedding or effective lead-in phrasing.
  - Avoids leading into source mat’l with awkward constructions like, “An example is when . . .”
  - Avoids obvious or unsophisticated commentary such as, “What this quote is saying is that . . .”
- The reader can always distinguish between quoted or paraphrased material and the author’s own analysis.

LANGUAGE AND SENTENCE CONSTRUCTION

-1 to -5

PROBLEMS:
- The vocabulary choices should reveal sophistication, precision, and a purposeful use of language appropriate to a college level for a research paper.
  - Diction reflects a sophisticated tailoring of a message to a clear audience.
  - Diction is precise.
  - Pronouns are used sparingly and references are always obvious and specific.
  - Avoids overly simple word choices; vocabulary is near “college level.”
  - Diction demonstrates clarity and insight rather than relying on clichés or idioms.
  - Jargon (applicable technical terminology) is used effectively and correctly. Terminology is precise and clarified.
- Sentence structure and must be purposeful and well crafted.
  - Sentence construction reflects a sophisticated tailoring of message to a clear audience.
  - Employs a variety of sentence structures to enhance readability; variation in sentence length and structure is used to highlight key points.
  - Verb constructions build clear and powerful sentences.
  - Avoids overuse of linking verbs and passive constructions.
  - Avoids wordiness: extraneous prepositional phrases, vague intensifiers and modifiers.
  - Sentences variety reflects structures employed for effectiveness.
- Avoids vague generalizations/unsupported assertions (e.g., “Poetry is meaningful to everyone . . .”)
- Verb tense is consistent.

MANUSCRIPT FORM:

TECHNICAL ASPECTS:

- AWKWARD word choice -1
- AGREEMENT faulty subject-verb agreement or pronoun-antecedent agreement -1
- CAPITALIZATION capitals (-1)
- EXACT WORD word chosen is not precise or correct to convey clear meaning -1
- FRAGMENTS fracture -1
- HOMONYM ERRORS H (-1) or NX H (-1)
- MISPLACED MODIFIER intro (-1)

PUNCTUATION - COMMAS (-1)
- PUNCTUATION - APOSTROPHES (-1)
- PUNCTUATION - OTHER (-1)
- REFERENCE UNCLEAR (-1)
- RUN-ONS (-1)
- SPELLING (-1)
- TENSE (-1)
- WORD MISSING (-1)

EXTRA CREDIT: You may earn 1 credit point on this paper for using at least 5 of our class vocabulary words and/or allusions. Highlight/box them in!

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PRELIM. TOTAL = PRELIM. GRADE

However, if you receive full credit for buybacks your new score would be possible points: /70 = possible grade: Do buybacks carefully! Yours are due on BB due date.