

## Feedback Rubric: LIN200, Mini-Research Paper Draft

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ Student #: \_\_\_\_\_

### A. CONTENT, ARGUMENTATION, & ORGANIZATION

#### 1. Is the chosen research question of appropriate scope and relevance?

*Note that “appropriate scope” means developing a specific angle, question, or line of inquiry based on one of the given topics, while being suitably narrow (not vague or overly broad).*

The research question is of appropriate scope, and linguistically relevant.	
The research question is somewhat relevant/appropriate, but could benefit from further extension or refinement.	
Research question not linguistically relevant, and/or extremely unclear, and/or of inappropriate scope.	
Research question is irrelevant to linguistics <i>or</i> cannot be discerned <i>or</i> not on a sanctioned topic.	

#### 2. Is the research question clearly and explicitly articulated in the introductory paragraph along with the claim/thesis to be defended?

Research question and claim/thesis to be defended are clearly stated in the intro paragraph.	
Research question or claim/thesis to be defended not entirely clear.	
Research question or claim/thesis to be defended are inadequately stated.	
No research question or claim/thesis is articulated <i>or</i> question/thesis are completely unrelated to the rest of the paper.	

#### 3. Integration of sources:

Sources are relevant, summarized effectively, and their relevance to the main point is explained. Points of intersection and/or disagreement among the sources are noted/discussed.	
Literature reviewed does not fully fit the research question/core claims, <i>or</i> Most but not all sources are relevant to the main point of the essay; sources may be summarized effectively but their relevance not explained (or vice versa). Points of intersection and/or disagreement among the sources are not noted or discussed.	
Student has made good use of one source, but the others are lacking, inappropriate, or poorly used. For example, they are neither summarized effectively nor is their relevance made clear. Points of intersection and disagreement among sources not discussed.	
Sources are poorly chosen/ their relevance to the main point of the essay is unclear; even if they are summarized, they may not be used to argue for or against the thesis statement. Both selection and discussion of sources seem poorly thought-out. Sources may not seem integrated and might only be cursorily mentioned.	
No references given beyond lecture material/textbook/suggested source.	

#### 4. Argumentation and organization of discussion:

Student's discussion/argumentation <b>provides an answer to the research question and supports the core claim</b> and is easy to follow; the student's reasoning is clear and logical. Paragraphing is used effectively to organize ideas. Student's conclusions clearly follow from a well-organized discussion of the literature.	
Discussion and/or argumentation may be too vague, not logically reasoned, insufficient, or not clearly explained and/or some arguments may not clearly support thesis statement. Paragraphing may not be used effectively.	
Poor reasoning connecting arguments to the main claim and/or arguments do not support thesis statement, and/or student's reasoning is highly illogical/very unclear, or discussion is very poorly organized; and/or very poor use of paragraphing.	
Argumentation has no connection to the research question/core claim and is completely off topic, <i>or</i> student has <i>no</i> arguments/discussion, and/or discussion is nearly impossible to follow due to poor organization. Paragraphing may not have been used at all.	

#### 5. Understanding of core concepts:

Identifies relevant linguistic concepts and reflects an excellent, clear understanding of them; makes relevant connections to linguistic concepts.	
Identifies relevant linguistic concepts but may not express a clear understanding of (all of) them. May show some misunderstanding or lack of clarity on some concepts. Mistakes are not significant to the clarity/reasoning of the essay.	
Poor, vague, muddled, or incomplete understanding of relevant linguistic concepts indicating <i>significant errors</i> in understanding; and/or not all relevant linguistic concepts are discussed.	
No evidence that the student understands relevant linguistic concepts, <i>or</i> no relevant linguistic concepts are mentioned.	

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6. *Overall Comments (optional). TA may also make comments on student's assignment directly.*

### B. MECHANICS, STYLE, FORMATTING, CITATIONS:

#### 1. Grammatical errors, spelling, punctuation, diction, etc.:

Few or no grammatical errors, spelling errors, or typos. Evidence of careful editing.	
Errors are noticeable but do not seriously compromise clarity. More careful editing would help.	
Numerous, significant errors result in some loss of clarity; grader has to re-read sentences.	
Numerous, significant errors completely obscure meaning of significant portions of the assignment.	

#### 2. Formatting & Style:

*Additional deductions may apply, e.g., for ignoring the page limit.*

Essay meets formatting requirements (length, font size, line spacing, stapled, rubric attached etc.) and style is appropriate for a university essay.	
Essay does not meet all the formatting requirements, but most of them and/or style is too casual for a university essay.	
Essay meets few/none of the formatting requirements (or essay is significantly longer or shorter than required).	

#### 3. Citations:

Proper citations are provided: both embedded citations and in the reference section.	
Student has included both embedded citations and in reference section, but has made minor mistakes in citation format or minor omissions.	
Student has clearly made an effort to provide citations, but has made significant mistakes/omissions and/or has not given any embedded citations or references section.	
No embedded citations or in the references section, are given.	

### C. INCLUSION OF REQUIRED DOCUMENTS & INCORPORATION OF TA FEEDBACK:

#### 1. Inclusion of required attached documents:

Student attached all required components (Proposal/Outline/Annotated Bibliography, original rubric w/ TA comments)	
Student did not attach all of the components.	

#### 2. Incorporation of TA Feedback on Research plan & Annotated Bibliography:

Student has made a clear effort to incorporate TA/instructor feedback from their Proposal/Outline/Annotated Bibliography into their paper draft, and/or has made appropriate revisions to the topic/sources of their essay based on TA feedback.	
Student has not made any visible effort to incorporate TA/instructor feedback on either research plan, topic, or sources.	

Note that if plagiarism is suspected, the instructor will be notified.