**CSG1132: Assessment 2: Research paper**

|  |  |
| --- | --- |
| **Student Name:** | Martin Ponce (no.10371381) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **LOW** | |  |  |  |  | **HIGH** | | |  |
| **Abstract**  Clearly outlines content and intent of the paper | | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | 9 | 10 |
|  |  |  | | | | | | | | | |  |
| **Discussion**  Demonstrates understanding of the nature and organisation of a research paper | | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | 8 | 10 |
| RQs and thesis statements | | |  |  |  |  |  |  |  |  | 8 | 10 |
| Demonstrates clear sequencing between sections of the paper, all sections flow | | |  |  |  |  |  |  |  |  | 9 | 10 |
| Demonstrates the development of an argument | | |  |  |  |  |  |  |  |  | 9 | 10 |
|  |  |  | | | | | | | | | |  |
| **Report of Excel Analysis**  Stats accurate and complete? Interpretation correct? | | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | 9 | 10 |
| Extent of analysis and visualization | | |  |  |  |  |  |  |  |  | 9 | 10 |
|  |  |  | | | | | | | | | |  |
| **Conclusion**  Logic and validity re: evidence presented | | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | 9 | 10 |
| Reflects original thesis statement and intent | | |  |  |  |  |  |  |  |  | 9 | 10 |
|  |  |  | | | | | | | | | |  |
| **Presentation and academic writing**  Written expression (including word choice, form,  omission/redundancy, verb tense/agreement,  spelling, and apostrophes) | | |  |  |  |  |  |  |  |  |  |  |
| LP |  | DP |  | MP |  | HP |  | 8 | 10 |
| Sentence structure (including sentence  completeness and length, phrase order, word  order, and punctuation) | | | LP |  | DP |  | MP |  | HP |  | 9 | 10 |
| Referencing (APA 6th Ed. in-text & end-text) | | |  |  |  |  |  |  |  |  | 8 | 10 |

**Total 120/4= 26/30 marks**

**Comments:**

Hi Marty,

Good demonstrated understanding of the components and content of a well constructed research paper that reports the results of an investigation. Demonstrated knowledge of data screening, introductory descriptive and inferential stats was excellent. Loved the attention to visualisation (e.g. charts, histograms) and the attention to test fitness (Spearman’s is best fit for non-parametric data).

Your score would have been enhanced by:

\*Elimination of occasional text errors – Not an ELP issue. Just requires more attention to proof reading e.g. “The literature reviewed also indicate that women are attracted to the social aspect of Facebook more than men.”

\*Attention to formatting – more logical to number your thesis statements as subdivisions of the RQ e.g. 4.2.1

\*A conclusion which contextualizes your findings in terms of previous research.

I quibble. Good luck with the exam and if you have time please complete the teaching evaluation for this unit.

Best wishes,

Mark.

**Grade**

|  |  |
| --- | --- |
| HD | =24-30 |
| D | =21-23 |
| CR | =18-20 |
| C | =15-17 |
| N | <15 |

**English Language Proficiency (ELP)**

ECU is implementing a raft of procedures and supports to assist all students to develop and demonstrate appropriate standards of English language proficiency. As part of the process, ECU is seeking to ensure that each student receives feedback on ELP on all written assessments showing performance against ECU ELP standards.

The ECU ELP Measure shows your written ELP against the ECU standards. The ECU minimum standard for written ELP which all students should demonstrate by graduation is *moderate proficiency* (at least) in both the areas of Sentence Structure and Word Use. Undergraduate students in their second year are expected to be able demonstrate moderate proficiency in at least one of these areas.

The feedback you will receive will indicate your demonstrated level of written ELP in any assessment. You will also receive information describing the various supports and resources you can access should you need to further develop your ELP.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Low proficiency** | **Developing proficiency** | **Moderate Proficiency** | **High Proficiency** |
| **Sentence Structure** |  |  | **X** |  |
| **Word Use** |  |  | **X** |  |

**ECU Standard for English Language Proficiency on graduation**

Dr M. Brogan

Unit Coordinator