

LDR 201 - Weeks 5 and 7

Criteria	10 points	8 points	5 points	3 points	0 points
Explanation of Issues	Issue/problem to be considered critically stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem is stated poorly/ does not make sense/ or is not a real-world issue.
<i>Statement of Real-World issue</i>					
Criteria	10 points	8 points	5 points	1 point	0 points
Evidence	Information is taken from credible source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from credible source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from credible source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from credible source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without questions.	Information is based on opinion and/or sources are not credible (eg: newspapers, non-scholarly magazines, etc).
<i>Selecting and using information to investigate a point of view or conclusion</i>					
Criteria	10 points	8 points	5 points	1 point	0 points
Influence of context and assumption	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some context when presenting a position.	Fails to show analysis of own or other viewpoints.
<i>Opposing Viewpoints</i>					

Criteria	5 points	4 points	3 points	1 point	0 points
Student's position (perspective/thesis/hypothesis) <i>Statement of student position</i>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypotheses) is stated, but is simplistic and obvious.	Specific position (perspective, thesis/hypothesis) is illogical, opinionated, or missing.
Criteria Conclusion and related outcomes (implications and consequences)	10 points Conclusions and related outcomes (consequences and implications) are logical	8 points Conclusion is logically tied to a range of information, including opposing	5 points Conclusion is logically tied to information (because information is chosen to fit	1 point Conclusion is inconsistently tied to some of the information discussed;	0 points Conclusion and/or related outcomes are illogical, non-existent, and/or lack supporting information.
Criteria	5 points	3 points	2 points	1 point	0 points
Overall Mechanics/ Professionalism	No significant errors in mechanics or professionalism. Follows the conventions of written English as learned in ENG 101.	No major errors in mechanics or professionalism but minor typographical errors exist.	Some errors in mechanics and lacks professionalism.	Errors in mechanics and professionalism affect readability and comprehension.	Errors in mechanics and professionalism severely affect readability and comprehension.
Criteria	5 points	3 points	2 points	1 point	0 points
Use and citation of Scholarly Sources	At least six scholarly sources were used and evidence of in-text citations	Four to five scholarly sources were used	Two to three scholarly sources were used.	One scholarly source was used.	No scholarly sources were used to complete this assignment.
Criteria Citation of Scholarly Sources following MLA formatting (in-text citations should be noted throughout the paper) <i>Within Essay/Works Cited page</i>	5 points At least six scholarly sources were cited correctly including in-text citations.	2 points Three to five scholarly sources were cited correctly	1 point One to two scholarly sources were cited correctly	0 points No scholarly sources were cited (meaning there was no separate Works Cited page or only links/URLs were provided).	

Criteria	10 points	0 points
Similarity Index (SI)		Above 20%
<i>Excluding Works Cited page</i>	Below 20%	(A Student Honor Council (SHC) Referral could occur if the student's SI is high enough to suggest plagiarism. A grade of zero will result if an SHC referral is submitted. Please talk to your professor early in the week to avoid possible referrals.)