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| **Research Paper** **Proposal Rubric:****Goals/aims.**  | **Unacceptable** **F level**  | **Poor****D level**  | **Satisfactory****C level** | **Good****B level** | **Excellent****A level** |
| **Rhetorical research description****\*** Demonstrates awareness of audience and task.\*Describes proposed paper by addressing most of the following: Context, Definition of Key Terms, Tradition of Inquiry, Knowledge Deficit, Topic, General Forecasting, Methods, Theoretical Framework, Research Question, and Statement of Relevance**5 points** | Inaccurate focus.Disjointed idea development; no or very limited use or understanding of rhetorical features.  | Confused focus.Minimal idea development; limited use or understanding of rhetorical features. Provides little analysis. | Simplistic idea development; understanding of language use is correct but generalized. Provides some suitable use of rhetorical features. | Clear focus.Suitable overview. Occasionally develops new ideas. Mostly consistent use of rhetorical features. | Depth and complexity of ideas supported by rich analysis, reflection and insight. Consistent, expert use of rhetorical features. |
| **Background and scholarly source selection and annotations**Scholarly sources are relevant, peer reviewed, and current. Background sources are relevant, reliable, and current. Annotation demonstrates summary, thoughtful evaluation, and engagement with language. Explores relationships within the scholarship. **5** **points** | Disjointed focus. Misleading, confusing, or shallow sources and annotation. | Confused focus and some inappropriate sources.Inconsistent or insufficient annotation. | Simple idea development.Functional sources/annotation. | Suitable selection of sources provides overview of field. Thoughtful annotations.  | Excellent selection of scholarly sources provides an insider’s perspective of the field. Excellent variety and depth of analytical sources. |
| **Citation** \*References are in correctAPA format.\*Correct capitalization;spelling; comma, colon,semicolon, and period use;spacing.\*Includes author, year of publication, title andlocation information**5 points** | Numerous errors prevent comprehension. | Inadequate citation. Multiple errors interfere with comprehension. | Mostly coherent and adequate citation. Occasional errors interfere with comprehension.  | Adequate citation. Some errors that do not interfere with comprehension. | Few or no errors in citation.  |

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