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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 correct  APA format.  \*Correct capitalization;  spelling; comma, colon,  semicolon, and period use;  spacing.  \*Includes author, year of publication, title and  location 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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