

Course Assignments

List of all Assignments

A 200- to 250-word summary of an academic article	10%
A 1,000-word, 25-sentence argument	25%
A reflection paper on the experience of writing the 25-sentence argument	10%
A 1,750- to 2,000-word paper (an expansion of your 25-sentence argument)	30%
Module Quizzes	15%
Class participation	10%
Total	100%

Assignments for NORD 830.2 can be categorized into the following types:

- Papers (worth 75% of your mark)
- Module Quizzes (worth 15% of your mark)
- Class participation: short posts, responses to your classmates' posts, and contributions to the partner assignment (worth 10% of your mark)

The table below lists the assignments organized by date. The table is colour coded to help you organize your time:

- Papers are in pink.
- Module quizzes are in blue.
- Posts (both initial posts and responses to your classmates' posts) are in yellow.

All assignments are due before midnight Saskatchewan time. Because of the intensive nature of the course, on several Sunday evenings you will be required to submit both a course assignment and a quiz.

Due Date	All Assignments and Postings	Value
Sun, Sept. 6	Post: Introduce yourself to your classmates	
Sun, Sept. 13	Module 1 Quiz	3%
Tues, Sept. 16	Post: Your writing experiences or strategies	
Thurs, Sept. 18	Post: Responses to at least two classmates' posts	
Sun, Sept. 20	Course assignment: A 200- to 250-word summary of a policy paper on polar bear conservation	10%
Sun, Sept. 20	Module 2 Quiz	3%
Sun, Sept. 27	Module 3 Quiz	3%
Sat, Oct. 3	Course assignment: 25-sentence argument due to your partner	
Sun, Oct. 4	Module 4 Quiz	3%
Tues, Oct. 6	Course assignment: Critique of your partner's argument due to your partner	
Sun, Oct. 11	Course Assignment: Final 25-sentence argument and reflection paper due to Heather	35%

Tues. Oct. 12	Post: Challenges you had writing the 25-sentence paper	
Thurs. Oct. 14	Post: Responses to at least two classmates' posts	
Sun, Oct. 18	Module 5 Quiz	3%
Sun, Oct. 30	Course assignment: A 1,750- to 2000-word paper due	30%

Assignment 1

A summary of Clark, D., Lee, D., Freeman, M.M.R., & Clark, S.G. (2008). Polar bear conservation in Canada: Defining the policy problems. *Arctic* 61(4), 347-360. https://search-proquest-com.cyber.usask.ca/docview/20338802?rfr_id=info%3Axri%2Fsid%3Aprim

Due date: September 20th before midnight

Marks: 10% of your final mark

Length: 200–250 words

Your summary should be succinct and show how the source relates to the research question/thesis for your 25-sentence argument and/or final paper (see below). It should include a title page and be written in paragraph form. Please include the name of the original source and a reference to it in APA style. Details of the marking scheme for your summary can be found under the course rubrics.

Assignment 2

A 25-sentence argument, a critique of the first draft of your partner's 25-sentence argument, and a reflection paper in which you reflect on your experiences (including challenges) in writing this paper.

Due dates

- October 3rd before midnight: First draft of your 25-sentence argument due to your partner
- October 6th before midnight: Your critique of your partner's 25-sentence argument due to your partner
- October 11th before midnight: Final draft of your 25-sentence argument, your critique of your partner's 25-sentence argument, and your reflection paper due to Heather

Marks

- Final draft of your 25-sentence argument—25% of your final mark
- Critique of your partner's 25-sentence argument—not for marks, but its usefulness and timeliness will be key in determining your class participation mark. In other words, if your critique is not useful and/or was received late by your partner, your class participation mark will be low.
- Your reflection paper—10% of your final mark

Length

- Final draft of your 25-sentence argument—Less than 1,000 words
- Critique of your partner's 25-sentence argument—No length restriction
- Your reflection paper—500–750 words

Rubrics

- See the rubrics for the 25-sentence argument and the reflection paper under course rubrics.

The 25-Sentence Argument

To write academically, we must be able to read critically, form a thesis or core argument, and present logical arguments or sub-claims to support the thesis. In this 25-sentence paper, you will make three arguments in support of your thesis, anticipate one counterargument, and then dispel this counterargument. Citations and references should be included. Form a thesis statement based on the following question: *As the effects of climate change become increasingly apparent, many people are concerned with the fate of the polar bear. Those concerned include environmentalists, climate scientists, and Indigenous peoples, whose livelihood depends on hunting polar bears. Each party has a particular interest to advance in a very contested zone of discourse. Is it possible to achieve a strategic consensus through continuous dialogue, or will it be necessary to impose a solution to these conflicting interests? What process would you recommend to ensure that a resolution to the conflict is seen as legitimate by all parties?*

(This topic has been adapted from one created by Professor Doug Clark at the School of Environment and Sustainability (SENS) and used with his kind permission.)

In the 25-sentence argument, please refer to at least two academic papers and one non-academic document contained in the document below. You are free to bring in other papers as well.

Papers to Read for the 25-Sentence Argument

Fasting Season Length Sets Temporal Limits for Global Polar Bear Persistence.

<https://www.nature.com/articles/s41558-020-0818-9>

State of the Polar Bear Report 2019. https://polarbearscience.files.wordpress.com/2020/02/crockford-2020_statepb2019-final.pdf

Polar Bear Poppycock. [https://go-gale-](https://go-gale-com.cyber.usask.ca/ps/i.do?id=GALE%7CA630396443&v=2.1&u=usaskmain&it=r&p=EAIM&sw=w)

[com.cyber.usask.ca/ps/i.do?id=GALE%7CA630396443&v=2.1&u=usaskmain&it=r&p=EAIM&sw=w](https://go-gale-com.cyber.usask.ca/ps/i.do?id=GALE%7CA630396443&v=2.1&u=usaskmain&it=r&p=EAIM&sw=w)

The Truth about Polar Bears. <https://www.canadiangeographic.ca/article/truth-about-polar-bears>

More bears, less bears: Inuit and scientific perceptions of polar bear populations on the west coast of Hudson Bay. <https://www.erudit.org/fr/revues/etudinuit/2006-v30-n2-etudinuit1994/017571ar.pdf>

Polar Bear Conservation in Canada: Defining the Policy Problems. [https://search-proquest-](https://search-proquest-com.cyber.usask.ca/docview/20338802?rfr_id=info%3Axri%2Fsid%3Aprimo)

[com.cyber.usask.ca/docview/20338802?rfr_id=info%3Axri%2Fsid%3Aprimo](https://search-proquest-com.cyber.usask.ca/docview/20338802?rfr_id=info%3Axri%2Fsid%3Aprimo)

Polar Bear Management, Sport Hunting, and Inuit Subsistence at Clyde River at Clyde River, Nunavut.

<https://www-sciencedirect-com.cyber.usask.ca/science/article/pii/S0308597X10002071>

Effects of Climate Warming on Polar Bears: A Review of the Evidence.

<https://onlinelibrary-wiley-com.cyber.usask.ca/doi/full/10.1111/j.1365-2486.2012.02753.x>

<p>Polar Bear Cap Scorecard. https://arcticwwf.org/species/polar-bear/polar-bear-scorecard-2018/</p> <p>On Thin Ice: The Dangerous Impact of Allowing Polar bear Trophy Imports. https://www.humanesociety.org/sites/default/files/docs/polar-bear-trophy-import-impacts.pdf</p> <p>Nunavut’s Polar Bear Population is Unsafe, Government Document Says. https://www.theglobeandmail.com/canada/article-so-many-bears-draft-plan-says-nunavuts-polar-bear-population-is/</p> <p>The Life, Land, and Future of the Polar Bear. https://polarbearsinternational.org/</p>

The Format for the 25-sentence Argument

Your paper should follow this pre-determined format:

Sentence Number	Content of Each Sentence
Paragraph 1: Sentence 1	Present the problem and its context or background
Paragraph 1: Sentence 2	State why this problem matters
Paragraph 1: Sentence 3	Present the thesis of your essay
Paragraph 1: Sentence 4	Present three arguments (reasons or claims) that support your thesis
Paragraph 1: Sentence 5	Introduce the counterargument
Paragraph 1: Sentence 6	Dispel the counterargument
Paragraph 1: Sentence 7	Summarize the first paragraph
Paragraph 2: Sentence 8	Reiterate your first argument
Paragraph 2: Sentence 9	Expand on your first argument (with details)
Paragraph 2: Sentence 10	Apply your first argument to an example
Paragraph 3: Sentence 11	Summarize the first argument
Paragraph 3: Sentence 12	Reiterate your second argument
Paragraph 3: Sentence 13	Expand on your second argument (with details)
Paragraph 3: Sentence 14	Apply your second argument to an example
Paragraph 4: Sentence 15	Summarize your second argument
Paragraph 4: Sentence 16	Reiterate your third argument
Paragraph 4: Sentence 17	Expand on your third argument (with details)
Paragraph 4: Sentence 18	Apply your third argument to an example
Paragraph 5: Sentence 19	Summarize your third argument
Paragraph 5: Sentence 20	Reiterate the counterargument
Paragraph 5: Sentence 21	Dispel the counterargument
Paragraph 5: Sentence 22	Summarize the counterargument
Paragraph 6: Sentence 23	Review the thesis and the three main arguments
Paragraph 6: Sentence 24	Reiterate and dispel the counterargument
Paragraph 6: Sentence 25	Make a final strong statement (e.g., consequences or implications of acting vs. non-acting)

The Critique

Once you have finished your paper, exchange papers with your partner. (Your partner will be assigned at the beginning of the course). You will critique your partner's 25-sentence argument, and your partner will critique your 25-sentence argument, using the following questions as guidelines:

- Is the thesis or overall argument clear?
- Is the overall argument convincing?
- Do the sub-arguments support the overall argument?
- Is the counterargument effectively presented and dispelled?
- Are the examples used effective as an illustration of the sub-arguments?
- Has the writer effectively introduced and summarized the individual paragraphs?
- Has the writer introduced and summarized the paper appropriately?
- Has the writer stayed within the word limit for the paper?
- Is the paper written clearly and concisely in appropriate academic style?
- Are the citations and references done properly according to APA style?
- How could the writer improve the paper? (Possible improvements may be addressed in the individual answers to the questions above?)

Your Revised 25-Sentence Argument

Once you have received your partner's critique, revise your own paper. (You are free to either follow or not follow your partner's advice.)

The Reflection Paper

Then write a 500- to 700-word reflection paper on your experience of and challenges with writing and revising the paper. Identify the key problems with the initial draft and explain how you addressed them in the revised paper. Present your partner's main point(s) about your paper and explain whether you agreed (or not) and how you addressed these points in your revision.

Submitting the Assignment

Then submit the revised 25-sentence paper, your critique of your partner's paper, and your reflection paper to Heather. The papers should include a title page, and the pages should be numbered.

Assignment 3

A final paper on the same subject as your 25-sentence argument

Due date: October 30th before midnight

Marks: 30% of your final mark

Length: 1,500- to 2,000 words

Rubrics: See the rubric for the final paper under course rubrics.

You will address the same question you did in the 25-sentence argument: *As the effects of climate change become increasingly apparent, many people are concerned with the fate of the polar bear. Those concerned include environmentalists, climate scientists, and Indigenous peoples, whose livelihood depends on hunting polar bears. Each party has a particular interest to advance in a very contested zone of discourse. Is it possible to achieve a strategic consensus through continuous dialogue, or will it be necessary to impose a solution to these conflicting interests? What process would you recommend to ensure that a resolution to the conflict is seen as legitimate by all parties?*

I have provided you with a list of academic papers, reports, statements, and press releases from environmental groups and others involved with polar bear conservation. See the list under the 25-sentence argument assignment. In your final paper, please refer to at least three of the academic papers and at least two of the non-academic documents. You are free to bring in other papers and reports if you wish.

As with the 25-sentence argument, you will form a thesis (a position or argument), muster at least three arguments or sub-arguments to support the thesis, as well as at least one counterargument that you will dispel in the course of the paper. Your paper will include a title page, and the pages will be numbered. You may choose to follow the same organization as your 25-sentence argument or organize your paper differently. It is possible, as well, to adopt a different thesis or position than the one you used in your 25-sentence argument.

Rubrics

RUBRIC FOR YOUR SUMMARY

Unacceptable: less than 60% **Satisfactory to Good:** 70% to 79% **Exceptional:** 90 to 100%

Poor: 60 to 69% **Excellent:** 80% to 89%

Criteria	Unacceptable	Poor	Satisfactory to Good	Excellent	Exceptional
Avoidance of Plagiarism* (35%)	<ul style="list-style-type: none"> Includes sentences and/or phrases (four consecutive content words) from the original, without quotation marks and citation. Uses few synonyms. Uses the same or similar sentence structure and order as the original. Fails to acknowledge the source. 	<ul style="list-style-type: none"> Includes sentences or phrases from the original in quotation marks and cited correctly but these could have been paraphrased. Uses synonyms. Uses mainly different sentence structure and order from original. Acknowledges the source. 	<ul style="list-style-type: none"> Includes very little quoted material; quoted material is in quotation marks and includes citation with page number. Uses synonyms. Uses completely different sentence structure and order from original. Acknowledges the source. 	<ul style="list-style-type: none"> Does not include quoted material from the original. Uses the student's own words. Presents ideas using appropriate sentence structures and order or ideas. Acknowledges the source. 	<ul style="list-style-type: none"> Does not include quoted material from the original. Uses the student's own words to accurately reflect the original ideas and words of the author. Some paraphrases are more concise and clearer than the original. Presents ideas using unique and appropriate sentence structures and order or ideas. Acknowledges the source.
Main Ideas (35%)	<ul style="list-style-type: none"> Fails to identify the main ideas, or how they relate to your research question/thesis, or main ideas are inaccurate. Is too long and wordy; includes many details. 	<ul style="list-style-type: none"> Identifies one main idea, but not all; is vague about how it relates to your research question/thesis. Is somewhat long and wordy; includes details. 	<ul style="list-style-type: none"> Identifies some of the main ideas and relates them to your own research question/thesis. Omits some details; is reasonably brief and concise. 	<ul style="list-style-type: none"> Identifies most of the main ideas clearly and relates them to your own research question/thesis. Omits most details; is brief and concise. 	<ul style="list-style-type: none"> Identifies all the main ideas clearly and relates them to your own research question/thesis. Omits details; is brief and concise.
Writing Style, Flow and Accuracy (30%)	<ul style="list-style-type: none"> Writing style is awkward and too casual; word choice is poor; flow is weak. Has numerous errors in grammar, punctuation, sentence structure, spelling and capitalization that interfere with meaning. 	<ul style="list-style-type: none"> Writing style is sometimes awkward and too casual; some choices of words are poor; flow could be better. Has some errors in grammar, punctuation, sentence structure, spelling and capitalization that interfere with meaning. 	<ul style="list-style-type: none"> Writing style is mostly academic and appropriate; a few word choices could be better; flow is good. Has some errors in grammar, punctuation, sentence structure, spelling and capitalization, but they do not usually interfere with meaning. 	<ul style="list-style-type: none"> Writing style is academic and appropriate; word choices are good; flow is very good. Has very few errors in grammar, punctuation, sentence structure, spelling, and capitalization. 	<ul style="list-style-type: none"> Writing style is superior, using precisely the right words to capture the original author's ideas; flow is exceptional. Has no errors in grammar, punctuation, sentence structure, spelling, and capitalization.

* If substantial amounts of text are copied directly from the original source and are not included in quotation marks and properly cited, the assignment will receive a failing grade.

RUBRIC FOR YOUR 25-SENTENCE ARGUMENT

Unacceptable: less than 60% **Satisfactory to Good:** 70% to 79% **Exceptional:** 90-100%

Poor: 60 to 69% **Excellent:** 80% to 89%

Criteria	Unacceptable	Fair	Good	Excellent	Exceptional
Paragraph 1: Establishing the Context and a Thesis (20%)	<ul style="list-style-type: none"> Does not establish background or context. Does not identify subject as problematic or important. Does not include a thesis. Is missing two or more arguments. Does not identify a counterargument. Is missing two or more of the following: background, problematization, statement of importance, thesis statement, counterargument, dispelling of the counterargument, or summary. 	<ul style="list-style-type: none"> Establishes background or context but section is unclear. Identifies the subject as problematic and important, but not effectively. Does not clearly state the thesis. Is missing one argument. Does not effectively identify a counterargument. Does not effectively dispel the counterargument. Does not include a summary. One of the above is missing. 	<ul style="list-style-type: none"> Establishes background or context but could be clearer. Presents the subject as problematic and important, but these claims could be clearer. States the thesis, but there is room for improvement. Presents the three arguments, but the presentation could be clearer. Presents a counterargument, but this could be stated more clearly. Dispels the counterargument, but the refutation could be more effective. Summarizes the section but not effectively. 	<ul style="list-style-type: none"> Clearly identifies the background and context. Problematizes the subject and states why it matters. Clearly states the thesis. Supports the thesis with three arguments. Presents a counterargument. Dispels the counterargument. Summarizes the contents of the first paragraph. 	<ul style="list-style-type: none"> Very clearly identifies the background and context. Incisively problematizes the subject and matter and states why it matters. Very clearly and concisely states the thesis. Supports the thesis with three cogent arguments. Presents a cogent counterargument. Clearly, logically, and convincingly dispels the counterargument. Presents a concise summary of the first paragraph.
Paragraphs 2, 3, and 4 (25%)	<ul style="list-style-type: none"> Does not present any arguments in sentences 11, 15, and 19, or only one is presented, or all three are ineffectively presented. Does not expand on the arguments or does so poorly. Does not provide any examples. The summaries are missing. 	<ul style="list-style-type: none"> Presents two arguments in sentences 11, 15, and 19 but not the third, or ineffectively presents all three. Expands on one argument well, but the others could be better. Applies one argument with a good example but not the other two. The summaries are ineffective. 	<ul style="list-style-type: none"> Presents the three arguments in sentences 11, 15, and 19, but these could be clearer. Expands on two arguments well, but the third could be better. Applies two arguments with good examples, but the third example could be better. One summary is missing, or one or two are ineffective. 	<ul style="list-style-type: none"> Effectively presents the three arguments in sentences 11, 15, and 19. Expands on each of the argument with details. Applies each argument with good examples. Effectively summarizes each argument. 	<ul style="list-style-type: none"> Very clearly and effectively presents the three arguments in sentences 11, 15, and 19. Expands on each of the argument with precise and appropriate details. Applies each argument with compelling examples. Very effectively summarizes each argument.
Paragraph 5 (10%)	<ul style="list-style-type: none"> Counterargument is missing. Does not dispel counterargument. Does not summarize the counterargument section. 	<ul style="list-style-type: none"> Does not explain counterargument well. Dispels the counterargument but not well. Has weak summary of counterargument. 	<ul style="list-style-type: none"> Explains the counterargument, but this could be clearer. Dispels the counterargument, but the reasons or logic could be clearer. The summary of the counterargument could be clearer. 	<ul style="list-style-type: none"> Clearly explains the counterargument. Successfully dispels the counterargument with good reasons. Clearly summarizes the counterargument. 	<ul style="list-style-type: none"> Explains the counterargument exceptionally clearly. Successfully dispels the counterargument with excellent reasons. Very clearly summarizes the counterargument.
Paragraph 6 (10%)	<ul style="list-style-type: none"> Does not summarize the thesis and main arguments. Does not present and dispel the counterargument. Closing sentence is poor or missing. 	<ul style="list-style-type: none"> Does not clearly summarize thesis and main arguments Makes an attempt to present and dispels counterargument, but this is not clear. Closing sentence is weak or illogical. 	<ul style="list-style-type: none"> Summarizes the thesis and main arguments but could be clearer. Presents and dispels counterargument but could be more logical or clearer. Has a closing sentence, but this could be better. 	<ul style="list-style-type: none"> Clearly summarizes the thesis and main arguments. Effectively dispels the counterargument Successfully brings the paper to a close. 	<ul style="list-style-type: none"> Presents exceptional summaries of the thesis and main arguments. Very effectively dispels the counterargument. Successfully brings the paper to a close with a compelling and thought-provoking idea.
Writing style and flow (20%)	<ul style="list-style-type: none"> Writing style is awkward and too casual; word choice is poor. Transitions are abrupt. Many grammar, punctuation, spelling, and capitalization 	<ul style="list-style-type: none"> Writing style is awkward or too casual; word choice is weak at times. Some transitions are smooth, but most are abrupt. 	<ul style="list-style-type: none"> Writing style is acceptable; vocabulary could be more academic. Transitions are mostly smooth. 	<ul style="list-style-type: none"> Writing style is appropriately academic, and the writing is clear. Transitions are smooth. 	<ul style="list-style-type: none"> The style is appropriately academic, and the writing is compelling, original, and concise.

Course Assignments

	<p>errors that interfere with meaning.</p> <ul style="list-style-type: none"> • Paper bears little resemblance to the template. 	<ul style="list-style-type: none"> • Some grammar, punctuation, spelling, and capitalization errors that interfere with meaning. • Deviates substantially from the template. 	<ul style="list-style-type: none"> • A few grammar, punctuation, spelling, and capitalization errors, but these do not interfere with meaning. • Mostly follows the template. 	<ul style="list-style-type: none"> • Very few grammar, punctuation, spelling, and capitalization errors • Follows the template exactly. 	<ul style="list-style-type: none"> • Transitions are very smooth. • No grammar, punctuation, spelling and capitalization errors. • Follows the template exactly.
<p>Citations and References (15%)</p>	<ul style="list-style-type: none"> • Most citations not done to APA standards. • Some citations are missing, or citations are included where they don't need to be. • The references contain many errors of form. APA style is only sporadically used. • Plagiarism is detected in the paper. 	<ul style="list-style-type: none"> • Some citations not done to APA standards. • A few citations missing or a few citations included where they don't need to be. • The references contain some errors of form/APA style is used but inconsistently. 	<ul style="list-style-type: none"> • Citations and references are mostly done correctly in APA style. • No missing citations. • The references contain a few errors of form. APA style is used but sometimes inconsistently. 	<ul style="list-style-type: none"> • Citations and references are almost all done correctly in APA style. • No missing citations. • The references contain very few errors of form. APA style is used consistently. 	<ul style="list-style-type: none"> • Citations and references are all done correctly in APA style. • No missing citations. • The references contain no errors of form. APA style is used consistently.

* If substantial amounts of text are copied directly from the original source and are not included in quotation marks and properly cited, the assignment will receive a failing grade

RUBRIC FOR YOUR REFLECTION PAPER

Unacceptable: less than 60% **Satisfactory to Good:** 70% to 79% **Exceptional:** 90 to 100%

Poor: 60 to 69% **Excellent:** 80% to 89%

Criteria	Unacceptable	Poor	Satisfactory to Good	Excellent	Exceptional
<p>Reflection Paper (10% of mark)</p> <p>(Each criterion is worth 20%)</p>	<ul style="list-style-type: none"> -You did not identify any challenges you had in writing the 25-sentence argument. -You did not present your partner’s main points about your initial draft. Nor did you explain how you addressed them. -The paper and individual paragraphs are poorly organized. Flow and coherence are poor. -The paper is not written in a professional style. - There are many grammatical errors, most of which interfere with meaning. 	<ul style="list-style-type: none"> -You only identified one challenge and did not express this very clearly. -You presented your partner’s main points(s) about your initial draft but neither explained whether (or not) you agreed or how you had addressed these points. -The paper and individual paragraphs are poorly organized. Flow and coherence are generally poor. -The paper is not written in a professional style. -There are grammatical errors, some of which interfere with meaning. 	<ul style="list-style-type: none"> -You identified challenges you had in writing and revising the 25-word argument, but this could have been expressed more clearly. -You identified some problems with the initial draft and explained how you addressed them in the revised paper. -You presented your partner’s main points(s) about your initial draft but did not explain whether (or not) you agreed or how you had addressed these points. -The paper and individual paragraphs are reasonably well-organized but could be better. Flow and coherence could also be improved. -The paper is mostly written in a professional style. -There are some grammatical errors, but these do not interfere with meaning. 	<ul style="list-style-type: none"> -You clearly identified challenges you had in writing and revising the 25-word argument. -You identified the key problems with the initial draft and explained how you addressed them in the revised paper. -You presented your partner’s main point(s) about your paper and explained whether you agreed (or not) and how you had addressed these points. -The paper and individual paragraphs are well-organized, with good flow and coherence. -The paper is written in a professional style. -There are very few grammatical errors. 	<ul style="list-style-type: none"> -You very clearly identified challenges you had in writing and revising the 25-word argument. -You identified the key problems with the initial draft of your paper and clearly explained how you addressed them in the revised paper. -You clearly presented your partner’s main point(s) about your paper and explained whether you agreed (or not) and had taken steps to address these points. -The paper and individual paragraphs are exceptionally well-organized, with excellent flow and coherence. -The paper is written in a professional style -There are no grammatical errors.

RUBRIC FOR YOUR FINAL PAPER

Unacceptable: less than 60% **Satisfactory to Good:** 70% to 79% **Exceptional:** 90 to 100%

Poor: 60 to 69% **Excellent:** 80% to 89%

Criteria	Unacceptable	Fair	Good	Excellent	Exceptional
Argumentation (35%)	<ul style="list-style-type: none"> Does not establish background, context, and problem. The thesis is missing. Argumentation is largely absent, and the logic is hard to follow. Does not identify and dispel the counterargument. Poor conclusion. 	<ul style="list-style-type: none"> Establishes background, context, and problem but not clearly, or one is missing. The thesis is not clearly stated and does not emanate from the problem. Presents insufficient arguments and fails to logically link them to the problem and thesis. Does not effectively present and dispel the counterargument, or counterargument is missing. Weak conclusion. 	<ul style="list-style-type: none"> Establishes background, context, and problem but could be clearer. The thesis is clearly stated but does not emanate from the problem. The three arguments could be clearer and more logical. Presents and dispels the counterargument but could have done this more clearly. Conclusion is generally well done but could be clearer. 	<ul style="list-style-type: none"> Clearly establishes the background, context, and problem. The thesis emanates from the problem and is clearly stated. Supports the thesis with at least three clear and logical arguments. Presents at least one clear counterargument and dispels it. Conclusion is well done and appropriately sums up the paper. 	<ul style="list-style-type: none"> Establishes the background, context, and problem with exceptional clarity. The thesis emanates from the problem and is very clearly stated. Supports the thesis with at least three very clear, logical, and cogent arguments. Presents at least one counterargument and presents a cogent and compelling argument to dispel it. Conclusion ends the paper in a compelling way, leaving the reader with much to think about.
Voice, Integration of Evidence and (20%)	<ul style="list-style-type: none"> The writer's voice is rarely heard. The writing is descriptive. Arguments are not supported with evidence from the literature, or the evidence chosen does not support the arguments. Paraphrases and summaries are rarely used and are not well-integrated. The student relies far too heavily on quotations, and these are not well-integrated or woven into the writer's sentences. 	<ul style="list-style-type: none"> The writer's voice is only sometimes heard. The writing is mainly descriptive. Arguments are mostly supported with evidence from the literature. Paraphrases and summaries are only sometimes well-integrated. The student relies too much on quotations that are not integrated into sentences and woven into the writer's sentences. 	<ul style="list-style-type: none"> The writer's voice is usually heard, especially in key parts of the paragraphs (e.g., topic and wrap-up sentences). Arguments are mostly supported with evidence from the literature. Most paraphrases and summaries are well-integrated and are mainly used rather than quotations. If quotations are used, they are sometimes broken up, and pieces of them are woven into the writer's sentences. 	<ul style="list-style-type: none"> The writer's voice is heard, especially in key parts of the paragraphs (e.g., topic and wrap-up sentences). Arguments are supported with evidence from the literature. Paraphrases and summaries are well-integrated and are mostly used rather than quotations. If quotations are used, they are mostly broken up, and pieces of them are woven into the writer's sentences. 	<ul style="list-style-type: none"> The writer has a unique voice that guides the reader through the paper; the voice is heard especially in key parts of the paragraphs. Arguments are supported with appropriate and compelling evidence from the literature. Paraphrases and summaries are extremely well-integrated and well-integrated. They are used rather than quotations. If quotations are used, they are mostly broken up, and pieces of them are woven into the writer's sentences.
Writing Style, Flow, and Coherence (25%)	<ul style="list-style-type: none"> Writing style is awkward and too casual; word choice is poor. The organization is poor or not apparent, and ideas do not unfold clearly and logically. Few or no paragraphs are well-organized, well-developed, and unified. Paragraph and sentence transitions are abrupt. The old-new information technique is not used. Many grammar, punctuation, spelling, and capitalization errors that interfere with meaning. 	<ul style="list-style-type: none"> Writing style is awkward or too casual; word choice is weak at times. The organization could be better, and ideas could unfold more clearly and logically. Some paragraphs are well-organized, well-developed, and unified. Some paragraph and sentence transitions are smooth, but most are abrupt. Bridge sentences are missing at the beginning of paragraphs. The old-new information technique is hardly used. Some grammar, punctuation, spelling and capitalization errors that interfere with meaning. 	<ul style="list-style-type: none"> Writing style is acceptable; vocabulary could be more academic. The organization is good, and most ideas unfold clearly and logically. Most paragraphs are well-organized, well-developed, and unified. Paragraph and sentence transitions are mostly smooth. Some paragraphs lack bridge sentences at the beginning. The old-new information technique is sometimes used. A few grammar, punctuation, spelling, and capitalization errors, but these do not interfere with meaning. 	<ul style="list-style-type: none"> Writing style, word choice and phrasing are very good; the style is appropriately academic and also mainly clear and concise. The organization is very good, and ideas mostly unfold clearly and logically. Almost all paragraphs are well-organized and well-developed, with good topic and wrap-up sentences. Paragraph and sentence transitions are smooth, with usually good paragraph bridges. The old-new information technique is mostly used. Very few grammar, punctuation, spelling, and capitalization errors. 	<ul style="list-style-type: none"> Writing style, word choice and phrasing are exceptional; the style is appropriately academic and also clear and concise. The organization is excellent, and all the ideas unfold clearly and logically. All paragraphs are well-organized and well-developed, with excellent topic and wrap-up sentences. Paragraph and sentence transitions are very smooth, with excellent paragraph bridges. The old-new information technique is used. No grammar, punctuation, spelling, and capitalization errors.

<p>Citations and References (15%)</p>	<ul style="list-style-type: none"> • Most citations not done to APA standards. • Some citations are missing, or citations are included where they don't need to be. • The references contain many errors of form. APA style is only sporadically used. • Plagiarism is detected in the paper. 	<ul style="list-style-type: none"> • Some citations not done to APA standards. • A few citations missing or a few citations included where they don't need to be. • The references contain some errors of form/APA style is used but inconsistently. 	<ul style="list-style-type: none"> • Citations and references are mostly done correctly in APA style. • One citation is missing. The references contain a few errors of form. APA style is used but sometimes inconsistently. 	<ul style="list-style-type: none"> • Citations and references are done correctly in APA style. • No missing citations. • The references contain very few errors of form. APA style is used consistently. 	<ul style="list-style-type: none"> • Citations and references are done correctly in APA style. • No missing citations. • The references contain no errors of form. APA style is used consistently.
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* If substantial amounts of text are copied directly from the original source and are not included in quotation marks and properly cited, the assignment will receive a failing grade