

**Anth 151: Human evolution & diversity
Assessment Criteria: Research essay**

Student name:

Student ID:

Mark:

criterion	high distinction 100-85	distinction 84-75	credit 74-65	pass 64-50	fail 49-0
Argument 20%	Clear, logical & engaging structure throughout the essay, with effective introduction & conclusion. Clever or effective use of structure, such as cumulative points, creative development, or other effective writing strategy. Strong, intriguing introduction such as a statement of good research question, paradox or effective opening case.	Clear, logical structure throughout the essay that is effectively initiated in the introduction & drawn to a conclusion. Effective marshalling of subordinate points toward over-arching argument. Effective use of paragraphs, sentence structure & overall outline.	Essay has a basic sense of argument and cohesion and organization support argument. Introduction and conclusion used effectively, including signalling the primary contents of essay, but may be overly plodding.	Essay does have basic sense of argument, but may have problem with cohesion or organization. Introduction and conclusion not used effectively or well organized. Essay might have several arguments, generally effective, but fragmented.	Essay has no clear or logical argument. Movement between topics is random. Significant material is off topic or irrelevant. Paragraphs poorly structured.
Use of evidence 20%	Uses variety of types of evidence effectively, including readings. Draws connections or conclusions from different forms of evidence.	Uses robust & varied evidence from readings, placing significant evidence at each stage of argument. Use of examples to demonstrate key points.	Effective use of evidence from the readings. Evidence supports argument and advances each section.	Mostly effective use of evidence, but some material may not support argument or be irrelevant. Essay may have some unsupported assertions.	Inadequate evidence. Assertions without evidence. Undermining evidence or quotes that don't support points being made.
Research skills 30%	Work demonstrates command of diverse research tools and methods, including highest quality peer-reviewed sources. Research shows strong grasp of current work. Approaching publishable quality.	Strong research skills, extensive use of references, no weak or inappropriate sources. Student finds substantial sources on specialized topic including up-to-date material. Exceptional in relation to peers.	Good research skills, adequate sources, no weak or inappropriate sources. Student goes beyond the list of sources provided and finds specialized materials on research topic.	Essay uses some good sources, but also some inappropriate sources. Student demonstrates adequate research skills, but sources disproportionately from list provided.	Essay depends heavily on too few sources or on inappropriate sources (such as unreviewed webpages). Assignment demonstrates inadequate research skills. Plagiarism is automatic failure.

<p>Communication 10%</p>	<p>Writing is clear, concise & direct. Grammatical & spelling errors are rare or absent. Author presents ideas in accessible way with sense of reader's need for variety, examples, & explanation.</p>	<p>Grammatical and spelling errors are minimal. Author often presents ideas in clear, lucid fashion, making difficult ideas accessible and explaining concepts and arguments effectively.</p>	<p>May be occasional spelling or grammatical errors. Although some parts of the essay are clear and persuasive, some may be hard to follow or convoluted.</p>	<p>Makes some spelling or grammatical errors, but writing generally readable. Needs better proofreading. Over relies on quotation.</p>	<p>Persistent writing problems. Needs significant proofreading. Frequent ungrammatical sentences, spelling errors, or convoluted writing. Over relies on quotation.</p>
<p>Integration of cited material 10%</p>	<p>Author embeds quotations well in his or her own prose, effectively integrating concepts. Cited concepts used effectively and creatively.</p>	<p>Author embeds quotations well in his or her own prose, integrating concepts into the essay. Cited concepts are well understood and used correctly.</p>	<p>Quoted material advances the argument and author leads into and out of quoted material effectively. Author uses concepts or ideas correctly from sources.</p>	<p>Quoted material generally appropriate although may be some lack of fit with argument. Quoted material not well integrated into the surrounding text.</p>	<p>Quoted material not integrated or poorly integrated into essay. Quotes do not say what author suggests. Material not embedded or depended upon too heavily.</p>
<p>Referencing & ethics 10%</p>	<p>In-text citations & References Cited all complete & appropriate. Author efficiently integrates acknowledging sources with paraphrased as well as quoted material.</p>	<p>In-text citations & References Cited all complete & appropriate. Author efficiently integrates acknowledging sources with paraphrased as well as quoted material.</p>	<p>In-text citations & References Cited complete & appropriate. Author efficiently integrates acknowledging the sources of material into essay.</p>	<p>References meet minimal standards, include complete information, and References Cited list is complete. Author includes too much information in paraphrase.</p>	<p>Little or no referencing. Errors or oversights in the 'References Cited' list. Incomplete reference information. Reliance on unreviewed web & other sources.</p>
	<p>high distinction</p>	<p>distinction</p>	<p>credit</p>	<p>pass</p>	<p>fail</p>

This assessment task is specifically targeting these learning goals to improve the quality of essay construction, research skills, use of data in supporting arguments, and foundational literacy skills. Students should demonstrate an in-depth knowledge of one important human rights-related topic. This assessment task may also help to improve students' professional skills and pre-career preparation.

Greatest strengths of the research paper:

Two most efficient ways that the author might improve

Anth 151: Human evolution & diversity**Assessment Criteria: Some common simple writing problems and how to fix them...**

Code	Problem	What you can do to improve
convoluted	Text is excessively convoluted or complex, sometimes making it difficult to follow or undermining the clear links among the concepts and references.	Convoluted writing can occur for a number of reasons: 1) students try to accomplish too much in a single sentence and should allow things to become multiple sentences; 2) students think that complicated prose will appear more sophisticated or thoughtful – it doesn't; or 3) writing using a lot of cut and pasting and internal editing can make things become convoluted and hard to follow. If you write with a lot of cut and paste processing, you need to make sure to proofread.
first-person	Excessive use of the first person: e.g., 'I will show...', 'I will demonstrate...' 'My opinion is...'	First person should only be used when it adds to your argument in the sort of writing you're doing for this unit. In general, it's superfluous. We know it's your essay and your opinion; who else could be offering it? Ask yourself, 'Do I really need to put first person in here, or is it better without?' Are you really writing about yourself or are you putting yourself in the way of your subject?
frag	Fragment: a particular phrase is not actually a complete sentence, often because it lacks a verb or whole predicate.	This can often occur with convoluted writing. Ironically, if we start off a phrase as a subordinate clause (something like 'Because human rights are articulated...'), no matter how long that phrase, it is still a fragment until you add an independent clause that it is modifying. If you're prone to this, try to write in less convoluted fashion and proofread out loud.
inflammatory	Especially with topics like human rights violations, students sometimes want to convey their own emotions in their writing, express their outrage, and produce heated, vivid prose.	The problem with inflammatory language is that it is the result of all that you have learned, and if you turn it on as you write, it will hit your readers long before their energy matches your fervour. You may come across as overly emotional and thus untrustworthy. I feel that, if you write calmly and with balance and give your readers the space to have their own reactions, you are more likely to be persuasive.
'It is...' or 'There are...'	Author is beginning sentences too often with these phrases, which tends to weaken the quality of the writing. Especially problematic is 'It is [adjective] that ...'	If you're prone to this, you should just go through your writing looking for these phrases at the onset of sentences and try to get rid of them. Although it's no crime to use them once in a while, they can really rob your writing of energy, in part because they banish verbs from the main sentence.
number	Nouns and verbs have to agree in number.	

padding or wordy	Sometimes, a student does not edit sufficiently, and may use 50 words where 10 would suffice. Especially in student essays, when writers procrastinate until the last minute and feel that they have to exceed the minimum, writing can get frothy.	Generally (but not always), shorter writing is more powerful, efficient and persuasive. It's best to overwrite in length and then set yourself a goal of cutting 10% or 20%, trying to eliminate what is superfluous so that what is left is the best material you've come up with. If you do this, stop procrastinating, write too much, and then take the scalpel to it.
paragraph?	Used in a variety of situations, such as when multiple major ideas are run into a single, overly-long paragraph, or when it is unclear what the central idea of a paragraph is (usually the case when a paragraph is missing a topic sentence or unifying theme).	Although some paragraphs have topic sentences, and some of these topic sentences come first in a paragraph, this is not always the case. But even a paragraph without a specific topic sentence has a unifying topic, even if it doesn't appear explicitly. Ask yourself if you can write a very short, one phrase summary of each paragraph, as if a line in an outline. If you cannot, you may not have a coherent paragraph or have an overly long one.
passive	Students often use passive verbs, making the subject of sentences – the cause or actor in statements – obscure or mysterious.	The most powerful sentences are active statements with clear subjects and active verbs. Passive sentences are subtle and essential for making some kinds of arguments, but if you are making statements, consider how to make them direct and active to increase the persuasiveness of what you are writing.
Proofread or awkward	A general comment that some of the errors or awkwardness in phrasing could be fixed by better proofreading.	Most students think that writing a first draft is 95% of the work of writing a paper. Experienced writers think that it is essential, but a smaller portion of the final effort, maybe more like 60% or 70%. If you have trouble proofreading, print off a hard copy of your first draft, find a place where you are comfortable, get a coffee, and READ OUT LOUD.
rep	Word repetition (sometimes circling the repeated word): can occur when you use a word several times in quick succession or even when you use an unusual word just a few times in an essay.	Don't just use the thesaurus function on your word processor (see w.c. below). That's dangerous! The best way to deal with word repetition if you're not noticing it is to read your own writing OUT LOUD. Your ears catch repetition very quickly and effectively; your eyes are less discerning. In general, word repetition with key concepts may be a sign that you don't actually understand the concept well as you cannot offer another term in place of the single word.
r.o.s.	Run-on sentences. Generally, if a sentence starts to get onto a fifth line, it's probably running on, but if you're good at it, you can make even a short sentence a run-on.	Don't be afraid of the full stop. Short sentences are no less intelligent than long ones. And especially if you do have a long sentence or a series of them, break up the rhythm with a short one. Often, student writers try to do too many things at once in a sentence, so it lurches one way and another until it's a run-on.

strawman	Students sometimes feel that their arguments are more effective if the opposing arguments are shallow and idiotic. They may create 'strawman' arguments, arguments that are so extreme, one-sided, or obviously wrong that they are easy to disprove.	In general, the only people persuaded by strawman arguments already share your idea. More reasonable, moderate, or sceptical readers will not long be persuaded if you undermine your own credibility. In general, if one side is persuasive enough to convince you, have the confidence that the facts alone, without strawmen or inflammatory language will also persuade a reasonable reader.
tangent	A thought or a quote are tangential, that is, they do not follow or contribute to the overall argument of the essay or section of the essay.	If this is occurring in your own writing, it may be because you don't have an outline, so it's hard to decide what does and what does not belong in a paragraph or section.
[text crossed out]	Often a sign that a phrase can be deleted without losing any of the sense of the sentence or anything essential to the argument. This is usually a sign of wordiness, especially if the phrases are hackney-eyed or formulaic.	In general, as discussed under 'padding' or 'wordy,' unnecessary or formulaic phrases should be deleted. Be on the look out for 'As such...', 'In a sense...' 'Somewhat...' (If something is only 'somewhat,' why not find a better descriptor?), intensifiers like 'really' 'very' 'absolutely'... or words that are essentially synonyms being used in a series (example, 'cease and desist'), 'myself' (when you just mean 'I' or 'me')
they	'They' is a pronoun problem. 'They' refers to a plural subject. Increasingly, some students treat it as the gender neutral pronoun. 'A person has human rights and they should be able to enjoy those rights no matter...' You get my drift. In some cases, it can make your writing terribly confusing.	If the noun you're referring to is singular, 'he or she' is better than 'they.' Or rewrite the sentence so that the subject referred to is plural. If you've got several 'they's in a sentence, you may be in deeper trouble, as they might be referring to several different subjects.
vague or 'need example'	The student may be talking in extremely general terms or using excessively abstract language.	Often, students think with examples and write using them to understand but do not share the examples with readers. This is usually a mistake. Good expository writing works back and forth, from specific detail to general or abstract discussion. Make sure that you are using concrete, clear examples to advance your argument.
w.c.	Word choice problems: these generally occur when a student doesn't actually know the meaning of a word but tries to use it anyway. Thesaurus abuse can contribute to this problem.	This is tricky because word repetition is also a problem, and precision writing sometimes demands technical language. The best advice is to stretch yourself when you write, pushing your vocabulary, but don't use a term unless you are familiar with it. It's probably not good to learn a word for the first time when you try to use it. If a term from lecture is part of the problem, you need to ask about technical terms in tutorials.