

Chem 25 Writing Assignment 2: Paper (Rubric)

Student name: _____

CATEGORY	Above Standards	Meets Standards	Approaching Standards	Below Standards	Score
General assignment					10 pts
<ul style="list-style-type: none"> • 3-5 pages (with correct font/margins/spacing)? (2) • Bibliography included at end and formatted correctly? (3) • In-text citations present and formatted correctly? (3) • Primary scientific article is cited? (2) 	<p>Paper is 3-5 pages and correctly formatted.</p> <p>Bibliography is present, complete and formatted perfectly in CSE style.</p> <p>Parenthetical in-text citations are complete and used correctly throughout.</p> <p>A primary article is cited in the paper and correctly referenced in the bibliography.</p>	<p>Paper is 3-5 pages but is formatted incorrectly</p> <p>Bibliography is present, complete, and formatted in CSE with minor errors.</p> <p>Parenthetical citations are present, but <u>some</u> may be missing or formatted incorrectly.</p> <p>A primary article is correctly referenced in the bibliography, but is not cited in the paper.</p>	<p>Paper formatted correctly but is significantly shorter (or longer) than 3-5 pages.</p> <p>Bibliography is incomplete OR formatted incorrectly.</p> <p>Parenthetical in-text citations are used sporadically or incorrectly.</p> <p>Only a secondary scientific article is cited and referenced in the paper.</p>	<p>Paper length and formatting are largely incorrect.</p> <p>Bibliography is mostly incomplete or missing.</p> <p>Parenthetical in-text citations largely missing from the paper.</p> <p>No scientific articles are cited or referenced in the paper.</p>	

Writing style					20 pts
<ul style="list-style-type: none"> • Is article written using correct English grammar, punctuation, and spelling? (4) 	Proper use of English and grammar; correct spelling.	Minimal errors in spelling, grammar, etc.	Numerous errors in spelling, grammar, etc.	Unreadable.	
<ul style="list-style-type: none"> • Are ideas presented in a concise manner that flows? Does the information progress logically from point to point? (8) 	Information is well-presented and progression is easy to follow.	Information is understandable, and progression is ok, but may be choppy in parts.	Information is not clearly presented. No logical flow of ideas.	Unreadable.	
<ul style="list-style-type: none"> • Is the paper written for a lay audience? (4) 	The paper is clearly written for a lay audience, where all advanced concepts are thoroughly explained.	The paper is mostly written for a lay audience, but some information presented may not be clear to all readers.	The paper is mostly written for someone who has recently taken a chemistry/biology course. A random person picked off the street would likely have trouble understanding large chunks of it.	The paper is largely written for someone with specific knowledge of chemistry and/or biology. A random person picked off the street would not be able to understand most of it.	
<ul style="list-style-type: none"> • Are there clear introductory and concluding paragraphs? (4) 	Clear introductory and concluding paragraphs that accurately summarize the information presented in the body of the paper.	Introductory and concluding paragraphs present, but may be slightly disorganized or include new information not discussed in the paper.	Some form of introductory and concluding paragraphs present, but are highly disorganized or contain much new/unrelated material.	No clear introduction or conclusion. No attempt to summarize the major topics discussed.	

Content					30 pts
<ul style="list-style-type: none"> • Chosen compound is identified? (2) 	Compound is clearly identified by both its chemical name and common name(s).	Compound is only referred to by its common name (or only its scientific name).	The compound is never clearly identified by name.	Instructions were not followed and multiple compounds were chosen.	
<ul style="list-style-type: none"> • General information regarding the chosen compound has been synthesized? (12) 	Information from at least 4 different sources is synthesized cohesively and in the student's own words.	Information from multiple sources is used and each source is individually summarized in the student's own words.	Information from multiple sources is mostly "cut" and "pasted" together (with correct citations) with some summary in the student's own words.	Information from just 1-2 sources is used OR information is largely "cut" and "pasted" (with correct citations) with minimal synthesis.	
<ul style="list-style-type: none"> • For the primary paper, information on who the researchers are and where the research was conducted is provided? (6) 	The authors and their institution(s) are clearly identified.	Information from a primary article is referenced in the paper, but it is not clear where the research was conducted OR by whom.	Information from a primary article is referenced in the paper, but NEITHER the authors or their institution is mentioned.	No information from a primary article is apparent.	
<ul style="list-style-type: none"> • Information (hypotheses/questions, major findings, conclusions) in the primary article is summarized in student's own words? (10) 	All requested information from the primary article is summarized in the student's own words and cohesively integrated with the rest of the paper.	Most of the information from the primary article is summarized in the student's own words.	Information from the primary article is mostly "cut" and "pasted" from the article. OR some of requested information is missing.	Information about the article *hypotheses, major findings, conclusions) are largely missing.	

Grade: _____ (out of 60 pts)

Comments: