

Phil/ Phys 419 & 420:
 Space, Time, & Matter
 Fall 2017
 Yoritomo & Byrne

GRADING RUBRIC FOR WRITTEN ASSIGNMENTS

The short written assignments for the course are graded out of 20 points each; combined, they constitute 25% (for 419) or 50% (for 420) of your grade. Please refer to the course website and to 'Assignment writing: A list of suggestions' for more information about the assignments; this document is designed to give you a greater sense of how your shorter essay assignment grades are determined. It is somewhat artificial in the sense that it attempts to offer a quantitative analysis of work that is qualitative, and makes distinctions where elements are intertwined (it would be difficult to display good argumentation, for instance, without decent writing). Still, we hope that it will be useful.

Please let John or Charles know if you have any questions or concerns, either with the rubric or how it is used once you receive your assignments back.

I. Argumentation (10 points)

An exemplary paper:	10	9	8	7	6	5	4	3	2	1	An unsatisfactory paper:
Presents clear, strong, & well-developed arguments in support of its central claims. Considers possible objections. Has creative, original claims and arguments. Always argues, where possible, with common experience and simple logic, including easy mathematics. Does not vacillate.											Fails to adequately defend its central claims or consider potential objections. All claims obvious or unimaginative. Argues primarily from intuition and authority. Engages in extensive vacillation.

II. Organization & writing, including exposition of pertinent material (10 points)

An exemplary paper:	10	9	8	7	6	5	4	3	2	1	An unsatisfactory paper:
<p>Is concise. Has an introduction that clearly states its central aim(s) & thesis. Has a clear organizational plan; the ordering of ideas, sentences, and paragraphs builds naturally toward the achievement of its central aim(s). Each body paragraph presents a distinct claim and builds on previous paragraphs where feasible. Provides transitions to show how the various ideas, sentences, & paragraphs relate to the paper's central aim(s) & to each other. Presents ideas clearly & precisely, without being open to misinterpretation. Employs good diction. Errors in grammar, spelling, or punctuation are not frequent. Gives an accurate/ reasonable interpretation of the pertinent sources, providing support where needed. Fully explains key concepts using the student's own words. Documents sources properly.</p>											<p>Is rarely concise. Has an inadequate introduction, one that fails to state central aims(s)/ thesis. Has an illogical or indiscernible organizational plan; the paper is a hodgepodge of ideas. Fails to use adequate transitions, or jumps from one point to another without establishing any connection between them. Paragraphs do not have clear purpose or make distinct claims. Writing style detracts from the argument, involving imprecise wording, or language that is unclear, repetitious, or irrelevant. Frequently employs poor diction, grammar, spelling, or punctuation that interferes with understanding what is claimed. Provides an incomplete or inaccurate interpretation of the pertinent sources. Fails to provide adequate explanations for key concepts. Fails to acknowledge sources properly.</p>