

# LL211 'Structure of English' Research Skill Development & Rubric for Linguistics (Essays)

Coordinator: Fiona Willans Semester 1 2015

	<i>Research Process</i>	<i>Assessment</i>							
		E <40	D 40-49	C 50-56	C+ 57-63	B 64-70	B+ 71-77	A 78-84	A+ >84
<b>Embark on and clarify the task</b>	<ul style="list-style-type: none"> <li>Read the question carefully and closely, and understand what it is asking you to do.</li> <li>Clarify your interpretations of keywords within the question.</li> <li>Determine the specific aspects of the topic that your answer will address.</li> </ul>	The task appears to have been misunderstood, or the response is extremely limited.	The task has been tackled appropriately and the response remains focused.	The response demonstrates a clear, focused grasp of what is required.					
<b>Find &amp; generate relevant material</b>	<ul style="list-style-type: none"> <li>Decide which ideas, data, theories or secondary sources best inform your answer to the question.</li> <li>Where appropriate, select linguistic data (from your own knowledge or from reliable sources).</li> <li>Where appropriate, conduct research within the library and online databases, using a range of critical and theoretical resources.</li> </ul>	Limited or unfocused research has been carried out, resulting in insufficient or irrelevant material.	There is evidence of research, but with some omissions or poorly-chosen material.	Relevant material has been selected from a range of credible sources.					
<b>Evaluate &amp; reflect on this material</b>	<ul style="list-style-type: none"> <li>Begin to draw connections between what you have learnt in lectures, what you have discovered during your research, and what you have experienced in your own life.</li> <li>Consider each idea that you have found and generated, evaluating <u>whether</u> it is relevant for your purposes.</li> <li>Consider each idea that you have found and generated, evaluating <u>how</u> you will use it for your purposes.</li> </ul>	Limited or unsuccessful attempts to evaluate what material has been selected. Many irrelevant ideas.	Evidence of evaluation, but possibly at a superficial level or of an inconsistent nature.	Material is well evaluated and the relevance of ideas is made clear.					
<b>Analyse &amp; synthesise the ideas that have emerged</b>	<ul style="list-style-type: none"> <li>Analyse the material that you intend to use in order to establish a clear and insightful position on the topic.</li> <li>Synthesise the different elements of your material to create a coherent response to (all parts of) the question.</li> </ul>	Unclear connection between ideas. No position on the topic is established.	Some analysis and synthesis is evident. A position on all or part of the topic is established, although it may not be sustained.	Ideas are well-analysed and synthesised, resulting in a clear and sustained response to the question.					
<b>Organise &amp; manage these ideas into a coherent text</b>	<ul style="list-style-type: none"> <li>Organise your answer into a logical pattern of development, with each paragraph making a clear point and avoiding repetition.</li> <li>Make sure that all points made are supported by relevant data, references to sources, or appropriate examples from experience.</li> <li>Ensure that you have outlined the scope of your essay and the details of your argument clearly in your introduction, and summed up appropriately in the conclusion.</li> <li>Do a final check to confirm that at all times your answer remains focused on the precise wording of the question.</li> </ul>	Information is poorly organised and there is no clear progression of ideas.	An overall structure is apparent, and ideas are ordered in a logical manner.	The text is well-structured and carefully crafted, resulting in a coherent and persuasive argument.					
<b>Communicate these ideas effectively, according to conventions of the discipline</b>	<ul style="list-style-type: none"> <li>Communicate your response using language and tone appropriate to academic discourse.</li> <li>Use appropriate metalinguistic terminology to explain your ideas.</li> <li>Employ accurate spelling, vocabulary and sentence structure to express your ideas.</li> <li>Present a typographically clean academic text that adheres to all format guidelines (including word length).</li> <li>Check that any ideas not originally your own (including linguistic data), are attributed to their original author, using a correct and</li> </ul>	Ideas are poorly expressed, exhibiting weak control of language, lack of command of metalinguistic terminology, and/or poor	Ideas are generally easy to follow and minimum expectations are followed. Areas of weakness persist in use of language, metalanguage and /or referencing.	Clear, unambiguous English, enabling ideas to be communicated effectively, with good command of metalanguage and referencing.					

	consistent style of referencing.	referencing.		
<b>General Feedback, Mark and Grade</b>				

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