

Rubric for Assessment of Scholarly Papers Akamai University

Name of Student			
Course Title		Summary Grade	
Date of Review			
Name of Instructor			
Commentary			
Areas of Assessment	Score	Score Clarification	
A Research Scholarship: Effectiveness of detailed facts and data from scholarly literature to inform the academic paper	4.0	A great deal of detailed data and information from the scholarly literature has been gathered to inform the paper	
	3.0	Much detailed information from the scholarly literature has been gathered to inform the academic paper	
	2.0	Some information from the literature has been gathered but much of detailed literature has not been researched	
	1.0	Little information from the literature has been gathered, and not much of the literature has been researched	
	0.0	No information from the scholarly literature has been gathered, and none of the academic literature researched	
B Referencing and Citations: Effectiveness of referencing and citations of scholarly literature and bibliography	4.0	All major referencing of the academic literature included, citations and bibliography are properly prepared	
	3.0	Most referencing of the literature included, citations and bibliography properly included	
	2.0	Important references have been excluded, citations and bibliography not fully displayed	
	1.0	Few references included, citations and bibliography not properly displayed	
	0.0	No referencing to the academic, citations and bibliography not displayed	
C Academic Argument: Effectiveness in properly defining research questions and the academic argument and discussion of details	4.0	Research questions properly defined, academic argument & discussion of details pursued in very effective manner	
	3.0	Research questions reasonably defined, academic argument and discussion of details effectively pursued	
	2.0	Research questions stated, but not defined, academic argument and discussion of details lacking maturity	
	1.0	Research questions not clearly defined, academic argument and discussion of details ineffectively pursued	
	0.0	Research questions not defined, academic argument and discussion of details absent	
D Knowledge Application Effectiveness in applying advanced knowledge in a mature manner to real life problems & settings	4.0	Mature and advanced application of knowledge to real world problems and settings	
	3.0	Application of knowledge to real world problems and settings presented at an acceptable level	
	2.0	Application of knowledge to real world problems and settings present by lacking maturity	
	1.0	Application of knowledge to real world problems and settings ineffective and lacking depth and maturity	
	0.0	Knowledge poorly applied to real world problems and settings, fully ineffective	
Written Presentation Effectiveness of sentence structure, clarity of written work, vocabulary & punctuation	4.0	Clarity of written work, sentence structure, vocabulary & punctuation at excellent level, no editing needed	
	3.0	Clarity of written work, sentence structure, vocabulary & punctuation good, only minor editing needed	
	2.0	Clarity of written work, sentence structure, vocabulary & punctuation acceptable, much editing required	
	1.0	Clarity of written work, sentence structure, vocabulary & punctuation poor, major editing needed	
	0.0	Clarity of written work, sentence structure, vocabulary & punctuation wholly unacceptable	

Expectations of Students Writing Scholarly Papers

University students preparing graduate-level papers are expected to demonstrate publishable quality competencies and excellence in research scholarship, referencing and citations, academic argument, knowledge application and written presentation of manuscripts.

A. Research Scholarship.

Students are expected to conduct a thorough search of scholarly libraries and journals and gather and inspect detailed data and information from the scholarly literature, sufficient to inform their work for the scholarly paper.

B. Referencing and Citations.

Students must incorporate references from the scholarly literature by extensive citations throughout their written work and include a properly prepared bibliography. (See below for more information)

C. Academic Argument.

Students must clearly define the research question for their paper and pursue the academic argument and discussion of details in a mature and effective manner.

D. Knowledge Application.

Students must apply advanced academic knowledge in a mature manner, addressing real world problems and settings. The quality of student research depends in part upon the practical impact and current or potential usefulness of the work.

E. Written Presentation.

Students must demonstrate a high level of clarity in presentation of the written work, and make use of effective sentence structure, vocabulary, grammar, and punctuation.

Basic Guidelines for References and Citation to the Literature

Following are very basic standards that our graduate students should attain as a basis for quality and integrity of written scholarly papers.

Judge Your Own Understanding.

Students should ask themselves, in all instances, even those which appear to be common knowledge, where they became informed of the information being presented. A clear and complete journal notation should be made concerning all information to be included in a course paper. It is bordering upon plagiarism to exclude a reference, if the information presented is not clearly common knowledge. Even those individuals who are well founded professionally and have long experience using the terminology do not take liberties in absencing citations for material they believe to be in the realm of common knowledge.

Ground Your Work.

For each point within their academic argument or scholarly discussion, students are to reference more than one source and more than one author, other than their own observations and writings. A minimum of three references is a good standard at each step of the academic argument. Students are expected to back up all of their authoritative statements, conclusions, instructions and directions with citations and referencing of the current academic literature from the past

five years before drawing upon theoretical and research literature from earlier dates. In no cases will students be allowed to exclude the most recent literature from their manuscripts.

Establish Your Words.

Students are to write entirely in the third person, using phrases like, "according to" and "in Eric Ericson's book, *Identity: Youth and Crisis*, he writes." They should avoid unfounded value judgments of any author's work or theories. The task is to cite the literature that informs and supports their thesis, not to editorialize. Students' opinions are not appropriate supportive material for their paper, thesis or dissertation and they should avoid propagandizing. It is essential that graduate students research the literature carefully in order to include all major and relevant opposing points of view.

Be Thorough.

Students should cite the literature sufficiently as it relates to their background research. The discussion of the background literature search should bring into play all important aspects of the academic literature which inform the discussion encircling their research topics and thesis. If they exclude important references, especially those of differing perspectives, they weaken their academic arguments. The task of the student is to present the truth as carefully as possible, covering completely the arguments on both sides of the main issues, not to simply pile up support references for only one side of the argument. It is much more effective to present an opposing point of view and demonstrate its weakness, than it is to ignore it. In some cases, more than one chapter is needed to cite the literature, and in each case the student should determine the appropriate manner in which to distribute the evidence.

Investigate the Fine Points.

Students are expected to investigate the fine points of the literature, before putting total credence in the works cited. Before assuming that materials are of value to the academic argument, it is essential to inspect the citations within the referenced works and thoroughly evaluate the effectiveness of the research methodology and the limitations of the findings. It is imperative to at least read critiques of each author's work. It is vital to include limitations of the research you are citing in support of your academic argument.

Model After Your Peers.

It is essential that graduate students read through other papers in their degree field, studying the work of others to learn effective academic argument and the details of citing references. Students should do this prior to attempting to construct the initial draft of their manuscript. They should inspect a number of journals within their field and model their work after what they find effective within the work of others.

Give Yourself Credit, Only When Credit is Due.

When the information presented is taken from a student's own research activities or professional observations, they must so state. As in all other cases, students must indicate where and how they became informed of the information they are presenting. For example, they might state as follows: "In this researcher's work with AIDS specialists at NYU Medical School, it was observed that inadequate funding led to an inability to obtain leading edge technology, substantially slowing the research process." Students should continue this reasoning throughout.

Use Proper Methods for Referencing and Citations.

Throughout the text of a graduate student's course paper, the student must document the source of information by citing the author and date of the works included. This form of citation helps identify the source for readers without substantially interrupting the flow of the scholarly presentation. It allows the reader to locate the source later within the Bibliography, which is never a waivable requirement for the course paper. (American Psychological Association, 1999)