

**PHL 205 – Worldviews
Final Paper**

Name: _____

	Does not meet expectation	Meets expectation	Exceeds expectation	Comment/Score
	5.0-6.9	7.0-8.9	9.0-10.0	
Introduction Student introduces topic in an effective manner	<ul style="list-style-type: none"> • States the obvious (I'm going to discuss...) • Lacking insight or originality • Thesis statement unclear/topic unclear • No introduction 	<ul style="list-style-type: none"> • Clear thesis statement • Draws reader into discussion • Somewhat original 	<ul style="list-style-type: none"> • Crystal clear, sophisticated insightful thesis statement • Draws reader into discussion in a unique and/or creative manner 	
	5.0-6.9	7.0-8.9	9.0-10.0	
Analysis Student relays details of the particular worldview and the importance of having that worldview.	<ul style="list-style-type: none"> • Information and details lacking, vague, or irrelevant • Ideas sometimes confusing and/or disconnected • Ideas superficial and inadequately developed • Lacks specific content required 	<ul style="list-style-type: none"> • Information and details generally relevant and specific to topic • Sequencing of ideas are clear and logical • Reader rarely has difficulty following flow of ideas • Good ideas well developed • Includes all specific content required 	<ul style="list-style-type: none"> • Information and details are relevant, specific and topic focused • Ideas are fresh, exciting and pose new ways to think of the material (from other parts of the class or other classes) • Sequencing of ideas are clear and fluid • Reader has no difficulty following flow of ideas • Insightful ideas are fully developed • Includes all specific content required 	
	5.0-6.9	7.0-8.9	9.0-10.0	
Application Student relates the concepts discussed in "Analysis" section to everyday life. That is, how does having this worldview affect everyday living? What are the results of having this worldview?	<ul style="list-style-type: none"> • Information and details lacking, vague, or irrelevant • Ideas sometimes confusing and/or disconnected • Ideas superficial and inadequately developed • Lacks specific content required 	<ul style="list-style-type: none"> • Information and details generally relevant and specific to topic • Sequencing of ideas are clear and logical • Reader rarely has difficulty following flow of ideas • Good ideas well developed • Includes all specific content required • Includes some personal insights 	<ul style="list-style-type: none"> • Information and details are relevant, specific and topic focused • Ideas are fresh, exciting and pose new ways to think of the material (from other parts of the class or other classes) • Sequencing of ideas are clear and fluid • Reader has no difficulty following flow of ideas • Insightful ideas are fully developed • Includes great personal insights 	
	5.0-6.9	7.0-8.9	9.0-10.0	
Use of sources Student analyzes supporting outside sources relevant to research topic	<ul style="list-style-type: none"> • Supporting sources not relevant to topic • Use of 5 or less sources or no sources cited at all 	<ul style="list-style-type: none"> • Supporting sources relevant and meaningful to the topic at hand • Use of six to seven sources 	<ul style="list-style-type: none"> • Supporting sources clearly relevant and meaningful to topic at hand • Use of eight or more sources 	
	5.0-6.9	7.0-8.9	9.0-10.0	
Conclusion Student concludes topic in an effective manner	<ul style="list-style-type: none"> • States the obvious (I discussed the relevant background factors...) • No conclusion, the paper just ends 	<ul style="list-style-type: none"> • Clear conclusion that summarizes the discussion • Demonstrates the importance of the discussion 	<ul style="list-style-type: none"> • Strong conclusion that summarizes the discussion • Demonstrates the importance of the discussion • by answering the "So what?" question propels reader to a unique idea or view of the subject 	

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Style Student demonstrates a precise language, effective word choice, original voice, and a variety of sentence structures	<ul style="list-style-type: none"> • Lack of sentence and word variety in types and length • Most sentences were awkward • Non-academic or inaccurate technical language • Few paragraphs were organized around topic sentences and fully developed • Transitions weak • Lacks depth 	<ul style="list-style-type: none"> • Good use of sentence and word variety in types and length • Most sentences well written • Good use of technical and academic language • Sentence and word choice add adequate explanation of topic • Most paragraphs were organized around topic sentences and fully developed • Transitions were adequate 	<ul style="list-style-type: none"> • Excellent use of sentence and word variety in types and length • All sentences well written • Excellent use of technical and academic language • Sentence and word choice add clarity and depth to the topic • All paragraphs were organized around topic sentences and fully developed • Transitions well executed 	
Conventions Student demonstrates proper mechanics: spelling, capitalization, punctuation, usage, APA, etc.	<ul style="list-style-type: none"> • Mechanical and usage errors seriously interfere with writer's purpose • Repeated weakness in mechanics and usage 	<ul style="list-style-type: none"> • Some (more than 5) mechanical and usage errors, but errors do not interfere with writer's purpose 	<ul style="list-style-type: none"> • No or few (less than 5) mechanical and usage errors • Errors do not interfere with writer's purpose 	

Score _____ / 70 = _____ % = _____ / 45