

## Grading Guide for Projects and Papers

This is a guide to help you understand the reasons for your mark on written projects and papers, and to assist you in preparing future term papers. You should read these comments alongside the instructions for projects and papers in this course. If you wish to learn more about the reasons for your mark, I'm happy to talk about it in person during office hours; no emails. But I cannot change grades following such informal discussions: there is a formal University procedure governing appeals of assigned standing, and you should consult the *UBC Calendar* if you wish to do so.

	<b>RESEARCH AND CONTENT</b>	<b>ORGANIZATION AND LOGIC</b>	<b>STYLE AND CLARITY</b>
<b><i>EXCELLENT</i></b>  A+ 90-100 A 85-89 A- 80-84	Impressive research; Compelling and original evidence to support interpretations and conclusions; Wide, careful and critical reading beyond the required/assigned texts; Situates subject in wide context; Excellent use of examples.	Critical and imaginative approach; Intelligent use of theories/ideas to structure argument; Excellent use of illustrations, tables, and/or charts, professionally presented, titled + referred to in text; Convincing conclusion showing ability to evaluate and synthesize.	Exceptionally clear; Mature use of language; Correct grammar, spelling, punctuation; Full and accurate documentation of sources, quotations.
<b><i>GOOD</i></b>  B+ 76-79 B 72-75 B- 68-71	Thorough research; Some evidence to support conclusions and interpretations; Careful and critical reading; Some attempt to situate subject in wide context; Good use of examples.	Careful and constructive approach; Some use of theories/ideas to structure argument; Good illustrations, carefully presented, titled and referred to in text; Effective conclusion, with some evidence of evaluation and synthesis.	Clear; Good use of language; Few lapses in grammar, spelling punctuation; Good documentation of sources, quotations.
<b><i>FAIR</i></b>  C+ 64-67 C 60-63 C- 55-59	Uneven and/or largely derivative research; Insufficient evidence to support claims and interpretations; Little attempt to situate subject in wide context; Undeveloped examples.	Run-of-the mill approach; Insufficient acknowledgement of theories/ideas behind the argument; Satisfactory illustrations; Simple, skeletal conclusion.	Writing requires 'second guessing': what do you mean, exactly? Confused or cluttered language; Mistakes in grammar, spelling, punctuation; Fair documentation of sources, quotations.
<b><i>POOR</i></b>  D 50-54 F 00-49	Inadequate research; Assertions with no supporting evidence; No attempt to situate subject in context; Irrelevant and inappropriate examples.	No obvious argument or structure; Little or no acknowledgement of theories/ideas; Poor or no illustrations; Conclusion merely restates the question.	Unclear; Elementary use of language; Poor grammar, spelling, punctuation; Inadequate documentation of sources, quotations.