

Name: _____ Grade: ____/40 points = ____%

SPAN 494/Paper #2 Goals: To analyze the representation of the role of the person who give service to the community or the relationship between the giver/receiver of service. To integrate personal experience recorded in the reflection journal in order to explore the use of personal experience as a basis for understanding and the creation of knowledge.

<p>Organization</p> <p>9-10 • logically and effectively ordered; main points and details are connected; good use of transitions; fluid.</p> <p>8 • logically and effectively ordered for the most part; main points stand out but sequencing of ideas is not always complete; use of some transitions; choppy at times.</p> <p>7 • an apparent order to the content is intended; loosely organized; main points do stand out but sequencing of ideas not complete; limited use of transitions; somewhat choppy.</p> <p>5-6 • limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy; disjointed</p> <p>0-4 • series of separate sentences with no transitions; disconnected ideas; no apparent order to content; or not enough to evaluate</p>	
<p>Evidence (short story and reflection journal required; other course readings preferred but not required)</p> <p>9-10 • ample use of direct quotations, paraphrases, and examples that support analysis; documentation clear; bibliography complete and consistent in format</p> <p>8 • adequate use of direct quotations, paraphrases, and examples; documentation clear; bibliography complete</p> <p>7 • analysis less connected to direct examples from text; source of example not always clear; bibliography not consistent in format</p> <p>5-6 • limited textual evidence to support points; documentation incomplete</p> <p>0-4 • little textual evidence to support points; missing documentation</p>	
<p>Ideas/Topic</p> <p>9-10 • complete information; thorough; relevant; on target. Excellent thesis. Fulfills topic by thoroughly engaging both story story and personal experience</p> <p>8 • adequate information; ideas are generally developed; a few ideas lack supporting detail or evidence. Thesis clear but mechanical. Engages both short story and personal experience.</p> <p>7 • more limited information; some development of ideas; some ideas lack supporting detail or evidence. Thesis describes but does not analyze. Either short story or personal experience not sufficiently engaged.</p> <p>5-6 • limited information; ideas present but not developed; lack of supporting detail or evidence. Thesis is very general. Limited engagement with assigned topic.</p> <p>0-4 • minimal information; information lacks substance (is superficial); inappropriate or irrelevant information; not enough information to evaluate. Thesis not clear or missing. Does not engage assigned topic.</p>	
<p>Grammar & Vocabulary</p> <p>9-10 • very few errors in spelling and overall grammar; very few errors in subject/verb or adjective/noun agreement; broad vocabulary; precise and effective word choice</p> <p>8 • few errors in spelling and overall grammar; occasional errors in subject/verb or adjective/noun agreement; erroneous use of language does not impede comprehensibility; some vocabulary errors but meaning not confused or obscured</p> <p>7 • more frequent errors in spelling and overall grammar; recurring errors in subject/verb and adjective/noun agreement; erroneous use of language sometimes impedes comprehensibility; literal translations or invented words</p> <p>5-6 • frequent errors in spelling and overall grammar; recurring errors in subject/verb and adjective/noun agreement; erroneous use of language often impedes comprehensibility; English influence noticeable</p> <p>0-4 • frequent errors in spelling, subject/verb agreement and overall grammar; non-Spanish sentence structure; erroneous use of language makes the work mostly incomprehensible; repetitive vocabulary; literal translation from English; invented words</p>	
<p>Comments</p>	

