**Academic Prompt with Rubric**

**Research Paper**

Assignment Steps

1. Select a research topic from the list of possible topics outlined in our textbook.

2. Formulate a research question.

3. Gather information about the research question from a) library sources, b) internet searches, and/or c) personal interviews.

4. Evaluate the historical data that you gather. Compare and contrast the data to objective, verifiable sources.

5. Identify common fallacies and misconceptions.

6. Identify from your research perspective one or several conclusions related to your research question.

7. Develop a first draft of at least 750 words by the due date deadline.

8. Review the draft with a capable peer editor.

9. Develop a final draft. Submit prior to the due date deadline.

Student: Date:

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| Outcomes | Scale | Subtotals & comments |
| Emerging (1 pts) | Developing (2 pts) | Proficient (3 pts) |
| *Formulate a research question* | Student states problem/question appropriate to the context. | Student states and defines an open ended problem/question appropriate to the context. | Student states, defines, and describes components of an open-ended problem/question appropriate to the context. |  |
| *Gather information about the research question* | Student gathers evidence addressing the problem/question from a mix of sources. | Student gathers evidence addressing the problem/-question from sources appropriate to the context while demonstrating some awareness of acquisition process, including personal assumptions. | Student is able to evaluate credibility and relevance of sources in addition to demonstrating an awareness of the evaluation process, including personal assumptions. |  |
| *Evaluate data for credibility* | Student is able to describe appropriate sources. | Student is sometimes able to evaluate credibility and relevance of sources in addition to demonstrating some awareness of the evaluation process, including personal assumptions. | Student is able to evaluate credibility and relevance of sources in addition to demonstrating an awareness of the evaluation process, including personal assumptions. |  |
| *Develop a conclusion* | Student can sometimes identify common logical flaws. Can sometimes describe weak and strong arguments. | Student can identify common logical flaws. Can sometimes differentiate weak and strong arguments. Can sometimes identify and employ evidence and reasoning to build an argument and reach probable conclusions/solutions based on evidence. | Student can identify common logical fallacies. Can differentiate weak and strong arguments. Can identify and employ evidence and reasoning to build an argument and reach probably conclusions/solutions based on evidence. |  |
| Total/comments |

Scale: 12-11 pts = A; 10-9 = B; 8-7 = C; 6-5 = D; 4 or less = F