## LL211 ‘Structure of English’ Research Skill Development & Rubric for Linguistics (Essays)

**Coordinator:** Fiona Willans  
**Semester 1 2015**

<table>
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<th>Research Process</th>
<th>Assessment</th>
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| **Embark on and clarify the task** | • Read the question carefully and closely, and understand what it is asking you to do.  
• Clarify your interpretations of keywords within the question.  
• Determine the specific aspects of the topic that your answer will address. |
| **Find & generate relevant material** | • Decide which ideas, data, theories or secondary sources best inform your answer to the question.  
• Where appropriate, select linguistic data (from your own knowledge or from reliable sources).  
• Where appropriate, conduct research within the library and online databases, using a range of critical and theoretical resources. |
| **Evaluate & reflect on this material** | • Begin to draw connections between what you have learnt in lectures, what you have discovered during your research, and what you have experienced in your own life.  
• Consider each idea that you have found and generated, evaluating whether it is relevant for your purposes.  
• Consider each idea that you have found and generated, evaluating how you will use it for your purposes. |
| **Analyse & synthesise the ideas that have emerged** | • Analyse the material that you intend to use in order to establish a clear and insightful position on the topic.  
• Synthesise the different elements of your material to create a coherent response to (all parts of) the question. |
| **Organise & manage these ideas into a coherent text** | • Organise your answer into a logical pattern of development, with each paragraph making a clear point and avoiding repetition.  
• Make sure that all points made are supported by relevant data, references to sources, or appropriate examples from experience.  
• Ensure that you have outlined the scope of your essay and the details of your argument clearly in your introduction, and summed up appropriately in the conclusion.  
• Do a final check to confirm that at all times your answer remains focused on the precise wording of the question. |
| **Communicate these ideas effectively, according to conventions of the discipline** | • Communicate your response using language and tone appropriate to academic discourse.  
• Use appropriate metalinguistic terminology to explain your ideas.  
• Employ accurate spelling, vocabulary and sentence structure to express your ideas.  
• Present a typographically clean academic text that adheres to all format guidelines (including word length).  
• Check that any ideas not originally your own (including linguistic data), are attributed to their original author, using a correct and appropriate referencing. |

**Assessment**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark Range</th>
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<tr>
<td>E</td>
<td>&lt;40</td>
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<tr>
<td>D</td>
<td>40-49</td>
</tr>
<tr>
<td>C</td>
<td>50-56</td>
</tr>
<tr>
<td>C+</td>
<td>57-63</td>
</tr>
<tr>
<td>B</td>
<td>64-70</td>
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<tr>
<td>B+</td>
<td>71-77</td>
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<tr>
<td>A</td>
<td>78-84</td>
</tr>
<tr>
<td>A+</td>
<td>&gt;84</td>
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- **E (Excellence)**: The response demonstrates a clear, focused grasp of what is required. The material has been selected from a range of credible sources. 
- **D (Developing)**: Limited or unfocused material has been selected. Many irrelevant ideas. 
- **C (Competent)**: Evidence of research, but with some omissions or poorly-chosen material. 
- **B (Good)**: Material is well evaluated and the relevance of ideas is made clear. 
- **A (Outstanding)**: The task has been tackled appropriately and the response remains focused. 
- **C+ (Advanced)**: Limited or unsuccessful attempts to evaluate what material has been selected. Many irrelevant ideas. 
- **B+ (Advanced)**: Evidence of evaluation, but possibly at a superficial level or of an inconsistent nature. 
- **A+ (Distinguished)**: The response remains focused. The task has been tackled appropriately and the response remains focused. 
- **A (Outstanding)**: Ideas are generally expressed, exhibiting weak control of language, lack of command of metalinguistic terminology, and/or poor. 
- **C (Competent)**: Limited or unsuccessful attempts to evaluate what material has been selected. Many irrelevant ideas. 
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<th>referencing.</th>
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