

## *CJC 652 RESEARCH PAPER*

*All work to be submitted to the instructor should be word-processed, double-spaced, with one-inch margins and 12 point font. Please make back-up copies of your work*

### *TOPIC: 20 POINTS (Due September 12)*

The student will select a topic before beginning the paper and have the topic tentatively approved by the instructor. A one-to-two page description will be submitted that outlines the student's thoughts and ideas and serves as the first step in writing the paper.

The readings provide a good source for suggested topics for the paper.

### *WORKING BIBLIOGRAPHY: 30 POINTS (Due October 3)*

The student will provide a tentative list of the sources to be used in writing the paper. By this time, the student should have completed a literature search, skimmed the references to check for relevance, and begun reading and taking notes. As a rough guide, students should have 20 or so references consisting of books, articles, government documents, and court cases (**Any internet-only webpages cited should be in addition to these 20 references**).

The working bibliography should be in APA style. Please use the APA Manual as a guide.

### *ARGUMENT OUTLINE: 50 POINTS (Due October 24)*

The student will prepare an outline of the paper based on the claim(s), reasons, warrants, and evidence to be used (these terms will be explained in class).

### *PRELIMINARY DRAFT: 50 POINTS (Due November 14)*

The student will prepare a draft of the paper for review by the instructor before the final draft is written. **This is NOT a first draft. This draft should be a finished product, including references, and should be your very best work.** The instructor will provide specific suggestions on how the draft may be improved so that the student does as well as possible on the final product.

### *FINAL DRAFT: 150 POINTS (Due December 5)*

The final draft should take into account the comments by the instructor and the discussant on the preliminary draft. **Please get the approval of the instructor before submitting a final paper that does not follow his suggestions.**

**See the Assignments area of the course website for additional resources for these assignments. Please work closely with me on this!**

## Grading Rubric for Research Paper

*Both the preliminary draft and the final version of the paper will be graded using this rubric.*

### **Papers not meeting the requirement below will receive a score of zero:**

- Use white paper, 8 ½ x 11 inches.
- Observe margins of 1.5 inch at left of page and 1 inch at top, bottom, and right of the page. Papers should be left-justified.
- A minimum of **twenty** (20) pages, **not** including title page and references.
- Paper has no more than **three** (3) errors of spelling, grammar, or punctuation.
- Paper is word-processed, double-spaced, with 12-point Times New Roman font.
- Citations are in APA style. All sources cited in text are listed in references, and all sources listed in references are cited in text.

### **An outstanding (A or A-) paper does the following:**

All major sources relevant to an understanding of the issue used.  
Primary source information is used to buttress every point.  
Statements, claims, or theses of primary sources are accurately interpreted.

Shows knowledge of generalizations about principles (e.g., the harm principle in defining criminal laws).  
Identifies principles or philosophical standpoints relevant to consideration of the issue.  
Cites and explains the relevance of evidence for statements linking positions to particular principles or philosophical standpoints.

The issue to be investigated is clearly identified.  
The significance of the issue is clearly stated.  
All claims, warrants, and evidence are clearly stated.

Examples are relevant to the mini-thesis of each paragraph or section of the paper.  
Student makes many connections between primary sources showing original insight.  
Makes reasoning explicit. All or almost all arguments are identifiable, reasonable, and sound.  
All counter-arguments are identified and successfully defused

Excellent transitions from point to point.  
Topics are logically organized, allowing a rational flow of ideas.  
Paragraphs support solid topic sentences.

### **A good (B+ or B) paper does the following:**

All major sources relevant to an understanding of the issue used.  
Primary source information is used to buttress every point.  
Statements, claims, or theses of primary sources are accurately interpreted.

Shows knowledge of generalizations about principles (e.g., the harm principle in defining criminal laws).  
Identifies principles or philosophical standpoints relevant to consideration of the issue.  
Cites and explains the relevance of evidence for statements linking positions to particular principles or philosophical standpoints.

The issue to be investigated is clearly identified.  
The significance of the issue is clearly stated.

Most claims, warrants, and evidence are clearly stated.  
Examples are relevant to the mini-thesis of most paragraphs or sections of the paper.  
Student makes some connections between primary sources showing original insight.  
Makes reasoning explicit. Most arguments are identifiable, reasonable, and sound.  
Most counter-arguments are identified and successfully defused

Good transitions from point to point.  
Topics are logically organized, allowing a rational flow of ideas.  
Most paragraphs support solid topic sentences.

### **An adequate (B- or C+) paper does the following:**

Most major sources relevant to an understanding of the issue used.  
Primary source information is used to buttress most points.  
Statements, claims, or theses of primary sources are accurately interpreted.

Shows some knowledge of generalizations about principles (e.g., the harm principle in defining criminal laws).  
Identifies some principles or philosophical standpoints relevant to consideration of the issue.  
Cites evidence for statements linking positions to particular principles or philosophical standpoints.

The issue to be investigated is vaguely identified.  
The significance of the issue is vaguely stated.  
Claims, warrants, and evidence are vaguely stated.

Examples are relevant to the mini-thesis of some paragraphs or sections of the paper.  
Student makes few connections between primary sources showing original insight.  
Evidence of reasoning is present, but reasoning is not explicit. Some arguments are identifiable, reasonable, and sound.  
Some counter-arguments are identified, but not all are defused successfully.

Transitions from point to point are hard to follow.  
Some unnecessary repetition in statements.  
Some paragraphs support solid topic sentences.

### **A poor (C or lower) paper does the following:**

Few major sources relevant to an understanding of the issue used.  
Primary source information is not used to buttress most points.  
Statements, claims, or theses of primary sources are inaccurately interpreted.

Shows little knowledge of generalizations about principles (e.g., the harm principle in defining criminal laws).  
Does not identify principles or philosophical standpoints relevant to consideration of the issue.  
Does not cite evidence for statements linking positions to particular principles or philosophical standpoints.

The issue to be investigated is vaguely identified or not identified.  
The significance of the issue is vaguely stated or not stated.  
Claims, warrants, and evidence are vaguely stated or not stated.

Examples are absent or irrelevant to the mini-thesis of some paragraphs or sections of the paper.  
Student makes few connections between primary sources showing original insight.  
Little if any evidence of reasoning is present, or logic of evidence fails.  
Does not address counter-arguments.  
Transitions from point to point are hard to follow.  
Ideas do not flow at all because there is no argument to support.

Few paragraphs support solid topic sentences.