

Grading Rubrics

Final Paper (100 pts)

Assignments for this course also include a final paper (10-15 pages, 12 pt.; typed, double-spaced, with 1.25" margins). You may choose any topic that addresses the history of computing. You may choose something close to your own area of expertise, or something completely different. The final paper proposal is due in class by Wednesday (July 1) of the second week [or earlier]. On that day, students will give brief presentations (10 min.) of their proposal. You will receive feedback from the instructor by Monday (July 6).

The proposal should include:

1. the central theme of the final paper;
2. the historical significance of this question and how it relates to discussions in class;
3. a brief outline; and
4. a tentative bibliography, including both primary and secondary sources.

The final paper is due by 1700 GMT July 17.

PROPOSAL (10 pts)	5 (Excellent)	4 (Good)	2-3 (Fair)	0-1 (Poor)
Content	Theme is well-defined. Proposal discusses historical significance and relates to material in course. Outline is comprehensive and complete. Bibliography is complete.	Theme is defined. Proposal discusses historical significance and relates to material in course. Outline is complete. Bibliography is included.	Theme is vague. Proposal discusses historical significance. Outline is incomplete. Bibliography is missing some components.	One or more components of the proposal are missing.
Grammar, Mechanics, Spelling, and Sentence Structure	Proposal is highly polished; no grammar or spelling errors.	Proposal is polished; maximum of one grammar or spelling error.	Proposal is adequate; maximum of two grammar or spelling errors.	Inadequate proposal; more than two spelling or grammar errors.

PRESENTATION (20 pts)	5 (Excellent)	4 (Good)	2-3 (Fair)	0-1 (Poor)
Content Knowledge	Student demonstrates full knowledge (more than required) with explanations and elaboration.	Student is at ease with content, but fails to elaborate.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
Organization	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
Delivery	Student used a clear voice and correct,	Student's voice is clear. Student	Student incorrectly pronounces terms.	Student mumbles, incorrectly

	precise pronunciation of terms.	pronounces most words correctly.	Audience members have difficulty hearing presentation.	pronounces terms, and speaks too quietly for students in the back of class to hear.
Grammar, Mechanics, Spelling, and Sentence Structure	Presentation is highly polished; no grammar or spelling errors.	Presentation is polished; maximum of one grammar or spelling error.	Presentation is adequate; maximum of two grammar or spelling errors.	Inadequate presentation; more than two spelling or grammar errors.

FINAL PAPER (70 pts)	9-10 (Excellent)	7-8 (Good)	5-6 (Fair)	0-4 (Poor)
Content	Theme is well-defined. Paper discusses historical significance and relates to material in course.	Theme is defined. Paper discusses historical significance and relates to material in course.	Theme is vague. Paper discusses historical significance.	One or more components of the paper are missing.
Research	Excellent background, context, and idea development	Good background, context, and idea development	Adequate background, context, and idea development	Poor background, context, and idea development
Organization	Student presents information in logical, interesting sequence.	Student presents information in logical sequence.	Reader has difficulty following paper.	Reader cannot understand paper because there is no sequence of information.
Comprehensibility	Can understand all of what is being communicated.	Can understand most of what is being communicated.	Can understand less than half of what is being communicated.	Can understand little of what is being communicated.
Bibliography	Bibliography is complete.	Bibliography is included but not well organized.	Bibliography is missing some components.	Bibliography is almost or completely missing.
Effort	Exceeds the requirements of the assignment and have put care and effort into the process.	Fulfills all of the requirements of the assignment.	Fulfills some of the requirements of the assignment.	Fulfills few of the requirements of the assignment.
Grammar, Mechanics, Spelling, and Sentence Structure	Presentation is highly polished; no grammar or spelling errors.	Presentation is polished; maximum of one grammar or spelling error.	Presentation is adequate; maximum of two grammar or spelling errors.	Inadequate presentation; more than two spelling or grammar errors.