**Biology 48 - Human Physiology**  
West Valley College – Norris  
**Name** __________________________  
**STUDENT Copy**  
**Lab Start Time** ________________

Approved Topic __________________________

<table>
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<tr>
<th><strong>(I) Topic Selection (3 points)</strong>*</th>
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</table>
| **Topics List**  
(3 points)  
*note: points awarded as part of final paper** | • Topic list is well researched and a final topic is approved by the deadline  
• Topic question is answered (at least in part) in the final paper  
• Note: not all topic questions will be answered completely |

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<tr>
<th><strong>(II) Preliminary Research and Annotated Bibliography (10 points)</strong>*</th>
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| **Topic**  
(1 point) | • Topic of research paper is clearly identified  
• Topics of cited research articles are consistent with selected research topic |
| **Articles**  
(3 points) | • A minimum of three primary scholarly research articles are cited  
• At least one article is less than 5 years old |
| **Citations**  
(3 points) | • Citations are properly formatted and complete (APA format)  
• See APA guidelines for correct format (don’t rely on auto-formatting by online sources) |
| **Summaries**  
(3 points) | • Key points of article are clearly presented  
• Must be presented as a list of facts (represents key points from article) |

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<tr>
<th><strong>(III) Final Paper (22 points)</strong></th>
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<tr>
<td><strong>Content - Expectation</strong></td>
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| **Abstract**  
(3 points) | • Clearly indicates the topic of research / question to be answered  
• Briefly describes the conclusions to be supported by paper  
• Indicates what evidence will be presented that supports the conclusions |
| **Introduction**  
(3 points) | • Clearly indicates the topic of research / question to be answered  
• Provides background physiology needed to understand the topic |
| **Discussion**  
(4 points) | • Uses a logical structure to explain the topic physiology including mechanisms  
• Provides the evidence necessary to support all conclusions  
• Does not rely on or express opinions (all information presented is evidence based)  
• Cites the source of all evidence (parenthetical citations)  
• No direct quotes (paraphrase sources and provide a citation) |
| **Conclusion**  
(3 points) | • Recaps what physiology is known about the topic (and what isn’t)  
• Clearly answers the original question posed |
| **Bibliography**  
(3 points) | • Complete list of all references (references conform to APA guidelines)  
• Proper and complete APA citation format (NOT annotated) |

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<tr>
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| **Guidelines Followed**  
(2 points) | • Paper is divided into appropriate sections with section labels  
• Paper uses appropriate font size, spacing, number of pages  
• Information from sources may be paraphrased (do not use direct quotations)  
• Proper citation format (parenthetical citation) is used throughout paper |
| **Grammar & Spelling**  
(2 points) | • Correct spelling, grammar and punctuation  
• Information should be presented in “third person”  
• Complete sentences |
| **Clarity & Flow**  
(2 points) | • Logical organization / easy to follow ideas / easy to read  
• Ideas / concepts presented are unambiguous  
• Smooth transitions between paragraphs / ideas  
• Descriptions are clear and complete |

*NOTE: No points will be awarded if a final paper is not submitted*
<table>
<thead>
<tr>
<th>Idea</th>
<th>The A paper</th>
<th>The B paper</th>
<th>The C paper</th>
<th>The D paper</th>
<th>The F paper</th>
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<tbody>
<tr>
<td><strong>Ideas</strong></td>
<td>Exceeds in responding to assignment. Demonstrates sophistication of thought.</td>
<td>A solid paper, responding appropriately to assignment.</td>
<td>Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms often depending on platitudes or cliches.</td>
<td>Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.</td>
<td>Does not respond to assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.</td>
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<tr>
<td><strong>Organization &amp; coherence</strong></td>
<td>Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.</td>
<td>Shows a logical progression of ideas and uses fairly sophisticated transitional devices: e.g., may move from least to most important idea. Some logical links may be faulty, but each clearly relates to paper's central idea.</td>
<td>May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logical based. While each item may relate to a central idea, logic is not always clear. Item sentences have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.</td>
<td>May have random organization, lacking internal coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.</td>
<td>No appreciable organization; lacks transitions and coherence.</td>
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<td><strong>Support</strong></td>
<td>Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.</td>
<td>Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.</td>
<td>Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to point being discussed. Paper has lapses in logic.</td>
<td>Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.</td>
<td>Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.</td>
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<tr>
<td><strong>Style</strong></td>
<td>Chooses words for their precise meanings and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.</td>
<td>Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, focused - though some may be awkward and ineffective.</td>
<td>Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.</td>
<td>May be vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.</td>
<td>Usually contains many awkward sentences, misuse of words, employs inappropriate language.</td>
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<tr>
<td><strong>Mechanics</strong></td>
<td>Almost entirely free of spelling, punctuation, and grammatical errors.</td>
<td>May contain a few errors, which may annoy the reader but not impede understanding.</td>
<td>Usually contains several mechanical errors, which may temporarily confuse the reader but not impede overall understanding.</td>
<td>Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.</td>
<td>Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.</td>
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</tbody>
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University Writing Program 1/95