GRADING STANDARDS FOR PAPERS

I. EXCELLENT/SUPERIOR (A/B)
   Note: Although “A” and “B” papers possess many of the same features, the style, originality, and level of excellence of the “A” paper are exceptional.
   **Preparation:** The student adapts his or her thinking to the form and requirements of the assignments, developing the paper through preliminary outlines and drafts.
   **Contents:** The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with inevitability organic to its central idea.
   **Development:** The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a non-repetitive conclusion. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified, and properly developed; and transitional expressions are both logical and effectively placed.
   **Sentence Structure:** Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.
   **Diction:** The language is distinctive, fresh, economical, and precise; usage is rarely incorrect.
   **Grammar and Punctuation:** correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.
   **Appearance:** The student has carefully proofread and correctly documented the paper. The student will type out-of-class papers using standard 10- or 12-font size on standard white paper using 1” margins and double spacing throughout (no triple spacing between paragraphs).

II. AVERAGE (C)
   The C paper is clear, competent, and controlled, but its style and originality are undistinguished.
   **Preparation:** The paper contains evidence of at least one preliminary draft. The student as clearly and competently adapted the topic and content to the assignment.
   **Content:** The central idea is apparent but too general, familiar, or limited. Although supported with concrete detail, such detail may be occasionally repetitious, irrelevant, and/or sketchy.
   **Development:** The plan of the paper is recognizable but not developed and/or consistently fulfilled. Development may be disproportionate or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, and/or monotonous. The paragraphs are unified, coherent, and usually well developed.
   **Sentence Structure:** The sentences are competent, but many lack force, variation in structure, and/or effective rhythm.
   **Diction:** The language is appropriate to the paper’s purpose, subject, and audience; it is not overly formal, abstract, or colloquial. Errors in usage are infrequent.
   **Grammar and Punctuation:** Deviations from standard grammar, punctuation,
spelling, or mechanics damage the paper’s clarity and effectiveness. 

Appearance: The C paper conforms to the guidelines established for the superior paper.

III. UNSATISFACTORY (D-F)

Although D and F papers may share the same faults (such as inadequate development or absence of a discernible thesis,) the F paper exhibits an obvious breakdown in style and structure.

Preparation: The student’s ideas do not relate to the specific assignment, and the paper suggests scant evidence of a preliminary draft.

Content: The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, and/or aimless.

Development: The essay lacks clear and orderly stages and further fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

Sentence Structure: Sentences are incoherent, incomplete, fused, monotonous, rudimentary, and/or redundant, thus thwarting the intended meaning.

Diction: The level of language is inappropriate to the subject; errors in usage are frequent.

Grammar and Punctuation: Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer’s ideas.

Appearance: An illegible presentation is always a liability.

Plagiarism: CCCCD faculty does not tolerate plagiarism. A paper containing plagiarism will earn a zero.