

GEH 101/GEH 501: Introduction to Geography  
Term Paper Grading Rubric

Student Name: Sample Student

| Grade Component (Weight)                                                                                   | Exceeds Expectations (10)                                                                                                                                             | Meets Expectations (8-9)                                                                                                                                                                    | Approaching Expectations (6-7)                                                                                                                                                                        | Does Not Meet Expectations (0-5)                                                                                            | Points × Weight        |
|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------|
| <b>Thesis (8%)</b>                                                                                         | Thesis clearly and provocatively advances an original argument                                                                                                        | Clear and specific thesis that sets up the central argument(s)                                                                                                                              | Thesis vague or not central to implied argument(s)                                                                                                                                                    | No discernable thesis                                                                                                       | 10*8%=<br>0.8          |
| <b>Conclusion (7%)</b>                                                                                     | Conclusions critically reflect on the topic and positions it within existing and future research                                                                      | Conclusions are convincing and function to position paper within an external context                                                                                                        | Conclusions superficial or unconvincing and the relevance of the paper is not made clear                                                                                                              | No conclusions or connections to the world outside of this paper                                                            | 10*7%=<br>0.7          |
| <b>Structure/Length (15%)</b>                                                                              | Paper structure is fluid and guides reader through arguments; scope of paper is clearly defined and appropriate to the arguments; within length requirements          | Paper is organized in a coherent and logical manner; scope of paper is appropriate; within 15% of length requirements                                                                       | Paper inconsistently organized but attempts to guide reader through arguments; scope of paper may be too broad/narrow; within 20% of length requirements                                              | Paper is disorganized and lacks coherent structure; scope of paper is unclear; significantly outside of length requirements | 10*15%<br>=1.5         |
| <b>Use of Evidence (25%)</b>                                                                               | Engages with scholarly geographic research; synthesizes and critiques the arguments of scholarly geographic research                                                  | Appropriately cites academic geographic research to develop arguments; demonstrates comprehension of arguments and distinguishes argument from opinion                                      | Uses academic and non-geographic sources inconsistently; arguments inconsistently supported by evidence; may contain unsubstantiated opinion                                                          | Does not cite relevant scholarly research to support arguments; arguments mostly unsubstantiated                            | 10*25%<br>=2.5         |
| <b>Analysis/Geographic Content (35%)</b>                                                                   | Critically engages topic in insightful ways; geographical analysis central to argument; clearly demonstrates engagement with different branches of geographic thought | Shows thorough understanding of the topic and goes beyond recitation of facts; may have minor factual or conceptual inconsistencies; engages with at least one branch of geographic thought | Shows basic understanding of ideas and information; may have some factual, interpretive, or conceptual errors; geographic connections not clear or shows lack of understanding of geographic concepts | Lacks an understanding of topic; no clear geographic analysis                                                               | 10*35%<br>=3.5         |
| <b>Mechanics (10%)</b>                                                                                     | Grammar, punctuation, spelling are correct; formatting follows APA style conventions                                                                                  | Grammar, punctuation, and spelling mostly correct; evidence of proof reading; formatting generally consistent with an appropriate style convention                                          | Some grammatical, punctuation, or spelling errors; appears not to have been proof read; formatting shows some use of style conventions                                                                | Grammar, punctuation, or spelling interfere with readability; little or no attempt to follow style conventions              | 10*10%<br>=1.0         |
| Grade Scale: <b>A</b> – 90-100%; <b>B</b> – 80-89%; <b>C</b> – 70-79%; <b>D</b> – 60-69%; <b>F</b> – < 60% |                                                                                                                                                                       |                                                                                                                                                                                             |                                                                                                                                                                                                       |                                                                                                                             | <b>Total ÷ 10</b> 100% |