

Grading Rubric and Good Writing Rules for Discussant Essay for Econ 311, Prof. Eschker

	4 (Failure)	6 (Inadequate)	8 (Proficient)	10 (Advanced)
Summary	Does not include article citation. Analysis is extremely limited. Does not relate the paper to what is learned in class. Does not identify the central question of the article nor the paper's methodology. The paper's conclusion is not stated and the paper is not described in a greater context. Not from a pre-approved journal.	Does not include article citation. Analysis is weak. Makes limited reference to textbook concepts. Some attempt is made to clarify the article's question, but it is unclear that that you understand the paper's organization. There is no mention of how the paper is relevant. Not from a pre-approved journal.	Includes article citation. Some analysis is evident. Make solid reference to other class material concepts. The article's mission and methodology is stated. Solid description of conclusion and attempt made to explain paper's relevance and importance. From a pre-approved journal.	Includes article citation. Sophisticated analysis is evident. Makes ample and complete reference to classroom concepts. Very clear description of the paper's question. Methodology is completely explained. The article's conclusion is clearly stated and there is a good description of how the paper adds to more broad issues. From a pre-approved journal.
Grammar and Mechanics	Multiple and serious errors of sentence structure; frequent errors in spelling, tense consistency, and capitalization; intrusive and/or inaccurate punctuation such that communication is hindered. Proofreading not evident. Tone is not objective. No organization overall or within paragraphs. Did not type double-space or use page numbers. Incorrect page length.	Sentences show errors of structure and little or no variety; many errors of punctuation, spelling, tense consistency, and/or capitalization;. Errors interfere with meaning in places. Careful proofreading not evident. Tone is not objective. Poor organization. Formatting is distracting and no page numbers. Incorrect page length.	Effective and varied sentences; some errors in sentence construction; only occasional punctuation, spelling, tense consistency, and/or capitalization errors. Objective tone. Few organizational problems overall or within paragraphs. Formatting has minor issues and includes page numbers. Correct page length.	Each sentence structured effectively; rich, well-chosen sentence styles and lengths; virtually free of punctuation, spelling, tense consistency, and capitalization errors. Objective tone. Logical and appropriate organization. Formatting is clean and includes page numbers. Correct page length.
Critique and Suggestions	Analysis is non-existent or very weak. Does not identify problems with the article. No suggestions for improvement. Incorrect application of economic models or concepts. Does not use econ terminology or uses it incorrectly.	Weak analysis. Some minor problems with the article identified but extremely minor suggestions made. Incorrect application of economic models or concepts. Uses some econ terminology correctly, but mostly non-usage or incorrect.	Good attempt at analysis. Good and important problems identified with the paper. Suggestions will improve the paper. Mostly correct application of economic models or concepts, and mostly correct use of terminology.	Very good analysis of the article. In depth and clever short comings found with paper. Suggestions are very helpful and complete. Sophisticated application of economic models or concepts, and correct use of terminology.

Note: Verbiage for "organization" & "style & mechanics" comes from FIPSE project. Verbiage for "development of ideas" comes from U of Prince Edward Island (Mark Hemphill BA 241). Verbiage for use of "supporting graphs/tables" comes from U of Alabama, Birmingham.

Professor Eschker's rules of good writing

1. People think bad writers are stupid.
Your boss will not trust your judgment and will be embarrassed to show your work to others. You will be judged on how well you write short emails and memos.
2. It takes a lot of work to be a good writer and everyone can get better through practice.
Take a writing course or read a book on writing or visit the Writing Center on campus.
3. Write as you talk.
Write in a simple, direct style. Don't use big words. Never, ever write as if you're writing a speech to present in front Congress. Write as if you are speaking to someone in front of you.
4. Use the spell checker and grammar checker.
If you don't know how to spell a word or what it means, then look it up. You are lazy if you do not.
5. Shorter sentences are better sentences.
Be sure to write in complete sentences.
6. Read each sentence out loud.
If it doesn't sound right, then rewrite it. Read it out loud to someone. Each sentence should make sense.
7. Never, ever turn in a first draft.
Always read and revise. Have someone else read it before you turn it in.
8. Never, ever use a colon; never use a semi colon.
Avoid using too many commas. Do not use texting abbreviations. Almost all sentences should just have a period.
9. Use active rather than passive voice.
"The firm raised prices" vs. "Prices were raised by the firm".
10. Make graphs pretty.
Use BIG fonts. The graph should be easy to read. Use the graph to convey the most important information. Label the axes. Show your graph to someone for feedback.