

LOGIC: LANGUAGE AND INFORMATION — RUBRIC FOR PRODUCING AND EVALUATING WRITING ASSIGNMENTS

Some of our grading tasks involve writing short answers where you are to **explain** or **give reasons** for positions. You'll aim to show your understanding of key concepts and ideas in logic and its applications, and you'll *also* be testing your skills by evaluating the answers given by others. You'll learn by *producing* work and by *evaluating* it. To help in both parts of this, we'll use the following 'rubric,' designed to give you ideas of what to look for in your own writing, and when evaluating the writing of your fellow students. The aim is to *precisely define* the important terms you use, to *clearly structure* your reasoning, and for you to *reason correctly*—for it to be logically correct. Use this rubric when you're *writing* your answers, and when *evaluating* others' answers.

After the submission deadline for each written tasks, we'll supply you with a **tailored** grading rubric explaining what key concepts are important for *this* writing task. That should help you evaluate answers, even if you found the question difficult.

	BEGINNER: 1 point	INTERMEDIATE: 2 points	ADVANCED: 3 points
DEFINITION 3/10	The main terms used are not defined or explained at all, or the definition offered is completely mistaken.	A definition is offered for <i>some</i> but not all of the important concepts. It is clear that the student knows something about the topic, but the key ideas are not well understood or explained.	The main terms of the analysis or explanation are clearly defined, and appropriately used. The student shows mastery of the concepts being used.
CLARITY 3/10	The writing is unclear or difficult to follow—not because it is complex, but because structure is lacking or terms are not used properly. The conclusion is not clearly stated, and reasons are not given for the claims made.	The writing is reasonably clear, but it could be improved. It is clear that there <i>is</i> a conclusion, but the reasons for that conclusion are not clearly stated, or some important premises of the reasoning are used but not clearly stated.	The writing is clear—the conclusion is clearly stated, and the reader can tell what is being offered as a reason for that conclusion. It has the structure necessary for an informed reader to follow what is being claimed and why.
CORRECTNESS 3/10	Either there is no reasoning, or the reasoning is badly mistaken. There are significant slips in the argument. The conclusion does not follow from the premises given.	The reasoning is present, and largely correct. The reasons are roughly of the right sort, but important features are left out. The argument could have been improved.	The reasoning is correct. Nothing necessary is left out, there are no slips in the argument, and the conclusion is grounded in the reasons that are given.
OVERALL 1/10	Use the final mark out of 10 to adjust your final grade. Is it a perfect answer? 10/10! Is something missing? Explain, and adjust your total mark.		
	<i>(If an answer you are marking is incomplete, simply award points for the parts that are available.)</i>		

When you're grading other people's work keep in mind that we come from different backgrounds and have different abilities. What might be straightforward for you might be difficult for someone else. Think of how you can be helpful in the comments you make. Then we'll all maximise the chance of having good learning experience together.

If you have any questions about peer grading, ask in the discussion board:

For LLI1 <https://class.coursera.org/logic1-002/forum/list?forum_id=10010>. For LLI2, <https://class.coursera.org/logic2-001/forum/list?forum_id=3>