**Discussion Assignment Grading Rubric**

Discussion Guidelines COURSE INSTRUCTION Each week you will be assigned a set of questions to answer relating to the assigned readings for that week. Please post your answers to these questions using the REPLY button. The combined length of your answers should be a minimum of 400 words each week, (1 1/2 pages). You can include current events, opinions, etc., in your answers. In addition to your responses, you will comment on the answers of at least two of your classmates each week. The minimum length for each comment should be 50 words. Your assigned questions will require critical thinking and they may necessitate searching outside the text for your answers. Please do not use attachments when submitting your responses to the assigned discussion questions. Your discussion postings will be due by noon each Monday. Your responses to your classmates will be due by noon on Tuesday.

**1.      Clarity-** Clarity is a gateway standard. If a statement is unclear, it cannot be determined whether it is accurate or relevant.

**2.      Accuracy-** To be accurate is to represent something in accordance with the way it actually is. The information provided is correct.

**3.      Precision-** To be precise is to give the details needed to understand exactly what is meant.

**4.      Relevance-** Something is relevant when it is directly connected with and bears upon the issue at hand.

**5.      Depth-** Depth means getting beneath the surface of an issue or problem, identifying the

Complexities inherent in it, and then dealing with the complexities in an intellectually

responsible way.

**6.      Breadth-** When an issue is considered from every relevant viewpoint the analysis has breadth.

**7.      Complete-** The student assignment was complete.

**8.      Thorough-** The answers submitted by the student were thoughtful and comprehensive.

**9.      Prompt-** The assignment was submitted by the due date.

**10.  Comments-** The student commented on the work of at least two other students

**Article Review Grading Rubric**

An article review is a summary of a magazine or journal article. The source of the article will

be a major business publication and this source should be cited within the body of the article

review. The article must be related to a topic that is covered in this course and this topic

should be identified within the first sentence of the review. The length of the entire review

should not be under 300 words. Your opinion of the subject matter should be written at the

end of the summary. You are required to post comments to at least two other student’s

article reviews. Each comment should be at least 50 words in length. The article review and

comments should be posted in the article review section of the course on the assigned date.

**1. The source of the article can be the internet or a business magazine. Newspaper articles**

**will not receive credit.**

**2. The article must be related to a topic that is covered in this class. This topic and**

**the corresponding chapter must be identified within the first sentence of the**

**review.**

**3. The source of the article must be identified below the article. (A.P.A. work cited)**

**4. The summary must be written in your own words.**

**5. Your opinion of the subject matter must be identified and written at the end of the**

**summary. (minimum five sentences)**

**6. You must comment on the article reviews of at least two of your classmates.**

**ARTICLE REVIEW GRADING RUBRIC**

70% - 300 word summary (comprehensive, thoughtful, and accurate analysis)

05% - work cited (A.P.A.)

10% - student opinion included at the end of the summary (minimum 5 sentences)

05% - course topic identification and corresponding textbook chapter included

as the first sentence of the article.

10% - comments to two classmates (50 words per comment)

**PRESENTATION GRADING RUBRIC**

Students will be required to present their research paper to the class on the assigned date. An online presentation consisting of 10 PowerPoint slides is required. The slide presentation is a brief summary of the ten concepts covered in the paper. Presentation Grading Criteria

30%- Comprehensive summation of the subject matter

50%- 10 slides in length

20%- Comments to classmates

**RESEARCH PAPER GRADING RUBRIC**

Each student will be required to complete a research paper on an Organizational Leadership and Supervision topic. Your topic will be assigned to you on the second class session. The main body of the paper must be 8-10 pages in length. In addition, the paper should include: Title page, Contents page (listing research paper “sub-heads” and page numbers), Abstract and References (or Works Cited) page (any appendices are not part of the 8-10 pages required). The paper must be typewritten, double-spaced, using standard 1" margins, and must not include an excessive amount of "bullet dots" in the body of the paper. The paper must include footnotes (citations) or references in the body of the paper that correspond to a listing on the References or Works Cited page. There should be at least 6-8 current references. Students are encouraged to gather information from actual industry professionals within organizations, in addition to gathering research from the textbook, Web, books, journals, etc. Students may use any standardized referencing/footnoting formats, e.g., Modern Language Association (MLA) or American Psychological Association (APA). Proper use of English grammar and punctuation will be a consideration in grading. All papers must have a "Conclusion" (approximately one page at the end of the paper which provides a clear statement of what the student thought about the topic and why). The Conclusion must be “labeled” and is an essential part of the paper.

**Grading Standards:**

The text below defines standards for the grades of A, B, C, D, and F. These standards are suggestive of common-denominator academic values. You should get in the habit of reviewing your work with these criteria in mind.

**The Grade of A:**

High-level performance implies excellence in thinking and performance within the domain of subject and course, along with the development of a range of knowledge acquired through the exercise of thinking skills and abilities. High-level work is, on the whole, not only clear, precise, and well-reasoned but insightful as well. Basic terms and distinctions are learned at a level that implies insight into basic concepts and principles. The A-level student has internalized the basic intellectual standards appropriate of the assessment of his or her own work, in a subject and demonstrates insight and issues, analyzes key questions and problems clearly and precisely, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, frequently identifies relevant competing points of view, and demonstrates a commitment to reason carefully from clearly stated premises in the subject, as well as marked sensitivity to important implications and consequence. A-level work displays excellent at a high level of intellectual excellence.

**The Grade of B:**

The grade of B implies sound thinking and performance within the domain of subject and course, along with the development of a range of knowledge acquired through the exercise of thinking skills and abilities. B-level work is, on the whole, clear, precise and well-reasoned, but does not have depth of insight. Basic terms and distinctions are learned at a level that implies comprehension of the basic concepts and principles. The B-level student has internalized some of the basic intellectual standards appropriate to the assessment of his or her own work in a subject and demonstrates competence in self-evaluation. B-level students often raise questions and issues, analyze question sand problems clearly and precisely, recognize some questionable assumptions, clarify key concepts competently, typically use language in keeping with educated usage, sometimes identify relevant competing points of view, and demonstrate the beginnings of a commitment to reason carefully from clearly stated premises in a subject, as well as some sensitivity to important implications and consequences. B-level work displays sound reasoning and problem-solving within a field and works consistently at a competent level or intellectual performance.

**The Grade of C:**

The grade of C implies mixed thinking and performance within the domain or a subject and course, along with some development of a range of knowledge acquired through the exercise of thinking skills and abilities, C-level work is acquired through the exercise of thinking skills and abilities. C-level work is inconsistently clear, precise and well-reasoned. Moreover, it does not a display depth of insight or even consistent competence. Basic terms and distinctions are learned at a level that implies the beginnings of, but inconsistent comprehension of, basic concepts, and principles. C-level students have internalized a few of the basic intellectual standards appropriate to the assessment of their own work in subject, but demonstrate appropriate to the assessment of their own work in a subject, but demonstrate inconsistency in self-evaluation. The C-level student sometimes raises question and issues, sometimes analyzes questions and problems clearly and precisely, recognizes some questionable assumptions, clarifies some concepts competently, uses language inconsistently in keeping with educated usage, sometimes identifies relevant competing points of view, but does not demonstrate a clear commitment to reason carefully from clearly stated premises in a subject, or consistent sensitivity to implications and consequences. C-level wok displays inconsistent reasoning and problem-solving within a field and works, at best, at a competent level of intellectual performance.

**The Grade of D:**

The grade of D implies poor thinking and performance within the domain of a subject and course. On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding. The student is not developing critical thinking skills and understandings as requisite to understanding course content. D-level work represents thinking that is typically unclear, imprecise and poorly reasoned. The student is achieving competence only at lowest order of performance. He or she often uses basic terms and distinctions incorrectly, reflecting superficial or mistaken comprehension of basic concepts and principles. D-level students have not internalized the basic intellectual standards appropriate to the assessment of their own work in a subject and do poorly in self-evaluation. The D-level student rarely raises questions and issues, superficially analyzes questions and problems, does not recognize his or her assumptions, clarifies concepts only partially, rarely uses language in keeping with educated usage rarely identifies relevant competing points of view, and shows no understanding of the importance of a commitment to reason carefully from clearly stated premises in a subject, The D-level student is insensitive to important implications and consequences. D-level work displays poor reasoning and problem-solving within a filed and works, at best, at a low level of intellectual performance.

**The Grade of F:**

The F student tires to get thought the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understand. The student is not developing critical thinking skills and understanding as requisite to understanding course content. F-level work represents thinking that is regularly unclear, imprecise, and poorly reasoned. The students are not achieving competence in their academic work. They incorrectly use basic terms and distinctions regularly, reflecting a mistaken comprehension of basic concepts and principles. F-level students have not internalized the basic intellectual standards appropriate to the assessment of their own work in a subject and regularly misevaluate their own work, the F-level student does not raise questions or issues, does not analyze questions and problems, does not recognize his or her assumptions, does not clarify concepts, does not use language in keeping with educated usage, confuses his or he point of view with the truth, and shows no understanding of the importance of a commitment to reason carefully from clearly stated premises in a subject. The F-level student is oblivious to important implication sand consequences. F-level work displays incompetent reasoning and problem-solving within a field, and consistently poor intellectual performance.