**BA725: Strategic Management & Leadership in Athletic Administration**

**Strategic Planning Project**

**Assignment Overview**

Each student will develop a three-year strategic plan for the case study presented. Each plan will consist of the following parts:

1. organizational vision/mission;
2. analysis of the environment;
3. SWOT analysis;
4. strategic values;
5. organizational strategic goals and objectives;
6. brand strategies;
7. implementation and control strategies;
8. communication strategies;
9. and supporting documentation.

Strategic planning is a “systematic process of envisioning a desired future, and translating this vision into broadly defined goals or objectives and a sequence of steps to achieve them. In contrast to long-term planning (which begins with the current status and lays down a path to meet estimated future needs), strategic planning begins with the desired-end and works backward to the current status.”

(https://www.healthknowledge.org.uk/public-health-textbook/organisation-management/5d-theory-process-strategy-development/strategic-planning#:~:text=Strategic%20Planning%3A%20What%20is%20it,of%20steps%20to%20achieve%20them)

**Formatting**

* Written work is to be *strictly* of your own work unless explicitly designated in the syllabus. The College of Business courses use APA style for references and citations unless otherwise specified for law courses.
* Please use the following resources to assist you with your writing.  For more help, please visit the Writing Center.
* Husson University's library provides resources for APA style: <http://libguides.husson.edu/citationtools>
* Other resources
* APA – <http://apastyle.org/>
* Purdue OWL - <https://owl.english.purdue.edu/owl/resource/560/1/>
* APA Sample Paper (from Purdue OWL) some computers may not be able to see the paper directly from the Purdue OWL website due to Adobe Reader issues, they will need to download it to their computer - <https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf>
* Videos from APA.org
* [http://flash1r.apa.org/apastyle/basics/index.htm?\_\_utma=185732729.491529107.1328648835.1328660073.1330275547.3&\_\_utmb=185732729.8.10.1330275547&\_\_utmc=185732729&\_\_utmx=-&\_\_utmz=185732729.1330275547.3.2.utmcsr=libguides.usc.edu|utmccn=%28referral%29|utmc](http://flash1r.apa.org/apastyle/basics/index.htm?__utma=185732729.491529107.1328648835.1328660073.1330275547.3&__utmb=185732729.8.10.1330275547&__utmc=185732729&__utmx=-&__utmz=185732729.1330275547.3.2.utmcsr=libguides.usc.edu%7Cutmccn=%28referral%29%7Cutmcmd)
* APA 6th edition - <http://www.youtube.com/watch?v=9pbUoNa5tyY&list=PL0kxcQ1pRvy2TBPO5IkdR1inrVfwDsFMM&index=2>
  + APA research papers and citations - <http://www.youtube.com/watch?v=NKZVCIqD4_U>
* All written work should be of the highest academic standards, meaning all narratives must be concise and coherent. All main points are sufficiently supported by cited research. Your work should be carefully proof read and spell checked for accuracy. I would prefer not to receive work via email unless you have made previous arrangements with me prior to the assigned due date.
* All work MUST BE SUBMITTED in either a .doc or .docx format.

**Grading Rubrics**

* Strategic Plan First Draft: 50 Points

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| **Competency Level** | **Grade** | **Points** | **Criteria** |
| **Content Knowledge**  **(40%)** | A  (95%)  ***Exceeds Expectations*** | 19 (20) | * **All** major relevant issues/concepts are thoroughly covered. * Answers the requirements of the assignment in an insightful and/or creative manner. * Shows **EXCELLENT** Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. * Contains all of the required elements of the assignment. * There is **at most one insignificant** error present. |
| B  (85%)  ***Above expectations*** | 17 | * **Almost all** major relevant issues/concepts are covered. * Shows Knowledge, Comprehension, Application, and some Analysis. * Contains **REASONABLE COVERAGE** of the elements of the assignment |
| C  (75%)  ***Meets expectations*** | 15 | * **SOME** of the major relevant issues/concepts are **REASONABLY** covered. * Shows Knowledge, Comprehension, Application, and some Analysis. * Contains **SOME COVERAGE** of the elements of the assignment |
| D  (65%)  ***Below expectations*** | 13 | * **SMALL PORTION** of the major relevant issues/concepts are **REASONABLY** covered. * Shows **NO UNDERSTANDING** of Knowledge, Comprehension, Application, and Analysis. * Contains **SOME COVERAGE** of the elements of the assignment |
| F  (50%)  ***Unacceptable*** | 10 | * **NONE** of the major relevant issues/concepts are covered. * Shows **NO UNDERSTANDING** of Knowledge, Comprehension, Application, and Analysis. * Contains **NO COVERAGE** of the elements of the assignment |
| No Marks  (0%) |  | * Assignment not complete or submitted by assigned due date. |
| **Competency Level** | **Grade** | **Points** | **Criteria** |
| **Critical Thinking**  **(35%)** | A  (95%)  ***Exceeds Expectations*** | 16.6  (17) | * *Consistently* ***does almost all*** *of the following:*  1. Accurately interprets evidence, statements, graphics, questions, etc. 2. Identifies the salient arguments (reasons and claims) pro and con. 3. Thoughtfully analyzes and evaluates major alternative points of view. 4. Draws warranted judicious, non-fallacious conclusions. 5. Justifies key results and procedures, explains assumptions and reasons. 6. Fair-mindedly follows where evidence and reasons lead. |
| B  (85%)  ***Above expectations*** | 14.45 | * *Does most of the following:*  1. **ALMOST ALWAYS** accurately interprets evidence, statements, graphics, questions, etc. 2. Identifies **REASONABLE AMOUNT** relevant arguments (reasons and claims) pro and con. 3. Offers analyses and evaluations of obvious alternative points of view. 4. Draws warranted non-fallacious conclusions. 5. Justifies some results or procedures, explains reasons. 6. Fair-mindedly follows where evidence and reasons lead |
| C  (75%)  ***Meets expectations*** | 12.75 | * *Does most of the following:*  1. **SOMEWHAT** interprets evidence, statements, graphics, questions, etc. 2. Identifies **SOME** relevant arguments (reasons and claims) pro and con. 3. Offers analyses and evaluations of obvious alternative points of view. 4. Draws warranted non-fallacious conclusions. 5. Justifies some results or procedures, explains reasons. 6. **SOMEWHAT** fair-mindedly follows where evidence and reasons lead |
| D  (65%)  ***Below expectations*** | 11 | * *Does most of the following:*  1. **INACCURAELTY** interprets evidence, statements, graphics, questions, etc. 2. Identifies **MINIMAL** relevant arguments (reasons and claims) pro and con. 3. Offers analyses and evaluations of obvious alternative points of view. 4. Draws warranted non-fallacious conclusions. 5. Justifies some results or procedures, explains reasons. 6. **DOES NOT** fair-mindedly follows where evidence and reasons lead |
| F  (50%)  ***Unacceptable*** | 8.5 | * *Consistently does* ***NONE*** *of the following:*  1. Accurately interprets evidence, statements, graphics, questions, etc. 2. Identifies the salient arguments (reasons and claims) pro and con. 3. Thoughtfully analyzes and evaluates major alternative points of view. 4. Draws warranted judicious, non-fallacious conclusions. 5. Justifies key results and procedures, explains assumptions and reasons. |
|  | No Marks  (0%) | 0 | * Assignment not complete or submitted by assigned due date. |
| **Competency Level** | **Grade** | **Points** | **Criteria** |
| **Organization & Structure**  **(15%)** | A  (95%)  ***Exceeds Expectations*** | 7.1  (7.5) | * *Consistently* ***does almost all*** *of the following:* * **Organization** of the essay is effective.  1. **Introduction** introduces the main idea, provides background information, presents thesis, and previews the essay 2. **Body:** organized to support the thesis with major reasons listed in separate sections or paragraphs. 3. **Paragraphs** have: a single focus (*unity*); clear *topic sentences* that state the main idea; supporting sentences that offer *adequate development* of the main idea. 4. The paragraphs are easily understood, show the interconnectedness of ideas, and develop ideas in a logical manner (*coherence).* 5. **Transitions** help the reader follow the presentation. 6. **Conclusion:** restates thesis or main idea and summarizes strongest supporting points 7. **Style**: Sentences are clear; tone is appropriate for scholarly writing. 8. There is **at most one insignificant** error present. |
| B  (85%)  ***Above expectations*** | 6.3 | * *Does most of the following:* * **Organization** of the essay is somewhat effective.  1. **Introduction** introduces the main idea, provides background information, presents thesis, and previews the essay. 2. **Body:** organized to support the thesis with major reasons listed in separate sections or paragraphs. 3. **Paragraphs** have: a single focus (*unity*); clear *topic sentences* that state the main idea; supporting sentences that offer *adequate development* of the main idea. 4. The paragraphs are easily understood, show the interconnectedness of ideas, and develop ideas in a logical manner (*coherence).* 5. **Transitions** help the reader follow the presentation. 6. **Conclusion:** restates thesis or main idea and summarizes strongest supporting points 7. **Style**: Sentences are clear; tone is appropriate for scholarly writing. 8. There is **at most one somewhat significant** error present |
| C  (75%)  ***Meets expectations*** | 5.6 | * *Does most of the following:* * **Organization** of the essay is not effective.  1. **Introduction** does not include two or more elements: introduces the main idea, provides background information, presents thesis, and previews the essay. 2. **Body:** lacks consistent structure and organization to support the thesis. 3. **Paragraphs**: have multiple areas of focus (lack *unity*), topic sentences, even if present, are ineffective; supporting sentences do not offer *adequate development* of the main idea. 4. The paragraphs are sometimes difficult to understand, ideas are presented but not linked, and the logic supporting the development of ideas is unclear (lack of *coherence*). 5. **Transitions** are not effective. 6. **Conclusion** is ineffective. 7. **Style:** sentences are sometimes not clear and the tone is not appropriate for scholarly writing. 8. There is **at most one significant** error present  * Meets minimal requirements of the assignment, e.g. page length, required number of scholarly sources, etc. |
| D  (65%)  ***Below expectations*** | 4.8 | * *Does all or almost all of the following:* * **Organization** of the essay is missing.  1. **Introduction** is not present. 2. **Body:** lacks any discernable structure. 3. **Paragraphs** lack *unity*, topic sentences, and fully developed ideas (does not offer *adequate development*) 4. The paragraphs are not easily understood, fail to connect ideas, and do not develop ideas in a logical manner (*coherence* is missing) 5. **Transitions** are missing. 6. **Conclusion** is missing. 7. **Style**: sentences are unclear and tone is not appropriate for academic writing at any level. 8. There is **more than two significant** error present  * Does not meet the minimal requirements of the assignment, e.g. page length, required number of scholarly sources, etc. |
| F  (50%)  ***Unacceptable*** | 3.5 | * *Does all or almost all of the following:* * **Organization** of the essay is missing.  1. **Introduction** is not present. 2. **Body:** lacks any discernable structure. 3. **Paragraphs** lack *unity*, topic sentences, and fully developed ideas (does not offer *adequate development*) 4. The paragraphs are not easily understood, fail to connect ideas, and do not develop ideas in a logical manner (*coherence* is missing) 5. **Transitions** are missing. 6. **Conclusion** is missing. 7. **Style**: sentences are unclear and tone is not appropriate for academic writing at any level. 8. There is **more than two significant error** present.  * Does not meet the minimal requirements of the assignment, e.g. page length, required number of scholarly sources, etc. |
|  | No Marks  (0%) | 0 | * Assignment not complete or submitted by assigned due date. |
| **Competency Level** | **Grade** | **Points** | **Criteria** |
| **Grammar, usage, & mechanics**  **(5%)** | A  (95%)  ***Exceeds Expectations*** | 2.4  (2.5) | * Contains no errors in the entire essay * There is **NO** known way to improve the content. |
| B  (85%)  ***Above expectations*** | 2.1 | * Contains scattered errors throughout. * There is **at most one somewhat insignificant** error present. |
| C  (75%)  ***Meets expectations*** | 1.8 | * Contains errors in at least one half the paragraphs. * Meets minimal requirements of the assignment, e.g. page length, required number of scholarly sources, etc. |
| D  (65%)  ***Below expectations*** | 1.6 | * Contains errors in most paragraphs. * Does not meet the minimal requirements of the assignment, e.g. page length, required number of scholarly sources, etc. |
| F  (50%)  ***Unacceptable*** | 1.25 | * Contains errors in most paragraphs * There is **at least two significant** error present * Does not meet the minimal requirements of the assignment, e.g. page length, required number of scholarly sources, etc. |
|  | No Marks  (0%) | 0 | * Assignment not complete or submitted by assigned due date. |
| **Competency Level** | **Grade** | **Points** | **Criteria** |
| **APA Citation & Source Usage**  **(5%)** | A  (95%)  ***Exceeds Expectations*** | 2.4  (2.5) | * Contains no formatting errors in citing references. * Quoted material and paraphrasing are from scholarly sources and are used effectively and consistently to support major points and writer’s idea development. * Properly credits sources per Ch 6 of the *Publication Manual of the APA*, namely,  knows:  when to cite; when to use and how to cite direct quotations; when and how to paraphrase and how to credit authors; how to present accurate quotations; how to represent changes in quoted material; and the essential elements for each work in a Reference List. |
| B  (85%)  ***Above expectations*** | 2.1 | * Contains some formatting errors. Periodically misuses credit sources as described in Ch. 6, APA Manual. |
| C  (75%)  ***Meets expectations*** | 1.8 | * Contains formatting errors in citing references. Contains multiple errors in using credits sources as described in Ch. 6 APA Manual. * Uses Wikipedia or other non-scholarly references. * Contains minimal required number of scholarly sources |
| D  (65%)  ***Below expectations*** | 1.6 | * Contains formatting errors in most citations. Does not include or demonstrates little to no accuracy in how research citations are used. * Does not contain the minimal number of scholarly sources. |
| F  (50%)  ***Unacceptable*** | 1.25 | * No citations or does not use APA format |
| No Marks  (0%) | 0 | * Assignment not complete or submitted by assigned due date. |
| **Total Points: 50** | | | |

* **Strategic Planning Project Final Draft: 100 Points**

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| **Competency Level** | **Grade** | **Points** | **Criteria** |
| **Content Knowledge**  **(40%)** | **Exceeds Expectations** | | |
| A+  (100%) | 40 | * **All** major relevant issues/concepts are thoroughly covered. * Answers the requirements of the assignment in an insightful and/or creative manner. * Shows **EXCELLENT** Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. * Contains all of the required elements of the assignment. * There is **NO** known way to improve the content. |
| A  (95%) | 38 | * **All** major relevant issues/concepts are thoroughly covered. * Answers the requirements of the assignment in an insightful and/or creative manner. * Shows **EXCELLENT** Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. * Contains all of the required elements of the assignment. * There is **at most one insignificant** error present. |
| A-  (90%) | 36 | * **All** major relevant issues/concepts are thoroughly covered. * Answers the requirements of the assignment in an insightful and/or creative manner. * Shows **deep level** of Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. * Contains all of the required elements of the assignment. |
| **Above Expectations** | | |
| B+  (88%) | 35.2 | * **Almost all** major relevant issues/concepts are covered. * Answers the requirements of the assignment. * Shows Knowledge, Comprehension, Application, and some Analysis. * Contains **MOST** of the elements of the assignment. |
| B  (85%) | 34 | * **Almost all** major relevant issues/concepts are covered. * Shows Knowledge, Comprehension, Application, and some Analysis. * Contains **REASONABLE COVERAGE** of the elements of the assignment |
| B-  (80%) | 32 | * **Almost all** major relevant issues/concepts are **REASONABLY** covered. * Shows Knowledge, Comprehension, Application, and some Analysis. * Contains **REASONABLE COVERAGE** of the elements of the assignment |
| **Meets Expectations** | | |
| C+  (78%) | 31.2 | * **SOME** of the major relevant issues/concepts are **REASONABLY** covered. * Shows Knowledge, Comprehension, Application, and some Analysis. * Contains **REASONABLE COVERAGE** of the elements of the assignment |
| C  (75%) | 30 | * **SOME** of the major relevant issues/concepts are **REASONABLY** covered. * Shows Knowledge, Comprehension, Application, and some Analysis. * Contains **SOME COVERAGE** of the elements of the assignment |
| C-  (70%) | 28 | * **SMALL PORTION** of the major relevant issues/concepts are **REASONABLY** covered. * Shows **SOME** Knowledge, Comprehension, Application, and some Analysis. * Contains **SOME COVERAGE** of the elements of the assignment |
| **Below Expectations** | | |
| D  (65%) | 26 | * **SMALL PORTION** of the major relevant issues/concepts are **REASONABLY** covered. * Shows **NO UNDERSTANDING** of Knowledge, Comprehension, Application, and Analysis. * Contains **SOME COVERAGE** of the elements of the assignment |
| **Unacceptable** | | |
| F  (50%) | 20 | * **NONE** of the major relevant issues/concepts are covered. * Shows **NO UNDERSTANDING** of Knowledge, Comprehension, Application, and Analysis. * Contains **NO COVERAGE** of the elements of the assignment |
|  | No Marks  (0%) | 0 | * Assignment not complete or submitted by assigned due date. |
| **Competency Level** | **Grade** | **Points** | **Criteria** |
| **Critical Thinking**  **(35%)** | **Exceeds Expectations** | | |
| A+  (100%) | 35 | * *Consistently* ***DOES ALL*** *of the following:*  1. Accurately interprets evidence, statements, graphics, questions, etc. 2. Identifies the salient arguments (reasons and claims) pro and con. 3. Thoughtfully analyzes and evaluates major alternative points of view. 4. Draws warranted judicious, non-fallacious conclusions. 5. Justifies key results and procedures, explains assumptions and reasons. 6. Fair-mindedly follows where evidence and reasons lead. |
| A  (95%) | 33.25 | * *Consistently* ***does almost all*** *of the following:*  1. Accurately interprets evidence, statements, graphics, questions, etc. 2. Identifies the salient arguments (reasons and claims) pro and con. 3. Thoughtfully analyzes and evaluates major alternative points of view. 4. Draws warranted judicious, non-fallacious conclusions. 5. Justifies key results and procedures, explains assumptions and reasons. 6. Fair-mindedly follows where evidence and reasons lead. |
| A-  (90%) | 31.5 | * *Consistently* ***DOES ALMOST*** *all of the following:*  1. Accurately interprets evidence, statements, graphics, questions, etc. 2. Identifies the salient arguments (reasons and claims) pro and con. 3. Thoughtfully analyzes and evaluates major alternative points of view. 4. Draws warranted judicious, non-fallacious conclusions. 5. Justifies key results and procedures, explains assumptions and reasons. 6. Fair-mindedly follows where evidence and reasons lead. |
| **Above Expectations** | | |
| B+ (88%) | 30.8 | * *Does most of the following:*  1. **ALMOST ALWAYS** accurately interprets evidence, statements, graphics, questions, etc. 2. Identifies **MOST** relevant arguments (reasons and claims) pro and con. 3. Offers analyses and evaluations of obvious alternative points of view. 4. Draws warranted non-fallacious conclusions. 5. Justifies some results or procedures, explains reasons. 6. Fair-mindedly follows where evidence and reasons lead |
| B  (85%) | 29.75 | * *Does most of the following:*  1. **ALMOST ALWAYS** accurately interprets evidence, statements, graphics, questions, etc. 2. Identifies **REASONABLE AMOUNT** relevant arguments (reasons and claims) pro and con. 3. Offers analyses and evaluations of obvious alternative points of view. 4. Draws warranted non-fallacious conclusions. 5. Justifies some results or procedures, explains reasons. 6. Fair-mindedly follows where evidence and reasons lead |
| B-  (80%) | 28 | * *Does most of the following:*  1. **REASONABLY** interprets evidence, statements, graphics, questions, etc. 2. Identifies **REASONABLE AMOUNT** relevant arguments (reasons and claims) pro and con. 3. Offers analyses and evaluations of obvious alternative points of view. 4. Draws warranted non-fallacious conclusions. 5. Justifies some results or procedures, explains reasons. 6. Fair-mindedly follows where evidence and reasons lead |
| **Meets Expectations** | | |
| C+  (78%) | 27.3 | * *Does most of the following:*  1. **SOMEWHAT** interprets evidence, statements, graphics, questions, etc. 2. Identifies **REASONABLE AMOUNT** relevant arguments (reasons and claims) pro and con. 3. Offers analyses and evaluations of obvious alternative points of view. 4. Draws warranted non-fallacious conclusions. 5. Justifies some results or procedures, explains reasons. 6. **SOMEWHAT** fair-mindedly follows where evidence and reasons lead |
| C  (75%) | 26.25 | * *Does most of the following:*  1. **SOMEWHAT** interprets evidence, statements, graphics, questions, etc. 2. Identifies **SOME** relevant arguments (reasons and claims) pro and con. 3. Offers analyses and evaluations of obvious alternative points of view. 4. Draws warranted non-fallacious conclusions. 5. Justifies some results or procedures, explains reasons. 6. **SOMEWHAT** fair-mindedly follows where evidence and reasons lead |
| C-  (70%) | 24.5 | * *Does most of the following:*  1. **SOMEWHAT** interprets evidence, statements, graphics, questions, etc. 2. Identifies **MINIMAL** relevant arguments (reasons and claims) pro and con. 3. Offers analyses and evaluations of obvious alternative points of view. 4. Draws warranted non-fallacious conclusions. 5. Justifies some results or procedures, explains reasons. 6. **MINIMALLY** fair-mindedly follows where evidence and reasons lead |
| **Below Expectations** | | |
| D  (65%) | 22.75 | * *Does most of the following:*  1. **INACCURAELTY** interprets evidence, statements, graphics, questions, etc. 2. Identifies **MINIMAL** relevant arguments (reasons and claims) pro and con. 3. Offers analyses and evaluations of obvious alternative points of view. 4. Draws warranted non-fallacious conclusions. 5. Justifies some results or procedures, explains reasons. 6. **DOES NOT** fair-mindedly follows where evidence and reasons lead |
| **Unacceptable** | | |
| F  (50%) | 17.5 | * *Consistently does* ***NONE*** *of the following:*  1. Accurately interprets evidence, statements, graphics, questions, etc. 2. Identifies the salient arguments (reasons and claims) pro and con. 3. Thoughtfully analyzes and evaluates major alternative points of view. 4. Draws warranted judicious, non-fallacious conclusions. 5. Justifies key results and procedures, explains assumptions and reasons. |
|  | No Marks  (0%) | 0 | * Assignment not complete or submitted by assigned due date. |
| **Competency Level** | **Grade** | **Points** | **Criteria** |
| **Organization & Structure**  **(15%)** | **Exceeds Expectations** | | |
| A+  (100%) | 15 | * *Does all of the following:* * **Organization** of the essay is effective.  1. **Introduction** introduces the main idea, provides background information, presents thesis, and previews the essay 2. **Body:** organized to support the thesis with major reasons listed in separate sections or paragraphs. 3. **Paragraphs** have: a single focus (*unity*); clear *topic sentences* that state the main idea; supporting sentences that offer *adequate development* of the main idea. 4. The paragraphs are easily understood, show the interconnectedness of ideas, and develop ideas in a logical manner (*coherence).* 5. **Transitions** help the reader follow the presentation. 6. **Conclusion:** restates thesis or main idea and summarizes strongest supporting points 7. **Style**: Sentences are clear; tone is appropriate for scholarly writing. |
| A  (95%) | 14.25 | * *Consistently* ***does almost all*** *of the following:* * **Organization** of the essay is effective.  1. **Introduction** introduces the main idea, provides background information, presents thesis, and previews the essay 2. **Body:** organized to support the thesis with major reasons listed in separate sections or paragraphs. 3. **Paragraphs** have: a single focus (*unity*); clear *topic sentences* that state the main idea; supporting sentences that offer *adequate development* of the main idea. 4. The paragraphs are easily understood, show the interconnectedness of ideas, and develop ideas in a logical manner (*coherence).* 5. **Transitions** help the reader follow the presentation. 6. **Conclusion:** restates thesis or main idea and summarizes strongest supporting points 7. **Style**: Sentences are clear; tone is appropriate for scholarly writing. 8. There is **at most one insignificant** error present. |
| A-  (90%) | 13.5 | * *Consistently* ***DOES ALMOST*** *all of the following:* * **Organization** of the essay is effective.  1. **Introduction** introduces the main idea, provides background information, presents thesis, and previews the essay 2. **Body:** organized to support the thesis with major reasons listed in separate sections or paragraphs. 3. **Paragraphs** have: a single focus (*unity*); clear *topic sentences* that state the main idea; supporting sentences that offer *adequate development* of the main idea. 4. The paragraphs are easily understood, show the interconnectedness of ideas, and develop ideas in a logical manner (*coherence).* 5. **Transitions** help the reader follow the presentation. 6. **Conclusion:** restates thesis or main idea and summarizes strongest supporting points 7. **Style**: Sentences are clear; tone is appropriate for scholarly writing 8. There is **at most two insignificant** errors present. |
| **Above Expectations** | | |
| B+ (88%) | 13.2 | * *Does most of the following:* * **Organization** of the essay is somewhat effective.  1. **Introduction** introduces the main idea, provides background information, presents thesis, and previews the essay. 2. **Body:** organized to support the thesis with major reasons listed in separate sections or paragraphs. 3. **Paragraphs** have: a single focus (*unity*); clear *topic sentences* that state the main idea; supporting sentences that offer *adequate development* of the main idea. 4. The paragraphs are easily understood, show the interconnectedness of ideas, and develop ideas in a logical manner (*coherence).* 5. **Transitions** help the reader follow the presentation. 6. **Conclusion:** restates thesis or main idea and summarizes strongest supporting points 7. **Style**: Sentences are clear; tone is appropriate for scholarly writing. |
| B  (85%) | 12.75 | * *Does most of the following:* * **Organization** of the essay is somewhat effective.  1. **Introduction** introduces the main idea, provides background information, presents thesis, and previews the essay. 2. **Body:** organized to support the thesis with major reasons listed in separate sections or paragraphs. 3. **Paragraphs** have: a single focus (*unity*); clear *topic sentences* that state the main idea; supporting sentences that offer *adequate development* of the main idea. 4. The paragraphs are easily understood, show the interconnectedness of ideas, and develop ideas in a logical manner (*coherence).* 5. **Transitions** help the reader follow the presentation. 6. **Conclusion:** restates thesis or main idea and summarizes strongest supporting points 7. **Style**: Sentences are clear; tone is appropriate for scholarly writing. 8. There is **at most one somewhat significant** error present |
| B-  (80%) | 12 | * *Does most of the following:* * **Organization** of the essay is somewhat effective.  1. **Introduction** introduces the main idea, provides background information, presents thesis, and previews the essay. 2. **Body:** organized to support the thesis with major reasons listed in separate sections or paragraphs. 3. **Paragraphs** have: a single focus (*unity*); clear *topic sentences* that state the main idea; supporting sentences that offer *adequate development* of the main idea. 4. The paragraphs are easily understood, show the interconnectedness of ideas, and develop ideas in a logical manner (*coherence).* 5. **Transitions** help the reader follow the presentation. 6. **Conclusion:** restates thesis or main idea and summarizes strongest supporting points 7. **Style**: Sentences are clear; tone is appropriate for scholarly writing. 8. There is **at most two somewhat significant** error present |
| **Meets Expectations** | | |
| C+  (78%) | 11.7 | * *Does most of the following:* * **Organization** of the essay is not effective.  1. **Introduction** does not include two or more elements: introduces the main idea, provides background information, presents thesis, and previews the essay. 2. **Body:** lacks consistent structure and organization to support the thesis. 3. **Paragraphs**: have multiple areas of focus (lack *unity*), topic sentences, even if present, are ineffective; supporting sentences do not offer *adequate development* of the main idea. 4. The paragraphs are sometimes difficult to understand, ideas are presented but not linked, and the logic supporting the development of ideas is unclear (lack of *coherence*). 5. **Transitions** are not effective. 6. **Conclusion** is ineffective. 7. **Style:** sentences are sometimes not clear and the tone is not appropriate for scholarly writing. |
| C  (75%) | 11.25 | * *Does most of the following:* * **Organization** of the essay is not effective.  1. **Introduction** does not include two or more elements: introduces the main idea, provides background information, presents thesis, and previews the essay. 2. **Body:** lacks consistent structure and organization to support the thesis. 3. **Paragraphs**: have multiple areas of focus (lack *unity*), topic sentences, even if present, are ineffective; supporting sentences do not offer *adequate development* of the main idea. 4. The paragraphs are sometimes difficult to understand, ideas are presented but not linked, and the logic supporting the development of ideas is unclear (lack of *coherence*). 5. **Transitions** are not effective. 6. **Conclusion** is ineffective. 7. **Style:** sentences are sometimes not clear and the tone is not appropriate for scholarly writing. 8. There is **at most one significant** error present |
| C-  (70%) | 10.5 | * *Does most of the following:* * **Organization** of the essay is not effective.  1. **Introduction** does not include two or more elements: introduces the main idea, provides background information, presents thesis, and previews the essay. 2. **Body:** lacks consistent structure and organization to support the thesis. 3. **Paragraphs**: have multiple areas of focus (lack *unity*), topic sentences, even if present, are ineffective; supporting sentences do not offer *adequate development* of the main idea. 4. The paragraphs are sometimes difficult to understand, ideas are presented but not linked, and the logic supporting the development of ideas is unclear (lack of *coherence*). 5. **Transitions** are not effective. 6. **Conclusion** is ineffective. 7. **Style:** sentences are sometimes not clear and the tone is not appropriate for scholarly writing. 8. There is **at most two significant** error present |
| **Below Expectations** | | |
| D  (65%) | 9.75 | * *Does all or almost all of the following:* * **Organization** of the essay is missing.  1. **Introduction** is not present. 2. **Body:** lacks any discernable structure. 3. **Paragraphs** lack *unity*, topic sentences, and fully developed ideas (does not offer *adequate development*) 4. The paragraphs are not easily understood, fail to connect ideas, and do not develop ideas in a logical manner (*coherence* is missing) 5. **Transitions** are missing. 6. **Conclusion** is missing. 7. **Style**: sentences are unclear and tone is not appropriate for academic writing at any level. 8. There is **more than two significant** error present |
| **Unacceptable** | | |
| F  (50%) | 7.5 | * *Does all or almost all of the following:* * **Organization** of the essay is missing.  1. **Introduction** is not present. 2. **Body:** lacks any discernable structure. 3. **Paragraphs** lack *unity*, topic sentences, and fully developed ideas (does not offer *adequate development*) 4. The paragraphs are not easily understood, fail to connect ideas, and do not develop ideas in a logical manner (*coherence* is missing) 5. **Transitions** are missing. 6. **Conclusion** is missing. 7. **Style**: sentences are unclear and tone is not appropriate for academic writing at any level. 8. There is **more than two significant error** present. |
|  | No Marks  (0%) | 0 | * Assignment not complete or submitted by assigned due date. |
| **Competency Level** | **Grade** | **Points** | **Criteria** |
| **Grammar, usage, & mechanics**  **(5%)** | **Exceeds Expectations** | | |
| A+  (100%) | 5 | * Contains no errors in the entire essay * There is **NO** known way to improve the content. |
| **Above Expectations** | | |
| B  (85%) | 4.25 | * Contains scattered errors throughout. * There is **at most one somewhat insignificant** error present. |
| **Meets Expectations** | | |
| C  (75%) | 3.75 | * Contains errors in at least one half the paragraphs. * Does meet the minimal requirements of the assignment, e.g. page length, required number of scholarly sources, etc. |
| **Below Expectations** | | |
| D  (65%) | 3.25 | * Contains errors in most paragraphs * Does not meet the minimal requirements of the assignment, e.g. page length, required number of scholarly sources, etc. |
| **Unacceptable** | | |
| F  (50%) | 2.5 | * Contains errors in most paragraphs * There is **at least two significant** error present * Does not meet the minimal requirements of the assignment, e.g. page length, required number of scholarly sources, etc. |
|  | No Marks  (0%) | 0 | * Assignment not complete or submitted by assigned due date. |
| **Competency Level** | **Grade** | **Points** | **Criteria** |
| **APA Citation & Source Usage**  **(5%)** | **Exceeds Expectations** | | |
| A  (100%) | 5 | * Contains no formatting errors in citing references. * Quoted material and paraphrasing are from scholarly sources and are used effectively and consistently to support major points and writer’s idea development. * Properly credits sources per Ch 6 of the *Publication Manual of the APA*, namely,  knows:  when to cite; when to use and how to cite direct quotations; when and how to paraphrase and how to credit authors; how to present accurate quotations; how to represent changes in quoted material; and the essential elements for each work in a Reference List. |
| **Above Expectations** | | |
| B  (85%) | 4.25 | * Contains some formatting errors. Periodically misuses credit sources as described in Ch. 6, APA Manual. |
| **Meets Expectations** | | |
| C  (75%) | 3.75 | * Contains formatting errors in citing references. Contains multiple errors in using credits sources as described in Ch. 6 APA Manual. * Uses Wikipedia or other non-scholarly references. * Contains minimal required number of scholarly sources |
| **Below Expectations** | | |
| D  (65%) | 3.25 | * Contains formatting errors in most citations. Does not include or demonstrates little to no accuracy in how research citations are used. * Does not contain minimal required number of scholarly sources |
| **Unacceptable** | | |
| F  (50%) | 2.5 | * No citations or does not use APA format |
|  | No Marks  (0%) | 0 | * Assignment not complete or submitted by assigned due date. |
| **Total Points: 100** | | | |