Syllabus Introduction to Mass Communication
Six-week course

Course Syllabus
COM 200: Introduction to Mass Communication
We are pleased to welcome and support you in this course, and begin by telling you about our mission, our learning model, and our commitment to academic quality and innovation, all of which contribute to ensuring your success.

**Our mission**-- Our mission is to provide online learning opportunities that allow individuals to earn academic credits that are transferrable to bachelor's degree programs, and increase knowledge applicable in academic contexts and workplace practice as a way of improving performance, stimulating personal growth, and advancing professional and career goals.

**Our learning model**-- Our courses are designed for *self-directed learners*. By that we mean that our students (who are working adults or individuals seriously considering the world of work and personal responsibility), have identified immediate and longer-term goals--and are motivated and willing to take initiative in achieving them. In our courses, then, they may choose their own pace in completing assignments within the timeframe allotted. They will have the academic guidance of an instructor and opportunity to interact with fellow learners, but their central driving force lies *within themselves*--to experience the satisfaction of achieving a successful step toward an important life goal.

**Our instructors**--They are dedicated to online learning, have earned master's degree or doctoral degree credentials in the discipline in which they teach, and are active in diverse workplace and leadership activities. As such, they are *scholar/practitioners*. In guiding your learning journey in this course, they will provide important subject-area insights, respond to your questions, assess your assignments and give you feedback. Email exchanges and Skype interaction are among the means they'll use to encourage and support your progress and achievement.

**Our commitment to you**--Adult learning theory frames our curriculum design; innovative technology delivers it--and helps ensure its engaging, enriching, academically solid quality. We provide ways for you to approach learning through reading, video, library research, and access to interactive web tools. Dream Degree Academics' vision is a purposeful one: we are committed to assisting self-directed, serious individuals achieve success and find purpose--by providing them accessible, affordable, academically respected online learning opportunities.

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Dream Degree Academics, LLC maintains ACE CREDIT recommendations on its courses. The *American Council on Education*’s College Credit Recommendation Service (CREDIT) connects workplace learning with colleges and universities by helping adults gain access to academic credit for formal courses and examinations taken outside the traditional classroom.
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INTRODUCTION TO MASS COMMUNICATION

Course Description

In this course, students critically examine and analyze the mass media in order to better understand the most recent changes in the mass communication process, to increase awareness of their roles as both media consumers and contributors, and to develop media literacy skills necessary to make sense of and control their media environment.

Learning Outcomes

At the end of this course you should be able to:

1. To analyze how technological and other trends in mass media are transforming traditional conceptions of the mass communication process.
2. To examine aspects of the mass media and popular culture that expand our notions of literacy.
3. To explore how the media are used to construct meaning and/or to persuade.
4. To investigate how the categories of race, class, gender, region, and sexuality are represented in the mass media.
5. To develop media literacy skills to better assess bias, stereotypes, data, and information sources in the mass media.
6. To compare alternative and mainstream media outlets.
7. To look at responses to perceived challenges with mainstream media.
8. To examine the effects of modern mass media on democratic discourse, culture and individual behavior.
9. To deliver a presentation prepared to demonstrate application of media literacy skills.
10. To engage skillfully in critical evaluation and dialogue related to mass communication.
11. To demonstrate college-level writing skills by incorporating material into clear sentences and cohesive paragraphs.

Required Readings : Textbook


Supplementary Resources

Selections from the online library are listed in weekly assignments.

Online Library

Through its instructional platform, WorkWorld Learning links to the Gale Cengage *Academic One File*. It includes:
• More than 14,000 titles, including more than 9,000 peer-reviewed journals and more than 6,000 in full text
• Full text of The New York Times from 1985 to present
• Links with JSTOR for archival access to periodicals and Open URL compliances for access to e-journal and subscription materials
• Thousands of podcasts and transcripts from NPR, CNN and CBC.
• Variety of video presentations.

**Course Activities and Assessment Means**

These activities allow you to engage in learning in a variety of ways. Some ways may be more appealing to you than others—because we all have preferred learning styles. But each activity will contribute important insights. Evaluation in the course will measure your performance in these activities.

**Knowledge-Building (20% of course grade)**
Assessed by Objective Testing

**Reflection and Application (45% of course grade)**
Assessed by Journaling, Discussion Forums, Presentation, and Analytical Writing.

**Summative Assessment and Application (35% of course grade)**
Assessed by final examination and the summative essay.

**Description of Course Activities**

**Self-Test (0% of course grade)**
This is self-directed, personal assessment activity, allowing you to complete an objective test on the assigned weekly readings in the textbook. Self-tests are knowledge-building activities. They are not timed; you may use open-book resources if you wish. Consequently, they are useful in identifying your comprehension of the reading—and are a means of emphasizing significant aspects in the overall course content. Self-tests are not counted as part of the course grade. You may take a self-test more than once, if you wish. Questions are selected randomly.

**End-of-Week Timed Test (20% of course grade)**
The End-of-the-Week Objective Test is based on the week’s reading assignments and consists of questions typically or actually used in the self-tests. It is included as part of the course grade. It consists of 20 random questions typically or actually used in the self-test. It is included as part of the course grade; your grade will be automatically posted to your Gradebook. You have 15 minutes to complete the test.

**Interpreting/Analyzing – Discussion Forum (20% of course grade)**
This is an interactive activity which requires you to participate in Discussion Forums. Specific topics will be posted for discussion each week. You will be asked to post a thoughtful response to the topic and engage in e-conversation about the topic with at least two others in the course each week. Times for making these posts are identified.

**Reflection - Personal Learning Journal (15% of course grade)**
This is a reflective activity which requires you to take time to review outcomes of your reading and interactions and identify specific insights; to show how you intend to use them; and link Web resources to them. Use the Microsoft Word Template format to accumulate this record of your thoughts, conclusions, feelings and intentions. Make observations about the topic and how your thinking, priorities, and intentions relate to it. Journal submissions are required three times in the course.

**Writing and Analysis** – Essay (5% of course grade)
This is a responsive activity which requires you to prepare a formal analytical essay (3-5 pages long). It asks you to “take a position” or “analyze” a particular issue related to points of view you find others presenting in the course materials or in Web resources.

**Presentation** (5% of course grade)
This is a creative activity which illustrates and demonstrates your understanding of a concept or idea encountered in the course. You must present the idea or concept in a knowledgeable, thorough, and engaging manner—using various media resources, including PowerPoint and video, in the presentation.

Your document should be representative of the kind of presentation that a person would make to others in the workplace, in order to capture their interest and give them up-to-date information and insights on a particular topic. Also, your presentation should include an accompanying well-written (descriptive) overview of several pages. Think of it as a "script," that will allow your instructor to understand how you would actually deliver the presentation, documented with references from sources other than the textbook.

**End-of Course Assessment** (35 % of course grade)
This activity consists of (1) a 40-minute online examination, requiring response to objective questions on content covered in the course, and (2) preparation of a summative 8-10 page essay in APA format, asking you to reflect upon and describe significant insights gained from the course, explain why they are important concepts in the subject area of the course as well as in today’s world, and then to develop a plan for changes you can make in your life by applying and implementing these insights.

**Learning Activities Chart**
Our learning model is built on a self-paced approach. That means you have some flexibility in completing the assignments. This design accommodates your busy and (sometimes) unpredictable schedule. However, you are encouraged to follow the weekly structure that is laid out for you. This outline is a realistic and proven guide. There are no penalties for submitting individual assignments at earlier or later times than those identified in the week schedule. But all assignments must be completed. Your instructor will be aware of your progress and will help you avoid falling behind. Plan your time wisely.

The chart below identifies the nature, arrangement and weighting of the course assignments:
Information about Written Assignments

Writing needs to be done carefully and thoughtfully. It’s important to remember that writing is a creative process (you begin with a blank screen or page), and you can’t achieve a good result without making revisions. You always need to go back over what you write initially, re-think it, and make changes. And check for accuracy in spelling, grammar and sentence structure! When you revise, also pay attention to word choices: ask yourself, “How can I express this idea more clearly? What wording would be better?”

Writing Center

Guidelines for written work and samples of typical written assignments are posted in the Writing Center, accessible from the WorkWorld Classroom. Documents include models for a
- One-Paragraph Discussion Forum Posting
- A Short Essay
- A Summative Essay
- A ready-to-write template (Microsoft Word) to use in preparing a Summative Essay in APA format

Rubrics

You will find several assignments that are accompanied by rubrics. Be sure to examine each one.

What is a rubric? A rubric is an assessment tool that allows measure to be made of several criteria or aspects in an assignment. The rubric is developed with a numerical value placed on each criterion. The person evaluating the assignment opens the rubric and enters a score for each criterion. So, the overall grade is the sum of the numerical values assigned to each part. Use of rubrics makes the assessment process more authentic; a range of performance levels is shown in the rubric structure, and measurement of performance is made based on carefully defined criteria. It is important to refer to and understand the rubric as you develop your response to an assignment. It is a guide for completing the assignment—and the guide that will be used in evaluating it. A rubric allows you to know in advance how an assignment will be evaluated. Use of rubrics improves the quality of learning.
Assignments for which rubrics are used:

Discussion Forum (both for Initial Posts and Peer Responses)
- Discussion Forum
- Personal Learning Journal
- Short Analytical Essay
- Presentation
- Summative, Reflective Essay

Criteria for Evaluating Written Work

Basic Expectations: The purpose of the essay will be clearly stated in the opening paragraph and the central ideas in the essay will be presented in separate paragraphs. Smooth, logical transitions will be used to connect the paragraphs. There will be a closing paragraph that summarizes or re-emphasizes the main purpose of the essay. All materials used in the essay from other sources will be identified. (See Sample Essays in the Writing Center.)

Essay in the A grade range – It will be focused, with clearly developed ideas supported by details and examples. Its organization, sentence structures and word choice will allow it to have a compelling impact. In the essay the writer explores a subject analytically, incorporates outside sources, and maintains a consistent point of view. As well, it is free of mechanical errors.

Essay in the B grade range – Like the essay in the A grade range, it will be focused, with ideas supported by details and examples. But in one or more of the following areas it needs improvement in order to have a compelling impact: organization, sentence structure, word choice, analytical development, incorporating outside sources, or maintaining a consistent point of view. The essay is relatively free of mechanical errors.

Essay in the C grade range – It has some focus, ideas are presented and somewhat developed. It lacks organization and depth of thought. In one or more of the following areas it needs improvement: paragraph structure, use of transitions to achieve coherence, sentence structure, word choice, analytical development, incorporating outside sources, or maintaining a consistent point of view. Mechanical errors are evident.

Format for Written Assignments

All written assignments must have a cover page that includes the following information:
- Your Name
- Title of the Assignment and Course Title
- Your Instructor’s Name and Date Submitted

Assessment

Since DreamDegree Academics courses have received credit recommendation from the American Council on Education (ACE Credit), they are used primarily as transfer credits. In accepting such transfer credits, colleges and universities require a grade in the C category or higher. DreamDegree Academics instructors may assign D or F grades for particular work that is inferior. But, your cumulative grade must be in the C category minimally to pass the course.
Grading of assignments and overall performance in the course is done using the following breakdown:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Lower Level of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0.933</td>
<td>= 93 points</td>
</tr>
<tr>
<td>A-</td>
<td>0.9</td>
<td>= 90 points</td>
</tr>
<tr>
<td>B+</td>
<td>0.866</td>
<td>= 87 points</td>
</tr>
<tr>
<td>B</td>
<td>0.833</td>
<td>= 83 points</td>
</tr>
<tr>
<td>B-</td>
<td>0.8</td>
<td>= 80 points</td>
</tr>
<tr>
<td>C+</td>
<td>0.766</td>
<td>= 77 points</td>
</tr>
<tr>
<td>C</td>
<td>0.733</td>
<td>= 73 points</td>
</tr>
<tr>
<td>C-</td>
<td>0.7</td>
<td>= 70 points</td>
</tr>
</tbody>
</table>

Being Successful in Online Courses

1. Online courses allow you a lot of flexibility in choosing when to complete assignments, which is one reason they are attractive to busy people. But, this feature is an advantage only if you are able to manage your time effectively. Plan out each week and avoid completing course activities at the last minute.

2. Make sure you have a reliable computer available and consistent Internet access.

3. You may find that it’s necessary to spend more time completing an online course than a classroom course. Self-discipline and taking responsibility for your own learning are required.

4. Keep in touch with your instructor; ask your instructor for help.

5. Online learning provides many opportunities for social exchanges and networking. Use as many of these opportunities as possible to enrich and enliven your course experiences.

6. Be courteous in your online interactions.

7. Find enjoyment in exploring the multitude of learning possibilities that online learning offers.

Avoiding Plagiarism in Written Assignments

Plagiarism, as defined in the 1995 *Random House Compact Unabridged Dictionary*, is the "use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work." This simply means that you can’t use or copy someone else’s material from the Internet, a book or other source and present it as yours. It also means you can’t submit work in this course that you have already completed in another course without identifying it as work completed previously. If it is discovered that you are using plagiarism in this course, you can expect to receive a failing grade. All written work must be your own.
Additional information about plagiarism is available in the Writing Center in the online classroom. Also DreamDegree Academics has permission to link you to the Purdue University Online Writing Laboratory, which has further information about understanding and avoiding plagiarism. [http://owl.english.purdue.edu/owl/resource/589/01/](http://owl.english.purdue.edu/owl/resource/589/01/)

Instructors may use the Plagiarism Finder (accessible from the DreamDegree Academics Classroom) as they review your assignments. You should upload all written work into the Plagiarism Checker prior to submitting it to your instructor.

### Acceptable Sources for General Information

The following resources are acceptable for use in locating descriptive or general information about a topic. They are useful in providing you with overview knowledge of a topic—but, should not be considered primary research sources:

- Encyclopedias
- Dictionaries
- Wikipedia, other wikis, or blogs

Websites and other sources that do not provide quality researched materials (i.e. a site that does not use credible sources to support the information displayed) are not acceptable.

To support your written assignments, you should consult recognized sources—the materials written by a person who has knowledge in a particular field and who makes observations about others’ work and issues in that field. These sources include journals, newspapers, corporate publications, and websites where research is conducted or information is carefully managed. Such documents are available in the Cengage Gale Library resources accessible from the DreamDegree Academics Classroom.

### Taking Time for Critical Reflection

Since, as adults, we learn a great deal through reflection, you should find time during the course for “critical reflection.” That means you will seek opportunities not just to look back on what you are encountering in the course, but to reflect on it—hold it up to scrutiny, determine where it “fits” into your present circumstances. This highly personal activity becomes a transformational process.

A transformational process is sharply different from a review process. You may want to review course content in preparation for the final examination, for instance. That’s appropriate, too. But, in addition, you should take time to interpret the learning experience this course has provided—identify aspects which can become transformational building blocks in your life development.

The writing activities in the course become useful instruments as you engage in this critical reflection process.

### Expectations for Online Interactions in this Course

**Instructor Contact:**

- Instructors login to the class a minimum login of five days a week.
- Use email to contact your instructor. Some instructors provide phone or Skype contact.
• Monitor the Announcements Page and check your email daily.

**Staying on Schedule:**
• Good organization of time and effort is required to keep pace in this course.
• Assignments should be submitted at times scheduled, as much as possible. All must be done.

**Discussion Forum and All Course Interactions:**
• Be professional, but be forthright about raising questions.
• Respond to more posts than the minimum number required, if you wish.
• Respect others’ viewpoints; be thoughtful. Plan your posts carefully.
The course assignments are designed to engage you in the following learning activities: inquiry, assessment, collaboration, interpretation/analysis, writing and application to your life and work. Typically there are two graded assignments each week, plus a test of reading knowledge based on assigned textbook chapters.

The various activities incorporated into each week of the course aid in focusing on the weekly topic. The activities encountered will include some of the following:

- **Overview of the Week Videos** – Short and informative videos that give an overview of the week ahead and a recap of the previous week.

- **Required Textbook Readings** – Readings are presented online.

- **Supplementary Resources** – May includes scholarly articles from Cengage Online Library, links to professional and educational website articles, and videos.

- **Adaptive Learning** – Courses incorporate adaptive learning technologies, when available, to help assess the strengths and weaknesses of individual students and tailor activities to help them learn. The two technologies currently used include:

  - **LearnSmart** helps students succeed by providing a personalized learning path that’s based on responses to questions (right or wrong), as well as how confident they feel about the answers they provide. The program also encourages the retention of the material by identifying concepts that students are likely to forget, and directing them back to portions of the e-book to help them solidify concepts.

  - **ALEKS (Assessment and LEarning in Knowledge Spaces)** is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course.

- **Self-Test** – Tests your knowledge of the textbook reading assignment.

- **Discussion Forum** – Students make a post on a given topic and respond to the posts of their peers.

- **Practice Problem Set and Graded Problem Set** – In some quantitative courses, problem sets provide a practical application of the topic. Similarly, in writing courses there are Draft Assignments and Graded Assignments.
• **Personal Learning Journal** – An assignment of reflection on insights and ideas that occur as you read and study.

• **Short Analytical Essay** – Incorporates writing into the learning process. You will respond to a given topic by organizing your thoughts, writing, revising, and reviewing your thoughts.

• **Presentation** – Use creativity in developing a presentation on a given topic.

• **Summative, Reflective Essay** - A comprehensive assignment that requires reflection on the significant insights gained through the course, analysis of those insights and how it relates to personal growth.
Rubrics

These rubrics are imbedded into the online assignments. The instructor or mentor opens the rubric to document the grade assigned.

**Discussion Forum Rubric (Initial Posting)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>SATISFACTORY</th>
<th>POOR</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
</table>
| Meets required criteria at a highly proficient level (100%) | • Identifies new or expanded ideas that reflect high-level critical thinking on topic  
• Demonstrates practical application.  
• Excellent writing mechanics | • Presents some strong ideas  
• Makes practical applications.  
• Writing mechanics uneven | • Illustrates basic knowledge of topic without applying or expanding ideas  
• Some errors in writing mechanics | • Displays only a minimal-level grasp of the concepts covered  
• Does not expand the central concepts  
• Problems with writing mechanics | • Displays no understanding of central concepts. |
| Knowledge of the Subject Matter (1 point) | • Research expertly applied to support and extend ideas  
• Proper citations used  
• Excellent writing mechanics | • Research adequately connected to ideas  
• Proper citations used  
• Some writing mechanics weakness | • Uses some research to support ideas; some vague  
• Minor errors in making citations  
• Minor errors in writing mechanics | • Some research used but fails to support ideas  
• Significant errors in making citations.  
• Substantial errors in writing mechanics | • Lack of appropriate research.  
• No citations listed.  
• Significant problems structure and writing mechanics |
| Evidence of Research (1 point)         | • Research expertly applied to support and extend ideas  
• Proper citations used  
• Excellent writing mechanics | • Research adequately connected to ideas  
• Proper citations used  
• Some writing mechanics weakness | • Uses some research to support ideas; some vague  
• Minor errors in making citations  
• Minor errors in writing mechanics | • Some research used but fails to support ideas  
• Significant errors in making citations.  
• Substantial errors in writing mechanics | • Lack of appropriate research.  
• No citations listed.  
• Significant problems structure and writing mechanics |
Discussion Forum Rubric (Posting Responses to Peers)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>SATISFACTORY</th>
<th>POOR</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
</table>
| Thoughtful Reflection (1 point) | • Reply makes multiple references to and integrates information from initiating post  
• Reply to initiating post is explicitly thoughtful | • Reply makes some references to and integrates information from initiating post  
• Reply conveys substantial thought | • Reply incorporates bits of information from initiating post  
• Some thought appears to be given topic | • Reply conveys minimal-level thought about initiating post or about the topic in general  
• Appears to be done hastily | • Reply conveys no thought about the initiating post or about the topic in general |
| Contribution to Discussion (1 point) | • Makes a substantial contribution and attempts to stimulate additional discussion  
• Provides additional meaningful Web site or articles/data | • Makes an adequate contribution to initial posting  
• New ideas are supported by valid information | • Makes a limited contribution to initial posting  
• Provides limited new ideas  
• Limited supporting reasons. | • Minimal-level ideas, information, or perspectives provided  
• Basically reiterates initiating post | • No new ideas, information, or perspectives provided  
• Basically reiterates initiating post |
# Personal Journal Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>SATISFACTORY</th>
<th>POOR</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows concentrated insight, depth and understanding.</td>
<td>Shows acceptable insight and depth.</td>
<td>Shows minimal-level insight and depth.</td>
<td>Lack of insight.</td>
<td>Insights unclear, or unfocused response.</td>
<td></td>
</tr>
<tr>
<td>Personal opinion is expressed in a strong outstanding style.</td>
<td>Personal opinion is expressed adequately.</td>
<td>Personal opinion is minimally expressed or somewhat vaguely stated.</td>
<td>Opinions not clearly expressed.</td>
<td>Entry was missing altogether.</td>
<td></td>
</tr>
<tr>
<td>One insight is directly related to source materials in Supplementary Reading area; one to another area.</td>
<td>One insight is directly related to source materials in Supplementary Reading area; one to another area—but strength of the connection is uneven.</td>
<td>One insight is related to source materials in Supplementary Reading area; one to another area—but minimally connected.</td>
<td>Relationship of insights to Supplementary Reading area and another area is not included or very weakly described.</td>
<td>Vague discussion without connection to future application.</td>
<td></td>
</tr>
</tbody>
</table>

**Insights Gained (4 points)**

<table>
<thead>
<tr>
<th>Application and Links (2 point)</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>SATISFACTORY</th>
<th>POOR</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connects key ideas to future/present application and use in a logical and coherent way.</td>
<td>Connects key ideas to future/present application and use with some coherence.</td>
<td>Connects key ideas to future application or does so minimally.</td>
<td>Does not connect key ideas to future application.</td>
<td>Vague discussion without connection to future application.</td>
<td></td>
</tr>
<tr>
<td>Offers detailed explanation.</td>
<td>Offers adequate detailed explanation.</td>
<td>No explanation is provided.</td>
<td>Explanation missing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ratings**

- EXCELLENT
- GOOD
- SATISFACTORY
- POOR
- UNSATISFACTORY
# Short Analytical Essay Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>SATISFACTORY</th>
<th>POOR</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
</table>
| **Introduction/Conclusion (1 point)** | • Introduction thoroughly developed  
• Introduces general subject of the essay and narrows down to a strong thesis statement.  
• Conclusion is concise and summarizes supporting points: restates the thesis in a new way | • Introduction is adequately developed  
• Introduces general subject of the essay and narrows down to an adequate thesis statement  
• Conclusion adequately summarizes supporting points: restates the thesis in a new way | • Introduction is minimally developed  
• Includes a thesis statement  
• Conclusion provides acceptable summary of supporting points, but does not restate the thesis | • Introduction is superficially developed  
• No narrowing of subject into a thesis statement  
• Conclusion may be attempted, but does not summarize or restate thesis | • Introduction is not developed.  
• No conclusion is apparent in the essay.  
• Significant problems with structure and writing mechanics |
| **Opposition/Support of position (2 points)** | • Provides a clear, arguable, well-developed, and definitive statement of position.  
• Clearly and fully explains credible support and/or opposition for position | • Provides a clear, arguable, somewhat definitive statement of position  
• Explains credible opposition and/or support for position. | • Provides an acceptable statement of position  
• Minimal-level explanation of opposition and/or support for position | • Provides a weak statement of position  
• Superficially includes opposing and/or supporting stance, but with little explanation | • Does not provide arguable statement of position  
• Does not include opposing and or supporting stance |
| **Development (1 point)** | • Essay demonstrates a logical and thorough development of points that support the thesis  
• APA style accurate | • Essay demonstrates a logical development of points that support the thesis  
• APA style fairly accurate | • Essay demonstrates acceptable development of points that support the thesis  
• APA style good | • Essay presents a superficial development of points, many do not support the thesis  
• APA style weak | • Essay does not present any evidence of development of points that support the thesis  
• APA style poor |
| **Grammar, Spelling and Sentence Structure (1 point)** | • Shows no grammar, spelling and/or punctuation errors  
• Uses mature and varied sentence structures. | • Shows few grammar, spelling and/or punctuation errors  
• Uses mature and varied sentence structures | • Shows many mistakes in grammar, spelling and/or punctuation  
• Uses varied sentence structures | • Mistakes begin to prevent reader from following the essay  
• Uses immature sentence structures | • Mistakes prevent reader from following essay  
• Uses all simple sentence structures |
## Presentation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>SATISFACTORY</th>
<th>POOR</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Depth of Reflection/ Creativity (2 points)</strong></td>
<td>• Presentation demonstrates in-depth reflection/ creativity on topic, including supporting details, examples, and applications.</td>
<td>• Presentation demonstrates a general reflection on topic, with some creativity, including supporting details, examples, and applications.</td>
<td>• Presentation demonstrates ordinary-level reflection on topic, with limited creativity</td>
<td>• Adequate use of supporting details and/or examples.</td>
<td>• Presentation demonstrates little reflection on topic, Limited creativity, with little use of supporting details and/or examples.</td>
</tr>
<tr>
<td>Use of Media Materials (1 point)</td>
<td>• Media materials are effective and fully illustrate the point of the project</td>
<td>• Media materials are uneven in quality but still support the point of the project</td>
<td>• Media materials are barely adequate in quality</td>
<td>• Media materials have serious limitations</td>
<td>• Media materials are not carefully developed, or do not support the project point</td>
</tr>
<tr>
<td>Use of References (1 point)</td>
<td>• Compelling evidence from professionally legitimate sources is given to support claims</td>
<td>• Adequate evidence from professionally legitimate sources that support claims</td>
<td>• Minimal-level evidence from professionally legitimate sources that support claims</td>
<td>• References are seldom cited to support statements</td>
<td>• There are no references presented in this essay</td>
</tr>
<tr>
<td>Descriptive Overview “Script” (1 point)</td>
<td>• Topic is clearly identified and fully defined</td>
<td>• Topic is adequately identified and defined</td>
<td>• Topic is minimally identified or defined</td>
<td>• Topic is not clearly identified or defined</td>
<td>• Topic lacks direction and clear purpose</td>
</tr>
<tr>
<td></td>
<td>• Conclusion is concise and clearly summarizes the project’s intent</td>
<td>• Conclusion is fairly concise and summarizes the project’s intent</td>
<td>• Conclusion is minimally effective in summarizing project’s intent</td>
<td>• Conclusion is not concise and lacks clarity</td>
<td>• Conclusion is rambling or missing</td>
</tr>
<tr>
<td></td>
<td>• No grammar, spelling and/or punctuation errors.</td>
<td>• Some mistakes in grammar, spelling and/or punctuation</td>
<td>• Weakness in grammar, spelling/ punctuation</td>
<td>• Mistakes begin to prevent reader from following the overview</td>
<td>• Mistakes prevent reader from following the overview</td>
</tr>
</tbody>
</table>

### Use of References

- Compelling evidence from professionally legitimate sources is given to support claims.
- Source content is clear and fairly represented.
- APA style accurate.

### Use of Media Materials

- Media materials are effective and fully illustrate the point of the project.
- Media materials are uneven in quality but still support the point of the project.
- Media materials are barely adequate in quality.
- Media materials have serious limitations.
- Media materials are not carefully developed, or do not support the project point.

### Use of References

- Adequate evidence from professionally legitimate sources that support claims.
- Source content is mostly clear and fairly represented.
- APA style fairly accurate.
- References are seldom cited to support statements.
- APA style weak.

### Descriptive Overview “Script”

- Topic is clearly identified and fully defined.
- Conclusion is concise and clearly summarizes the project’s intent.
- No grammar, spelling and/or punctuation errors.
- Topic is minimally identified or defined.
- Conclusion is not concise and lacks clarity.
- Weakness in grammar, spelling/ punctuation.
- Topic lacks direction and clear purpose.
- Mistakes prevent reader from following the overview.
Summative Essay Rubric (Continues on the next page)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>SATISFACTORY</th>
<th>POOR</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meets required criteria at a highly proficient level (100%)</td>
<td>Meets all requirements at a proficient level (80%)</td>
<td>Meets basic assignment criteria (70%)</td>
<td>Meets some of criteria; level unacceptable (60%)</td>
<td>Fails to meet the assignment criteria (0%)</td>
</tr>
<tr>
<td>Introduction/Conclusion (2 points)</td>
<td>• Introduction is thoroughly developed, general subject stated and narrowed to a strong thesis statement</td>
<td>• Introduction is adequately developed, general subjects stated and narrowed to the thesis statement</td>
<td>• Introduction is minimally developed but does include a thesis statement</td>
<td>• Conclusion summarizes supporting points roughly, but does not restate the thesis.</td>
<td>• Introduction is not developed</td>
</tr>
<tr>
<td></td>
<td>• Conclusion concisely summarizes supporting points: restates thesis in a new way</td>
<td>• Conclusion summarizes supporting points: restates thesis in a new way.</td>
<td>• Conclusion summarizes supporting points roughly, but does not restate the thesis.</td>
<td>• Conclusion does not summarize or restate thesis.</td>
<td>• No conclusion is apparent in the essay.</td>
</tr>
<tr>
<td>Depth of Reflection (3 points)</td>
<td>• Demonstrates in-depth reflection on selected topic, including supporting details, examples, and real world applications.</td>
<td>• Demonstrates a general reflection on selected topic, including some supporting details, examples, and real world applications.</td>
<td>• Demonstrates minimal-level reflection on the selected topic, but includes limited supporting details and/or examples.</td>
<td>• Demonstrates limited, weak reflection on the selected topic, with no details.</td>
<td>• Demonstrates no reflection on the selected topic.</td>
</tr>
<tr>
<td>Length (1 point)</td>
<td>• 8-10 pages long</td>
<td>• 7 pages long</td>
<td>• 5-6 pages long</td>
<td>• 3-4 pages long</td>
<td>• Less than 3 pages</td>
</tr>
<tr>
<td>Application Ideas and Concepts (4 points)</td>
<td>• Uses 3 or more relevant personal and professional examples that demonstrate application of ideas and concepts</td>
<td>• Uses 3 relevant personal and/or professional examples that demonstrate application of ideas and concepts</td>
<td>• Uses 3 relevant personal and/or professional examples that demonstrate application of ideas and concepts</td>
<td>• Fewer than 3 relevant personal and/or professional examples used</td>
<td>• Contains superficial reference to personal and/or professional examples</td>
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</table>
| **Use of References** (3 points) | • Compelling evidence from professionally legitimate sources is given to support claims  
  • Source content is clear and fairly represented  
  • APA style accurate | • Adequate evidence from professionally legitimate sources is given to support claims  
  • Source content is mostly clear and fairly represented  
  • APA style fairly accurate | • Minimal-level evidence from professionally legitimate sources is given to support claims  
  • Some confusion about the source of information and ideas  
  • APA style good | • References missing or are seldom cited to support statements  
  • APA style weak | • There are no references presented in this essay.  
  • APA style poor or missing |
| **Structure/ Writing Mechanics:** (1 point) | • Essay demonstrates a logical and thorough development of points that fully support the thesis  
  • Reader gains important insights  
  • Uses mature and varied sentence structures. | • Essay demonstrates an adequate development of points that adequately support the thesis  
  • Reader gains insights.  
  • Uses mature and varied sentence structures. | • Essay demonstrates minimal-level development of points that generally support the thesis.  
  • Reader gains few insights  
  • Uses varied sentence structures | • Essay presents a superficial development of points, many of which do not support the thesis  
  • Reader is confused or may be misinformed  
  • Uses immature, unvarying sentence structures. | • Essay does not present any evidence of development of points that support the thesis  
  • Uses all simple sentence structures or incomplete ones |
| **Grammar, Spelling** (1 point) | • No grammar, spelling and/or punctuation errors. | • Some mistakes in grammar, spelling and/or punctuation | • Weakness in grammar, spelling and/or punctuation | • Mistakes begin to prevent reader from following the essay | • Incorrect use of grammar and spelling is widespread |