PUR 6934 Internal Communications and Employee Engagement

Fall 2019
Tuesdays, 12:50-3:50pm
Weimer 1090

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Office Hours: T, 12:00-12:50pm & 4-5pm, and by appointment (Feel free to email me anytime! ☺)

COURSE DESCRIPTION:

All corporate communications start from within. A company's true character is expressed by its people, and its culture is shaped and lived by its members. Employees have been long recognized as the No. 1 stakeholders for an organization. They are the production force, source of innovation, natural corporate ambassadors, and ultimate drivers for organizational success. Employees are the heart and mind of a company. Especially in this increasingly connected, globalized, and transparent digital age, the line between internal and external is blurred. The voices of internal stakeholders can be easily amplified and travel across borders in real time. Effective internal communication is critical for the success of an organization. It requires a thorough understanding of organizational context, infrastructure, power dynamics, employee psychologies, and communication processes, as communication does not work in isolation. Multiple forces, such as leadership, culture, structure, and technology, interplay to influence how communication works.

This course focuses on the influential roles that communication managers play to address the issues, challenges, and opportunities facing internal stakeholders. It integrates theories, research insights, practices, as well as current issues and cases into a comprehensive guide for best practices in internal communication. Various topics such as employee engagement, leadership communication, change communication, internal social media, internal public segmentation, organizational culture, and measurement and evaluation and internal communication campaigns will be discussed. The format and content of the course will include instructor/guest lectures, readings, case studies, discussions, and role play / simulation team work. Essentially, students will be equipped with effective strategies, tactics, and tools to be able to act as an internal communication strategist.

COURSE OBJECTIVES:

This course will teach you to:

- Understand strategies and principles of effective employee communication.

- Compare different channels and tactics in reaching and engaging employees in the digital age.
- Learn how to counsel organizational leaders, such as C-suite and supervisors, in communicating effectively.
- Develop a standard of excellence in employee communications research and practice by analyzing award-winning cases and published research studies.
- Create a communication campaign plan or a research proposal applying internal communication theories and principles.

REQUIRED TEXT:

Men, L. R., & Bowen, S. (2017). *Excellence in Internal Communication Management*. Business Expert Press, New York.

CONTINUING READING:

The Institute for Public Relations' Organizational Communication Research Center (http://www.instituteforpr.org/organizational-communication-research/), the International Association of Business Communication (https://www.iabc.com/resources), PRSA (https://www.prsa.org/resource-library/internal-communications/), Regan.com (https://www.ragan.com/), and allthingsIC (https://www.allthingsic.com).

COMMUNICATION METHODS:

The instructor works normal weekday hours (i.e., Monday - Friday, 9 a.m. - 5 p.m.). If you email during this time, you may expect a reply within 24 hours. *(Note: Normally, I reply as soon as I see your email. Please don't hesitate to contact me with any questions! ☺).* You're also welcome to stop by my office during office hours or based upon appointment.

For technical issues with Canvas, please contact E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. http://helpdesk.ufl.edu/

OTHER CLASS POLICIES:

- **Students with Special Needs:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.
- **Course Evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://ufl.bluera.com/ufl/. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.
- **Academic Honesty:** The University of Florida Honor Code applies to all activities associated with this class.

- ✓ UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.
- ✓ On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions.
- ✓ You can review UF's academic honesty guidelines in detail at: https://www.dso.ufl.edu/sccr/seminars-modules/academic-integrity-module
  - **Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.
  - Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

GRADING:

Grades are *earned* via five modes: (1) Assignments; (2) Case studies; (3) Exam; (4) Final Project; (5) Class Participation

Area	Percent of Grade
Assignments	15%
Case Studies	15%
Exam	25%
Final Project	30%
Class Participation	15%
	100%

Grading scale: 100-93 A; 92-90 A-; 89-87 B+; 86-84 B; 83-80 B-; 79-77 C+; 76-74 C; 73-70 C-; 69-67 D+; 66-64 D; 63-60 D-; 59 and below E

- **Assignments** include individual writing assignments that will require you to apply the principles, techniques, and skills you've learned to solve various problems.

- There are two **case studies**: campaign case study and research case study. For the campaign case study, each student will browse case databases such as PRSA Silver Anvil Award cases (http://www.prsa.org/Awards/SilverAnvil/Search; Account no.: 1730276, password: zhedacici84) or case books to select a successful employee/internal communication *campaign* case, conduct thorough secondary research on the case (i.e., look for any materials that you could find online and in the library about the case), analyze the case, and present the case to the class. For the research case study, each student will choose a published research study on any aspect of internal communication of their interest and present the *research* case to class. Detailed guidelines for case presentations

can be found on page11.

- There will be one closed-book, comprehensive **exam** on **<u>November 12.</u>** A study guide will be provided to you. Content of class discussions and required readings are subject to inclusion. A Q&A session will be hosted prior to the exam date.

- There are two options for the **final project due on December 3.**
  Option 1: Internal communication plan: The internal communication plan requires students [professional track] to work in teams to research and propose an internal communication campaign for an organization of the team's interest. A written plan will be turned in and students will present their communication plan on the last day of class. Detailed instructions on the team communication plan project are included in this syllabus on page 14.

  Option 2: Internal communication research proposal: The internal communication research proposal requires students [research track] to work in teams or individually (if someone prefers) to develop a research proposal to solve an internal communication research problem. The purpose of the research proposal is for the team or individual to develop a research paper later for academic conferences or journal publications. A written proposal following APA style will be turned in and students will present their research proposals on the last day of class. Detailed instructions on the research proposal are included in this syllabus on page 15.

  The Final Project grade is based on the quality of the communication plan/research proposal (75%) as well as the final oral presentation (25%) with team members' peer evaluations taken into account.

- All assignments are due on the specified dates. **Any assignments turned in late** will be assessed penalty points per calendar day. Late assignments will receive an automatic grade reduction of 10 points every 24 hours (or portion thereof) beyond the time they are due.

- For more information on current UF grading policies, see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

COURSE SCHEDULE:

Date	Content/Topics

Week 1

August 20 **Course Overview and Syllabus Review**
Introduction to Internal Communications

[What internal communication is and why internal communication is important for the organization's success are discussed.]

Readings:
M & B: Chapters 1
Verčič, A. T., Verčič, D., and Sriramesh, K. (2012). Internal communication: Definition, parameters, and the future. *Public Relations Review, 38,* 223-230.
Men, L. R. (2019). It's the Best Time for Internal Communicators! The Institute for Public Relations.
Introduction to organizational communication research center

Week 2

August 27 **Theoretical Perspectives and the Evolving Practice**

[Five theoretical perspectives that shaped the development of present companies, businesses, and corporations, which offer insights into the evolution of internal communication are introduced. Current issues and trends in internal communication are discussed.]

Readings:
M & B: Chapters 1 and 10
  ❖ *Writing Assignment 1: Why Internal Communication?*
  ❖ DUE in class: September 3

Week 3

September 3 **Internal Publics**

[Various approaches in segmenting internal publics are introduced. Ethical issues related to internal communication are discussed.]

Readings:
M & B: Chapters 2
Larkin, T. J., & Larkin, S. (1996). Reaching and changing frontline employees. *Harvard Business Review.* Retrieved from https://hbr.org/1996/05/reaching-and-changing-frontline-employees
  ❖ Writing Assignment 1 due in class
  ❖ Research Case study 1
  ❖ *Writing Assignment 2: Reaction Essay; Due: September 10*

Week 4
September 10 Executive Leadership Communication

[The importance of top leadership and CEO communication style, channels, strategies, and social media presence will be dicscussed.]

Readings:
M & B: Chapter 4
Men, L. R. (2015). The internal communication role of the Chief Executive Officer: Communication channels, style, and effectiveness. *Public Relations Review*, *41*, 461–471
*Men, L. R., Tsai, W. S., Chen, Z. F., & Ji, Y. G. (2018). Social presence and digital Dialogic Communication: Engagement Lessons from Top Social CEOs. *Journal of Public Relations Research, 30*(3), 83-99. [Recommended]
 (Note: *[Recommended] indicates recommended but not required readings)
   ❖ Writing Assignment 2 due in class
   ❖ Campaign Case study 1

Week 5
September 17 Supervisory Leadership Communication

[Supervisory leadership communication with an emphasis on supervisors' and line managers' communication strategies, tactics, channels, and effectiveness is discussed.]

Readings:
Jiang, H., & Men, L. R. (2015). Creating an engaged workforce: The impact of authentic leadership, transparent communication, and work-life enrichment. *Communication Research***,** *44*(2), 225–243.
Men, L. R. (2014). Why leadership matters to internal communication: Linking transformational leadership, symmetrical communication, and employee outcomes. *Journal of Public Relations Research, 26 (3), 256–279.*
*Mayfield, M., & Mayfield, J. (2016). The effects of leader motivating language use on employee decision making. *International Journal of Business Communication, 53*(4), 465-484. [Recommended]
   ❖ Research Case study 2

Week 6
September 24 Reaching Your Internal Stakeholders: Communication Channels

 [Various traditional and new media channels for internal communication are introduced.]

Readings:
M & B: Chapter 5
Leonardi, P., Huysman, M., & Steinfield, C. W. (2013). Enterprise social media: Definition, history, and prospects for the study of social technologies in organizations. *Journal of Computer-Mediated Communication, 19*(1), 1–31. doi:10.1111/jcc4.12029
❖ Campaign Case study 2

Week 7
October 1   **The Organization's Internal Use of Social Media**
             Guest Speaker (TBD)

[Opportunities and challenges internal social media tools bring for organizations are discussed. Focus is on how to capitalize on the advantages of internal social media and mitigate its risks.]

Readings:
Ewing, M., Men, L. R., & O'Neil, J. (2019). Using social media to engage employees: Insights from internal communication managers. *International Journal of Strategic Communication, 13*(2), 110-132.
Bartels, J., van Vuuren, M., & Ouwerkerk, J. W. (2019). My colleagues are my friends: The role of Facebook contacts in employee identification. *Management Communication Quarterly*, 1-22. doi: 10.1177/0893318919837944
*Cervellon, M.-C., & Lirio, P. (2017). When employees don't 'like' their employers on social media. *MITSloan Management Review, 58*(2), 63-70. [Recommended]

     ❖ Research Case study 3

Week 8
October 8   **Organizational Structure, Culture, and Communication Climate**

 [Discussion is focused on how organizational factors including organizational structure, culture, and climate influences internal communication effectiveness.]

Readings/resources:
M & B: Chapter 6
Groysberg, B., Lee, J., Price, J., & Cheng, Y. J. (2018). The leader's guide to corporate culture. *Harvard Business Review.* Retrieved from https://www.spencerstuart.com/~/media/pdf%20files/research%20and%20insight%20pdfs/the-leaders-guide-to-corporate-culture.pdf
*Men, L. R., & Yue, A. C. (2019). Creating a positive emotional culture: Effects of strategic internal communication and its impact on employee supportive behaviors. *Public Relations Review. https://doi.org/10.1016/j.pubrev.2019.03.001* [Recommended]

❖ *Assignment 3: Communication leader interview Due: Tuesday, October 29*
❖ Campaign Case study 3

Week 9
October 15   Employee Engagement

[How employee engagement is defined, why it is important, and how to boost employee engagement through strategic internal communication are discussed.]

Readings:
M & B: Chapter 7
Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology, 21*(7), 600-619.
*Men, L. R. (2015b). Employee engagement in relation to employee–organization relationships and internal reputation: Effects of leadership communication. *Public Relations Journal, 9(2),* https://www.prsa.org/Intelligence/PRJournal/Documents/2015v09n02Men.pdf [Recommended]

❖ Research Case study 4

Week 10
October 22   Field Research Week
❖ Teams conduct informal research on organizations for the internal communication plan or on research problems and issues for the research proposal. You may also use the time to conduct the interview for assignment 3.
❖ *Note: Dr. Men will be attending the PRSA International Conference in San Diego.*

Week 11
October 29   Change Management and Internal Communication

[The roles of strategic internal communication for successful change initiatives are discussed. A roadmap for strategic change communication and management is provided.]

Readings:
M & B: Chapter 8
Venus, M., Stam, D., & van Knippenberg, D. (2018). Visions of change as visions of continuity. *Academy of Management Journal.* doi: 10.5465/amj.2015.1196
❖ Assignment 3 due in class
❖ Campaign Case study 4

Week 12
November 5 **Measuring the Value of Internal Communication**
Internal Communication Campaigns
Exam Review

[What should be measured from the output, outtake, and outcome perspectives in internal communication and how to measure these results are discussed.]

Readings:
M & B: Chapter 9

Week 13
November 12 **EXAM**

Week 14
November 19 **Case Study/Final Project Teamwork**

Week 15
November 26 **Final Project Teamwork**
Happy Thanksgiving! ☺
Week 16
December 3 **FINAL PRESENTATIONS & Final Project Due**
Happy end of the semester!

Please Note: As the semester progresses, this schedule may change to reflect the progress and needs of the class and work groups.

APPENDIX A: INSTRUCTIONS ON ASSIGNMENTS AND PROJECTS

WRITING ASSIGNMENTS:

Assignment #1: Why Internal Communication?   DUE: September 3
For this assignment, please write a two-page (double-spaced) essay to discuss why internal communication is important for organizations, especially in today's digital era, based on what you've learnt in the class and your personal observations and experience. Please cite properly in your writing.

Assignment #2: Reaction Essay   DUE: September 10
Please choose one of the assigned journal article readings this week and write a two-page (double spaced) reaction essay on the reading. Please share your take-aways from the reading and any other insights you have on the topic of executive leadership communication. Please cite properly in your writing.

Assignment #3: Interview of an Internal Communication Thought Leader
DUE: October 29
For this assignment, you will identify an internal communication thought leader with at least five years of work (and/or research) experience in the area. Contact the internal communication thought leader to schedule an in-depth interview (via skype, phone, or face-to-face) on how communications can help build an effective culture for the organization. The interview duration should last 30-40 minutes. Summarize and discuss your findings in a two-page field research report. Be sure to include a brief description of your interviewee's background. Please also attach your interview guide (i.e., list of interview questions) in your submission.

CASE STUDY:

For the **campaign case study**, each student will browse case databases such as PRSA Silver Anvil Award cases (http://www.prsa.org/Awards/SilverAnvil/Search; You may use account no.: 1730276, password: zhedacici84 to login to access old cases) or case books to select a successful campaign case on any aspect of *internal communication*. Conduct thorough secondary research on the case and then a case analysis following the guidelines below. Summarize and report your case study in a PowerPoint format.
*****Please do not lift the entire sentence from the case material. Use your own words.*****
*****Please apply theories and principles learnt in the class in your case analysis."**

Campaign Case Study Guidelines

Background/Situation Analysis:
       a. Describe the situation that called for the internal communication program
       b. What's the employee communication issue/problem?

- Research:
       a. Describe any research that communication manager conducted to gain insight into the problem/opportunity/audience. Which methods did planners use? What were the key research findings?

- Target Audience:
    a. Outline the target audiences for the communication program.
    b. How were the employee audiences segmented (e.g., demographically, psychographically, geographically, by department, or levels of position, etc.)?

- Goals/objectives:
    a. What were the goals/objectives for the internal communication program?
    b. Were the objectives measurable? In other words, did planners quantify each objective (e.g., increase recycling program participation among employees by 40%...)? How could the objectives be re-written to make them more effective?

- Key messages:
    a. List the major messages the planners wished to communicate to internal audiences in the program?
    b. What did planners want the employees to know, remember, think about, or do?

- Strategy: Identify the strategies for the internal communication program. What are the overall concepts, approaches, or general plans to achieve the goal(s) and objectives? Keep in mind the internal communication strategies and principles we've discussed in class and apply the theories accordingly.

- Tactics/Channels:
    a. Describe how were the messages communicated to employees in the organization. Be specific. What internal communication channels were used? Were they effective? Why or why not?
    b. Was there any special event involved?

- Evaluation: Discuss how the program effectiveness was evaluated (e.g., outputs, outtakes, or outcomes), and whether it achieved its stated objectives. What were the results of the internal communication program?

- Opinion: On this last slide, comment on the strengths or weaknesses of the program. What was or was not done well? Why? Discuss your key take-aways from the case.

For the **research case study**, each student will choose a published research study on any aspect of internal communication of their interest and present the *research* case to class. Focus should be on providing critiques and comments, like how you would review a conference paper or journal manuscript.
Please do not lift the entire sentence from the published article. Use your own words.

Research Case Study Guidelines:

A typical research case study presentation lasts approximately **15** minutes.

- Introduction
    a. What is the study's background?
    b. What is the purpose of the study? What is the research problem?
    c. What is the significance of the study? In other words, why is this study important?
    d. Provide your critiques on the introduction of the article.

- Literature Review:
    a. What have previous researchers found, wrote, or theorized about this area of internal communication research?
    b. What is/are the theoretical framework or theories utilized?
    c. What are the key concepts in the study? How is each defined? What is discussed about each concept in the literature review?
    d. Provide your critiques on the literature review/conceptualization of the study.

- Research Questions/Hypotheses/Conceptual Model
    a. Are the research questions clearly stated?
    b. Can the hypotheses be backed up by the literature? Is there adequate theoretical rationale for the conceptual model?

- Method:
    a. What was the method used? Was it appropriate for the study purpose?
    b. Who were the study participants? What sampling technique was used?
    c. What was the study procedure? How was the analysis conducted?
    d. How were the concepts operationalized? Were the reliability and validity of the measures ensured?
    e. To solve this research problem, what alternative research method(s) could the author(s) use?
    f. Provide other thoughts and critiques on the method.

- Results:
    a. What were the key findings of the study?
    b. Were the hypotheses accepted or rejected?

- Discussion:
    a. Use layman's terms to discuss the findings.
    b. Discuss the theoretical and practical implications of the study. How can internal communication practitioners use the findings of the study?
    c. What are the limitations of the study? What do you think future researchers can do based upon findings of this study?

- Summary of Critiques:
    a. What are the strengths and weaknesses of this study? Where did the authors do well or did not do well?
    b. What are your key take-aways from analyzing this study?
    c. What research inspirations did you get from this study? E.g., new research ideas or interests

FINAL PROJECT:

DUE: TUESDAY, DECEMBER 3

Option 1: Internal Communication Plan
For the internal communication plan project, each assigned team will collectively identify an organization that they are interested in. It could be an organization that the members work for, or an organization they are interested to work for in future. Conduct background research of the organization to identify its internal communication issues, problems, or opportunities as well as to better understand its audiences. Develop an internal communication plan which entails reasonable goals and objectives, the message platform, strategies, tactics/channels to achieve the goals/objectives, and an evaluation plan. See detailed guidelines for each section below.

The final communication plan book should include all the components as specified in the guidelines. Please be as specific as possible when addressing the questions. The communication plan should include enough details and specifics that the internal communication team of the organization could directly implement the plan if they choose to. In addition to the professional-level communication plan book (i.e., report format), a PPT should be submitted. Please keep in mind that the communication plan project grade is comprised of a Team Grade (75%) and an Individual Grade (25%). Individual Grade will be based on peer evaluations. Team Grade will be based on the quality of the communication plan book (75%) as well as the final oral presentation (25%).

Internal Communication Plan Project Guidelines

- Executive Summary
  This is a one page summary that includes the highlights of your internal communication plan book.

- Table of Content

- Background
  a. Brief introduction of the organization including its history, structure, culture, etc.

- Situational Analysis
  a. Describe the situation that calls for the internal communication plan, including the SWOT analysis of the organization.
  b. Assessment of the current internal communication efforts (e.g., strategies, tactics, and channels)
  c. What are the internal communication issues/problems?

- Audience Analysis
  a. Who are the target audience for the internal communication program?
  b. How are the audience segmented (e.g., demographically, psychographically, geographically, by position, etc.)?

- Goals/objectives:

      a. What are the goals and objectives for the internal communication program?
      b. What are the expected outputs, outtakes, and outcomes?
      c. Be sure to follow the SMART guidelines in writing the goal/objective statements.

- Message Platform/Key Messages:
   a. Are there any key messages that you want to communicate to the internal audience?
   b. What do you want the employees to know, remember, think about, or do?

- Strategy: Identify the strategy or strategies for the internal communication plan. What are the overall concepts, approaches, or general plans to achieve the goal(s) and objectives?

- Tactics/Channels:
   a. Describe how the messages will be communicated to the internal audience. Be specific.
   b. Will you rely on owned, paid, earned, or shared media? Interpersonal channels? How?
   c. Any special events?
   d. Include a minimum of 10 tactics and at least three prototypes for the tactics.

- Evaluation: Discuss how the internal communication efforts and goals and objectives will be evaluated. Specify clearly what will be measured and what methods can be used to measure it.

Option 2: Research Proposal Guidelines

The internal communication research proposal requires students to work in small teams or individually (if someone prefers) to develop a research plan to solve an internal communication research problem. The purpose of the research proposal is for the team or individual to develop a research paper later for academic conferences or journal publications. The proposal should entail the following components:

- Title Page

- Introduction
   a. What is the study's background? What calls for the study?
   b. What is the purpose of the study? What is the research problem?
   c. What is the significance of the study? In other words, why is this study important?

- Literature Review
   a. What have previous researchers found, wrote, or theorized about this area of internal communication research?
   b. What is the theoretical foundation of the study? What theory/theories are you using to guide your study?
   c. What are the key concepts in the study? How is each defined? What has been studied about each concept in previous literature related to your topic?
   d. Your theoretical arguments to propose the research questions, hypotheses or conceptual model.

- Research Questions/Hypotheses/Conceptual Model
    a. What are your research questions? Hypotheses?
    b. Diagram your conceptual framework or model.

- Method:
    a. What method will you use? Quantitative or qualitative? Survey, experiment, in-depth interviews, focus groups, or content analysis? Why do you choose this method?
    b. Who will be your study population or sample?
    c. What sampling procedure will you use? Probability or non-probability?
    d. How will you recruit your sample and when/where will you conduct the study?
    e. How will the concepts be operationalized?
    f. Provide the instrument you will use for the study. E.g., survey questionnaire, interview protocol, focus group discussion guide, etc.

APPENDIX B: GRADING RUBRICS

GRADING RUBRIC FOR WRITING ASSIGNMENTS

	Superior 100	Excellent 90	Good 80	Fair 70	Poor 0
Completeness	All required components incorporated into submission	Only one component not incorporated	Two or more components not incorporated	Up to half of the required components not incorporated	More than half of the required components not incorporated
Thoroughness	Each topic is treated very thoroughly	Each topic is treated somewhat thoroughly	Only some topics are treated somewhat thoroughly	Some topics are treated somewhat weakly	Each topic is treated only weakly
Relatedness	Very clear that lectures and readings were understood and incorporated well	Clear that lectures and readings were understood and incorporated well	Somewhat unclear that lectures and readings were understood	Submission has questionable relationship to lectures and reading materials	No evidence that lectures and readings were understood or incorporated
Accuracy and/or quality of ideas	Contains well-developed original ideas and/or precisely-worded, accurate information	Contains original ideas and/or accurate information	Contains at least some original ideas and/or some accurate information	Contains few original ideas or some accurate information	Contains only unoriginal ideas and/or inaccurate information
Surface features Surface features (e.g., formatting, correct spelling, grammar, complete sentences, and appropriate citation of sources)	Controls very well for surface features (i.e., formatting, spelling, grammar, typographical errors, etc.)	Controls well for surface features (i.e., formatting, spelling, grammar, typographical errors, etc.)	Somewhat lax in control of surface features (i.e., formatting, spelling, grammar, typographical errors, etc.)	Very lax in control of surface features (i.e., formatting, spelling, grammar, typographical errors, etc.)	Lacks acceptable control of surface features (i.e., numerous distracting flaws in formatting, spelling, grammar, etc.)

GRADING RUBRIC FOR CASE STUDY

	Superior 100	Excellent 90	Good 80	Fair 70	Poor 0
Completeness	All required components incorporated into submission	Only one component not incorporated	Two or more components not incorporated	Up to half of the required components not incorporated	More than half of the required components not incorporated
Thoroughness	Each topic is treated very thoroughly	Each topic is treated somewhat thoroughly	Only some topics are treated somewhat thoroughly	Some topics are treated somewhat weakly	Each topic is treated only weakly
Readings (Application of case materials)	Very clear that readings were understood and incorporated well	Clear that readings were understood and incorporated well	Somewhat unclear that readings were understood	Submission has questionable relationship to reading material	No evidence that readings were incorporated
Accuracy and/or quality of ideas	Contains well-developed original ideas and/or precisely-worded, accurate information	Contains original ideas and/or accurate information	Contains at least some original ideas and/or some accurate information	Contains few original ideas or some accurate information	Contains only unoriginal ideas and/or inaccurate information
Surface features Surface features (e.g., formatting, correct spelling, grammar, complete sentences, and appropriate citation of sources)	Controls very well for surface features (i.e., formatting, spelling, grammar, typographical errors, etc.)	Controls well for surface features (i.e., formatting, spelling, grammar, typographical errors, etc.)	Somewhat lax in control of surface features (i.e., formatting, spelling, grammar, typographical errors, etc.)	Very lax in control of surface features (i.e., formatting, spelling, grammar, typographical errors, etc.)	Lacks acceptable control of surface features (i.e., numerous distracting flaws in formatting, spelling, grammar, etc.)

GRADING RUBRIC FOR THE FINAL PROJECT

Criteria	Excellent >90	Proficient 80-89	Basic 70-79	Inadequate <70
Format /Mechanics	• Cover page, references & page numbers • Well-constructed sentences • No grammar or typing/spelling errors	• Cover page, most references included & page numbers • Mostly well-constructed sentences • Relatively free of grammar and spelling/typing errors	• No cover page, references or page numbers • Some poorly constructed sentences • Some grammar and spelling/typing errors	• No cover page, references or page numbers • Numerous poorly constructed sentences • Multiple grammar and spelling/typing errors
Structure/ Organization	• Well-organized • Ideas are developed in a logical way • Relevant and concisely written	• Well-organized • Ideas are developed • Some irrelevant or redundant information	• Some problems with organization • Ideas are somewhat developed • Lacks precision	• Problems with organization • Ideas are undeveloped • Redundant writing
Research	• Sound and appropriate research methods • Sufficient primary and secondary information related to the issue • Arguments or recommendation is supported by research	• Overall sound and appropriate research methods • Relatively sufficient primary and secondary information related to the issue • Most arguments or recommendations are supported by research	• Some problems with research methodology • Relatively sufficient primary and secondary information related to the issue • Some arguments or recommendations are supported by research	• Problems with research methodology • Insufficient primary and secondary information related to the issue • Arguments or recommendations have little research support
Application	• Evidence of reflection on and incorporation of concepts, models, tactics, or tools from class discussions/texts	• Some evidence of concepts, models, tactics, or tools from class discussion/texts	• Minimal evidence of concepts, models, tactics, or tools from class discussion/texts	• No attempt to apply concepts, models, tactics, or tools from readings or class discussions
Creativity	• A unique or creative approach is used • Ideas are original, interesting, and engaging	• A unique or creative approach is used • Some ideas are original and interesting	• Lack of uniqueness and creativity • Lack of original ideas	• No evidence of uniqueness or creativity • No original ideas
Completeness/Accuracy	• Content beyond what was required • Specific information and examples used to support points	• Did all that was required • Accurately presented facts and concepts	• Did most of what was required • Accurately presented most facts and concepts	• Did not fulfill requirements • Understanding of facts or concepts inconsistent or inaccurate
Critical Thinking	• Writing demonstrates excellent critical thinking	• Writing demonstrates good critical thinking	•Writing demonstrates some critical thinking	•Writing shows lack of critical thinking