

PUR 4220 Internal Communication

Spring 2024 Wednesdays, 1:55-4:55pm
Weil 0279

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Office Hours: By appointment (Please feel free to email me anytime! ☺)

COURSE DESCRIPTION:

The 2019 COVID-19 pandemic has pushed the function of employee communication to the forefront of organizations. Employees have been long recognised as the No. 1 stakeholders for an organisation. 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 are the production force, source of innovation, natural corporate ambassadors, and ultimate drivers for organisational success.

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 future internal communication managers and organizational leaders on how to communicate effectively with internal stakeholders, build beneficial relationships, and engage employees in the fast-changing business and media environment. Through lectures, discussions, and case studies, 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:

- Discuss the basic principles of internal communication management, as related to topics of internal public segmentation, culture, communication strategies, channels, emerging technologies and measurement
- Counsel organizational leaders such as the C-Suite and supervisors on how to communicate effectively
- Apply the strategies, techniques, and tools required to engage employees, with specific emphasis on digital and social capabilities
- Develop a standard of excellence in internal communication by analyzing “real life,” award-winning cases
- Create an internal communication plan applying strategic and creative thinking

College of Journalism and Communications Objectives

The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:

- understand and apply the principles and laws of freedom of speech and press for the US
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

REQUIRED TEXT:

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

RECOMMENDED TEXT:

Men, L. R., & Tkalac Verčič, A. (2021). *Current Trends and Issues in Internal Communication: Theory and Practice*. London: Palgrave Macmillan.

CONTINUING READING:

The Internal Communication Research Hub (<https://www.jou.ufl.edu/internal-communication-research-hub/>)

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 (www.prsa.org).

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 come by my office 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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> ([Links to an external site.](#)) Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> ([Links to an external site.](#)). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> ([Links to an external site.](#)).
- **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 study; (3) Exam; (4) Communication Plan (Final Project); (5) Class Participation

Area	Percent of Grade
Assignments	15%
Case Studies	15%
Exam	25%
Communication Plan	30%
Class Participation	<u>15%</u>
	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 real-world scenarios and solve various problems.
- There are two **case studies**: one campaign case study and one research case study. For the *campaign case* study, each team will identify 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. To identify the campaign case, you may browse case books in the library. The PRSA Silver Anvil Award case database could also be a resource (<http://www.prsa.org/Awards/SilverAnvil/Search>; Account no.: 1730276, password: zhedacici84). For the *research case* study, each team will choose a published research study on any aspect of internal communication of their interest and present the *research* case to class. You may look from such journals as Communication Research, Journal of Public Relations Research, Management Communication Quarterly, Public Relations Review, and International Journal of Business Communication. You may also browse The UF Internal Communication Research Hub: <https://www.jou.ufl.edu/icrh-research/> for relevant research. Detailed guidelines for case presentations can be found on page 10.
- There will be one online **exam** in Week 14 (April 10) proctored by Honorlock. 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.
- **The internal communication plan project** requires students to work in teams to research and propose an internal communication plan for an organization of your 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.

The Team Project grade is comprised of a Team Grade (75%) and an Individual Grade (25%). Individual grade will be based on peer evaluations. Utilizing confidential forms,

team members will evaluate each others' contributions. Team Grade will be based on the quality of the communication plan (75%) as well as the final oral presentation (25%).

Notes: Teams will be responsible for providing supplies and other materials, such as presentation binders and prototypes, which are necessary for producing two copies of a written communication plan and an oral presentation of professional quality.

- 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.**

- **Participation** points can be earned via the following in-class exercises. NOTE: None of the following in-class exercises may be made-up.
 - In-Class Case Exercises: You'll be assigned to work on different cases exercises in different groups throughout the semester.
 - In-Class Reports: “What points are most clear to you?” and “What do you still not understand?”
 - Q&As/Class Discussions: Your level of engagement and participation in class discussions and work attitude throughout the semester.

- 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 Jan 10	<p>Course Overview and Syllabus Review Introduction to Internal Communications</p> <p>[An introduction to the course. What internal communication is and why internal communication is important for the organization's success are discussed.]</p> <p>Readings: M & B: Chapters 1 Men, L. R. (2019). It's the Best Time for Internal Communicators! The Institute for Public Relations. https://instituteforpr.org/its-the-best-time-for-internal-communicators/</p> <ul style="list-style-type: none"> ❖ Students sign up for case presentations ❖ Form teams for the final project
Week 2 Jan 17	<p>Theoretical Perspectives and the Evolving Practice</p> <p>[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.]</p> <p>Readings: M & B: Chapters 10</p> <ul style="list-style-type: none"> ❖ Writing Assignment 1: SWOT analysis of a selected organization with a particular focus on its internal communication ❖ DUE via Canvas: January 24
Week 3 Jan 24	<p>Understanding Your Internal Publics</p> <p>[Various approaches in segmenting internal publics are introduced. Ethical issues related to internal communication are discussed.]</p> <p>Readings: M & B: Chapters 2 &3</p> <ul style="list-style-type: none"> ❖ Writing Assignment 1 due ❖ Research Case Study 1 ❖ Writing Assignment 2: Engaging Gen-Z Employees (DUE January 31)

Week 4
Jan 31

Executive Leadership Communication

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

Readings:

M & B: Chapter 4

- ❖ Campaign Case Study 1
- ❖ Writing Assignment 2 DUE via Canvas

Week 5
Feb 7

Supervisory Leadership Communication

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

Readings:

M & B: Chapter 4

- ❖ Research Case Study 2
- ❖ Role Play

Week 6
Feb 14

Reaching Your Internal Stakeholders: Communication Channels New/Emerging Technologies and Internal Communication

[Various traditional and new media channels for internal communication are introduced. Opportunities and challenges emerging technologies bring for organizations are discussed. Focus is on how to capitalize on the advantages of emerging technologies and mitigate their risks.]

Readings:

M & B: Chapter 5

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.

- ❖ Campaign Case Study 2

Week 7
Feb 21

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

- ❖ Research Case Study 3

Week 8

Feb 28

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

- ❖ Campaign Case Study 3

Week 9

March 6

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

- ❖ Research Case Study 4

Week 10

March 13

SPRING BREAK (ENJOY! ☺)

Week 11.

March 20

Measuring the Value of Internal Communication & Internal Communication Campaigns

[What should be measured from the output, outtake, and outcome perspectives in internal communication and how to measure these results are discussed. The ROPE model in managing internal communication campaigns is introduced]

Readings:

M & B: Chapter 9

- ❖ Campaign Case Study 4

Week 12

March 27

Field Research for the Final Project & Group Discussion

Week 13

April 3

Future of Internal Communication, Review, & Group Discussion

Week 14

April 10 **Exam**

Week 15

Final Project Group Discussion

April 17

❖ Communication plan draft review with Dr. Men and Q & A

Week 16

Final Presentations

April 24

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: Internal Communication Background Research and SWOT Analysis

DUE: Jan 24

Select an organization that you are interested in or would like to work for in future. Conduct background research on the organization and create a SWOT analysis for the organization as related to its internal communication practices. Report your findings in a two-page (double-spaced) report.

Assignment #2: Engaging Gen-Z Employees

DUE: Jan 31

In this assignment, you will explore the characteristics of Generation Z (Gen-Z) and analyze their impact on internal communication practices in today's workforce. Your goal is to understand the unique traits of Gen-Z, utilizing credible sources such as academic journals, reputable media articles, and industry reports. Discuss the challenges and opportunities that Gen-Z presents in the context of workplace communication. Propose strategies or recommendations for organizations to effectively communicate with and engage Gen-Z employees, keeping in mind the evolving nature of the workforce. Write a two-page (double-spaced) essay.

CASE STUDY:

Each team will work collaboratively on a campaign case study and research case study throughout the semester. For the **campaign case study**, each team will select a successful campaign case on any aspect of *internal communication*. Conduct 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 make sure your analysis is analytical rather than purely descriptive. 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. Did the objective statements meet the SMART criteria? If not, how would you re-write them 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, outcomes, 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 team will choose a published research study on any aspect of internal communication of their interest and present the *research* case to class.

*****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.

- Research Background
 - 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?

- 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?
- Research Questions/Hypotheses/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. To solve this research problem, what alternative research method(s) could the author(s) use?
 - 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 what the study findings mean for internal communication professionals.
 - c. What are the limitations of the study? What are the author's suggestions for future research?

Note: For both case studies, peer evaluations will be taken into consideration for individual grades. Please email Dr. Men your peer evaluation form at rmen@ufl.edu on your case presentation day. Case study peer evaluation form can be found on Canvas under "Files."

FINAL PROJECT:

Internal Communication Plan

For the internal communication plan project, each randomly assigned team with four or five students 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. While secondary data may be helpful, when needed, you may gather first-hand information using primary research methods, such as in-depth interviews, focus groups, or surveys. Develop an internal communication campaign plan which entails reasonable goals and objectives, the message platform, strategies, tactics/channels to achieve the goals/objectives, and an evaluation plan. Please make sure to integrate the theories and principles we've covered in the course.

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. Note that the questions listed are meant to offer you some guidance, but don't feel tied to the questions. Be bold and creative in coming up with the ideas. The campaign plan should include enough details and specifics that the internal communication team of the organization could directly implement if they choose to. The plan should be submitted in a written report format.

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/Situational Analysis
 - a. Brief introduction of the organization including its history, structure, culture, etc.
 - b. Describe the situation that calls for the internal communication plan, including the SWOT analysis of the organization.
 - c. Assessment of the current internal communication efforts (e.g., strategies, tactics, and channels)
 - d. 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 campaign?
 - 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
 - a. Identify the strategies for the campaign plan.
 - b. What are the overall concepts, approaches, or general plans to achieve the goal(s) and objectives?
 - c. How are the leaders and employees involved?
- Tactics/Channels
 - a. Describe how the messages are communicated to the internal audience. Be specific.
 - b. Are you relying on mediated or interpersonal, traditional or new/digital media channels? How are different communication channels optimized?
 - c. Any special events?
 - d. Include a minimum of 10 tactics and at least three prototypes for the tactics.
- Evaluation
 - a. Discuss how the internal communication efforts and goals and objectives will be evaluated.
 - b. Specify clearly what will be measured and what methods will be used to measure it.

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	<ul style="list-style-type: none"> • Cover page, references & page numbers • Well-constructed sentences • No grammar or typing/spelling errors 	<ul style="list-style-type: none"> • Cover page, most references included & page numbers • Mostly well-constructed sentences • Relatively free of grammar and spelling/typing errors 	<ul style="list-style-type: none"> • No cover page, references or page numbers • Some poorly constructed sentences • Some grammar and spelling/typing errors 	<ul style="list-style-type: none"> • No cover page, references or page numbers • Numerous poorly constructed sentences • Multiple grammar and spelling/typing errors
Structure/ Organization	<ul style="list-style-type: none"> • Well-organized • Ideas are developed in a logical way • Relevant and concisely written 	<ul style="list-style-type: none"> • Well-organized • Ideas are developed • Some irrelevant or redundant information 	<ul style="list-style-type: none"> • Some problems with organization • Ideas are somewhat developed • Lacks precision 	<ul style="list-style-type: none"> • Problems with organization • Ideas are undeveloped • Redundant writing
Research	<ul style="list-style-type: none"> • Sound and appropriate research methods • Sufficient primary and secondary information related to the issue • Arguments or recommendation is supported by research 	<ul style="list-style-type: none"> • Overall sound and appropriate research methods • Relatively sufficient primary and secondary information related to the issue • Most arguments or recommendations are supported by research 	<ul style="list-style-type: none"> • Some problems with research methodology • Relatively sufficient primary and secondary information related to the issue • Some arguments or recommendations are supported by research 	<ul style="list-style-type: none"> • Problems with research methodology • Insufficient primary and secondary information related to the issue • Arguments or recommendations have little research support
Application	<ul style="list-style-type: none"> • Evidence of reflection on and incorporation of concepts, models, tactics, or tools from class discussions/texts 	<ul style="list-style-type: none"> • Some evidence of concepts, models, tactics, or tools from class discussion/texts 	<ul style="list-style-type: none"> • Minimal evidence of concepts, models, tactics, or tools from class discussion/texts 	<ul style="list-style-type: none"> • No attempt to apply concepts, models, tactics, or tools from readings or class discussions
Creativity	<ul style="list-style-type: none"> • A unique or creative approach is used • Ideas are original, interesting, and engaging 	<ul style="list-style-type: none"> • A unique or creative approach is used • Some ideas are original and interesting 	<ul style="list-style-type: none"> • Lack of uniqueness and creativity • Lack of original ideas 	<ul style="list-style-type: none"> • No evidence of uniqueness or creativity • No original ideas
Completeness/Accuracy	<ul style="list-style-type: none"> • Content beyond what was required • Specific information and examples used to support points 	<ul style="list-style-type: none"> • Did all that was required • Accurately presented facts and concepts 	<ul style="list-style-type: none"> • Did most of what was required • Accurately presented most facts and concepts 	<ul style="list-style-type: none"> • Did not fulfill requirements • Understanding of facts or concepts inconsistent or inaccurate
Critical Thinking	<ul style="list-style-type: none"> • Writing demonstrates excellent critical thinking 	<ul style="list-style-type: none"> • Writing demonstrates good critical thinking 	<ul style="list-style-type: none"> • Writing demonstrates some critical thinking 	<ul style="list-style-type: none"> • Writing shows lack of critical thinking