

**ECONOMICS**

**ECN-530  
ONLINE**

**SYLLABUS**

**MASTER OF BUSINESS ADMINISTRATION**

**PROFESSIONAL & GRADUATE STUDIES**

**CORNERSTONE UNIVERSITY**

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## COURSE DESCRIPTION

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A study of the decision-making abilities of managers and entrepreneurs through the understanding of the macroeconomic environment and the application of microeconomic price theory. Readings will include essays by several Nobel prize-winning economists. Further, the course will challenge the students to develop a Christian worldview regarding economic issues pertinent to managers.

## INTRODUCTORY NOTES TO STUDENTS

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Economics is intended to provide graduate students with the tools to make sound managerial decisions. The course has a balanced approach based on theory and application. Along with the analytical and intuitive aspects, this course will examine the studies of Nobel Prize-winning economists' theories and their practical applications.

Each student will complete an individual research project that is due in Unit Five. The goal of this paper is to allow the students to integrate the knowledge gained from the classroom lectures and exercises with the business and economic world they encounter.

### Reading Assignments

The students should follow guidelines for reading the text. Throughout the course more emphasis will be placed on the managerial and intuitive aspects and less emphasis on the mathematical. Therefore, when reading the text and encountering topics, formulas or demonstration problems that might feel intellectually daunting, the students should attempt to understand the subject matter without letting it discourage them in their pursuit of knowledge.

## TOPICS

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The topics to be covered in this course include:

- Fundamentals of Managerial Economics
- Market Forces: Supply and Demand
- Quantitative Demand Analysis
- Organization of the Firm
- Nature of Industry
- Managing in Competitive, Monopolistic, and Monopolistically Competitive Markets
- Game Theory: Inside Oligopoly
- Pricing Strategies for Firms with Market Power
- Economics of Information
- Nobel Prize-Winning Theories
- Economics and a Christian Worldview

## OBJECTIVES

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Upon completion of this course, each student will be able to:

- Identify the economies of effective management and the diseconomies of ineffective management.
- Integrate the tools of economic analysis with current domestic and global events both on a macroeconomic and microeconomic level.
- Use effectively—in writing and presentations—those economic principles that impact the decision-making process.

- Critically evaluate the assumptions underlying the proposition upon which economic principles are built.
- Analyze the continuum of market environments and the role of free enterprise in determining what variables influence the firm's profitability.
- Identify the role of government in its attempt to correct market failures caused by market power, externalities, public goods, and incomplete information.
- Describe the relationship of economics to the formation of a Christian worldview.

## OUTCOMES

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The following outcomes are expected of each student for this course:

- Through class participation, exercises, assigned readings, case analyses, and individual studies, demonstrate a mastery of the course material.
- In an eight-to-ten-page, typed, double-spaced research paper, analyze an aspect of economics that relates to a major topic from the textbook. Identify, analyze, summarize, and recommend action in a variety of economic environments, showing master's-level research and preparedness. In addition, explain how to integrate faith and worldview elements with economics. Presentation of the paper's content will be done via an executive summary and discussion forum interaction model.
- Through completion of biographical readings and online discussion forum questions demonstrate comprehension of the ideas and theories of major economic thinkers.

## MATERIALS

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The following materials will be used for this course:

### TEXTBOOK(S)

Baye, M. R., Prince, J. (2021). *Managerial economics and business strategy* (10<sup>th</sup> ed.). NY: Irwin/McGraw-Hill. ISBN: 9781307712742.

### ARTICLE(S)

Friedman, M. (1976). Milton Friedman - Biographical. *Nobel Media AB 2014*. Retrieved from [http://www.nobelprize.org/nobel\\_prizes/economic-sciences/laureates/1976/friedman-bio.html](http://www.nobelprize.org/nobel_prizes/economic-sciences/laureates/1976/friedman-bio.html)

Friedrich August Hayek. (n.d.). In Henderson, D. R. (ed.). *The Concise Encyclopedia of Economics*. Retrieved from <http://www.econlib.org/library/Enc/bios/Hayek.html>

John Maynard Keynes. (n.d.). In Henderson, D. R. (ed.). *The Concise Encyclopedia of Economics*. Retrieved from <http://www.econlib.org/library/Enc/bios/Keynes.html>

Nash, J. F. (1994). John F. Nash Jr. - Biographical. *Nobel Media AB 2014*. Retrieved from [http://www.nobelprize.org/nobel\\_prizes/economic-sciences/laureates/1994/nash-bio.html](http://www.nobelprize.org/nobel_prizes/economic-sciences/laureates/1994/nash-bio.html)

R., C. (2014, March 14). Keynes and Hayek: Prophets for Today. *The Economist*. Retrieved from <http://www.economist.com/blogs/freeexchange/2014/03/keynes-and-hayek#sort-comments>

Stiglitz, J. E. (2001). Joseph E. Stiglitz - Biographical. *Nobel Media AB 2014*. Retrieved from [http://www.nobelprize.org/nobel\\_prizes/economic-sciences/laureates/2001/stiglitz-bio.html](http://www.nobelprize.org/nobel_prizes/economic-sciences/laureates/2001/stiglitz-bio.html)

The Prize in Economics 1976 - Press Release. *Nobel Media AB 2014*. Retrieved from [http://www.nobelprize.org/nobel\\_prizes/economic-sciences/laureates/1976/press.html](http://www.nobelprize.org/nobel_prizes/economic-sciences/laureates/1976/press.html)

The Prize in Economic Sciences 2001 - Press Release. *Nobel Media AB 2014*. Retrieved from [http://www.nobelprize.org/nobel\\_prizes/economic-sciences/laureates/2001/press.html](http://www.nobelprize.org/nobel_prizes/economic-sciences/laureates/2001/press.html)

The Prize in Economics 1994 - Press Release. *Nobel Media AB 2014*. Retrieved from [http://www.nobelprize.org/nobel\\_prizes/economic-sciences/laureates/1994/press.html](http://www.nobelprize.org/nobel_prizes/economic-sciences/laureates/1994/press.html)

## RECOMMENDED RESOURCE(S)

Becker, G. S. (1993). Nobel lecture: The economic way of looking at behavior. *Journal of Political Economy*, 101(3), pp. 385–401. (e-Reserve)

Coase, R. H. (1994). The wealth of nations. *Essays on economics and economists* (pp. 74–94). Chicago: University of Chicago Press. ISBN: 0-2261-1102-4. (e-Reserve)

Stackhouse, M. L. (Ed.). (1995). *On moral business: Classical and contemporary resources for ethics in economic life*. Grand Rapids, MI: W. B. Eerdmans Publishing. (pp. 193–197) ISBN: 0-8028-0626-0. (e-Reserve)

Stamm, K. B. (2007). *The supply of God's love*. Unpublished manuscript, Department of Business, Cornerstone University, Grand Rapids, Michigan.

Stamm, K. B. (2007). *Who gave the most*. Unpublished manuscript, Department of Business, Cornerstone University, Grand Rapids, Michigan.

*The Wall Street Journal*

*The Economist*

*The Journal of Economic Perspectives*

*The New York Times* (business section)

## COURSE POLICIES

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### HOMEWORK POLICY

Students should complete all assignments by midnight of the final day of the unit, or, if the assignment specifies a particular day of the unit, by midnight of that day. If an assignment is submitted after its due date, it will be marked down 10%. No work will be accepted more than one week late unless other arrangements have been made with the instructor. All work must be submitted by the final day of the course.

### METHODS OF INSTRUCTION

This course will utilize a variety of instructional methods, including readings, discussions, lectures, and group work.

### PARTICIPATION POLICY

To receive the most benefit from this course, students are expected to participate fully in every online unit by contributing substantially to online discussions, completing assignments in a timely manner, and being available for group work. Logging in or merely reviewing course materials online does not count as participation; students must add something to the class with their comments and input.

Participation grades are given at the discretion of the faculty member, based on participation in online discussion and activities, demonstrating an understanding of readings and other assignments, and participation in group work outside of class.

## DISCUSSION FORUM POLICY

Participation in discussion forums is critical for maximizing your learning experience in any online course. The online community of learners allows students to collectively interact through discussion to enhance and support the professional performance of one another. Part of the assessment criteria for the course includes evaluating the quality and quantity of your participation in the discussion forum. The instructor will facilitate student discussions and share a related idea, intervene when the discussion goes off-track, or tie your comments together to help deepen student learning.

There are two types of discussion requirements in this course:

- **Initial response:** For each discussion prompt posted by the faculty member, each student will start a discussion thread to give an original answer to the questions posted. This will demonstrate each student's mastery of the class material. Students' initial response to the discussion prompt must be posted **by 11:59 pm Eastern Standard Time on day four** of the unit to allow other students adequate time to respond to you.
- **Response to others:** For each discussion question, each student will read the discussions of other students in the course. He/she will respond at least once to two other students' initial discussion responses to offer constructive criticism or affirmation, or pose an additional question. This allows for new thoughts, ideas, and information to be presented and exchanged. These peer responses must be posted **by 11:59 pm Eastern Standard Time on day seven** of the unit.

Below are some characteristics that are a part of excellent discussion contributions. These will be considered when assessing the quality and level of student participation.

- Make certain that all posts and responses address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but do not stray from it.
- Posts and responses should be thorough and thoughtful. Just posting "I agree" or "Good ideas" will not be considered adequate. Support statements by including examples, prior knowledge, work experiences, references, websites, resources, etc. (giving credit when appropriate).
- Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create threads of discussion. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses. These do not count towards your two required responses; however, it is factored into your participation grade.
- Contributions to the discussions (posts and responses) should be free of grammatical or structural errors.

Please Note: All discussions must be completed within the unit it is assigned. No credit will be given after the unit has ended.

## UNIVERSITY POLICY STATEMENTS

Information regarding the following university policies is published in the current Student Handbook and are posted on Moodle at <https://goo.gl/r2W1xp>. Ultimate responsibility for knowledge of and compliance with these policies rests with the student.

- Copyright Violation and Plagiarism
- Family Education Rights and Privacy Act (FERPA)
- Academic Integrity
- American with Disabilities Act

- Student Grievance and Complaint Process

## MAJOR ASSIGNMENTS

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### INDIVIDUAL

#### Economic Research Paper

The faculty member may choose to suggest subjects or topical areas or may ask the students to choose their own topic (upon his/her approval).

- Each student is required to write a research paper focusing on an aspect of economics that relates to one of the major topics from the textbook. Only legitimate economic resources should be used, such as, but not limited to: the business section of *The New York Times*, *The Wall Street Journal*, and *The Economist*, the *Journal of Economic Perspectives*, *Managerial and Decision Economics*, and *Economic Inquiry*, to name a few. Web resources are questionable unless the data source is the U.S. government. Recommended length of the paper is eight-to-ten pages, typed, and double-spaced. Remember, APA is the accepted style for economic literature.
- Presentation of the paper's content will be done via an executive summary and discussion forum interaction model.

The outline of your paper should include the following:

- A definition of the actual or potential economic dilemma or description of the applied economic topic.
- Supporting conclusions after stating the case. If the paper is primarily a review of the literature focusing on a particular topic, the paper should still critique the various viewpoints as part of the synthesis of ideas in the paper. Review the criteria and articles for how to write a literature review that you read in BUS-505 (Research Methods) if your paper is primarily a review of extant literature on an economic issue.
- Strengths, weaknesses, and consequences of possible courses of action that relate the conclusions to studied theory, practices and reality.

Criteria for grading include the following:

- Topic selection—The students should pick an appropriate topic that is not too difficult or too easy. In addition, it must be relevant to the texts, lectures, or discussions. Graduate students are expected to use several sources (ten would be normative).
- Grammar—Papers should be free from obvious and non-controversial misspellings, incorrect grammar, and lack of clarity. APA is the approved style for the social sciences (i.e., economics).
- Critique—This includes specific comments regarding the topic and provides a chance to include normative statements and/or integrate faith and economics. The students should consider reflecting on various presuppositions or worldview elements that may be embedded in their topics. Public policy implications should also be included in the discussion.
- Reasoning, logic, support, and evidence chain. This encompasses how you make claims and support those claims while avoiding logical fallacies and poor reasoning.
- Application to course lectures, discussions, and texts—the students should not deviate into areas of economics with which they are unfamiliar even though it might be of interest to them—unless they are willing to do the requisite work of study and mastery of the idea or area.

#### Developmental Milestones for Final Research Paper

##### Topic/Problem Selection and List of References (Unit Two)

Submit a Word file formatted in APA style that includes topic/problem and simply a list of APA formatted sources based on searching CU's library databases between Unit One and Unit Two. These sources might change or not be used later given the recursive and reticular nature of research, so students shouldn't feel bound to these sources.

Please see following link for information about proper reference page formatting:

<http://owl.english.purdue.edu/owl/resource/560/10/>

Online scholarly journal articles without a DOI require the URL of the journal home page. Remember that one goal of citations is to provide your readers with enough information to find the article; providing the journal home page aids readers in this process.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number, page numbers. Retrieved from <http://www.journalhomepage.com/full/url/>

Kenneth, I. A. (2000). A Christian response to the nature of human rights. *Journal of Christian Ethics*, 8, 44-60. Retrieved from <http://www.cac.psu.edu/jbe/twocont.html>

Use appropriate italics for journal titles and volume numbers along with the hanging indent or the second and subsequent lines of the reference. Also include inclusive page number and an issue number after the volume number in parentheses, but with no space between volume number and issue number if the journal re-paginates each issue at page 1. Double space the reference list entries as well.

Scoring Guide:

APA Formatting (title page, reference list, margins, font size, double spacing)	5
Topic Selection (appropriate economic topic, problem, or issue)	<u>20</u>
TOTAL	25

### **Annotated List of References (Unit Three)**

Taking the list of references from Unit Two (or different articles and sources if further research has revealed new sources and takes students in a different direction), students will add a description of the problem and purpose statement (consider these as an introduction to the paper) and will annotate, or provide a description and summary, of five of their ten sources. These descriptions should be placed right under the source in indented fashion (similar to what students did in research methods for the topical reference list, only for this assignment, they are writing their own summaries of the articles instead of just listing the abstract, as they did in BUS-505 Research Methods).

This assignment will be graded on the accuracy of students' reference list as per APA formatting guidelines, the quality of the sources listed, and the quality of student's annotated summaries of the sources. Quality means a comprehensive yet concise description of the contents along with grammatical adherence to Standard English Usage.

Scoring Guide:

APA Formatting (title page, reference list, headings, margins, font size, double spacing)	5
Sources (10 or more articles from legitimate sources)	20
Summaries (five of the ten references are followed by a summary)	20
Mechanics (grammar, spelling, word choice, punctuation, syntax, tone)	<u>5</u>
TOTAL	50

## **Rough Draft (Unit Four)**

A rough draft of the final paper will be due in Unit Four. Much like in BUS-505 Research Methods, this is a “pay-me-now-or-pay-me-later” type of assignment. The more effort put in now, the less effort will be needed during the last week of class, and vice versa. Students will get full credit for their rough drafts as long as it appears to be a rough draft and not just meaningless information thrown down on paper. Individual instructors can and will determine what equals a rough draft, but students will not be graded down for grammatical errors or lack of organization or even for incomplete papers as long as a substantial portion of the paper is completed. The CU writing rubric will be used for this assignment UNLESS the individual instructor presents ahead of time and uses his or her own established rubric.

## **Executive Summary Discussion Forum (Units Five and Six)**

During Unit Five students will complete a one-page executive summary of their final economic paper and post to the Moodle discussion forum for interaction with the rest of the class during Unit Six. It is understood that that students’ papers are not due and may not be fully completed until Unit Six; however, students should have enough of the paper completed to draft a one-page executive summary (see below) by the end of Unit Five. For this assignment, the initial thread of the discussion forum will be due **on Day Seven of Unit Five**.

During Unit Six, students will then post their two discussion replies **by Day Four of Unit Six**, thus providing a feedback opportunity to each other before finalizing the paper.

See the Executive Summary Format below for the guidelines.

Scoring Guide:

Content (follow provided outline in course guide)	30
Discussion Forum Post and Replies	10
Mechanics (grammar, spelling, word choice, punctuation, syntax, tone)	<u>10</u>
TOTAL	50

## **Final Draft (Unit Six)**

See assignment description above for guidelines.

The content should include application to course lectures, discussions, and texts along with specific comments regarding the topic and provides a chance to include normative statements and/or integrate faith and economics. The students should consider reflecting on various presuppositions or worldview elements that may be embedded in their topics. Public policy implications should also be included in the discussion.

Scoring Guide:

Content (topic selection; appropriate and convincing sources (10); description, explanation, and synthesis of ideas; application to course lectures, discussions, and texts; critique of ideas)	40
Reasoning (critical thinking/ analysis skills, reasoning, logic, support for ideas, evidence chain)	30
APA Formatting (title/reference page, in-text citations, headings, margins, font size, spacing)	10
Mechanics (grammar, spelling, word choice, punctuation, syntax, tone)	<u>20</u>
TOTAL	100

## **Executive Summary Format**

Use the following outline for your Executive Summary.



- **Statement of the Problem** – This is the broader backdrop of the selected economic problem overall, to include its significance and the context in which this problem is situation. Define the problem, its critical attributes, its context, and why it is important.
- **Purpose Statement** – This is the purpose of your research. What is your position? What did you look to uncover? Why did you choose the problem you did, and why did you carry out the research? What did you intend to find? What was or is your position?
- **Relevant Research** – What three-to-five articles were significantly influential in your thinking about your problem? Highlight these with an APA-formatted reference list entry in this section with a brief description of what made these articles influential, seminal, conclusive, powerful, or especially germane.
- **Major Themes or Conclusions** – Summarize the major themes uncovered in the research, whether from just the Relevant Research section above or in combination of other information that you did not include in the relevant research.
- **Practical Applications** – What did you learn that could be applicable in your professional or personal life or to your understanding of business or policy?

If you need a second page for the executive summary, that is fine, but the executive summary should be kept to 300-600 words (equivalent of one-to-two pages of 12-point Times New Roman typed text). This will be posted to the Executive Summary discussion forum or typed on a paper and uploaded as a file attached to your Executive Summary discussion forum post.

## GRADING

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Grading Criteria:

Participation/Discussion .....	20%
Weekly End-of-Chapter Problems.....	20%
Topic/Problem Selection and List of References .....	5%
Annotated List of References .....	5%
Rough Draft of Economic Research Paper .....	10%
Executive Summary .....	10%
Economic Research Paper.....	30%
TOTAL .....	100%

## PGS OFFICIAL GRADING SCALE

A:	96-100
A-:	93-95
B+:	90-92
B:	87-89
B-:	85-86
C+:	82-84
C:	79-81
C-:	77-78
D+:	75-76
D:	72-74
D-:	70-71
F:	69 and below

## ASSIGNMENTS FOR EACH UNIT AND VALUE

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Assignments are due BY MIDNIGHT of the last day of each unit.

UNIT	ASSIGNMENT	POINTS
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ONE	<p><b>Individual</b></p> <ol style="list-style-type: none"> <li>1. Read <i>Common Grace and Antithesis</i> in Moodle.</li> <li>2. Read <i>Managerial Economics and Business Strategy</i>, chapter 1.</li> <li>3. View the lectures on <i>Difference between Macro and Micro-economics</i>, <i>Profit Maximization</i>, and <i>Marginal Analysis</i>. You may need to use your CU email address to login to the Khan Academy site.</li> <li>4. Complete the following problems from <i>Managerial Economics and Business Strategy</i>, chapter 1: questions 1 and 7; problems 13 and 14. Type out your answers and include all of your work. Submit the completed assignment to the provided dropbox.</li> <li>5. Read the articles on Friedrich Hayek provided in Moodle, then participate in the discussion forum on <i>Friedrich Hayek</i>, following the discussion guidelines in the syllabus. Note that your discussion post will require additional research.</li> </ol>	<p>20</p> <p>10</p>
TWO	<p><b>Individual</b></p> <ol style="list-style-type: none"> <li>1. Read <i>Competition</i> in Moodle.</li> <li>2. Read <i>Managerial Economics and Business Strategy</i>, chapter 2.</li> <li>3. View the lectures on <i>Demand Curve</i> and <i>Supply Curve</i>. You may need to use your CU email address to login to the Khan Academy site.</li> <li>4. Complete the following problems from <i>Managerial Economics and Business Strategy</i>, chapter 2: problems 11, 13, 15, and 18. Type out your answers and include all of your work. Submit the completed assignment to the provided dropbox.</li> <li>5. Read the articles on John Maynard Keynes provided in Moodle, then participate in the discussion forum on <i>John Maynard Keynes</i>, following the discussion guidelines in the syllabus. Note that your discussion post will require additional research.</li> <li>6. Complete the Topic/Problem Selection and List of References portion of the Economic Research Paper. Submit the completed assignment to the provided dropbox.</li> </ol>	<p>20</p> <p>10</p> <p>25</p>
THREE	<p><b>Individual</b></p> <ol style="list-style-type: none"> <li>1. Read <i>Justice</i> in Moodle.</li> <li>2. Read <i>Managerial Economics and Business Strategy</i>, chapter 6.</li> <li>3. View the lecture on the <i>Principal-Agent Problem</i>. You may need to use your CU email address to login to the Khan Academy site.</li> </ol>	

	<ol style="list-style-type: none"> <li>Complete the following problems from <i>Managerial Economics and Business Strategy</i>, chapter 6: question 3; problems 12, 13, and 17. Type out your answers and include all of your work. Submit the completed assignment to the provided dropbox.</li> <li>Read the articles on Milton Friedman provided in Moodle.</li> <li>Complete the Annotated List of References portion of the Economic Research Paper. Submit the completed assignment to the provided dropbox.</li> </ol>	<p>20</p> <p>50</p>
<b>FOUR</b>	<p><b>Individual</b></p> <ol style="list-style-type: none"> <li>Read <i>Government</i> in Moodle.</li> <li>Read <i>Managerial Economics and Business Strategy</i>, pages 74-88 and chapter 7.</li> <li>View the lectures on <i>Perfect Competition</i>, <i>Monopolies</i>, and <i>Oligopolies and Monopolistic Competition</i>. You may need to use your CU email address to login to the Khan Academy site.</li> <li>Complete the following problems from <i>Managerial Economics and Business Strategy</i>, chapter 7: question 1; problems 14, 15, and 16. Type out your answers and include all of your work. Submit the completed assignment to the provided dropbox.</li> <li>Read the articles on Joseph Stiglitz provided in Moodle.</li> <li>Complete the Rough Draft of the Economic Research Paper. Submit the completed assignment to the provided dropbox.</li> </ol>	<p>20</p> <p>50</p>
<b>FIVE</b>	<p><b>Individual</b></p> <ol style="list-style-type: none"> <li>Read <i>Contentment and Consumerism</i> in Moodle.</li> <li>Read <i>Managerial Economics and Business Strategy</i>, chapter 10.</li> <li>View the lectures on <i>Nash Equilibrium</i> and <i>Why Parties in a Cartel Will Cheat</i>. You may need to use your CU email address to login to the Khan Academy site.</li> <li>Complete the following problems from <i>Managerial Economics and Business Strategy</i>, chapter 10: problems 12, 14, and 15. Type out your answers and include all of your work. Submit the completed assignment to the provided dropbox.</li> <li>Read the articles on John Nash provided in Moodle.</li> <li>Complete the Executive Summary of the Economic Research Paper. Post the completed assignment to the provided discussion forum <b>by the end of Unit Five</b>. (Note that this is different from most discussion forum due dates.)</li> </ol>	<p>20</p> <p>50</p>



## GROUP EVALUATION

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Student Name: \_\_\_\_\_

In the spaces below, list the names of each member of your group, including yourself. Then use the following scale to rate how effectively each member of the group, **including yourself**, contributed to the project assigned in this course. Please rate each person according to the **group's agreed-upon expectations**.

Submit the group evaluation to your faculty member at the beginning of the **last class session** of your course.

Name	No contribution	Slight contribution	Moderate contribution	Significant contribution	Outstanding contribution
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

Write a brief paragraph answering each of the following:

1. How did your group function in completing the assignments for this course? (E.g., How was the work divided? Was there collaboration on the assignments? How did your group communicate throughout the course – weekly meetings, e-mail, Moodle, Google Hangout, Skype? Etc.)
2. What was your contribution to the completion of assigned tasks? Please be specific, e.g., “prepared the PowerPoint for our presentation.”
3. What was the contribution of each of the other members of the group? Please be specific, e.g., “John researched the business.”

# ORAL PRESENTATION EVALUATION

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Student/Group: \_\_\_\_\_

Date: \_\_\_\_\_

Assignment: \_\_\_\_\_

Course: \_\_\_\_\_

Start Time: \_\_\_\_\_

End Time: \_\_\_\_\_

Total Time: \_\_\_\_\_

Grading Key: 4 – Excellent; 3 – Satisfactory; 2 – Minimally Acceptable; 1 – Needs Improvement; 0 – Not Evident

## DELIVERY STYLE (for individual)

### Points

<input type="checkbox"/> <b>Physical actions</b> (gestures, eye contact, stance)	4	3	2	1	0
<input type="checkbox"/> <b>Voice and delivery</b> (vocal variety, enunciation, lack of crutches [ums/ahs], clarity)	4	3	2	1	0
<input type="checkbox"/> <b>Dynamics</b> (pace, humor, confidence)	4	3	2	1	0
<input type="checkbox"/> <b>Language</b> (vocabulary, grammar, technical language)	4	3	2	1	0
<input type="checkbox"/> <b>Visual aids</b> (professional, readability, use of)	4	3	2	1	0

**SUBTOTAL POINTS:** \_\_\_\_\_

## ORGANIZATION (for individual or group)

<input type="checkbox"/> <b>Introduction</b> (preview, purpose)	4	3	2	1	0
<input type="checkbox"/> <b>Preparation</b> (rehearsal, background research)	4	3	2	1	0
<input type="checkbox"/> <b>Transitions</b> (flow, movement to next idea or person)	4	3	2	1	0
<input type="checkbox"/> <b>Content</b> (understandability, articulation of ideas, quality of research)	4	3	2	1	0
<input type="checkbox"/> <b>Conclusion</b> (summary or call to action, passion about subject, objective conclusions)	4	3	2	1	0

**SUBTOTAL POINTS:** \_\_\_\_\_

**COMMENTS/SUGGESTIONS:** \_\_\_\_\_

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**TOTAL POINTS:** \_\_\_\_\_ /

# ORAL PRESENTATION RUBRIC

(1 of 2)

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

DELIVERY STYLE					
	Excellent (4)	Satisfactory (3)	Minimally Acceptable (2)	Needs Improvement (1)	Score
Physical Actions	Uses arms and hands naturally; gestures are used only to reinforce or complement spoken words. Has good eye contact with audience. Stands comfortably.	Relatively few distracting gestures. Usually has good eye contact with audience. Appears reasonably comfortable.	At times, keeps hands in pockets or arms in an unnatural position. Exhibits some distracting gestures. Sometimes focuses on only a portion of the audience or looks away from audience. Looks down at notes for extensive periods. At times seems uncomfortable standing (rocks back and forth, moves around a lot).	Arms and hands are frequently held in an unnatural position. Frequently makes distracting gestures. Does not have good eye contact with audience. Appears uncomfortable standing in front of an audience.	
Voice and Delivery	Voice is well-modulated and audible. Words are enunciated clearly. Rarely or never uses crutches. Speech is always clear, concise and convincing.	Voice is usually well-modulated and audible. Words are usually enunciated clearly. Occasionally uses crutches. Speech is usually clear, concise, and convincing.	Voice is sometimes audible or has monotone quality. Words are not always enunciated clearly. Frequently uses crutches. Speech is not always clear or carefully thought out. At times speech is elaborate and wordy, including superfluous detail. Sometimes lacks conviction.	Voice is frequently inaudible and has monotone quality. Words are frequently not enunciated clearly. Constantly uses crutches. Speech is frequently unclear, always elaborate and wordy and includes superfluous detail. Lacks conviction.	
Dynamics	Always speaks at a deliberate pace and with confidence; incorporates humor.	Usually speaks at a deliberate pace and with a fair amount of confidence; some humor included.	Sometimes speaks at a pace that is too rapid, too slow or sporadic. Lacks confidence. Little or no humor.	Frequently speaks at a pace that is too rapid, too slow or sporadic. Lacks confidence. No humor.	
Language	Speaks fluently, with a varied vocabulary suited to the audience. Avoids clichés, junk words, and fad words. Technical language is always appropriate to the audience. Always speaks in well-constructed sentences, using correct agreement, verb tense, punctuation, etc.	Speaks with a relatively varied vocabulary. Usually avoids clichés, junk words, and fad words. Technical language is usually appropriate to the audience. Usually speaks in well-constructed sentences, using correct agreement, verb tense, punctuation, etc.	Speaks with a limited vocabulary. Sometimes uses clichés, junk words, and fad words. Sometimes uses technical language the audience does not understand. Sometimes uses rambling or incomplete sentences, improper word agreement, verb tense usage, punctuation, etc.	Speaks with a very limited vocabulary. Frequently uses clichés, junk words, and fad words. May use technical language the audience does not understand. Frequently uses rambling or incomplete sentences, improper word agreement, verb tense usage, punctuation, etc.	
Visual Aids	Makes very effective use of visual aids. Visual aids are always simple, clear, and easy to interpret.	Makes good use of visual aids. Visual aids are usually simple, clear, and easy to interpret.	Limited use of visual aids. Aids used were difficult to read; needed explanation in order to interpret.	Poor use of visual aids. Visual aids are frequently too complex, unclear, or difficult to interpret.	

Delivery Subtotal \_\_\_\_\_

# ORAL PRESENTATION RUBRIC

(2 of 2)

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

ORGANIZATION					
	Excellent (4)	Satisfactory (3)	Minimally Acceptable (2)	Needs Improvement (1)	Score
Introduction	Gave an effective preview and clear purpose of presentation.	Gave a relatively effective preview and purpose of presentation.	Gave a preview that was not clear. Purpose of presentation may or may not have been included.	No preview or purpose of presentation given. Jumped right into the content.	
Preparation	Obvious that presentation was well-prepared, researched, and rehearsed.	Fairly well-prepared, researched, and rehearsed.	Presentation lacked some polish achieved through rehearsal.	Little to no evidence of preparation.	
Transitions	Excellent transition. Flow was smooth and moved easily and naturally to the next idea/person.	Transition was handled relatively well. Movement to ideas/next person could have been smoother.	Choppy transitions. Poor movement to next idea/person.	Lacked transition. Little or no connection to next idea/person.	
Content	Subject matter is thought-provoking and interesting. Clearly demonstrates mastery of the coursework and thorough research of the presentation topic.	Subject matter is usually interesting and presentation reflects substantial research efforts.	Subject matter is treated superficially. Inadequate research efforts are reflected in the failure to reach a valid conclusion.	Subject matter is too vague, too broad, too narrow, too technical, or too specialized to permit meaningful research, thereby resulting in failure to reach any conclusion.	
Conclusion	Effectively summarized the presentation and gave a motivational conclusion to audience. Clearly impassioned about the subject. Conclusions are objective.	Satisfactorily summarized the presentation, but it lacked motivation to engage the audience to act. Relatively impassioned about the subject. Conclusions are mostly objective.	Vague summary. Left audience unclear as to purpose of presentation. Lacked passion. Failed to reach a valid conclusion.	No summary or call to action. Lacked motivation and passion.	

Delivery Subtotal: \_\_\_\_\_

Organization Subtotal: \_\_\_\_\_

INDIVIDUAL TOTAL SCORE: \_\_\_\_\_

OVERALL GROUP SCORE: \_\_\_\_\_

PRESENTATION: \_\_\_\_\_

Total Time: \_\_\_\_\_

COMMENTS/SUGGESTIONS: \_\_\_\_\_



# GRADING RUBRIC FOR WRITING ASSIGNMENTS

Assignment \_\_\_\_\_ Date due: \_\_\_\_\_

Course/Cohort \_\_\_\_\_ Date handed in: \_\_\_\_\_

Student \_\_\_\_\_

5 = unacceptable 6-7 = needs extensive revision 8 = satisfactory 9 = strong 10 = outstanding

Format requirements (may differ for each assignment)	5	6	7	8	9	10
Insight and comprehension (including thesis statement, if applicable)	5	6	7	8	9	10
Organization and focus	5	6	7	8	9	10
Grammar, punctuation and sentence mechanics	5	6	7	8	9	10
Integration of sources	5	6	7	8	9	10
Comments:						
<p>Total Points: _____</p> <p>Final Grade: _____</p> <p>(on a 100-point scale, calculate points x 2 for final grade)</p>						

## **CRITERIA FOR EVALUATING EACH SECTION OF THE RUBRIC**

### **Format requirements**

- Does the student adhere to the stated requirements of the assignment?
- Does the student use APA format to the extent that it is required by the instructor?
- Does the student address the prescribed audience and use appropriate diction?

### **Insight and comprehension**

- Does the student show a detailed knowledge of the material?
- Does the student show an ability to respond to the questions raised by the material?
- Is the student able to use the material for his/her purposes?
- Does the student have an appropriate and thoughtful thesis?

### **Organization and focus**

- Does the introduction provide a focus for the entire paper?
- Do the student's ideas and thoughts develop in a clear and logical way?
- Does the student make clear transitions between ideas or points?
- Is each paragraph organized around a single guiding thought?
- Does each paragraph relate clearly to the paper's main idea or thesis?
- Does the paper have a strong conclusion?

### **Grammar, punctuation, and sentence mechanics**

- Does the student write clear and complete sentences (no fragments, run-ons, comma splices, or examples of mangled syntax)?
- Does the student use commas correctly?
- Does the paper contain misplaced modifiers or agreement problems?
- Is the paper largely free of spelling mistakes?

### **Integration of sources**

- Does the student use an appropriate number of quality sources?
- Does the student's references list follow APA format?
- Does the student use parenthetical references correctly?
- Does the student use signal phrases?
- Does the student use appropriate quotations or paraphrases?
- Are there any uncited sources in the references list?
- Are references to sources clearly being used for the writer's own purposes, or are they somewhat arbitrary?
- Are there any possible plagiarism problems?

## DISCUSSION FORUM SCORING GUIDE

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	Points Possible:	Points Earned:
<b>Initial Post</b> <ul style="list-style-type: none"> <li>The initial response contains an original answer to the questions posted that demonstrates mastery of the class material.</li> <li>The initial response addresses each part of the prompt and adheres to the length requirement given.</li> <li>The initial response to the discussion prompt must be posted <b>by 11:59 pm Eastern Standard Time on day four</b> of the unit to allow other students adequate time to respond.</li> </ul>	5	
<b>Responses to Others:</b> <ul style="list-style-type: none"> <li>Students will respond at least once to two other students' initial discussion responses to offer constructive criticism or affirmation, or pose an additional question. This allows for new thoughts, ideas, and information to be presented and exchanged.</li> <li>Discussions occur when there is dialogue; therefore, students need to build upon the posts and responses of other learners to create threads of discussion. For each discussion question, each student will read the discussions of other students in the course. They should make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to their initial responses. These do not count towards the two required responses; however, it is factored into the participation grade.</li> <li>Posts and responses should be thorough and thoughtful. Just posting "I agree" or "Good ideas" will not be considered adequate. Students should support statements by including examples, prior knowledge, work experiences, references, websites, resources, etc. (giving credit when appropriate).</li> <li>Students should make certain that all posts and responses address the question, problem, or situation as presented for discussion. This does not mean students should not extend the topic, but they should not stray from it.</li> <li>These peer responses must be posted <b>by 11:59 pm Eastern Standard Time on day seven</b> of the unit.</li> </ul>	4	
<b>Grammar and Spelling</b> <ul style="list-style-type: none"> <li>All posts and responses should be free of grammatical or structural errors.</li> <li>"Text Speak" is not allowed. (For instance, capitalize the word "I" and spell out "you.")</li> <li>APA citations must be included for any quoted or paraphrased information from other sources.</li> </ul>	1	