

HUMAN RESOURCE LEADERSHIP

MGT-638

ONLINE

SYLLABUS

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

PROFESSIONAL & GRADUATE STUDIES

CORNERSTONE UNIVERSITY

© February 2021

COURSE DESCRIPTION

A study of current issues in the field of human resource management. The course emphasizes legal issues, career development, job definition, and job qualification. Labor or management conflicts from behavioral and institutional viewpoints are also examined.

INTRODUCTORY NOTES TO STUDENTS

Issues in Human Resource Management is a graduate-level survey course covering the field of human resources (HR). The volume of reading, writing, and analysis is heavy. Therefore, set aside ample time for studying in order to excel in the course.

The depth and breadth of HR at conceptual and practical levels are the focus of this course. Each unit covers at least one significant area in the field of HR. This course serves as a good overall view of the various HR issues as they relate to any management or leadership position. Effective leaders and managers are skilled at selecting the best possible candidates, coaching them for success, providing the best possible environment for group and individual learning, and conducting meaningful performance reviews. Ineffective managers and leaders place their organizations at significant risk by exposing the employer to a variety of legal issues including discrimination, sexual harassment, wrongful discharge, and safety issues.

Make sure that you keep your textbook for this course. It will be used throughout your whole program.

TOPICS

The topics to be covered in this course include:

- Overview of Human Resource Issues
- Legal Issues Related to Employment Practices and Workplace Safety
- Recruitment, Selection, and Placement
- Employee Retention Issues and Strategies
- Compensation and Benefits
- Global Human Resource Strategies
- Unions and Labor Relations
- Human Resources as a Strategic Partner

OBJECTIVES

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

- Summarize the roles and function of Human Resources as a strategic business partner.
- Communicate key legal decisions related employment.
- Describe recruitment and selection strategies to meet the talent needs of the business.
- Explain employee retention, engagement, and termination
- Identify competitive compensation and benefit systems.
- Analyze current topics in Human Resources:

MATERIALS

The following materials will be used for this course:

TEXTBOOK(S)

Cafferky, M. E. (2015). *Business ethics in biblical perspective*. Downers Grover, IL: Inter-Varsity Press. ISBN: 9780830824748.

Noe, R. A., Hollenbeck, J. R., Wright, P. M., & Gerhart, B. (2021). *Human resource management: Gaining a competitive advantage* (12th ed.). Madison, WI: McGraw-Hill. ISBN: 9781260780765.

Supplemental Textbook for *Reframing Work*

Burnett, W. & Evans, D. J. (2016). *Designing your life: How to build a well-lived joyful life*. New York, NY: Alfred A. Knopf. ISBN: 9781101875322.

ELECTRONIC RESOURCE(S)

Society for Human Resource Management (www.shrm.org)

American Society for Training and Development (www.astd.org)

International Society for Performance Improvement (www.ispi.org)

Occupational Safety and Health Administration (www.osha.gov)

COURSE POLICIES

HOMWORK 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 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 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

INDIVIDUAL

Human Resources Roles and Impact Paper (Due Unit Five)

The student should select a topic or trending issue related to the human resources field to research. The text identifies several issue areas. The instructor should be prepared to offer guidance in the event that the student is not able to identify a suitable topic.

Students should identify a human resources manager from their business or organization to interview on the topic selected. Students may also select a human resources professional from a company outside of their business or organization. If the student is unable to come up with a human resources manager to interview, the instructor should be prepared to offer suggestions.

The student should clearly:

- Identify the topic or issue, and indicate why it is relevant now and in the future.
- Discuss what available data says about the topic or issue area.
- Explain perceptions and experiences their human resources manager shared on the topic/issue area.
- Discuss best practices their human resources manager shared on the topic/issue area.
- Identify positions the Bible and teachings of Jesus Christ might have on the topic/issue area.
- Recommended solutions or improvements to human resources managers on resolving or mitigating the damage of the topic/issue area.
- List five–nine references used to support the identified topic/issue area.

Each of these topics should be a separate label within this 5- to 7-page paper.

Scoring Guide: 100 Points

- Logic of the analysis and critique 40 points
- Scholarly/expert support for the positions taken 40 points
- Quality of the written product in terms of style, grammar, and APA..... 20 points

Human Resource Management (HRM) Issue Presentation (Due by day four in Unit Six)

Students will create a 5-minute individual presentation focusing on the HR topic they chose. Presentation topics will be chosen and approved by the faculty member by Unit Two. This presentation will be recorded, uploaded to YouTube, and then linked into a discussion forum. For instructions on how to create a narrated online presentation, view the “Creating Awesome Online Presentations” video in Unit One in Moodle.

Presentations should include an introduction of the issue, the pros and cons of the issue, a position on the issue, and a closing.

Scoring Guide: 100 points

- Introduction of the issue 20 points
- The pros and cons of the issue 20 points
- Position of the issue 20 points
- Closing of the issue 20 points
- Overall presentation quality 20 points

Post a link to your presentation to the provided discussion forum by day FOUR of Unit Six. View at least two of your classmates' presentations. As a response, ask a question you have on the topic for the presenter to answer. Make sure to answer all questions posed to you.

REFRAMING WORK: PGS CAREER CURRICULUM

In addition to your normal course content, you will also progress through our *Reframing Work* curriculum to gain a deeper understanding of work and your career. You will find it woven into most of the courses in your program, one section at a time. As you work through the material, you will gain:

- A positive vision for work that is shaped by biblical wisdom
- Deeper self-awareness and understanding of calling/vocation
- Practical tools to discern and plan for each stage of your career

All the career materials are located in a separate *Reframing Work* course, which you will be able to access throughout your program. You will encounter your next section of *Reframing Work* in **Unit Three** of this course. Just follow the instructions when you get there and submit your work to this course (MGT-638) for credit, worth 5% of your overall grade.

If you have any questions about *Reframing Work*, contact your instructor.

GRADING

Grading Criteria:

Discussion Forums	15%
Weekly Individual Assignments	35%
Human Resources Roles and Impact Paper	25%
Human Resource Management (HRM) Issue Presentation	20%
Reframing Work.....	5%
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

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

UNIT	ASSIGNMENT	POINTS
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<p>ONE</p>	<ol style="list-style-type: none"> 1. Read Human Resource Management: Gaining a Competitive Advantage, chapters 1–2, and 16. 2. View the video clip from the TV show <i>The Office</i> to introduce the lighter side of HR. 3. Complete the interactive lecture on <i>The Evolution of Human Resources</i> included on the course site. (There are questions for you to answer within the lecture). 4. Participate in the discussion forum Why Human Resource Metrics Matter. 5. Complete the “Managing People” exercise at the end of chapter 16, in <i>Human Resource Management: Gaining a Competitive Advantage</i>. Write a two- to three-page paper answering the exercise questions and submit the paper in the provided dropbox included on the course site. 6. Complete the <i>General Guidelines to Lawful and Unlawful Employment Practices</i> quiz. Your grade for this quiz is based on completing it, not in how well you do. The goal is to make you think through the different situations. 7. Participate in the group discussion forum US Labor Trends. 8. Begin work on the Human Resources Roles and Impact Paper due in Unit Five. Schedule an interview with a HR manager of your choice. Also, begin work on the Human Resource Management Issue Presentation due day Four in Unit Six. Refer to the Major Assignments section for further details. 9. View the video Creating Awesome Online Presentations located in Moodle. 	<p>100</p> <p>10</p> <p>100</p> <p>10</p> <p>10</p>
<p>TWO</p>	<ol style="list-style-type: none"> 1. Read Human Resource Management: Gaining a Competitive Advantage, chapters 3 and 7. 2. Read <i>Business Ethics</i>, chapter 15. 3. View the lecture on The Role of Human Resource Management in Organizations. 4. Complete the “Exercising Strategy: Discrimination at Oracle?” at the end of chapter 3, of <i>Human Resource Management: Gaining a Competitive Advantage</i>. Answer the exercise questions at the end of the assignment within a word processing document and submit your assignment to the provided dropbox in Moodle. 5. Participate in the discussion forum Is It Enough to Meet the Minimum? 	<p>100</p> <p>10</p>

	<p>6. Complete the Job Analysis Form paper. See the complete directions in Moodle.</p> <p>7. Read the “Target Will Pay 2.8 Million over Employment Tests” article, answer the questions listed in Moodle, and submit answers to the dropbox provided.</p> <p>8. Continue to work on the Human Resources Roles and Impact Paper due in Unit Five. Submit a draft of the questions you will ask your HR manager to the provided dropbox. You should have 6-10 questions prepared.</p> <p>9. Continue to work on the Human Resource Management Issue Presentation due in Unit Six. See directions in the Major Assignments section.</p>	<p>100</p> <p>100</p>
<p>THREE</p>	<p>1. Read Human Resource Management: Gaining a Competitive Advantage, chapters 4–6.</p> <p>2. View the video clip from <i>The Office</i>.</p> <p>3. Participate in the discussion forum Candidate Experience.</p> <p>4. Answer the discussion questions at the end of chapter 5 in your <i>Human Resource Management: Gaining a Competitive Advantage</i> textbook. Submit your completed assignment to the provided dropbox.</p> <p>5. Write a job description (focus on essential functions) for a position as a human resources director. Then create the following:</p> <ul style="list-style-type: none"> a. Propose a recruiting plan that explains where you will seek applicants for this position (i.e. professional/business associations, professional recruiters, online sources such as Monster). b. Draft 5–10 legal interview questions that may be used during an interview process. c. Indicate what assessments, if any, you will use to select your final applicants. <p>Submit a document to the provided dropbox including the job description, a summary of the recruiting plan, five of your favorite interview questions, and how you would select the final applicants.</p> <p>6. Participate in the discussion forum about your recruitment plan from the previous activity.</p> <p>7. Complete the assignments for the next unit of <i>Reframing Work</i> assigned to your cohort and submit the necessary exercises to the provided dropbox. Contact your instructor if you have any questions.</p>	<p>10</p> <p>100</p> <p>100</p> <p>10</p> <p>100</p>

	<p>8. Complete the exercise "HR in Small Business: Kinaxis Chooses Sales Reps with Personality" at the end of chapter 6 in <i>Human Resource Management: Gaining a Competitive Edge</i>. Write a two- to three-page paper responding to the questions in the selected exercise. Submit your completed paper to the provided dropbox.</p> <p>9. Continue to work on the Human Resources Roles and Impact Paper due in Unit Five and the <i>Human Resource Management Issue Presentation</i> due in Unit Six. See the Major Assignment section for specific details on these assignments.</p>	100
FOUR	<p>1. Read <i>Human Resource Management: Gaining a Competitive Advantage</i>, chapters 8–10.</p> <p>2. View the video clip <i>How to Stop Losing your Employees</i>.</p> <p>3. Complete the interactive lecture <i>Employee Separation</i> included in the course site. Answer any questions that are included in the lecture.</p> <p>4. Participate in the discussion forum <i>Employee Motivation</i>.</p> <p>5. Complete the "Exercising Strategy: Tales of Amazon Warriors" exercise at the end of chapter 10 in <i>Human Resource Management: Gaining a Competitive Advantage</i>. Write a two- to three-page paper answering the exercise questions and submit the paper in the provided dropbox included on the course site.</p> <p>6. Participate in the discussion forum <i>Employee Separation and Retention</i>.</p> <p>7. Continue to work on the Human Resources Roles and Impact Paper due in Unit Five and the <i>Human Resource Management Issue Presentation</i> due in Unit Six. See the Major Assignment section for specific details on these assignments.</p>	100 10 100 10
FIVE	<p>1. Read <i>Human Resource Management: Gaining a Competitive Advantage</i>, chapters 11–13.</p> <p>2. Participate in the <i>A Balancing Act</i> discussion forum.</p> <p>3. View the lecture video <i>Job Analysis</i> included in the course site.</p> <p>4. Participate in the <i>Executive Wages</i> discussion forum.</p> <p>5. Complete the "HR in Small Business: Changing the Pay Level at Eight Crossings" exercise at the end of chapter 11, in <i>Human Resource Management: Gaining a Competitive Advantage</i>. Write a two- to three-page paper answering the exercise questions and submit the paper in the provided dropbox included on the course site.</p>	10 10 100

	<ol style="list-style-type: none"> 6. Submit the Human Resources Roles and Impact Paper to the provided dropbox included on the course site. 7. Continue to work on the Human Resource Management Issue Presentation due in Unit Six. See the Major Assignment section for specific details on this assignment. 	100
SIX	<ol style="list-style-type: none"> 1. Read <i>Human Resource Management: Gaining a Competitive Advantage</i>, chapters 14–15. 2. Complete the Human Resources Management Issue Presentation by day four of Unit Six. See the Major Assignment section for specific details on the assignment. 3. Read case study #9 on page 420 of <i>Business Ethics: A Biblical Perspective</i>. Based on the collective learning in this class and your own developing HR management philosophies, answer the provided questions and submit them to the provided dropbox. 4. Complete the Different Generations Activity. Directions for this assignment are located in Moodle. 5. Read the following short articles: <ol style="list-style-type: none"> a. https://hbr.org/2015/02/what-to-do-when-your-colleague-comes-out-as-transgender b. http://www.hrc.org/resources/restroom-access-for-transgender-employees 6. Participate in the discussion forum about Transgender Employees. 7. Complete the online Student End-of-Course Survey. 	<p>100</p> <p>100</p> <p>100</p> <p>100</p> <p>10</p>

ORAL PRESENTATION EVALUATION

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

SUBTOTAL POINTS: _____

ORGANIZATION (for individual or group)

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

SUBTOTAL POINTS: _____

COMMENTS/SUGGESTIONS: _____

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:						
Total Points: _____ Final Grade: _____ (on a 100-point scale, calculate points x 2 for final grade)						

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

	Points Possible:	Points Earned:
<p>Initial Post</p> <ul style="list-style-type: none"> The initial response contains an original answer to the questions posted that demonstrates mastery of the class material. The initial response addresses each part of the prompt and adheres to the length requirement given. The 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. 	5	
<p>Responses to Others:</p> <ul style="list-style-type: none"> 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. 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. 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). 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. These peer responses must be posted by 11:59 pm Eastern Standard Time on day seven of the unit. 	4	
<p>Grammar and Spelling</p> <ul style="list-style-type: none"> All posts and responses should be free of grammatical or structural errors. "Text Speak" is not allowed. (For instance, capitalize the word "I" and spell out "you.") APA citations must be included for any quoted or paraphrased information from other sources. 	1	