

COM 401: Communication Capping (Fall 2008)

Course Packet

Description of Assignments

Individual Reflexive Memoranda (20%)

Assignment Description and Outcomes. You will write three memos (similar to journal entries) to reflect on what you learn in this course. You will also identify solutions to any individual or team problems that you encounter during course work. I will treat these memos as private correspondence between you and me. Be creative and feel free to express yourself; however, remain professional in your writing, be courteous, and show respect for others. Successful completion of this assignment constitutes achievement of Goals 1 and 4; and Objectives 1, 2, 5, and 6.

Refer to the reflexive writing guide contained in Appendix B for information about the format and writing style that I expect for these assignments. You may use an informal, creative, literary style of writing for your memos; however, you still must adhere to guidelines for effective writing (e.g., follow formal rules for grammar, spelling, and punctuation). Double space your memos to allow room for my comments and print out your entries on standard paper with one-inch margins. Each memo should be *at least two full* pages in length and follow a process that includes *description, elaboration, evaluation, and reflection*. Staple loose papers and submit entries in a folder.

Memo 1 should reflect on what you expect out of this course. *Describe* personal goals that you hope to achieve during this course. *Elaborate* on tangible steps you plan to take to achieve these goals. Identify any problems, questions, or concerns that you might expect to encounter. *Evaluate* these problems, questions, and concerns and offer suggestions about how you or I can resolve them. Finally, *reflect* on how you are *feeling* about this course (e.g., feelings toward the instructor and other students; ability to complete the course; expectations about the course).

Memo 2 should reflect on your mid-term progress in this course. *Describe* how you are progressing toward the personal goals that set for yourself at the beginning of this course. Also describe your project and how this project is fitting into your personal goals. *Elaborate* on any problems, questions, concerns, or success stories that have occurred since this course began, including teamwork. *Evaluate* these problems, questions, concerns, and successes and indicate how you are solving problems or building on successes. Finally, *reflect* on how you are *feeling* about this course.

Memo 3 will reflect on your experience in this course. *Describe* the goals that you achieved (refer back to Memo 1) and knowledge that you have gained during the course. *Elaborate* on how you gained this knowledge and identify unique experiences along the way. *Evaluate* this course, your performance in the course, classmate and teammate performance, instructor performance, etc. Suggest how the performance of you and others could be improved. Here, I would like you to briefly evaluate your performance and the performance of each member of your case analysis team. Finally, *reflect* on what this course meant to you. For instance, how will this course help you later in life?

Assessment Criteria. I will assess your work based upon your ability to complete the following tasks:

1. *Describe* goals (Memo 1), progress toward goals (Memo 2), and accomplishment of goals (Memo 3). 20%
2. *Elaborate* on description in each memo. Demonstrate your knowledge of theory and practice. 20%
3. *Evaluate* problems, concerns, successes; offer critical solutions to problems or ideas for improvement. 20%
4. *Reflect* on personal feelings, including moral or ethical issues you face in the course. 20%
5. *Write* effectively and express depth and substance (e.g., length, intellectual content). 20%

Teamwork

In this course, 60% of your final grade will be based on team projects. Teams will consist of students and the faculty member. As faculty member, I will serve as a facilitator and mentor on each team, providing guidance and direction as required. I have used a purposive sampling technique to assigned students to project teams. By this I mean that I have used my own judgment to create teams that are diversified in terms of academic concentrations and knowledge about this internal communication project. Diversity will help your team synthesize and integrate methods (Goal 2) and draw upon different sets of skills (Goal 3). Diversity among team members will also discourage “group think” and encourage you to share values and ideas that will help you make proper choices (Goals 1 and 3). Also, some students from last semester’s COM471 classes have unique knowledge of this project. It is important (and fair) to spread this knowledge base across several teams instead of concentrating this knowledge in one or a few teams.

Some of you may prefer to work with specific students. I will consider changes to team composition on a case-by-case basis during the first week of class. See me if you wish to change your assignment. I will consider requests if they are based on sound logic and all students in the class agree with the change. By Week 2 of the semester, each team must confirm its composition, designate a point of contact, and identify a phone number and e-mail address for this POC. The team’s POC will facilitate communication among different teams during the semester.

I have assigned readings (Engelberg & Wynn, 2003) that provide knowledge about working in teams, managing team activities, and dealing with teamwork problems. Please read this assignment carefully and refer to it during the semester. Finally, each student will submit a confidential peer evaluation at the end of the semester. This form will help students and faculty assess the following teamwork outcomes. Although I have not assigned numerical weights to these outcomes, I will consider peer evaluations when assessing individual participation grades and individual contributions to the team project:

1. Contribution to the group’s *task functions*.
2. Contribution to the group’s *maintenance functions*.
3. Contribution to effective and efficient *group process*.
4. *Readiness* to contribute.
5. *Willingness* to contribute.
6. *Ability* to contribute.
7. Ability to deal with *difficulties*.
8. Overall *effectiveness*.

Project Management (10%)

Assignment Description and Outcomes. In keeping with professional practice, teams will use a set of management tools to document their work and allocate time and other resources. These tools will include a project timeline, a midterm progress assessment, and meeting agendas and minutes. Teams will keep these materials in a binder, which I will review during the semester. Teams will submit the binder at the end of the semester, along with the final project. Successful completion of this assignment constitutes achievement of Goals 2 and 4; and Objectives 2, 3, 4, and 5.

Timeline. Each team will create and maintain a projected timeline for its project in a Wiki table that can be reviewed and commented on by your team members and members of all other teams. Teams must update their timelines at least once a week. Developing your proficiency in various types of online media supports achievement of Goal 4 and Objectives 3 and 4.

Assessment Criteria. This assessment for the timeline assignment will be based on:

1. Timeliness of weekly updates. 25%
2. Level of detail contained in the timeline. 25%
3. Extent of critical thinking and problem solving reflected in timeline. 25%
4. Professional appearance of the timeline and proficiency in using online media. 25%

Midterm Progress Assessment. Teams will prepare and deliver a 10-minute oral presentation when indicated on the syllabus to brief the faculty member and other teams on the progress your team is making toward planning and execution of your final project. This briefing should address the major components of your [final project](#) (explained below). Follow guidelines and adhere to the speech evaluation form contained in the final exam course packet in the course eLearning Web site for this assignment. Each team is encouraged to use some form of presentation media (e.g., PowerPoint) to support your briefing. Delivery of this midterm assessment supports achievement of Goals 2 and 4 and Objectives 2 and 4.

Assessment Criteria. I will use a speech evaluation form developed by Lucas (2004) to assess delivery of your midterm progress report. This form and guidelines for effective oral presentations are available in the final exam course packet on the eLearning course Web site. See me if you need additional information or clarification about these guidelines.

1. Introduction (attention getter, credibility, preview, introduction of team, etc.). 20%
2. Body of presentation (organization, use of supporting facts and figures, etc.). 20%
3. Conclusion (reinforced central points, vivid ending, etc.). 20%
4. Delivery (verbal and nonverbal communication, presentation materials, tactics, etc.). 20%
5. Overall quality of presentation (held interest of audience, delivered within time limit, etc.). 20%

Meeting Agendas and Minutes. Each team will maintain a record of agendas and minutes for team meetings that are held in lieu of classroom meetings. When noted in the course schedule section of the syllabus, you must provide a meeting agenda to each member of your team (including the instructor) at least 24 hours prior to a team meeting that is held in place of a classroom meeting. Agendas should identify, at a minimum, the time and place of the meeting; roles (e.g., facilitator, timekeeper, note taker); attendees; requirements for the meeting (e.g., materials to bring, actions to complete); and agenda topics. Students should rotate roles for each meeting so that everyone can gain experience. Also, next to each agenda topic, you need to identify who will be responsible for the topic (e.g., lead a discussion, present a report) and the specific length of time you will allocate for this topic. Failure to provide an agenda could constitute an “absence” from a required classroom meeting in my records. Agendas for other team meetings that you hold on your own are optional (but recommended). Using the agenda wizard in Microsoft Word will simplify your development of such agendas. See the “Admin” course packet in our eLearning Web site for instructions about using this agenda wizard.

After a team meeting held in lieu of a classroom meeting, each team must record minutes of the meeting. Reports of minutes should be written in narrative format and document time and place of meetings, attendance by team members, summary of items discussed, future actions required, and time and place of the next meeting. The Microsoft Word agenda wizard gives you an option to print out a notes form to help you prepare minutes. See the Microsoft Word agenda wizard instructions handout in the “Supplementals” folder and the “Meeting Tips” link under “Course Tools” on our iLearn course Web site for guidelines about creating these documents.

Project Management Binder. Teams will maintain current, printed copies of their timelines, meeting agendas, and meeting minutes throughout the semester. I will periodically review these materials. Each team will submit its project management binder when indicated on the course schedule. Preparation of this project binder supports achievement of supports achievement of Goals 2, 3, and 4; and Objective 2, 4, and 5.

Assessment Criteria. This assessment for the project management binder assignment will be based on:

1. Completeness of the agendas and minutes for each team meeting. 20%
2. Proper formatting of agendas and minutes. 20%
3. Quality of information, time management, and presentation media reflected in midterm report. 20%
4. Evidence of effective management and coordination with other teams. 20%
5. Professional appearance of the project management binder. 20%

Final Team Project (40%)

Assignment Description and Outcomes. The goals of the Core/LS Program are to develop values awareness, hone writing skills, acquire familiarity with the ideas and methodologies of several disciplines, and to be able to synthesize the insights and methods from various disciplines. The goal of this assignment is to have you demonstrate all four of these competencies. This final project in this course requires teams to develop and execute elements of a strategic communication plan that is designed to improve internal communications among audiences in the Marist College community (administration, staff, faculty, athletic department, students, alumni and surrounding community). I want to stress up front that this is not a *public relations* project. This is a *strategic communication* project that will require proficiency in Core/Liberal Studies competencies and in your communication major. Therefore, all majors are on equal footing in this class and must contribute equally to the team project. To complete this project, you will need to integrate knowledge and skills that each team member has acquired at Marist through various academic concentrations (e.g., journalism, public relations/organizational communication, radio/television/film, interactive media, advertising, international and sports communication, communication studies). Teams must also integrate and coordinate their efforts with other teams. Teams will submit the final project, written in APA style, in a professional binder or portfolio suitable for presentation to a prospective employer. Successful completion of this assignment constitutes achievement of Goals 1-4 and Objectives 1-6.

Background. This project builds on preliminary communication plans developed in spring 2008 by students in COM471-Public Relations Case Studies classes and the Marist Office of Academic Technology. These plans are available for your review in the iLearn case folder under “Resources” on our iLearn Web site. COM471 students have already identified the following high-priority audiences: undergraduate students, graduate students, prospective and incoming students, administration, faculty, staff, information technology. Based on an analysis of these strategic audiences, COM 471 students developed several recommendations to promote awareness of the transition to iLearn and provide information that will reduce confusion and encourage cooperation in the transition from eLearning.

Tasks. During the first week of class, teams will be assigned responsibility for conducting research needed to update the COM471 plans. Teams will then execute recommended actions in these plans. We will discuss in class how to assign responsibilities for managing this project to student teams in *two* sections of this class, so come to class prepared to present your ideas about how to complete this process. If teams cannot agree on the process for assigning areas responsibility for this project, I will assign responsibility. Teams must then complete the following tasks:

1. Review existing plans and other background materials from spring 2008 COM471 classes. Conduct additional research and outside readings to update these plans.
2. Develop a strategic communication plan that analyzes your assigned area of responsibility for this project and provides recommendations that will achieve the following goals. Each team will develop quantifiable measures for each of these goals:
 - a. Promote [specific level of] awareness among Marist’s strategic publics of the transition from eLearning to iLearn.
 - b. Provide information through strategic information tactics, including special events [according to a specific timeline].
 - c. Reduce confusion, overcome potential resistance, and encourage adoption of the iLearn course management system [by a specific level].
3. Your plan should consider, at a minimum, recommendations in the COM471 papers. Your team should also try to develop additional recommendations that update and improve these plans. Coordinate your plans with appropriate Marist College officials. Also coordinate with other teams any aspects of your plan that overlap with areas assigned to other teams. This plan should be written in the format contained in Barbato and Furlich (2000), located in the “Readings” folder of our iLearn Web site. See Appendix C for the final project format for this assignment.
4. Submit a draft plan by mid-semester (sections 1-7 of the plan, as described in Appendix C). Meet with instructor to discuss the contents of this plan. Using feedback from the instructor, modify the plan and begin to implement action. Again, coordinate your plans with appropriate Marist College officials and coordinate with other teams any aspects of your plan that overlap with areas assigned to other teams.
5. Deliver a midterm progress report and make improvements to your plan as necessary.
6. Complete implementation of your plan and allow sufficient time to *evaluate* and report your results.

7. Draft your final project report, which must include a report of results and a conclusion. The results section must include a **formal** evaluation of your outcomes (degree to which you achieved your goals).
8. Submit your plan in a professional-looking binder or portfolio by the date indicated on the syllabus.

Assessment Criteria. Assessment of the final project will be based on the rubric found in Appendix D. This rubric consists of the following criteria:

1. Front pieces (cover, table of contents, executive summary, introduction, situation description). 20%
2. Strategic program description. 20%
3. Resources, evaluation of results, conclusion. 20%
4. Integration of theory and critical thinking. 20%
5. Professional writing and appearance. 20%

Final Exam (10%)

Assignment Description and Outcomes. A final exam will test your ability to report the outcomes of your communication project. The exam will consist of a 10- to 15-minute formal presentation of your team's final project. Speakers should dress appropriately and distribute speaking roles evenly among team members. This presentation should incorporate a variety of presentation media and follow the guidelines and criteria for public presentations that you learned in COM 101 – Public Presentations (or similar public presentation courses at other colleges or universities). Inform me of your audio-visual presentation needs by the beginning of the last week of class. Successful completion of this assignment constitutes achievement of Goals 2, 3, and 4; and Objectives 1, 2, 4, and 5.

Assessment Criteria. I will use a speech evaluation form developed by Lucas (2004) to assess delivery of your final presentation. This form and guidelines for effective oral presentations are available in the final exam course packet on the eLearning course Web site. See me if you need additional information or clarification about these guidelines.

1. Introduction (attention getter, credibility, preview, introduction of team, etc.). 20%
2. Body of presentation (organization, use of supporting facts and figures, etc.). 20%
3. Conclusion (reinforced central points, vivid ending, etc.). 20%
4. Delivery (verbal and nonverbal communication, presentation materials, tactics, etc.). 20%
5. Overall quality of presentation (held interest of audience, delivered within time limit, etc.). 20%

Participation (20%)

Description and Outcomes. To participate fully in this course you must engage actively in critical thinking, attend class and team meetings, and contribute to class and teamwork on a regular basis. I will begin and end class promptly. Once class begins, I expect your full attention and *active* participation (e.g., asking or responding to questions, volunteering information). I will add points to your grade if you volunteer for activities, lead discussions, or contribute actively. If you are late for class, disrupt class, are inattentive in class, or are absent without an authorized excuse (as described in the **Attendance** section), I will deduct points from your grade. I will also ask each of you to evaluate your work and the work of teammates. I will consider peer evaluations when I assign participation grades. Teams will also provide informal status reports and discuss projects during periodic team and classroom meetings. These reports are meant to prompt class discussion and will count toward individual course participation grades.

Assessment Criteria. I will use the following criteria to assess individual participation. It is not reasonable to document each action for every student. Therefore, I will rely on my general observations and sense of judgment when making these assessments. I will calculate a raw score and compare it with scores for other students in the class to determine the final participation grade:

1. In attendance at class or team meeting; volunteering information or services of added value: +2 (or more)
2. In attendance at a class or team meeting and actively participating: +1
3. In attendance at a class or team meeting but not actively participating: 0
4. Disrupting class (e.g., cell phone, sleeping, disrespectful behavior): -1 (or more)
5. Late to class or departing early without permission: -1
6. Absent from class or team meeting: -2 (Repeated absences may result in F for participation or course.)

APPENDIX A

COURSE WRITING GUIDE

Read the following guidelines and follow them *carefully* when writing your paper! Content is important. However, I will also judge your use of style, grammar, organization, and other elements of writing.

1. Organization is one of the most important aspects of writing. A good paper always begins with an introduction, transitions smoothly to your main points, and ends with a summary.
2. Style, grammar, punctuation and other elements of formal writing are also important. Use a style manual (e.g., APA, AP, MLA, Chicago) and a grammar book when writing. A style sample is attached. I also recommend using writing guides such as *A Plain English Handbook*, published by the U.S. Securities and Exchange Commission (available at www.sec.gov/pdf/handbook.pdf).
3. Appearance is important. Type and print papers *neatly*, using double-spaced lines and one-inch margins. Use a *professional-looking*, 11- or 12-point font that is easy on the eye (e.g. Times New Roman). Include a cover sheet identifying your assignment name and title, course name, your name, and date. Include a header with your name, course name and assignment, page number, and other vital information at the top in the right-hand corner of *each* page. Use left-hand justification (right edge is “ragged”). Staple your paper once in the upper-left-hand corner. *Do not put the paper in a folder and do not paper clip or “dog ear” the pages.*
4. Manage your time and resources wisely. Type your paper on a computer and keep *a backup copy at all times*. Write your paper at least three days before it is due. Proof read it carefully before printing a final draft. Complete a careful spell check (both electronically *and* visually) before submitting your paper. Computer and printer problems, lost or corrupted disks, and other technical problems are poor excuses for late papers. Keep a copy of your corrected paper for later review.
5. Form good writing habits. For example:
 - a. Use an active writing style. Use strong verbs and avoid verbose sentences.
 - b. Avoid long sentences. Limit sentence length to between two and three lines.
 - c. Avoid long paragraphs. Start a new paragraph when transitioning to a new idea or speaker.
 - d. Develop a draft of your work from an outline. Build your paragraphs to follow the outline.
6. Properly cite ideas and materials that are not your own. See the syllabus for a policy on academic honesty. Plagiarizing, quoting, or paraphrasing information (including information from the World Wide Web) without proper citation could result in a failing grade for an assignment or for this course. For instance:
 - a. Differentiate your views from those of other people.
 - b. If you use published sources, cite them in the text and include them in a reference list on a separate page at the end of the paper. You must include in your reference list any work by others that you mention in your paper. Your reference format is to be double-spaced and strictly in accordance with an approved style manual. See the attached sample, which is single-spaced for the sake of brevity.
7. See me for guidance and advice, whenever necessary, during office hours or by appointment.

Sample Citations Using American Psychological Association (APA) Style¹

Reference Citations in Text

One Work by One Author: In one study, Rogers (1995) compared reaction times to other variables. In a recent study (Smith, 2001) confirmed the findings of this study.

One Work by Multiple Authors: A recent study by Smith and Rogers (2000) cited evidence of life on other planets. Other scholars (Jones & Patella, 2001) refuted the study.

Use Page Numbers When Citing Specific Quotations or Material: A recent study by Smith and Rogers (2000) cited evidence of life on other planets. Many scholars refuted the study. For instance, one study claimed, “the belief that there is life on other planets is a myth” (Jones & Patella, p. 244).

Personal Communication (e-mail, discussions, conversations, etc.): Roger Dearing (personal communication, September 1, 2001) stated his belief that “there is no life on other planets.” *Note: Follow journalistic style for quoting sources when writing a news release, op-ed piece, letter to the editor, proposal, transcript of an interview, or other public relations, journalism, or marketing product.*

General Forms for Reference List

Periodical:

Author, A. B., Author, C. D., & Author, E. F. (2001, xxxxx). Title of article. *Title of Periodical*, xx, xxxxx. (Note: include day, week, or month; volume numbers; etc.; followed by page numbers.)

Example:

Smith, M. I. (2001, August 27). Rules on style. *Newsweek*, 56-57.

Nonperiodical:

Author, A. A. (1994). *Title of work*. Location: Publisher.

Example:

Dewey, J. (1927). *The public and its problems*. Chicago: Swallow.

Part of a nonperiodical (e.g., book chapter):

Author, B. C. (2000). Title of chapter. In A. B. Editor & D. E. Coeditor (Eds.), *Title of book* (pp. xx-xxx). Location: Publisher.

Example:

Grunig, L. A., Grunig, J. E., & Ehling, W. P. (1992). What is an effective organization? In J. E. Grunig (Ed.), *Excellence in public relations and communication management* (pp. 65-90). Hillsdale, NJ: Erlbaum.

¹ This is a brief list adapted from The Publication Manual of the American Psychological Association (Fifth Edition) (1999). See the APA publication manual for more detailed guidance.

Appendix B

Marist College
School of Communication & the Arts

Mark A. Van Dyke, Associate Professor
August 28, 2006

Reflexive Memo Writing Guide

There are many benefits to journal or reflexive memo writing. Writing reflexively helps build a record of experiences, makes a cognitive and emotional connection between learning and practice, and requires writers to take time out to reflect on life experiences – which often relieves stress. This type of writing creates unique opportunities for students. These opportunities include:

- Thinking critically and writing reflexively about individual and group learning experiences.
- Recording information and thoughts that enrich the learning experience.
- Building a record that contributes to course projects and a professional resume.

Students may write in essay format or in a more relaxed, narrative style – whichever is most comfortable. However, when writing, do more than simply construct a list of activities. Instead, perform the following actions each time you write a reflexive memo:

1. *Describe.* Describe learning activities and explain professional terms, practices, or processes associated with those activities.
2. *Elaborate.* Move beyond simple descriptions. Identify outcomes and lessons learned from activities. What was the end result of your work? Give examples.
3. *Evaluate.* Assess quality of work, lessons learned, and progress toward goals. Are you and your classmates or teammates performing as expected? Why or why not? How can you or others improve? What next?
4. *Reflect.* Dig deep and write reflexively about feelings. How do you relate to fellow students, teachers, mentors, and your learning activities and outcomes? In other words, how do you affect and how are you affected by your surrounding environment?

Refer to the following links for additional Web-based information on journaling or reflexive writing:

- <http://www.writingthejourney.com/>
- <http://www.journal-writing.com/experiences.htm>
- <http://www.journalforyou.com/>

Appendix C

Final Project -- Strategic Communication Plan Format

The format for the final project plan in this course will follow guidelines contained in Barbato and Furlich (2000) (see eLearning readings course packet). Keep in mind, your final report will be more than a communication proposal – you will actually attempt to carry out some of your recommendations. Therefore, your final report will include a section dedicated to results of your project. Include the following sections in your final report (all pages except Table of Contents will be double-spaced):

1. Cover Page (1 page): Identify title of paper, authors, college, date (in APA format).
2. Table of Contents (1 page): List main headings or sections, including appendices, by page.
3. Executive Summary (1-2 pages): Summarize your entire project in a page or two, with one or two sentences dedicated to each main section.
4. Introduction (1 page): Identify team members and your reasons for carrying out this project. Explain briefly how your professional interests, expertise and talents qualify you to analyze and implement your strategic communication plan.
5. Situation Description (1 page). Describe the situation (e.g., background and current state of Marist's communication program for the transition to iLearn). Identify the organization (Marist), its internal publics, interests and values of these publics, ethical considerations (e.g., need to manage information in a way that protects security and privacy), and outcomes or potential impacts of Marist's change in course management systems. Explain why transitioning to iLearn is important or unique. Focus this section on your assigned area or audience for this project.
6. Strategic Program Description (2-3 pages): Explain how you propose to carry out your plan. Include subsections that describe your overall strategy; *measurable* (e.g., quantifiable) goals and objectives that you hope to accomplish; and the messages, tactics, audiences, and communication channels that you will use. Also explain how you will evaluate your outcomes (e.g., to what extent have you achieved your goals and objectives). Support your description with citations from academic literature that demonstrate your ability to apply theory to practice.
7. Resources (1 page): Describe the resources that needed to implement your plan (e.g., manpower, hours of labor, materials, budget). You may express this information in tabular format.
8. Evaluation of Results (2-3 pages): Report results of your project and evaluate to what extent these results met your original goals and objectives. Base your evaluation on credible research, analysis, and application of concepts learned in your courses at Marist (*not* on personal opinion or conjecture).
9. Conclusion (1-2 pages): Summarize your results, offer lessons learned from this project, and make additional recommendations that Marist could implement in the future. Support your conclusions and recommendations with citations from academic literature that demonstrate your ability to apply theory to practice.
10. Appendices (Optional): Use appendices to expand on or explain material from the main sections of your paper (e.g., reference list). This section will not count toward the overall length of your paper.

Appendix D

COM401-Communication Capstone Assessment of Student Project-Related Core/Liberal Studies Learning Outcomes Grading Rubric

Section:

Instructor: Mark Van Dyke

Date:

Topic: Transition to iLearn

Quality Point Conversions: A =4.0 (93-100), A-=3.7 (90-93), B+=3.3 (87-90), B=3.0 (83-87), B-=2.7 (80-83), C+=2.3 (77-80), C=2.0 (73-77), C-=1.7 (70-73), D+=1.3 (67-70), D=1.0 (60-67), F=0 (below 60)

Quality Points →	Unsatisfactory 1	Satisfactory 2	Above Satisfactory 3	Mastery 4	Score
Core/LS Competency Item ↓	Demonstrates Core/LS competencies at a less than satisfactory level.	Demonstrates Core /LS competencies at a satisfactory level.	Demonstrates Core /LS competencies at satisfactory and above satisfactory levels.	Demonstrates mastery of Core /LS competencies.	
A. Identifies and defines the communication problem from a variety of disciplines.	Fails to accurately identify and define the problem using any of the disciplines taught in the Core/LS Program.	Accurately identifies and defines the problem in at least half of the sources using disciplines taught in the Core/LS Program.	Accurately identifies and defines the problem in most of the sources using disciplines taught in the Core/LS Program.	Accurately identifies and defines the problem in all of the sources using disciplines taught in the Core/LS Program.	
B. Identifies and describes the values that underlie various positions on the communication problem.	Fails to identify and describe the values that underlie each of the positions on the communication problem.	Adequately identifies and describes the values that underlie most positions on the communication problem.	Clearly identifies and describes the values that underlie most of positions on the communication problem.	Clearly identifies and describes the values that underlie all of the positions on the communication problem.	
C. Synthesizes and reveals awareness of the strengths and limitations of potential solutions to the problem.	Fails to synthesize or critique any of the potential solutions to the problem.	Provides a basic synthesis and critique of the potential solutions to the problem.	Provides a clear synthesis and thoughtful critique of most of the potential solutions to the problem.	Provides an excellent synthesis and thoughtful critique of all of the potential solutions to the problem.	
D. Articulates the team's position on the communication problem, making values explicit.	Fails to articulate team's position on the issue or make team's values explicit.	Articulates a brief and simple explanation of team's values on the issue.	Articulates a clear and informed explanation of team's position on the issue.	Articulates a clear and sophisticated explanation of team's position and values on the issue.	
E. Well organized and written.	Organization, grammar, and writing style interfere with the reader's ability to understand the ideas presented.	Organization, grammar, and writing style are adequate for the reader to grasp the ideas presented.	Organization, grammar, and writing style allow the reader to easily understand the ideas presented.	Organization, grammar, and writing style enhance the reader's ability to understand the ideas presented; a pleasurable reading experience.	

Comments:

COM401-Communication Capstone Final Project Assessment Checklist

Item	Y	N	Core/LS Item	Comments
Front Pieces of Report (20%)				
• Are cover page and table of contents clearly organized, in proper format?			E	
• Does executive summary address all sections and provide sufficient detail for an executive to understand contents?			A through E	
• Does introduction establish credibility and values of the team?			B	
• Shows how team integrates ideas, skills from a variety of disciplines?			A	
• Situation description provides sufficient background information?			E	
Strategic Program Description (20%)				
<i>Did the team use research to:</i>				
• Address communication problems and opportunities?			C	
• Identify key publics in prioritized order?			A	
• Identify publics' values, interests, issues, and needs?			D	
<i>Does this plan:</i>				
• Articulate realistic, achievable, and quantifiable goals and objectives?			C, D	
• Identify publics, messages, tactics, and communication channels?			A, C, D	
• Demonstrate fluency in choice of communication media and tactics?			A	
• Consider moral issues and link actions with need and values of publics?			B	
Resources, Evaluation of Results, and Conclusion (20%)				
• Are resources reasonable and well thought out?			D	
• Are methods of evaluation credible and backed by facts?			A, C, D	
• To what extent were goals and objectives accomplished?			A through E	
• Could the remaining goals be accomplished within reason?			A through E	
• Does conclusion offer adequate summary of plan and results?			C, D	
• Did plan incorporate appropriate media channels and tactics?			A, C, D	
• Does conclusion propose credible and innovative ideas to solve the problem and identify associated costs and benefits?			A, C, D	
Integration of Theory and Critical Thinking (20%)				
• To what extent does report integrate and cite academic concepts?			A	
• Do plan and results demonstrate ability to apply theory to practice?			A	
<i>Does project reflect critical thinking, problem-solving ability based on:</i>				
• Active, intelligent thinking that explores the situation?			A, C, D	
• Viewing situation from different perspectives?			A	
• Asking and answering relevant questions?			A	
• Independent thinking that arrives at thoughtful conclusions?			A	
• Using valid reasons and evidence to support views?			A, C, D	
• Clearly organized discussion of ideas?			A, E	
Professional Writing and Appearance (20%)				
• Good organization, structure, formatting?			E	
• Correct spelling, punctuation, and grammar?			E	
• Proper APA style?			E	
• Clear and concise?			E	
• Active (versus passive) voice?			E	
• Professional-looking binder and appearance?			E	