Middlesex Community College
Department of Business Administration
BUS 110 Introduction to Business
Professor: Dr. J. W. Dottin
Spring 2016

BUSINESS LEADERSHIP RESEARCH PROJECT RUBRIC

Research Project Evaluative Categories Rubric	Grade 90 – 100 %	Grade 80 – 89 %	Grade 70 – 79 %	Grade 60 – 69 %	Grade 0 – 59 %
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	No specific position (perspective, thesis/hypothesis) is stated.
Explanation of leadership principles	Leadership principles to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Leadership principles to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Leadership principles to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Leadership principles to be considered critically is stated without clarification or description.	Leadership principles to be considered critically is not stated with clarification or description.
Evidence (Selecting and using information to investigate a point of view or conclusion)	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Information is not taken from source(s) with any interpretation/evaluation.
Application of Ethical Perspectives/Concepts	Independently applies ethical perspectives/ concepts to an issue or topic accurately by way of well-reasoned justification and considers implications of the application with a high degree of probability.	Applies ethical perspectives /concepts to an issue or topic accurately by way of well-reasoned justification with some evidence of consideration of additional probable implications	Identifies ethical perspectives /concepts regarding an issue or topic independently and by way of justification, but does so with incomplete and/or inaccurate evidence	Identifies ethical perspective /concepts regarding an issue or topic with support (e.g., using examples, in class, in a group, or a fixed-choice setting) but is unable to do so independently	No ethical perspective /concepts regarding an issue or topic is identified

Middlesex Community College
Department of Business Administration
BUS 110 Introduction to Business
Professor: Dr. J. W. Dottin
Spring 2016

BUSINESS LEADERSHIP RESEARCH PROJECT RUBRIC

Research Project Evaluative Categories Rubric	Grade 90 – 100 %	Grade 80 – 89 %	Grade 70 – 79 %	Grade 60 – 69 %	Grade 0 – 59 %
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	No conclusion is stated or tied to information discussed
Format	Topic covers 5 - 10 pages, doubled spaced, 12 pt.), APA Title Page, Abstract and References	Topic covers 5 to 10 pages, doubled spaced, 12 pt.), APA Title Page, Abstract and References	Topic covers 5 – 10 pages, doubled spaced, 12 pt.), APA Title Page, Abstract and References	Topic covers 5 full pages, doubled spaced, 12 pt.), APA Title Page, Abstract and References	Topic covers less than 5 full pages, doubled spaced, 12 pt.), APA Title Page, Abstract and References
Organization	Depth and coherence in conveying ones understanding of the topic	Good use coherently conveying ones understanding of the topic	Coherence in adequately understanding of the topic	Lack of coherence in understanding the topic	Inadequate coherence in understanding the topic
Content	An exemplary use of at least five leadership principles and relating them to course content, personal goals and career	A good use of at least five leadership principles and relating them to course content, personal goals and career	An acceptable use of at least five leadership principles and relating them to course content, personal goals and career	Unacceptable use of less than five leadership principles and relating them to course content, personal goals and career	Lack of five leadership principles and relating them to course content, personal goals and career
Syntax/Mechanics	Exceptional Clarity in writing, spelling & APA Format documentation	Clarity in writing, spelling & APA Format documentation	Lack clarity in writing, spelling & APA Format documentation	Lack clarity in writing, spelling & APA Format documentation	Lack clarity in writing, spelling & APA Format documentation

Middlesex Community College
Department of Business Administration
BUS 110 Introduction to Business
Professor: Dr. J. W. Dottin
Spring 2016

BUSINESS LEADERSHIP RESEARCH PROJECT RUBRIC

APA Style Format	References and in-text citations are included, appropriate and formatted correctly. The majority of the content is created by the student.	References and in-text citations are included, appropriate and formatted correctly. An adequate amount of the content is created by the student.	Either References and/or in-text citations are formatted incorrectly or too much of content quoted or paraphrased, resulting in little original work.	References and/or in-text citations are included, but are formatted incorrectly.	There are no resources cited.