

SPE 321—Small Group and Team Communication
Final Group Project—Paper Rubric
Due on the Last Day of Class
Worth 300 Points

Content (250 of 300 points)

Part I: Explaining the Observed Group and Observation Patterns (25 points possible)

- Explaining the Observed Group (15 points possible)
 - Group information, including its purpose and roles, is explained. Details, including examples and vivid descriptions, are used in a way that helps the group “come alive” for the reader (i.e., description allows reader to understand the group enough to totally follow the forthcoming analysis). 15 points _____
 - Group information, including its purpose and roles, is explained. Details are present, but, due to a lack of vividness, it is hard for the reader to understand every detail of the group. 10-14 points _____
 - The group information is explained, though purpose **or** roles is not fully explained. Details are present and help the reader understand the group. 6-9 points _____
 - Group information, including purpose and roles, is explained, but very superficially (i.e., details are severely lacking, which makes it hard to follow the forthcoming analysis). 2-5 points _____
 - Group information not given. Assignment objective not met. 0 points _____
- Explaining the Observation Patterns (10 points possible)
 - Observation patterns, including information on how the group was chosen, where the observations took place, when the observations took place, and information on who observed when is presented. 10 points _____
 - Some observation pattern information (listed above) is present, but some is missing. 2-8 points, depending on how much information is given. _____
 - No observation information given. Assignment objective not met. 0 points _____

Part II: Analyzing How the Group Converses (45 points possible)

- Explanation of Conversation Analysis Principles (21 points possible)
 - Three conversation analysis concepts are discussed correctly and completely, such that someone who is unfamiliar with the idea could follow along; an outside academic source is incorporated into the discussion; correct APA documentation is used where needed. 21 points
 - CA concept 1 is addressed correctly and completely, such that someone who is unfamiliar with the idea could follow along; an outside academic source is incorporated into the discussion. 6 points _____
 - CA concept 2 is addressed correctly and completely, such that someone who is unfamiliar with the idea could follow along; an outside academic source is incorporated into the discussion. 6 points _____
 - CA concept 3 is addressed correctly and completely, such that someone who is unfamiliar with the idea could follow along; an outside academic source is incorporated into the discussion. 6 points _____
 - Correct APA format is used throughout the section. 3 points _____
 - Three conversation analysis concepts are discussed correctly and completely, but someone unfamiliar with the concepts could have a hard time following along. Correct APA documentation is used where needed. 10-20 points _____
 - CA concept 1 score: _____
 - CA concept 2 score: _____
 - CA concept 3 score: _____
 - APA format score: _____
 - Three conversation analysis concepts are discussed, but the discussions are incorrect and/or incomplete; or, academic sources not used. APA documentation may or may not be used. 2-8 points.
 - CA concept 1 score: _____
 - CA concept 2 score: _____
 - CA concept 3 score: _____

- APA format score: _____
- Conversation analysis discussion not present or completely wrong—assignment objective not met. 0 points _____
- Analysis of Conversation Patterns (24 points possible)
 - The three conversation analysis principles are used to *analyze* the conversations in the group; the analysis helps the readers make better sense of the observations and how the CA concepts relate to it.
 - CA concept 1 analysis score (8 possible): _____
 - CA concept 2 analysis score (8 possible): _____
 - CA concept 3 analysis score (8 possible): _____
 - Thorough application/analysis of theory/concept as it relates to the example, though the analysis' depth is not as strong as the 24 point one, leaving certain parts of the observations/analysis a bit unclear to the reader. (10-22 points)
 - CA concept 1 analysis score: _____
 - CA concept 2 analysis score: _____
 - CA concept 3 analysis score: _____
 - Very detailed explanation, but not analytical. (5-9 points)
 - CA concept 1 analysis score: _____
 - CA concept 2 analysis score: _____
 - CA concept 3 analysis score: _____
 - Analysis not present or completely wrong—assignment objective not met. 0 points _____

Part III: Analyzing What the Group Does Well (40 points possible)

- Explanation of Positive Aspects of Group Communication (20 points possible)
 - Two group communication concepts that the group does well are discussed correctly and completely, such that someone who is unfamiliar with the idea could follow along; an outside academic source is incorporated into the discussion; correct APA documentation is used where needed. 20 points
 - Positive group communication concept 1 is addressed correctly and completely, such that someone who is unfamiliar with the idea could follow along; an outside academic source is incorporated into the discussion. 8 points _____
 - Positive group communication concept 2 is addressed correctly and completely, such that someone who is unfamiliar with the idea could follow along; an outside academic source is incorporated into the discussion. 8 points _____
 - Correct APA format is used throughout the section. 4 points _____
 - Two group communication concepts that the group does well are discussed correctly and completely, but someone unfamiliar with the concepts could have a hard time following along. Correct APA documentation is used where needed. 10-18 points _____
 - Positive group communication concept 1 score: _____
 - Positive group communication concept 2 score: _____
 - APA format score: _____
 - Two group communication concepts that the group does well are discussed, but the discussions are incorrect and/or incomplete; or, academic sources not used. APA documentation may or may not be used. 2-8 points.
 - Positive group communication concept 1 score: _____
 - Positive group communication concept 2 score: _____
 - APA format score: _____
 - Positive group communication discussion not present or completely wrong—assignment objective not met. 0 points _____
- Analysis of Positive Group Communication Patterns (20 points possible)

- Two group communication concepts are used to *analyze* how the group communicates well; the analysis helps the readers make better sense of the observations and how the course concepts relate to it.
 - Positive group communication concept 1 analysis score (10 possible): _____
 - Positive group communication concept 2 analysis score (10 possible): _____
- Thorough application/analysis of theory/concept as it relates to the example, though the analysis' depth is not as strong as the 20 point one, leaving certain parts of the observations/analysis a bit unclear to the reader. (8-18 points)
 - Positive group communication concept 1 analysis score: _____
 - Positive group communication concept 2 analysis score: _____
- Very detailed explanation, but not analytical. (3-7 points)
 - Positive group communication concept 1 analysis score: _____
 - Positive group communication concept 2 analysis score: _____
- Analysis not present or completely wrong—assignment objective not met. 0 points _____

Part IV: Analyzing What the Group Needs to Improve (40 points possible)

- Explanation of Aspects of Group Communication that Need Improvement (20 points possible)
 - Two group communication concepts that the group needs to improve are discussed correctly and completely, such that someone who is unfamiliar with the idea could follow along; an outside academic source is incorporated into the discussion; correct APA documentation is used where needed. 20 points
 - “Needs to improve” group communication concept 1 is addressed correctly and completely, such that someone who is unfamiliar with the idea could follow along; an outside academic source is incorporated into the discussion. 8 points _____
 - “Needs to improve” group communication concept 2 is addressed correctly and completely, such that someone who is unfamiliar with the idea could follow along; an outside academic source is incorporated into the discussion. 8 points _____
 - Correct APA format is used throughout the section. 4 points _____
 - Two group communication concepts that the group needs to improve are discussed correctly and completely, but someone unfamiliar with the concepts could have a hard time following along. Correct APA documentation is used where needed. 10-18 points _____
 - “Needs to improve” group communication concept 1 score: _____
 - “Needs to improve” group communication concept 2 score: _____
 - APA format score: _____
 - Two group communication concepts that the group needs to improve are discussed, but the discussions are incorrect and/or incomplete; or, academic sources not used. APA documentation may or may not be used. 2-8 points.
 - “Needs to improve” concept 1 score: _____
 - “Needs to improve” concept 2 score: _____
 - APA format score: _____
 - “Needs to improve” group communication discussion not present or completely wrong—assignment objective not met. 0 points _____
- Analysis of Aspects of Group Communication that Need Improvement (20 points possible)
 - Two group communication concepts are used to *analyze* how the group needs to work on their communication; the analysis helps the readers make better sense of the observations and how the course concepts relate to it.
 - “Needs improvement” group communication concept 1 analysis score (10 possible): _____
 - “Needs improvement” group communication concept 2 analysis score (10 possible): _____
 - Thorough application/analysis of theory/concept as it relates to the example, though the analysis' depth is not as strong as the 20 point one, leaving certain parts of the observations/analysis a bit unclear to the reader. (8-18 points)

- “Needs improvement” group communication concept 1 analysis score: _____
- “Needs improvement” group communication concept 2 analysis score: _____
- Very detailed explanation, but not analytical. (3-7 points)
 - “Needs improvement” group communication concept 1 analysis score: _____
 - “Needs improvement” group communication concept 2 analysis score: _____
- Analysis not present or completely wrong—assignment objective not met. 0 points _____

Part V: Proposing Solutions (100 points possible)

- Creative Solution Section (60 points possible)
 - Based on the analysis of the positive and not-so-positive aspects of the group’s communication, solutions are provided that use the positive aspects of the group’s communication to address and help deal with the not-so-positives aspects. The solution is creative and workable. 60 points _____
 - Based on the analysis of the positive and not-so-positive aspects of the group’s communication, solutions are provided that use the positive aspects of the group’s communication to address and help deal with the not-so-positive aspects. The solution is workable; however, it is somewhat obvious/not as creative as the full credit idea. 40-55 points. _____
 - Solutions are offered (of varying creativity, with the less creative ones scoring fewer points); however, the solutions, while addressing the not-so-positive aspects of the group’s communication, do not really incorporate in what the group does well and use the strengths to help come up with workable solutions. 20-38 points _____
 - The solutions offered do not illustrate creativity or critical thinking, nor do they address the strengths of the group’s communication; very superficial ideas. 8-15 points. _____
 - No solutions offered or solutions are totally wrong—assignment objective not met. 0 points _____
- Solution Rationale Section (40 points possible)
 - The ways in which the proposed solution(s) will benefit the group are clearly addressed; the authors offer clear examples of the ways in which the proposed solutions will mediate the issues facing the group. The authors show why their solutions are the best way to help with the issues facing the group, including showing how the strengths of the group really illustrate why the solution works. (While it is not required, the authors may address a timeline of how long it will take for the solution to work.) 40 points _____
 - The ways in which the proposed solution(s) will benefit the group are clearly addressed, though they may not be as clear as the 40 point ones; the authors offer examples of the ways in which the proposed solutions will mediate the issues facing the group, though the examples may not be as strong as the 40 point ones. The authors show how the strengths of the group really illustrate why the solution works. (While it is not required, the authors may address a timeline of how long it will take for the solution to work.) 25-38 points _____
 - The ways in which the solutions will benefit the group are addressed, though rather superficially. The authors offer examples of the ways in which the solution will help the group, though the examples are somewhat superficial. Strengths of the group and the role of those strengths in the proposed solution may or may not be addressed. (Timeline may or may not be included.) 10-22 points _____
 - Superficial solutions are offered, though they are not flushed out via examples or detail. Strengths of group either not addressed, not tied to the solution, or tied in very superficially. 5-9 points.
 - No rationale offered. Assignment objective not met. 0 points _____

Grammar, Mechanics, Spelling, Essay Structure Points (50 of 300 points)

1. Introduction (15 points possible)
 - a. First line of the essay really draws the reader in via a compelling quote, a brief anecdote/example, a startling fact, or the like. 3 points possible _____
 - i. First line draws the reader in, though not thoroughly; could do a better job grabbing attention. 1-2 points _____
 - ii. No opening line—jumps right in to thesis. 0 points _____
 - b. Thesis statement clearly shows the argument being put forth; it is used to make a definite argumentative claim and to give the paper direction. 6 points possible _____
 - i. Thesis statement makes a claim, though the argument is difficult to see. 2-4 points _____

- ii. It is possible to see direction, though no clear argumentative claim is present. 1-2 points.
 - iii. No semblance of a thesis statement. 0 points _____
 - c. Plan of development lists or shows the way the essay will progress in the body in good rhetorical style. 6 points possible _____
 - i. Plan of development is present and shows the way the essay will progress, but it is written in a choppy manner. 4-5 points _____
 - ii. Plan of development is partially present, though points prove to be missing from it or it proves to be in the wrong order. 1-2 points _____
 - iii. No plan of development present. 0 points _____
- 2. Body (10 points possible)
 - a. Each paragraph contains a clear topic sentence. 3 points possible _____
 - i. Some contain a clear topic sentence, but not all. 1-2 points possible. _____
 - ii. No topic sentences used. 0 points possible. _____
 - b. Every sentence in the paragraph fits with the topic sentence, giving each paragraph unity and coherence. 5 points possible. _____
 - i. Some paragraphs have unity and coherence, but others do not. 1-4 points possible. _____
 - ii. No obvious unity and coherence to paragraphs. 0 points _____
 - c. The paragraphs follow the order outlined in the plan of development. 2 points possible _____
 - i. Some paragraphs follow order, but some do not. 1 point _____
 - ii. No real order to paragraphs, at least not as the order was laid out in the plan of development. 0 points _____
- 3. Conclusion (5 points possible)
 - a. Authors provide a summary of the thesis. 2 points possible _____
 - i. Summary of the thesis is incomplete. 1 point _____
 - ii. No obvious summary of thesis. 0 points _____
 - b. Authors provide a summary of the main points. 2 points possible _____
 - i. Summary of main points incomplete. 1 point _____
 - ii. No obvious summary of main points. 0 points _____
 - c. Authors provide a last line that does not leave the reader hanging/wanting more. 1 point possible _____
 - i. Authors leave the reader hanging/wanting more. 0 points _____
- 4. APA references (10 points)
 - a. All 7 outside sources, in addition to course texts, if used, are properly cited both in-text (3 of 10 points) and in the reference list (7 of 10 points). 10 points possible _____
 - b. Some of the sources, though not all, are properly cited in text and in the reference list (credit awarded for those that are right). 1-9 points _____
 - c. APA format not used correctly or not used at all. 0 points _____ (plus an academic warning regarding plagiarism!)
- 5. The final 10 points come from grammar and spelling issues. You will lose one point for every 2 errors, not to exceed 10 points. Total awarded out of 10 _____

TOTAL: _____/300