

## Paper Grading Rubric

The first section of your paper/presentation will be the description of a new, controversial or unsettled issue in the chosen topic area. The grading rubric will measure accurate understanding of the law/issue/controversy. Your description should articulate the various arguments for and against the law/issue/controversy in an even-handed manner, giving due attention to the strengths and weaknesses of each side's position. A perfect paper completely and accurately defines the law/issue/controversy in such a manner as to prove mastery of the subject.

The second section of the paper/presentation will be your predictions regarding future development and consequences of the law/issue/controversy. The grading rubric will measure critical thinking and analysis skills. Your predictions should take due regard of as many plausible alternative predictions you can logically support. A perfect paper will provide a systematic evaluation of the strengths and weaknesses of the various alternatives, and will draw a logically supported conclusion about the law/issue/controversy's future.

The third section of the paper/presentation will be your recommendations to management regarding the law/issue/controversy. The grading rubric will measure the usefulness and practicality of your recommendations. Your recommendations should reflect creativity without sacrificing the obvious and without sacrificing practicality. A perfect paper will provide a clear explanation of especially useful recommendations prioritized by their usefulness.

### Grammar and Organization Expectations

Writing evaluation of your MBA business memo will cover three categories of business writing proficiency with scores ranging from 1 (lowest) to 5 (highest) on the grading grid located on the reverse side of this sheet. These descriptions will hopefully help clarify the items on that grid.

1. **Organization and Effort.** **Opening sentences introduces** reader, purpose and major parts (summary, predictions, recommendations). **Paragraphs and sentences** follow each other logically and serve your thesis and conclusion. Each paragraph begins with transition wording

that connects it to the prior one. Each paragraph contains 3 to 5 sentences (depending on length) with one or at most two closely related messages. Reader can follow movement from one point or argument to the next. Writing shows effort to create and communicate a clear message.

2. **Expression.** Use formal vocabulary **not conversational** empty words (like really, stuff, get, thing, a lot) with **accurate word meanings and forms** (sight/site). Use **active** not passive being (is, was) verbs; for example the supervisor harassed Joe; not, Joe was harassed. Points lost for uses of wasted words **thing, being,** and **get,** and for the passive wording **it** and **there** followed by any being verb such as **is, are, seems to be,** or **would be.** For example, write complaining about MBA 636 is not productive rather than “it is not productive to complain about MBA 636.” **Avoid wordiness and repetition** of words and ideas. Strengthen points with **assertive not weak** language (business must change, rather than, business may consider the possibility of changing). **No contractions or abbreviations.** Use **variety and smoothness** in sentence structure and style. Use first person pronouns (I, you, we, us, our) unless referring to persons or information other than yourself and your reader. **Do not ask questions,** answer them.
  
3. **Grammar/Mechanics.** **Verb tense** accuracy. **Subject/verb** agreement. Correct **pronouns** and clear **references** (reader can tell what “it,” “this” or there, means). Use **plural** number when persons or objects are generic (workers need respect, rather than a worker needs respect). Know the difference between plural and **possessive** uses and when to use apostrophes. Use **parallel construction** (produce, sell and service rather than, produce, sell and making sure to service). **Inanimate objects** cannot think or act (this report will discuss). **No prepositions or verbs at end** of phrases and sentences. Avoid sentence fragments, run-on sentences and comma splices. For bullet format use brief phrases not complete sentences. Proofread for spelling, punctuation and typing errors.

# BLAW 636 PAPER GRADE FOR GROUP WORK

Group	1. _____
Members	2. _____

<b>MEMO CONTENT/REASONING SCORING - MBA 636</b>					
	58	50	42	35	29
Part One <b>Summarization</b>	Clearly and accurately selects, prioritizes, and integrates many key, current business and legal points, case or other examples from research into memo theme	Clearly and accurately selects and prioritizes some key points and examples/cases in research, integrates them loosely	Selects and compiles a few useful legal points and a few weak ones unrelated to one another	Selects mostly minor points in research, presents inaccuracies in current status of law	Indicates limited understanding of business and law topic area
Part Two <b>Law Development</b>	Makes many predictions supported with logical explanations, applications and examples showing extensive grasp of topic	Makes some predictions, most with logical explanations, applications and examples showing solid grasp of topic	Makes and supports a few predictions with explanations, applications and examples showing some grasp of topic	Makes few predictions and gives limited explanations, applications and examples, leaving many conclusions unexplained	Does not make original predictions about development of law into future
Part Three <b>Manager Recommendations</b>	Creates and explains in detail many distinct, specific recommendations especially useful for a chosen company and/or industry	Creates and explains some detailed recommendations generally useful for any company and/or industry	Creates and explains a few detailed and a few generic recommendations useful to any company	Creates a few generic recommendations left at face value without detail or explanation	Does not make recommendations beyond tips copied from research

<p><b>Total Content/Reasoning Score</b> _____</p>
---

## GRAMMAR

	Excellent A	Very Good B	Good C	Poor D	Failing F
Organization	8	7	6	5	<5
Expression	8	7	6	5	<5
Mechanics	8	7	6	5	<5
Total	23-25	20-22	18-19	15-16	<15

**Total Grammar Score** \_\_\_\_\_

**Time 3 to get to out of 75 points** \_\_\_\_\_

\*If graded by an English professional rather than the professor, the score may need to be adjusted to fit the 75 point scale.

## Overall Score

Content \_\_\_\_\_

Grammar \_\_\_\_\_

**Total Score** \_\_\_\_\_ (out of 250)