

***Learning Goal #1: Writing Rubric (BSBA, BS-ECON, & BSBAE)***

<b>Gross mistakes (binary)</b>	This reader did not find gross mistakes that would immediately cast suspicion on the effort/expertise of the document's creator.		This reader did find gross mistakes that made the reader suspicious or feel negative about the document.		
<b>Ethics (binary)</b>	This reader thinks the document appears ethical, including its use of evidence.		This reader thinks some aspects of the document may be unethical; for example, the document uses inappropriate evidence (including plagiarism); recommends morally questionable practices; or uses deceitful data, style, or visuals.		
	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Unacceptable</b>
<b>Purpose / Main Point</b>	This reader thinks that the writer's purpose is clear. The document has a clear focus. Also, the idea presented /advanced / argued is both interesting and feasible.	This reader thinks the writer's purpose is clear for the most part.	The writer often loses focus of the main point of the document. The feasibility of the idea presented is questionable.	This reader has a difficult time determining why the writer has created this document. The main idea seems uninteresting and perhaps even unreasonable.	This reader thinks the document has no main idea or thesis.
<b>Audience</b>	The writer has written for a clearly defined audience and, in this reader's opinion, has addressed that audience expertly. Also, it appears the writer has expertly followed the directions of the assignment/task.	The audience of the document is clear. This reader thinks the writer has done a good job addressing audience.	The document's treatment of audience is somewhat confusing. The writer does not seem to understand the audience of the document. Also, the writer does not appear to have clearly understood the assignment/task directions.	This reader thinks that the writer's treatment of audience appears unprofessional and/or it is not clear who is being addressed. Also, the writer has not followed the directions for the assignment/task.	This reader thinks the document makes no effort to connect with a reader.

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Unacceptable</b>
<b>Organization</b>	This reader thinks the report has a clear organizational logic. Transitions between ideas are handled well.	While the report is organized effectively, this reader thinks the document's organization could be refined/tightened a bit (headings, better transitions, etc.).	This reader thinks the document must be organized more effectively, as readers may be confused or misled.	This reader finds little coherent structure in this document. No clear rationale is apparent for why the document is set up the way it is. The document is confusing.	This reader thinks the document is totally disorganized.
<b>Evidence</b>	This reader thinks the writer has made excellent use of research and sources, helping strengthen/build the document's main point with this material.	This reader thinks the writer made good use of research and sources. In a few places the document's main point could have been strengthened with additional evidence.	This reader thinks the document would be substantially strengthened with more/better evidence, and/or the evidence presented is formatted in a sloppy, distracting manner.	The document is weak because of a lack of evidence and support, and/or the evidence used is formatted so poorly that it's difficult to tell what is cited.	This reader thinks that the use of evidence is unacceptable for a college-level writer.
<b>Sentence style: flow of writing</b>	This reader thinks the clear, concise writing in this document made it easy (and perhaps even enjoyable) to read. The writer used solid sentence construction and strong word choices.	This reader thinks the writing in this document is good, but perhaps the writer could have written a bit more clearly and/or written more concisely.	This reader thinks some of the writing is awkward and clumsy, and/or the writer uses weak word choices or unsophisticated sentence structures.	This reader thinks that much of the writing in this document is awkward, repetitive, and/or wordy. The writing was not engaging.	This reader thinks the writing style is glaringly inadequate for a college-level assignment.
<b>Correctness: Grammar and writing mechanics</b>	This reader noticed few errors, if any. The document is clear, and the writer shows considerable mastery of the language.	This reader noticed some grammatical/mechanical errors, but those errors did not interfere with the reader's understanding of the document's purpose.	This reader noticed numerous grammatical/mechanical errors and those errors interfered at times with the reader's understanding of the	This reader noticed many grammatical/mechanical errors. The reader felt the number of errors made the document difficult to understand, and the reader	The document is filled with so many errors that this reader cannot help but question the writer's competence and/or credibility.

			document's purpose and/or caused the reader to question the skill and expertise of the writer.	questioned the document's credibility and the writer's skill because of these recurrent mistakes.	
	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Unacceptable</b>
<b>Document design / appearance</b>	This reader thinks the document uses design elements (white space, titles and sub-titles, font size and style, etc.) expertly to create a professional-looking document that would satisfy the audience's expectations for that type of document.	This reader thinks the document is clean, but the appearance could be improved to aid in the document's clarity and/or organization.	This reader thinks the document has an amateurish look to it and/or is in need of a more professional appearance. The audience may be confused by the design of the document.	This reader thinks the document appears sloppy and unprofessional, and that sloppiness will certainly cause the audience to be confused.	This reader thinks the document looks as if the writer does not care about its appearance. The design may even be misleading.
<b>Visuals (tables, charts, pictures, etc.)</b>	This reader thinks the document utilizes visuals—tables, charts, pictures, etc.—in an expert way.	This reader thinks the writer makes good use of visuals. Perhaps there are additional opportunities for the use of such material or the material that is used could be improved somewhat.	The writer has missed opportunities to use visuals and/or has used visuals in a sloppy, ineffective way.	The writer needs visuals to help clarify the document's purpose, and/or the visuals used are sloppy, inaccurate, or presented in an unethical manner.	This reader thinks the writer did not take advantage of obvious opportunities to use visuals, and/or the visuals used are completely inadequate.