



ENGL305 - Research and Writing III Portfolio Project Directions and Rubric

This Assessment is worth 30% of your grade

Outcomes

Completing this Assessment will help you to:

Course Outcomes

- Apply the Information Literacy process to integrate quantitative and qualitative data into a variety of professional and academic documents written in global English.
- Describe the value of both qualitative and quantitative research.
- Explain thinking strategies applied to analyze, evaluate, and synthesize research subjects following the scientific method.
- Characterize a variety of qualitative research methodologies and practice application through a multiple research scenarios involving academic and professional subjects.
- Practice advanced composition strategies to facilitate completion of substantial, thoroughly researched professional and academic documents.
- Justify an effective study design and associated methodology.
- Assess and select advanced writing and research methodologies to complete a variety of shorter research studies or a longer research study.

Institutional Outcomes

- **Information Literacy and Communication** - Please demonstrate how you utilized appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then illustrate how you communicated your findings in visual, written, and/or oral formats.
- **Relational Learning** - Provide an example and discuss the ways in which you were able to transfer knowledge, skills, and behaviors acquired through formal and informal learning, and life experiences to new situations.
- **Thinking Abilities** - Please provide an example of how you employed strategies for reflection on learning and practice. How did you utilize this process in order to adjust your learning process for continual improvement?
- **Quantitative and Scientific Reasoning** - Provide an example and discuss the ways in which you followed established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- **Community and Career** - Provide an example through which you were able to participate in social, learning, and professional communities for personal and career growth. Evaluate your participation and what you learned from your involve.

Deadlines

We will work towards this Portfolio Project each week. In the Week 2 Discussion, you will select your topic.

Assignment Due Date	Assignment for Submission
Due the end of Week 6 at 11:59 pm, ET.	Submit a Rough Draft of your Portfolio Project to the Discussion forum in Week 6. Your initial post will be due on Tuesday at 11:59 pm.
Due the end of Week 7 at 11:59 pm, ET.	Upload your Portfolio Project to your ePortfolio.
Due the end of Week 7.5 at 11:59 pm, ET.	Complete and upload your Portfolio Project Reflection video to Blackboard.

Directions

Write a formal research study proposal that identifies and investigates a real management or communication dilemma or opportunity of your choice that is related to your field of study.

It may be an issue from your workplace, a new opportunity within the field, a predictive study for a future business, or another area in academic research that must be approved by me.

Choose a topic that could benefit from primary research. Overall, you should complete the project in a way that shows how you would: (1) conduct empirical and secondary research and (2) present research findings in writing.

Requirements

The final product will be 7-10 pages in length and in the following format: 12-point Arial or Times New Roman font, and double-spaced. Each bolded section should have a sub-heading. It must adhere to APA rules for formatting and citations.

The following sections are required:

1. **Title Page**
2. **Table of Contents**
3. **Introduction** (emergence of dilemma or research questions and background information)
4. **Research Questions or Hypothesis** (this is the overall question and focus. It should demonstrate the need for primary research on the topic)
5. **Literature Review** (critical overview of other material written on the same problem and results of prior studies). You will need five sources, and at least four of them must be from the Virtual Library. Your sources need to address your research question.
6. **Research Design** (methodology) including:
 - a. **Sample** (who will participate & justification)
 - b. **Data Collection** (instruments used: questionnaires, surveys, etc.)
 - c. **Data Analysis** (is your research quantitative or qualitative, or both? Why did you choose this design?)
7. **Expected Results**
8. **Significance/Implications** (what effects could this have? What are the limitations of your data collection?)
9. **Conclusion** (summary: "This study will demonstrate...")
10. **Reference Page** - that contains full APA citations of at least 5 credible research sources.
11. **An Appendix**- that attaches any questionnaires or other instruments. Your survey must contain at least 5 questions.

Notes:

- This project will be graded on the quality of the content as well as the quality of the writing/ documentation.
- Plagiarism will not be tolerated. If you have any question about how to properly document a source, please refer to the Bryant & Stratton APA Style Guide or ask.

Please refer to the grading rubric below, and refer to the samples provided.

Portfolio Project Reflection will be assigned in Week 7.5.

In a video or PowerPoint with voice-over you will reflect upon the project and how it directly relates to the Bryant & Stratton Workplace Capabilities and Course Outcomes. In the short video you will thoroughly explain your ideas and articulate your thoughts.

Workplace Capabilities

- Explain how you have enhanced your understanding of the workplace capability of **information literacy** through completing this project.
- Choose one more from the chart below and explain how it relates to your career.

Bryant & Stratton College Workplace Capabilities		
Tolerance	Attitude	Interpersonal Skills
Technological Literacy	Enthusiasm	Problem Solving
Communication	Productivity	Dependability
Informational Literacy	Financial Literacy	Perseverance

Course Outcomes

Illustrate how you believe at least one Course Outcome (see page 1 of this document) was met through this project.

Reflection Grading Criteria

- Student's voice should be clear and easy to understand
- Student should vary his/her tone of voice and use pauses effectively to place emphasis on important points
- Student should provide additional insight in his/her own words. Student should not read verbatim from the slides.
- Student should avoid non-words ("Um," "You Know") and use professional language.

For specific grading information, please refer to the Reflection Rubric at the end of this document.

ENGL305 – Portfolio Project Grading Rubric

Criteria	Exceeds Expectations	Meets Expectations	Below Expectations	Points
Research Design 35 points	<i>35-32 points</i> The research questions reflect the dilemma; the expected results answer the research questions thoroughly and in detail. The research design is thorough and includes the type of data analysis. The survey is academic in nature and is related to the literature review. The questions asked are insightful, appropriate to the topic and do not contain bias or obvious answers.	<i>31-25 points</i> The research questions mostly reflect the dilemma; the expected results generally answer the research questions. The survey is mostly academic in nature and related to the literature review, but the connection could have been clearer. The questions asked are appropriate to the topic.	<i>24-0 points</i> The proposal contains major errors in accuracy, achieves only surface depth, or contains major errors in all data, investigative questions, and research questions. Many or most elements of the assignment are missing. The survey is not academic in nature, and/or does not relate to the literature review. The questions may be irrelevant, predictable, biased or contain obvious answers.	
Research Literature Review 35 points	<i>35-32 points</i> The literature review refers to 5 or more credible sources (4 or more from the Virtual Library) that illustrate critical thinking about the subject matter and connect to the research proposal. An appropriate level of sophistication is found in the sources. The student appropriately and accurately integrates sources.	<i>31-25 points</i> The literature review refers to at least 5 credible sources (at least 4 from the Virtual Library) that demonstrate some critical thinking. The sources reflect an appropriate level of sophistication but may rely too heavily on credible but non-scholarly material. The student integrates sources generally where appropriate.	<i>24-0 points</i> The literature review refers to less than 5 credible sources or less than 4 sources used from the Virtual Library. Sources may be non-credible, unreliable, overtly biased, or irrelevant. Source lists lacks appropriate rigor.	
APA Citations 10 points	<i>10- 9 points</i> Provides support from 5 or more scholarly resources. All sources are properly cited in APA format (reference page and in-text citations) with no errors in citation. Direct quotes constitute less than 10% of the paper. Resources are used for support and clarity.	<i>8-7 points</i> Provides support from at least 5 scholarly resources. All sources are properly cited in APA format (reference page and in-text citations) with 1 to 5 errors in citation. Direct quotes constitute less than 15% of the paper.	<i>6-0 points</i> Provides support from less than 5 scholarly resources. Sources are not properly cited in APA format (reference page and in-text citations) with 6 or more errors in citation. There is evidence of plagiarism.	
Proposal Elements 10 points	<i>10- 9 points</i> Proposal is 7 to 10 pages in length. Proposal contains all required elements in a clear and logical order. Elements are properly organized and accurately labeled with subheadings. Content accurately reflects major points and important information.	<i>8-7 points</i> Proposal is at least 7 pages in length. Proposal contains all required elements in a generally logical order. Elements are generally organized, and appropriately labeled with subheadings, may contain some inaccuracies. Content reflects appropriate and accurate information.	<i>6-0 points</i> Proposal is less than 7 pages in length. Proposal is missing two or more of the required elements. Elements are missed labeled, unlabeled, unorganized, or the subsections are in an improper order. Content does not accurately reflect the appropriate information.	
Mechanics 10 points	<i>10- 9 points</i> Proposal contains no major errors in grammar, spelling, punctuation, verb form, and capitalization. Tone of proposal is professional throughout.	<i>8-7 points</i> Proposal contains 1 to 2 errors in grammar, spelling, punctuation, verb form, and capitalization. Tone of proposal is overall professional.	<i>6-0 points</i> Proposal contains more than 2 errors in grammar, spelling, punctuation, verb form, and/or capitalization. Tone of the proposal may be unprofessional.	
Instructor Comments:				Total Points:

ENGL 305 Portfolio Project Reflection

Criteria	Exceeds Expectations	Meets Expectations	Below Expectations	Score
Workplace Capabilities 40 points	40-36 points Student reflects on Information Literacy and at least one additional Workplace capability, explaining the reasoning for choosing the workplace capability and analyzing the importance of these Workplace capabilities in his or her future career.	35-30 points Student reflects on Information Literacy and one additional Workplace capability. A brief explanation is provided for the reasoning for choosing that Workplace capability and analyzing the importance of it in his or her future career.	29-0 points Student reflects on only one Workplace capabilities and does not discuss the reasoning for choosing the Workplace capability or its importance in his or her future career.	
Course Outcomes 30 points	30-27 points Student provides insight on how at least one course outcome was met in the portfolio project. The student's explanation demonstrates a strong understanding of the connection between the portfolio project and the course outcome.	26-20 points The student reflects on one course outcome, but the student could have more thoroughly discussed the outcome or more specifically tied it to the portfolio project.	19-0 points The student does not reflect on a course outcome, or the reflection demonstrates confusion about the connection between the course outcome and the portfolio project.	
Oral Presentation 30 points	30-27 points The student's voice is clear, easy to understand, and confident. Tone of voice is varied and pauses are used to highlight main points and show excitement for the subject. Slides are not read verbatim. Maximum of one instance of non-word ("Um," "Uh," "You Know") usage is noted.	26-20 points Student's voice is generally clear and easy to understand. Tone of voice is varied at times to highlight main points. Student reads verbatim only occasionally. Two to five instances of non-word ("Um," "Uh," "You Know") usage are noted.	19-0 points Student's voice is not clear and/or hard to understand. Tone of voice is not varied to emphasize important points. Many slides are read verbatim. Five or more instances of non-word usage are noted ("Um," "Uh," "You Know").	
	Instructor Feedback			Total