

Project 2: Report (Week 7)

NOTE: All submitted work is to be your original work. You may not use any work from another student, the Internet or an online clearinghouse. You are expected to understand the Academic Dishonesty and Plagiarism Policy, and know that it is your responsibility to learn about instructor and general academic expectations with regard to proper citation of sources as specified in the APA Publication Manual, 6th Ed. (Students are held accountable for in-text citations and an associated reference list only). Serious sanctions can result from violations of any type of the Academic Dishonesty and Plagiarism including a zero on a project, a zero for the course or dismissal from the University.

Purpose:

Throughout the course, you have discussed a wide array of business concepts and theories. This assignment is designed to have you read a case scenario and demonstrate knowledge and application of several of these concepts and theories.

Skill Building:

You are also completing this project to help you develop the skills of research, writing and developing a report. Writing is critical because in business it is important to convey information clearly and concisely and to develop a personal brand. Developing a personal brand is important because it is the ongoing process of establishing an image or impression in the minds of others especially those in positions above you. Having a strong personal brand can lead to opportunities that include promotions.

Skills: Research, Writing, Writing a Report, Developing a Personal Brand.

Outcomes Met With This Assignment:

After completing this course, you should be able to:

- identify the critical business functions and how they interact in order to position the organization to be effective in the current business environment
- explain the importance of the integration of individuals and systems to organizational effectiveness
- describe the ethical and social responsibilities that confront a business

This project is the second of two projects. You will read a case scenario related to starting a small business. Several concepts learned in the course are used in this project. The

project requires you to go beyond mentioning concepts but requires you to apply the concepts explaining the 'why and how' of the situation.

In this project, you are asked to write a report. A report is a formal document that addresses a specific audience, has a clear purpose and conveys a message about its purpose. Information is presented in a clearly structured format that uses headings to help a reader easily read, follow and locate information. This report does not have recommendations, as it is informational only.

The expectation is that you provide a robust use of the course material and research to support ideas, reasoning and conclusions. This means that you will present an idea, reasoning or conclusion and use the research and the course material to explain what you presented. Stringing one sentence after another using the course readings or research does not meet the requirement and does not demonstrate critical thinking. Critical thinking is demonstrated when the “why and how” and the “who and what” are thoroughly explained.

Read the following case scenario:

Betty Crocker and her husband Bill love to bake. They also love to travel. After a recent trip to Egypt, the couple returned to their home anxious to try to duplicate the two desserts they had found, Umm Alli and Qatayef. Umm Alli is a phyllo pastry layered with milk, double cream, and nuts (sometimes, raisins or dates are added). The dessert is baked in a large pan. When done, the dessert is cut into bars much like brownies. Qatayef, on the other hand, is like Pierogis. They are crescent shaped dough pockets stuffed with double cream, nuts or custard and baked. The treats are very popular in Egypt and frequently sold by street vendors. It is typical to serve coffee with Qatayef. Drinking coffee is a favorite Egyptian past time and social activity, one that has become popular in America as well.

Betty and Bill Crocker live in Atlanta, Georgia. As college professors at Emory University, the couple feels handicapped by having to travel in the summer when travel is most expensive for Americans. The couples' teaching contracts obligate them to teach at least two summer classes. They are eligible to take one year off every seven years for sabbatical leave. In addition, the couple must show evidence of scholarly work at the end of each year (i.e. book, community clinic service, journal, documentary, etc.). The couple has often thought that they would love to start a small business so that they could have more flexible travel plans. “Truthfully,” Betty says, “we would be truly happy if we had the money and time to travel.”

The last trip abroad gave them a great idea - Why not start a mobile coffee café that sells Egyptian coffee and desserts. They could get a small food truck and set up tables and chairs outside the truck bringing them inside at the end of the day. Betty and Bill could move the truck around the city working the hours they wanted and build a broad customer

base between the college and downtown businesses. They believe that this concept is a great new twist on a café.

The couple loves the café idea! They have decided to move forward with the idea by researching the commercial viability of the business. They start by consulting other small business owners in the area and made an appointment with the local Small Business Association (SBA) and SCORE, a non-profit associated that helps small businesses get started. The couple wants to gather the critical data needed to determine how best to prepare for opening “Cairo Café”. Betty and Bill uncovered the following facts and articles in researching their business opportunity.

Information:

- *Seventy-eight percent of first year small businesses succeed.*
- *Fifty percent of all small businesses fail after five years*
- *Thirty-five percent of businesses survive after 10 years in business*
- *Small business is the backbone of Atlanta, Georgia’s local economy*

Articles:

Do you remember the enthusiasm? (2013, October 1). 50 food truck owners speak out: “What I wish I’d known before starting my food truck.” Retrieved from <https://foodtruckr.com/2013/10/what-i-wish-id-known-before-starting-my-food-truck/>

Food trucks are advertised as (2016). The complete breakdown of food truck operation costs. Food Truck Empire. Retrieved from <http://foodtruckempire.com/how-to/costs/>

Newtek (2013, February 26). 7 habits of great small business owners. Retrieved from Forbes at <https://www.forbes.com/sites/thesba/2013/02/26/7-habits-of-great-small-business-owners/#7c1523f334b3>

Instructions:

Step 1: Your Role

The Crockers have come to you for information because they heard you are a small business consultant and business owner who can help explain some of the concerns that their preliminary investigation has revealed.

Below is a list of considerations that the Crockers have developed for further research. The Crockers have asked you to provide information by researching and then putting your findings in a report.

Step 2: Considerations to Address

You must use research, the course material and the case scenario facts to support the ideas and reasoning presented. If you do not understand how to support what you write, then go to Content in the classroom and read the module, Learn How to Support What You Write. The support provided is a key element to this project.

Strategic Plan. The Crockers are educators and have limited knowledge of running a business. Explain what a strategic plan is, explain why is it important for the Crockers to develop a strategic plan and discuss the elements of a strategic plan.

Challenges Facing a Startup Business: Currently, the Crockers make a combined income of \$140,000 after taxes from their jobs at Emory University. Explain the challenges the Crockers can expect with starting the business in relation to lifestyle, marriage, time management, obtaining health insurance and personal finances. Be sure to explain why or how these items are challenges using the course material as support.

Strategic Human Resources Planning: The Crockers have a good idea about how many employees the business will need and the skills each employee will possess. The couple is more concerned with adhering to the laws related to hiring the right employees. Identify and briefly discuss the anti-discrimination laws, and explain why it is necessary to comply with these laws.

Effective Communication: As educators, the Crockers pride themselves for having effective communication skills. Students benefit when teachers have good listening skills and are able to explain things clearly. The couple believes this skill set will be transferable to the business. Although the couple has effective communication skills, Betty would like you to identify and discuss how the business will benefit from promoting the development of effective communication among employees.

Marketing: The Crockers know they can create a great product that will be appealing to the public. They know they need to capture the attention of the customers especially since the business is a traveling café. Marketing can be expensive so the Crockers need several inexpensive marketing ideas. Identify and discuss several different inexpensive marketing ideas that the couple can use to promote Cairo Café.

Secondly, the Crockers need advice on how to promote the café as a socially responsible business. The Crockers know that eventually the café will be in a better financial position to engage in socially responsible activities but cash flow is important at this point. What socially responsible acts can the Crockers engage in that will not add significant cost to the business.

Step 3: Conclusion

Write a concluding paragraph that is brief and summarizes the report. Provide specific information related to the major features discussed in the report.

Step 4: Set Up the Report

Create a Word or Rich Text Format (RTF) document using 12-point font. A report is left justified with no indentations of paragraphs. Double space between paragraphs to make the report easy to read.

The report will be between 3-4 pages in length excluding the title page and reference page. In business, writing must be concise, easy to read and free of writing and grammatical errors so proof your work. Remember, the work you produce reflects your personal brand.

You are required to use in-text citations and the associated reference will appear in a reference list at the end of the report (on a separate page).

Use the following format in writing the report:

- Title page with the title, your name, course number and name; date, and the instructor's name;
- Overview (brief summary that tells the reader what the report is about; identifies the purpose and the important features of the report).
- Background (one paragraph and no more than four consecutive words can be used from the case scenario - you are to paraphrase)
- Discussion (covers the elements of the considerations)
 - Strategic plan
 - Challenges Facing a Startup Business
 - Strategic Human Resources Planning
 - Effective Communication
 - Marketing
- Conclusion (brief, clearly written and specific as to the major features discussed in the report)
- References (separate page)

You are going to send this report to the Crockers. Read the report to ensure all required elements are present. Make sure not to talk about the Crockers but instead inform the Crockers.

Make sure the report is audience appropriate, concise, coherent, readable, uses appropriate terminology, is professional, provides a factual tone (no opinion and no recommendations), and is visually appealing.

Proof the report carefully for typos, grammatical errors and ensure the report conveys the points you have been asked to address. Why? Because your work products is a reflection of who you are – it is your brand! A good brand can lead to future opportunities in an organization such as a promotion.

Step 5: Write the Report

When writing the report, it is important to:

- organize the document clearly in a manner that promotes understanding and meets the requirements of the assignment. Use headings identified above.
- develop coherent paragraphs or points so that each is unified with good transitions so that each function as part of the whole document.
- tailor the communication to the audience.
- use sentence structure appropriate to the task, message and audience.
- follow conventions of Standard Written English. Therefore, how the report is written is a critical part of this project. This report is informational so there should be no recommendations made and no opinion offered. Also, avoid posing questions and following the format for a report is a must!

The expectation is that you provide a robust use of the course readings and research to support the ideas, reasoning and conclusions presented. This means that you will present an idea or provide reasoning, and then use your research or the course material to explain the idea, reasoning or conclusion made. Stringing one sentence after another using the course readings or research does not meet the requirement and does not demonstrate critical thinking. Critical thinking is demonstrated when the “why and how” and the “who and what” are thoroughly explained.

Step 6: Review the Report

You are writing this report taking the role of a consultant. The report is going to Betty and Bill Crocker. Read the report to ensure all required elements are present. Make sure not to talk about the Crockers but inform the Crockers.

It is highly encouraged that you use the Effective Writing Center (EWC), which can be found by clicking on Resources on the Main Navigation Bar on Resources.

The following items are required in writing the report. Check off to ensure compliance to the following requirements.

- Use the grading rubric while completing the project to ensure all requirements are met that will lead to the highest possible grade.

- Third person writing is required. Third person means that there are no words such as “I, me, my, we, or us” (first person writing), nor is there use of “you or your” (second person writing).
- Contractions are not used in business writing, so do not use them.
- Students will not use direct quotation marks but will instead paraphrase. What this means is that you will put the ideas of an author or article into your own words rather than lifting directly from a source document. You may not use more than four consecutive words from a source document (including the case scenario) or change words in a passage as doing so would require direct quotation marks. Use a passage from a source document by putting into your own words (paraphrase) and attribute the passage to the source document. Changing words from a *passage does not exclude the passage from having to have quotation marks*.
- Use in-text citations and provide a reference list that contain a reference associated with each in-text citation.
- Provide the page or paragraph number in every in-text citation presented.
- You may not use books other than the e-book provided in the classroom. You will depend on the course material, the article provided above and research. Research is necessary to do well on this project.
- When using the case scenario facts to support your ideas and reasoning, cite the case scenario, using the following: (Case Scenario, Summer 2018, para. number).

Step 7: [Submit the Report in the Assignment Folder](#) (The report submitted to the Assignment Folder will be considered a student’s final product and therefore ready for grading by the instructor. It is incumbent upon the student to verify the project is the correct submission. No exceptions will be considered by the instructor).

Grading Rubric

Criteria 1	Above Average	Sufficient	Developing	Needs Improvement	Failure
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Overview	0.75 points	0.6375 points	0.5625 points	0.4875 points	0 points No attempt at presenting an overview. (0)
	Writes an overview that captures the reader's attention, gives context to the paper, and builds to the thesis that defines the main points to be discussed in the paper. (0.675 – 0.75)	Writes an overview that provides context to the paper and presents the thesis statement that defines the main points to be discussed in the paper. (0.600 – 0.674)	Writes an overview that provides a general context to the paper or the thesis is vague or underdeveloped. (0.525 – 0.599)	Attempts to write an overview but has little to no context to the paper and the thesis is missing main points or no thesis statement provided. (0.450 – 0.524)	
Criteria 2	Above Average	Sufficient	Developing	Needs Improvement	Failure
Content: Strategic Plan	2.5 points	2.125 points	1.875 points	1.625 points	0 points What a strategic plan is, importance of developing a strategic plan and discussion of the
	Thoroughly explains what is a strategic plan, importance of developing a strategic plan and	Explains what a strategic plan is, importance of developing a strategic plan and discussion of the elements of a strategic	Attempts to explain what a strategic plan is, importance of developing a strategic plan and discussion of the elements of a strategic	Explanation of what a strategic plan is, importance of developing a strategic plan and	

	discussion of the elements of a strategic plan thoroughly supported by course material, research and case study facts, and shows complete understanding of a strategic plan. (2.25 – 2.5)	plan with most ideas and reasoning (justification) supported using the course material, research and case study facts but needs minor development. (2.0 – 2.24)	plan concluded with some ideas and reasoning (justification) but uses limited course material and case facts; needs some development; one element not discussed or partially discussed. (1.75 – 1.99)	discussion of the elements of a strategic plan was general or did not support ideas and reasoning with the course material, and case study facts; needs significant development or two elements not discussed; what is presented is incorrect. (1.5 – 1.74)	elements of a strategic plan was not discussed. (0)
Content: Challenges	2.5 points Explanation of the challenges in starting their	2.125 points Explanation of the challenges in starting their	1.875 points Attempts to explain the challenges in starting their	1.625 points Explanation of the challenges	0 points Explanation of the challenges in starting

own business and what it means personally in terms of lifestyle, marriage and finances is logically concluded using ideas and reasoning (justification) that were thoroughly supported by course material , research and case study facts, and shows insightful understanding of the challenges of starting a business. (2.25 – 2.5)	own business and what it means personally in terms of lifestyle, marriage and finances is concluded with most ideas and reasoning (justification) supported using the course material, research and case study facts but needs minor development. (2.0 – 2.24)	own business and what it means personally in terms of lifestyle, marriage and finances concluded using some ideas and reasoning (justification) but uses limited course material and case study facts as support; needs some development or one element not discussed. (1.75 – 1.99)	in starting own business and what it means personally in terms of lifestyle, marriage, healthcare and finances was general and fails to support ideas and reasoning (justification) with the course material and case study facts; needs significant development or two element not discussed. (1.5 – 1.74)	own business and what it means personally in terms of lifestyle, marriage, healthcare and finances was missing three elements or fails to support ideas and reasoning (justification) with the course material and case study facts; or requirements not discussed or what was discussed did not meet any of the
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					requirements. (0 – 1.49)
Criteria 3	Above Average	Sufficient	Developing	Needs Improvement	Failure
Content: Strategic Human Resources Planning	2.5 points Identifies and briefly discusses the anti-discrimination laws, and explain why it is necessary to comply with the laws is logically concluded using ideas and reasoning (justification) that is thoroughly supported by course material and case study facts, and showed insightful understanding	2.125 points Identifies and briefly discusses the anti-discrimination laws, and explain why it is necessary to comply with the laws concluded using some ideas and reasoning (justification) with an attempt to support using course material and case study facts, with minor	1.875 points Attempts to identify and discuss the anti-discrimination laws, and explain why it is necessary to comply with the laws that is concluded using some ideas and reasoning (justification) but uses limited course material and case study facts as support; needs some development. (1.75 – 1.99)	1.625 points Identifies and briefly discusses the anti-discrimination laws, and explain why it is necessary to comply with the laws but does not support ideas and reasoning (justification) with the course material and case study facts; but need significant development	0 points Anti-discrimination laws and why it is necessary to comply with the laws not discussed. (0)

	g of the laws. (2.25 – 2.5)	development needed. (2.0 – 2.24)		t or one element not discussed. (1.5 – 1.74)	
Content: Effective Communication	2.5 points Identifies and discusses how the business will benefit from promoting the development of effective communication among employees concluded using ideas and reasoning (justification) that is thoroughly supported by course material and case study facts, and	2.125 points Identifies and discusses how the business will benefit from promoting the development of effective communication among employees with most ideas and reasoning (justification) supported using course material and case study facts, but needs minor development. (2.0 – 2.24)	1.875 points Attempts to identify and discuss how the business will benefit from promoting the development of effective communication among employees concluded using some ideas and reasoning (justification) but uses limited course material and case study facts as support; needs	1.625 points Identifies and briefly discusses how the business will benefit from promoting the development of effective communication among employees but does not support ideas and reasoning (justification) with the course material and case	0 points How the business will benefit from promoting the development of effective communication among employees not discussed. (0)

	showed insightful understanding of effective communication. (2.25 – 2.5)		some development. (1.75 – 1.99)	study facts; but need significant development or one element not discussed. (1.5 – 1.74)	
Content: Marketing	2.5 points Identifies and discusses several different inexpensive marketing ideas that the couple can use to promote café concluded using ideas and reasoning (justification) that is thoroughly supported by course material and case study	2.125 points Identifies and discusses several different inexpensive marketing ideas that the couple can use to promote café with most ideas and reasoning (justification) supported using course material and case study facts, but needs minor development.	1.875 points Attempts to identify and discuss several different inexpensive marketing ideas that the couple can use to promote café concluded using some ideas and reasoning (justification) but uses limited course material and case study facts as support; needs	1.625 points Identifies and briefly discusses several different inexpensive marketing ideas that the couple can use to promote café but does not support ideas and reasoning (justification) with the course material and case study facts;	0 points Different inexpensive marketing ideas that the couple can use to promote café not discussed. (0)

	facts, and showed insightful understanding of inexpensive marketing ideas. (2.25 – 2.5)	(2.0 – 2.24)	some development. (1.75 – 1.99)	but need significant development or one element not discussed. (1.5 – 1.74)	
Content: Social Responsibility	2.25 points Identifies and discusses socially responsible acts that will not add significant cost to the business concluded using ideas and reasoning (justification) that is thoroughly supported by course material and case study facts, and	1.9125 points Identifies and discusses socially responsible acts that will not add significant cost to the business with most ideas and reasoning (justification) supported using course material and case study facts, but needs minor development.	1.6875 points Attempts to identify and discuss socially responsible acts that will not add significant cost to the business concluded using some ideas and reasoning (justification) but uses limited course material and case study facts as support; needs	1.4625 points Identifies and briefly discusses socially responsible acts that will not add significant cost to the business but does not support ideas and reasoning (justification) with the course material and case study facts; but need	0 points Socially responsible acts that will not add significant cost to the business ideas were not discussed. . (0)

	showed insightful understanding of social responsibility . (2.025 – 2.25)	(1.8 – 2.024)	some development. (1.575 – 1.799)	significant development or one element not discussed. (1.35 – 1.574)	
Criteria 4	Above Average	Sufficient	Developing	Needs Improvement	Failure
Conclusion	0.75 points The concluding paragraph is brief , clearly written and summarizes the report providing specifics as to the major features discussed in the report. No new information is presented.	0.6375 points The concluding paragraph is brief and summarizes the report providing some of the major features discussed in the report but development is needed. No new information is presented.	0.5625 points The concluding paragraph attempts to summarize the report but does not address most of the major features of the report; signiificant development is needed. New information may have been brought into the report.	0.4875 points Summary paragraph exists but failed to discuss the major features of the report. New information may be introduced. (0.45 – 0.524)	0.22 points No attempt to provide a conclusion. (0 – 0.44)

	(0.675 – 0.75)	(0.60 – 0.674)	(0.525 – 0.59)		
Audience awareness	1.25 points Demonstrates awareness of the audience's identity, knowledge and context (including possible assumptions and perceptions). The entire document is written without losing site of the audience. (1.125 – 1.25)	1.0625 points Demonstrates significant awareness of the audience's identity, knowledge and context (including possible assumptions and perceptions). There is one or two places in the document that loses focus of the audience. May sound more like a paper instead of a report. (1.0 – 1.124)	0.9375 points Demonstrates some awareness of the audience's identity, knowledge and context (including possible assumptions and perceptions). There are three or four places in the document that loses focus of the audience. May sound more like a paper in places instead of a report. (0.875 – 0.999)	0.8125 points Demonstrates little awareness of the audience's identity, knowledge and context (including possible assumptions and perceptions). Strongly reads like a paper instead of a report; makes reference to owner rather than addressing the memo to the owner.	0.3745 points Presents or reads as a paper rather than a report. (0 – 0.74)

				(0.75 – 0.874)	
Report Organization	1.25 points Organization fully appropriate and effective for topic (<i>point of view, unity, paragraphing</i>); very strong thesis/purpose statement & conclusion; paragraphs have effective topic sentences. (1.125 – 1.25)	1.0625 points Organization appropriate and effective for topic (<i>point of view, unity, paragraphing</i>); strong thesis/purpose statement & conclusion; paragraphs have sound topic sentences. (1.0 – 1.124)	0.9375 points Organization controlled but limited; some problems with paragraphing or sequencing, limited purpose statement/thesis or conclusion; limited use of topic sentences. (0.875 – 0.999)	0.8125 points Little or poorly controlled organization; incorrect paragraphing or sequencing; purpose statement/thesis, conclusion, topic sentences may be missing or incomplete. (0.75 – 0.874)	0.3745 points Minimal attempt at paragraphing, often unsuccessful; strings of sentences; no purpose statement/thesis, conclusion, or topic sentences. (0 – 0.74)
Vocabulary	1.25 points Broad and fluent range of vocabulary;	1.0625 points Good range of vocabulary; frequent use of business	0.9375 points Adequate range; no precise use of subtle	0.8125 points Narrow range; many word	0.3745 points Simple vocabulary, often

	elaboration and detail achieved through full use of business terms; concise and appropriate use of vocabulary (formal English); correct use of word forms and word choice. (1.125 – 1.25)	terms; appropriate use of vocabulary (formal English); correct use of word forms and word choice but could be more concise or more on point. (1.0 – 1.124)	meanings displayed; business terms only used occasionally; vocabulary sometimes used inappropriately; 3–4 instances of wordiness or colloquialisms (informal English); often incorrect use of word forms. (0.875 – 0.999)	form errors; business terms and other vocabulary often used inappropriately; only basic and elementary meanings are conveyed; 3 or more instances of wordiness or colloquialisms (informal English). (0.75 – 0.874)	inappropriately used; no control of word choice and word forms; no attempt to use business terms; many instances of wordiness or colloquialisms (informal English). (0 – 0.74)
Sentence Structure	1.25 points Mastery of sentence patterns demonstrated; error-free sentence-level grammar. Correct use of	1.0625 points Sentence patterns most often successfully used; 1–2 grammatical errors on the sentence level (e.g. word	0.9375 points Sentence patterns most often successfully used; 3–5 grammatical errors on the sentence level (e.g. word	0.8125 points Many sentence structure problems; 5–7 fragments or run-on sentences;	0.595 points Replete with errors in sentence structure and sentence grammar; more

	spelling, capitalization, and punctuation error-free. (1.125 – 1.25)	deletions, possessives, prep., tense); 1–2 fragments, or run-on sentences). Occasional errors in spelling, capitalization, and punctuation; sometimes distracting. (1.0 – 1.124)	deletions, possessives, prep., tense); 3–4 fragments, or run-on sentences). More than an occasional errors in spelling, capitalization, and punctuation; often distracting. (0.875 – 0.99)	grammatical errors distract from meaning. Spelling, capitalization, and punctuation errors are frequent and distracting. (0.75 – 0.874)	than 5 fragments or run-on sentences. Spelling, capitalization, and punctuation errors throughout. (0 – 0.74)
Criteria 5	Above Average	Sufficient	Developing	Needs Improvement	Failure
Attention to Instructions	2.5 points The paper contains all major assignment tasks. The paper also includes completion of all minor aspects of the assignment such as table	2.125 points The paper contains all major assignment tasks. The paper missed one minor aspects of the assignment such as table creation if required, third person	1.875 points One major assignment tasks or two minor aspects of the assignment missed such as table creation if required, third person writing, required use of course	1.625 points Two major assignment tasks and/or three minor aspects of the assignment missed as table creation if required,	0.745 points Three or more major assignment tasks missed or more than three minor aspects of the assignment

	creation if required, third person writing, required use of course material, outside sources if needed, inclusion of page and paragraph number, no use of books, assignment format and avoidance of using direct quotes. (2.25 – 2.5)	writing, required use of course material, outside sources if needed, inclusion of page and paragraph number, no use of books, assignment format and avoidance of using direct quotes. (2.00 – 2.24)	material, outside sources if needed, inclusion of page and paragraph number, no use of books, assignment format and avoidance of using direct quotes. (1.75 – 1.99)	third person writing, required use of course material, outside sources if needed, inclusion of page and paragraph number, no use of books, assignment format and avoidance of using direct quotes. (1.5 – 1.74)	t missed such as table creation if required, third person writing, required use of course material, outside sources if needed, inclusion of page and paragraph number, no use of books, assignment format and avoidance of using direct quotes. (0 – 1.49)
Criteria 6	Above Average	Sufficient	Developing	Needs Improvement	Failure

APA Style (6th ed.)	1.25 points			0.8125 points	
	One to 2 APA style or usage errors; Proper citation of source material is used throughout paper; Reference titles follow APA with only the first word, the first word after a colon and proper nouns capitalized. (1.125 – 1.25)	1.0625 points Attempts in-text citations and reference list but 3 – 4 APA style errors noted or fails to use APA citations when appropriate 1–2 times. (1 – 1.124)	0.9375 points Attempts in-text citations and reference lists; APA style errors are noted throughout document with 5–6 errors noted; Fails to use APA citations when appropriate 3 – 4 times in document. (0.875 – 0.99)	Attempts in-text citations and reference lists; Fails to use APA citation when appropriate 5–6 times; Fails to use APA citations when appropriate 5–6 times in document or presents a total of 1–2 in-text citations and reference list in a paper when requires APA citations are needed	0.3745 points No attempt at APA style; or attempts either in-text citations or reference list but omits the other. (0 – 0.749)

				throughout the document. (0.75 – 0.874)	
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