**Professional Publications**

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| --- | --- | --- | --- | --- | --- |
|  | **1 Unsatisfactory 0.00%** | **2 Less than Satisfactory 65.00%** | **3 Satisfactory 75.00%** | **4 Good 85.00%** | **5 Excellent 100.00%** |
| **80.0 %Content** |  | | | | | |
| **10.0 %** **Choose 3 articles from the publication. Provide a brief summary of the articles** | Less than three articles are chosen. AND the summary for each article is missing. | Less than three articles are chosen. And/or the summary for one or more article is not complete. | Three articles are chosen. The summary for each article is complete. | Three articles are chosen. The summary for each article is cohesive and complete. | Three articles are chosen. The summary for each article is well-developed and includes all necessary/important information from the article. |  |
| **35.0 %** **Explain how the articles demonstrates how knowledge is produced and distributed** | Explanation of how knowledge is produced and distributed is missing. | Explanation of how knowledge is produced and distributed is not comprehensive. | Explanation of how knowledge is produced and distributed is complete. | Explanation of how knowledge is produced and distributed is cohesive and thorough. | Explanation of how knowledge is produced and distributed is well-developed with the support from course content and topics. |  |
| **35.0 %** **Describe what stood out to you about the writing that reflects the field** | No description of what stood out about the writing is present. | An inadequate description of what stood out about the writing is present. | An acceptable description of what stood out about the writing is present. | A thorough description of what stood out about the writing is present. | A well thought out, supported description of what stood out about the writing is present. |  |
| **17.0 %Organization and Effectiveness** |  | | | | | |
| **6.0 %** **Thesis Development and Purpose** | Paper lacks any discernible overall purpose or organizing claim. | Thesis and/or main claim are insufficiently developed and/or vague; purpose is not clear. | Thesis and/or main claim are apparent and appropriate to purpose. | Thesis and/or main claim are clear and forecast the development of the paper. It is descriptive and reflective of the arguments and appropriate to the purpose. | Thesis and/or main claim are comprehensive; contained within the thesis is the essence of the paper. Thesis statement makes the purpose of the paper clear. |  |
| **17.0 %Organization and Effectiveness** |  | | | | | |
| **6.0 %** **Paragraph Development and Transitions** | Paragraphs and transitions consistently lack unity and coherence. No apparent connections between paragraphs are established. Transitions are inappropriate to purpose and scope. Organization is disjointed. | Some paragraphs and transitions may lack logical progression of ideas, unity, coherence, and/or cohesiveness. Some degree of organization is evident. | Paragraphs are generally competent, but ideas may show some inconsistency in organization and/or in their relationships to each other. | A logical progression of ideas between paragraphs is apparent. Paragraphs exhibit a unity, coherence, and cohesiveness. Topic sentences and concluding remarks are appropriate to purpose. | There is a sophisticated construction of paragraphs and transitions. Ideas progress and relate to each other. Paragraph and transition construction guide the reader. Paragraph structure is seamless. |  |
| **17.0 %Organization and Effectiveness** |  | | | | | |
| **5.0 %** **Mechanics of Writing (includes spelling, punctuation, grammar, language use)** | Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice and/or sentence construction are used. | Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language choice (register) and/or word choice are present. Sentence structure is correct but not varied. | Some mechanical errors or typos are present, but are not overly distracting to the reader. Correct and varied sentence structure and audience-appropriate language are employed. | Prose is largely free of mechanical errors, although a few may be present. The writer uses a variety of effective sentence structures and figures of speech. | Writer is clearly in command of standard, written, academic English. |  |
| **3.0 %Format** |  | | | | | |
| **1.0 %** **Paper Format (use of appropriate style for the major and assignment)** | Appropriate template is not used appropriately or documentation format is rarely followed correctly. | Appropriate template is used, but some elements are missing or mistaken; lack of control with formatting is apparent. | Appropriate template is used, and formatting is correct, although some minor errors may be present. | Appropriate template is fully used; There are virtually no errors in formatting style. | All format elements are correct. |  |
| **3.0 %Format** |  | | | | | |
| **2.0 %** **Documentation of Sources (citations, footnotes, references, bibliography, etc., as appropriate to assignment and style)** | Sources are not documented. | Documentation of sources is inconsistent and/or incorrect, as appropriate to assignment and style, with numerous formatting errors. | Sources are documented, as appropriate to assignment and style, although some formatting errors may be present. | Sources are documented, as appropriate to assignment and style, and format is mostly correct. | Sources are completely and correctly documented, as appropriate to assignment and style, and format is free of error. |  |
| **100 %** **Total Weightage** |  | | | | |  |