

## Crossroads College – Compass Adult Studies

# INTERNSHIP SYLLABUS AND DOCUMENTATION

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## PLEASE READ CAREFULLY

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### **BUS 4905-70 Business Internship**

**Faculty Advisor:** Professor Michael Benson, M.B.A.  
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CROSSROADS COLLEGE, ATTN: Prof. M Benson  
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**Credit:** 3 semester hours

### **Mission of Crossroads College**

Crossroads College serves Christ and his Church through academic excellence in a Christ-centered education, by developing Christian leaders who impact the world for Christ and by providing resources to strengthen churches and enrich the community.

### **Course Description**

The practicum and internship is intended to provide the student with an opportunity to apply what has been learned in the classroom to a “real life” environment. The intern will be mentored at the internship site by a supervisor whose qualifications have been established with the specific Faculty Advisor. The nature of the internship and the site chosen will depend upon the student’s vocational goals and availability of time. The appropriateness of the internship site will be determined by mutual agreement of the Faculty Advisor, the student, and the site supervisor.

## Relationship of Course to Curriculum

This is a required course for the Compass Bachelor of Science degrees in Business Administration, Counseling, and Christian Ministry. Ideally, the internship is completed during the last year of the students program of study. Internship experiences should serve as a “capstone” to the entire undergraduate focus.

## Course Goals

1. To evidence the student is capable of integrating academic training with practical expression in their specific area of study.
2. To give the student opportunity to serve in a mentored learning experience, continuing their equipping and training in real and practical ways.
3. To give the student insight into their abilities and interests, highlighting both areas of success but also areas of additional learning and focus.

## Objectives

1. A Working Knowledge of:
  - Various aspects of service and actions related to the interest of the student and specific focus of study for this degree program
  - Organizational structures and role responsibilities at the internship site, and beyond in vocational settings, with effective work habits and abilities
2. An Increased Ability to:
  - Put into practice the skills and information learned in the classroom
  - Evidence spirit of cooperation and effective communication with colleagues and supervisors
  - Working effectively with others in your internship setting, including professionals, staff and volunteers at the internship site
  - Demonstrate godly leadership, character, and professionalism
3. A Life-Shaping Commitment to:
  - A growing relationship with the Lord
  - Reflecting a positive and encouraging presence in your work and service
  - Self-evaluation and positive self-leadership
  - Seeking on-going feedback and interaction with a qualified mentor
  - Continued life-long learning experiences

## Grading Policy

Internships are “Pass/Fail”, based on review of the completed documentation. Specific documentation or experiences in the internship are not graded individually. Significant facts in grading will include the completion of the number of hours of service, completion of all required paperwork, and final evaluation by both the Site Supervisor and Faculty Advisor.

## Course Requirements

- All internships, sites for internships, and Site Supervisors must be approved in writing by the Faculty Advisor, prior to the start of the internship experience. Students must submit a one-page internship plan for approval by the Faculty Advisor, and should include specifics such as location, Site Supervisor, beginning and ending dates, learning expectations and responsibilities.
- Students must complete and document 135 hours of service, including up to 50 hours of preparation. These hours should be kept in an internship “log” or journal (see sample log sheet in this packet). Documentation should be submitted to the Faculty Advisor no later than the final day of the term.
- Duration of the internship experience should be no less than three months and no more than one year of documented experience. Even though documentation is submitted by specific dates, internships may continue beyond the dates arranged; extensions are fully at the discretion of the student and Site Supervisor.
- Student must make monthly updates with Faculty Advisor, by phone, email, or personal visit.
- Student must have regular contact meetings with Site Supervisor, weekly or monthly.
- Students and Site Supervisor have specific documentation to complete, and alternative forms or documentation are not acceptable unless agreed upon prior to the start of the internship experience. Documentation should be submitted to the Faculty Advisor no later than the final day of term.
- Students are to complete an additional three formal essays specific to their degree and internship experience, submitting no less than 4 pages each. See specific details in the following pages. Essays should be submitted to the Faculty Advisor no later than the final day of term.
- It is the responsibility of the student to make sure everything is documented and submitted in a timely manner, and it is not the responsibility of the Site Supervisor or Faculty Advisor.
- NOTE: Please check further in this document for any degree-specific requirements for internship experiences or documentation.

## Special Needs

Any accommodations for students with special needs must be documented and approved through the Academic Office. Contact the Vice President of Academics to initiate the process.

## Academic Integrity

Honesty in all endeavors is vital as an expression of the Christian life. Students at Crossroads College will not participate, encourage, or condone such behavior as cheating, plagiarism, or other forms of academic dishonesty. All assignments must be the student's original work for the course in which the material is submitted. When students utilize work that is not their own, proper credit must be given to the source of the information. Cheating, plagiarism, and/or any other form of dishonesty in any context should be considered a moral and ethical offense, will not be tolerated at Crossroads College, and students may be placed on probation, suspended, or expelled as a result. It is the student's responsibility to be aware of behaviors which constitute academic dishonesty and consequences, as defined in the current college catalog.

- It is expected that all work presented to the class in the form of assignments or class participation notes represent the student's original words or ideas. When anything included in a student's work (ideas, thoughts, or words) is not original with the student, all relevant sources should be cited using proper writing format and style defined by the instructor, and the extent to which the sources were used should be noted.
- Students must reference ALL sources used, including hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content comes from an identifiable source. We encourage students to use outside sources, but they must be properly referenced.
- It is expected that work done in a class is original for that particular class. If you include work done in another class, you should reference that work just like you would any other source.
- It is expected that students do their own work. It is not acceptable to have a tutor, spouse, or friend complete a portion of your assignments. It is not acceptable to have a reviewer make extensive revisions to an assignment.
- If someone types a student's paper, the final product should represent the original work of the student and not a version edited by the typist. The student is responsible for making grammar, sentence structure, and spelling corrections as a part of the learning process, and corrections by someone other than the student are inappropriate. (A reviewer may note the mistakes, but the student should make the corrections.)

### Course – Outline of Process

- Meet with Faculty Advisor and/or potential Site Supervisor to formulate ideas for internship experience.
- Determine options that best meet your needs and the need of the site for internship.
- Submit a written Plan for Internship to the Faculty Advisor for approval.
- Wait for Faculty Advisor to forward approval for proposed plan
- Assemble documentation necessary to complete the internship
- Begin internship
- Keep records of time and experiences in the internship
- Complete internship writing
- Write reports on reading
- Student and Site Supervisor complete evaluations
- Submit evaluations and documentation to Faculty Advisor
- Meet with Faculty Advisor for final review
- Faculty Advisor submits Pass/Fail grade to Registrar's Office

### Documentation

Please see the following pages for course requirements and documentation specific to your degree program and internship experience.

## **BUSINESS INTERNSHIP**

### **Specific Requirements and Documentation**

#### **NOTE: SPECIAL CONSIDERATION FOR BUSINESS INTERNSHIP**

Due to the unique experience of a business internship, with many Compass Adult Studies students with responsibilities of full-time employment and family concerns, there is a choice of options to pursue in fulfillment of the internship requirements for the business program:

1. ***ONSITE INTERNSHIP, working under mentored supervision in a business setting***: complete objectives as defined below.
2. ***APPLIED RESEARCH THESIS, research and writing on a specific issue or concern of business***: complete objectives as defined below.

See the next pages for details on these two options...

### **ONSITE INTERNSHIP: Course Objectives**

This internship is a coordinated work experience in a field of business, management, and/or finance to provide the student a mentored learning experience that will prepare them for a career in a for-profit business or non-profit organization:

- Skill development, learning and improving specific skills: writing, speaking, operational or financial analysis, information technology, organizational behavior, etc.
- Broader knowledge, understanding the workplace, methods and procedures, and organizational structures
- Career awareness, seeing specific career positions and occupations, and the knowledge, skills, abilities, and training required for those positions or occupations
- Personal development in ethics, confidence, assertiveness, and decision-making.

### **ONSITE INTERNSHIP: Course Requirements**

- Students are to complete an additional three formal essays specific to their degree and internship experience, submitting no less than 4 pages each. Consider these essays as formal papers, using appropriate format and careful proof-reading. The three essays should be based on the following topics:
  1. What were the best or worst things in your work; what compliments or criticisms did you receive? What are the pluses and minuses of working in this position or firm? How would you do things the same or different is you were in authority to make decisions or changes? What did you learn, and how were you able to integrate your faith into the business environment?
  2. What do you want to learn from the internship, and how will it help prepare you for a career? What goals would you want to accomplish through this internship experience? How has the college experience prepared you for the internship?
  3. Write about the organization where your internship is based: what type of industry are they in? Who are their competitors? What are their goals and objectives? What products and/or services do they provide? What don't they do well? How does your position fit in with the other positions of the organization?

Essays should be submitted to the Faculty Advisor no later than the final day of term.

- Attention should be given to the majority of documentation which follows in this packet, specific to the onsite internship experience.

## **APPLIED RESEARCH THESIS: Course Objectives**

At the end of the internship, the intern will have demonstrated competencies in the following areas:

- Identify and solve a real problem or to enhance/improve a situation which the student has been or could face within the workplace and/or the community, using the tools of applied research and critical thinking.
- Improve communications skills, with research, writing, and formulating thoughts.
- Improve quantitative skills, developing a thesis or idea, analyzing possibilities or potential positives or negatives, and presenting quantitative data for review.
- Apply concepts and skills learned in your college experience to apply to external business, community and/or personal experiences.
- Learn how to budget time and energy toward steady progress and completion of this thesis project.

## **APPLIED RESEARCH THESIS: Course Requirements**

- The applied research thesis option for the internship requirement allows the busy adult learner an option with flexibility, allowing completion of this requirement while still managing responsibilities at work and home. This thesis is an opportunity to exercise judgment, creativity, and time management to choose a problem or situation, apply research and analytical tools, and offer a potential solution that could be effective in a real life scenario.

The process is simple:

1. Define a problem or situation: define the setting, problem, potential outcomes, research of data, possible objectives for solution, approach research or situation, and see it through in written form.
  2. Collecting and analyzing data that would support the research and possibilities.
  3. Research any supporting data or examples, potentially doing some primary research through surveys and interviews designed by the student
  4. Analyzing and presenting the data, along with potential actions and outcomes
  5. Concluding remarks about the problem, the research, and the potential recommendations for action
- The topic of this thesis is to be a problem or situation, one where the student may apply some thought and research toward solving. The problem may not necessarily be a negative one, but rather have positive overtones. Note that some problems may not be obvious and only symptoms are showing; in this case, the analysis and research becomes even more important. When defining the problem, consider this:
    - Problem or situation must be current to the student's experience.
    - Problem or situation must be manageable, and something that could be effected.
    - Problem or situation – and resources to resolve it – should be accessible and possible, even if it appears with remote potential for solving.
    - Problem or situation must relate to an organization and not to an individual.
    - Problem or situation must be susceptible to change, either short term or long term.



- Problem or situation must be reasonably complex, such that would warrant an investment of time and energy to solve.
- While working in various projects or organizations, people are often called upon to judge particular issues or problems, even to make decisions individually or as a group. Experience, creativity, intuition, and sensitivity are relied upon in that problem solving process, where even emotion may play a part.

When working on this applied research project, learners will still be influenced by those facts but must treat all aspects of this project in an objective manner. Becoming objective means dropping opinions, biases, and preconceived notions, and letting the facts inform the conclusion of the work. While being creative, sensitive, and flexible, this is an applied research project – while not always easy, the student should be on guard constantly against subjective thinking, or letting others flavor facts or conclusions. Despite influences, the student should follow a systematic process that generates facts, helps them interpret the facts, and finally draw conclusions on those facts.

- This is applied research, rather than pure research. The object of this project is to analyze a problem or situation, apply your research and learning, test theories and potentials before drawing any conclusion. Hopefully, the student can apply this learning and project into a setting in which they are familiar. The purpose of this project is to demonstrate learning, but in a larger sense, it is to effect positive change and make recommendations for change in the business environment.
- The process for submitting your applied research thesis is as follows:
  1. Prepare a summary of the problem or situation being studied, and submit this is writing to the Faculty Advisor.
  2. Upon review, Faculty Advisor will offer recommendations to modify or strengthen the thesis, and either approve or request a new proposal summary.
  3. Once approved, the student and Faculty Advisor will determine a timeline for the following points:
    - a. Monthly Meetings to discuss progress on thesis
    - b. Date for first draft submission, for review
    - c. Date for final draft submission, for grading
    - d. Date for essays to be submitted
    - e. Date for journals and other documentation to be submitted
  4. Note: students should retain a copy of all documentation and drafts, and not submit the only copy of anything to the Faculty Advisor. This is for the protection of the student's work.
- Students must be able to document at least 135 hours of research and writing, and should expect to invest close to 200-250 hours into a well presented thesis.
- Thesis should be no less than 50 pages and no more than 80 pages in length, using normal APA formatting style. Students should cite and document every step of their research and writing.
- Students should be ready to defend their thesis and results to the Faculty Advisor, should questions come up.
- If the problem or situation is rooted in a specific site – which is recommended – time with the current leadership or members might be a very positive addition to the research thesis.

## GOALS AND ACTIVITIES SHEET

1. Knowledge – As a part of the internship students have an opportunity to gain new knowledge about the business profession. List several goals in the area of knowledge development that you would like to attempt to reach as a part of your internship. Also, identify activities you can do in which you can reach these goals.

Goals:



Activities:



2. Experience – As a part of the internship students have an opportunity to gain hands on experience in the business profession. List several goals in the area of hands on experience that you would like to attempt to reach as a part of your internship. Also, identify activities you can do in which you can reach these goals.

Goals:



Activities:



**ONSITE INTERNSHIP CHECKLIST**

<b>TASK</b>	<b>COMPLETED</b>	<b>DATE</b>
<i>Meet with Faculty Advisor</i>		
<i>Establish Internship Goals</i>		
<i>Consider Sites for Internship</i>		
<i>Select Internship Site</i>		
<i>Contact Internship Site</i>		
<i>Meet with Internship Site Supervisor</i>		
<i>Establish Internship Responsibilities</i>		
<i>Submit Work Schedule to Faculty Advisor</i>		
<i>Submit Activities Sheet to Faculty Advisor</i>		
<i>Maintain Log of Activities</i>		
<i>Meet Monthly with Faculty Advisor</i>		
<i>Review Goals and Activities Sheet</i>		
<i>Complete Essays</i>		
<i>Submit Activities Log or Journal</i>		
<i>Complete Student Evaluation Forms</i>		
<i>Site Supervisor Complete Evaluation Forms</i>		
<i>Complete Internship Summary</i>		
<i>Confirm with Faculty Advisor: Documentation Complete</i>		

**ONSITE INTERNSHIP EVALUATION (Student's Form)**

Name of Student \_\_\_\_\_

*Please evaluate your performance relative to the listed competencies. Rate each competency by circling a number 1-6 after each item. If an item is not applicable to this internship, circle NA. Items 14 - 18 may be used to add and rate additional competencies.*

- |                            |                                   |
|----------------------------|-----------------------------------|
| 6 – Outstanding            | 2 – Needs substantial improvement |
| 5 – Very Satisfactory      | 1 – Unsatisfactory                |
| 4 – Acceptable             | NA – Does not Apply               |
| 3 – Needs some improvement |                                   |

**Competencies**

- |  |                |
|--|----------------|
| 1. Evidenced a spirit of cooperation with colleagues/supervisors.<br>Comments: _____<br>_____                              | 6 5 4 3 2 1 NA |
| 2. Demonstrated the ability to use effective communication skills with colleagues/supervisors.<br>Comments: _____<br>_____ | 6 5 4 3 2 1 NA |
| 3. Accepted suggestions from supervisor(s) and evidenced a willingness to change.<br>Comments: _____<br>_____              | 6 5 4 3 2 1 NA |
| 4. Evidenced the ability to handle stressful situations constructively.<br>Comments: _____<br>_____                        | 6 5 4 3 2 1 NA |
| 5. Indicated a consistent enthusiasm for the position and the profession.<br>Comments: _____<br>_____                      | 6 5 4 3 2 1 NA |
| 6. Demonstrated the ability to initiate and complete a variety of tasks.<br>Comments: _____<br>_____                       | 6 5 4 3 2 1 NA |
| 7. Followed ethical procedures in accomplishing professional tasks.<br>Comments: _____<br>_____                            | 6 5 4 3 2 1 NA |
| 8. Consulted with supervisor(s) when faced with an ethical dilemma.<br>Comments: _____<br>_____                            | 6 5 4 3 2 1 NA |

**BUSINESS INTERNSHIP Requirements and Documentation, Page 13**

- 9. Demonstrated skills in business: writing, speaking, operational and financial analysis, information technology, organizational behavior, etc. 6 5 4 3 2 1 NA  
Comments: \_\_\_\_\_  
\_\_\_\_\_
- 10. Demonstrated skills in a variety of business settings. 6 5 4 3 2 1 NA  
Comments: \_\_\_\_\_  
\_\_\_\_\_
- 11. Organized time effectively. 6 5 4 3 2 1 NA  
Comments: \_\_\_\_\_  
\_\_\_\_\_
- 12. Evidenced effective administration abilities. 6 5 4 3 2 1 NA  
Comments: \_\_\_\_\_  
\_\_\_\_\_
- 13. Demonstrated skills in consulting tasks, i.e. working with customers, staff, other departments, etc. 6 5 4 3 2 1 NA  
Comments: \_\_\_\_\_  
\_\_\_\_\_
- 14. \_\_\_\_\_ 6 5 4 3 2 1 NA  
Comments: \_\_\_\_\_  
\_\_\_\_\_
- 15. \_\_\_\_\_ 6 5 4 3 2 1 NA  
Comments: \_\_\_\_\_  
\_\_\_\_\_
- 16. \_\_\_\_\_ 6 5 4 3 2 1 NA  
Comments: \_\_\_\_\_  
\_\_\_\_\_
- 17. \_\_\_\_\_ 6 5 4 3 2 1 NA  
Comments: \_\_\_\_\_  
\_\_\_\_\_
- 18. \_\_\_\_\_ 6 5 4 3 2 1 NA  
Comments: \_\_\_\_\_  
\_\_\_\_\_

Signature of Student \_\_\_\_\_

Date \_\_\_\_\_

**ONSITE INTERNSHIP EVALUATION (Site Supervisor’s Form)**

Name of Student \_\_\_\_\_

*Please evaluate the performance of the student intern relative to the listed competencies. Rate each competency by circling a number 1-6 after each item. If an item is not applicable to this internship, circle NA. Items 14 - 18 may be used to add and rate additional competencies.*

- |                            |                                   |
|----------------------------|-----------------------------------|
| 6 – Outstanding            | 2 – Needs substantial improvement |
| 5 – Very Satisfactory      | 1 – Unsatisfactory                |
| 4 – Acceptable             | NA – Does not Apply               |
| 3 – Needs some improvement |                                   |

**Competencies**

- |  |                |
|--|----------------|
| 1. Evidenced a spirit of cooperation with colleagues/supervisors.<br>Comments: _____<br>_____                              | 6 5 4 3 2 1 NA |
| 2. Demonstrated the ability to use effective communication skills with colleagues/supervisors.<br>Comments: _____<br>_____ | 6 5 4 3 2 1 NA |
| 3. Accepted suggestions from supervisor(s) and evidenced a willingness to change.<br>Comments: _____<br>_____              | 6 5 4 3 2 1 NA |
| 4. Evidenced the ability to handle stressful situations constructively.<br>Comments: _____<br>_____                        | 6 5 4 3 2 1 NA |
| 5. Indicated a consistent enthusiasm for the position and the profession.<br>Comments: _____<br>_____                      | 6 5 4 3 2 1 NA |
| 6. Demonstrated the ability to initiate and complete a variety of tasks.<br>Comments: _____<br>_____                       | 6 5 4 3 2 1 NA |
| 7. Followed ethical procedures in accomplishing professional tasks.<br>Comments: _____<br>_____                            | 6 5 4 3 2 1 NA |
| 8. Consulted with supervisor(s) when faced with an ethical dilemma.<br>Comments: _____<br>_____                            | 6 5 4 3 2 1 NA |

**BUSINESS INTERNSHIP Requirements and Documentation, Page 15**

- 9. Demonstrated skills in business: writing, speaking, operational and financial analysis, information technology, organizational behavior, etc.  
Comments: \_\_\_\_\_  
\_\_\_\_\_ 6 5 4 3 2 1 NA
- 10. Demonstrated skills in a variety of business settings.  
Comments: \_\_\_\_\_  
\_\_\_\_\_ 6 5 4 3 2 1 NA
- 11. Organized time effectively.  
Comments: \_\_\_\_\_  
\_\_\_\_\_ 6 5 4 3 2 1 NA
- 12. Evidenced effective administration abilities.  
Comments: \_\_\_\_\_  
\_\_\_\_\_ 6 5 4 3 2 1 NA
- 13. Demonstrated skills in consulting tasks, i.e. working with customers, staff, other departments, etc.  
Comments: \_\_\_\_\_  
\_\_\_\_\_ 6 5 4 3 2 1 NA
- 14. \_\_\_\_\_  
Comments: \_\_\_\_\_  
\_\_\_\_\_ 6 5 4 3 2 1 NA
- 15. \_\_\_\_\_  
Comments: \_\_\_\_\_  
\_\_\_\_\_ 6 5 4 3 2 1 NA
- 16. \_\_\_\_\_  
Comments: \_\_\_\_\_  
\_\_\_\_\_ 6 5 4 3 2 1 NA
- 17. \_\_\_\_\_  
Comments: \_\_\_\_\_  
\_\_\_\_\_ 6 5 4 3 2 1 NA
- 18. \_\_\_\_\_  
Comments: \_\_\_\_\_  
\_\_\_\_\_ 6 5 4 3 2 1 NA

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

*Return form to: Crossroads College, Prof M Benson, 920 Mayowood Rd SW, Rochester, MN, 55902-2382*







**CROSSROADS COLLEGE - INTERNSHIP LOG**

Student Intern \_\_\_\_\_

Page \_\_\_\_\_

<i>Date</i>	<i>Start Time</i>	<i>Stop Time</i>	<i>Total Hours</i>	<i>Project / Activity</i>	<i>Code</i>	<i>Supervisor's Initials</i>
<b>Total Hours</b>						

Codes:            Obs = Observation                      SM = Staff Meeting                      SC = Supervisor Consultation  
                       RP = Reading and Preparing            RC = Record Keeping                    OA = Other Activities (Specify)



**APPLIED RESEARCH THESIS EVALUATION (Faculty Advisor's Form)**

Name of Student \_\_\_\_\_

*Please evaluate the quality of the Applied Research Thesis, relative to the listed competencies. Rate each competency by circling a number 1-6 after each item. Use additional sheets, as needed to document review and evaluation.*

6 – Outstanding

5 – Very Satisfactory

4 – Acceptable

3 – Needs some improvement

2 – Needs substantial improvement

1 – Unsatisfactory

NA – Does not Apply

**CONTENT:**

1. **Statement of Problem/Situation and Purpose** 6 5 4 3 2 1 NA

Problem or situation clearly defined; variables identified

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. **Problem/Situation Analysis** 6 5 4 3 2 1 NA

Historical contributions to problem/situation, organizational analysis, understanding, citation, and use of applicable research data or readings

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. **Research and Data Collection** 6 5 4 3 2 1 NA

Data collection clearly defined, rationale for data given, description of data collection and meaning, and all this clearly summarized

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. **Conclusions and Recommendations** 6 5 4 3 2 1 NA

Conclusion based on research, analysis, and interpretation, stated awareness of limitations of this study, recommendations for future actions clearly indicated.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PROCESS:**

5. **Organization of the Thesis** 6 5 4 3 2 1 NA

Thesis logically holds together from beginning to end.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. **Clarity of Presentation and Writing** 6 5 4 3 2 1 NA

Use of clear and concrete words, definition of any unfamiliar words

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. **General Communication** 6 5 4 3 2 1 NA

Emphasis on key points in writing, tone of language strong

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. **Thesis Defensible** 6 5 4 3 2 1 NA

Persuasive argument in writing, and student knowledgeable

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**STYLE OF WRITING:**

9. **Writing Ability** 6 5 4 3 2 1 NA

Grammar, sentence and paragraph structure, APA format

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. **Citations and References** 6 5 4 3 2 1 NA

Citations and references well documented and supporting

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

