

Dr. Rex Butt

Communication Arts and Sciences

CMS 11 Case Studies Guidelines and Scoring Rubric

General Directions

In a two-part paper of approximately 750-1000 words, briefly describe an incident that you observed or participated in—this must be a real incident. Next, explain how significant theoretical concepts from the course can be used to analyze the incident. Your goal is to teach a meaningful lesson to your assigned audience.

Specific Directions

Part One—The “Case”: what is being examined

(250-350 words) Describe the situation and the behaviors that occurred during the incident. Include enough detail for the reader to understand what happened—who said what to whom, for example. You will make use of these details in the second part of the paper. Note: this section is **not** the primary focus of your paper.

Part Two—The “Study”: the careful examination of the case

(500-650 words) Explore how details from a concept or concepts in this class relate to details from the situation. Your purpose is to share what you have learned with your reader as clearly as possible. Define terms and teach the assigned reader a significant lesson. Note: this section **is the primary focus of your paper**. That’s the reason that it comprises two-thirds of your paper.

Grading of This Assignment

It is my intention that your papers should enhance your class average, and it is quite possible to maintain very high average on your papers. Just do the work with integrity.

Rather than writing comments, I will use the scoring rubric on the next page to mark your paper. The chart below shows how the raw score from the rubric will be translated into a percentage and a letter grade.

Raw Score	%	Grade	Raw Score	%	Grade
42	100	A+	24	75	C
40	100	A+	22	73	C
37	97	A+	20	70	C-
35	94	A	18	67	D+
34	91	A-	17	64	D
32	88	B+	15	61	D-
30	86	B	13	58	F
29	84	B	12	55	F
27	81	B-	10	52	F
25	78	C+	8	49	F

Scoring Guide for Case Study Assignments

A. Presents a specific incident.	B. Offers a significant discussion of theory.	C. Relates case clearly to the theory discussed.	D. Teaches a meaningful lesson that focuses on meeting the needs of the assigned audience.	E. Provides clear citations for sources.	F. Observes details of the manuscript form guide.	G. Follows conventions of academic use of language.
6 Presents a specific moment in the case: provides precise and detail that is smoothly integrated into the paper.	6 Provides enlightening, perhaps even compelling, discussion of important theory.	6 Demonstrates exceptional and perhaps critical understanding of course content through accurate definition, full explanation, and insightful analysis of relevant concepts.	6 Makes insightful connections and/or distinctions between course content and the case.	6. Integrates references and terms smoothly into the essay and identifies them consistently and correctly.	6 Observes rules of MS form flawlessly.	6. Communicates with precision and enhanced expression through highly effective use of vocabulary and sentence variety; infrequent, if any, lapses in use of conventions.
5 Presents a specific moment in the case and includes substantive detail.	5 Provides instructive discussion of important theory.	5 Demonstrates strong understanding of course content through accurate definition, with appropriate explanation and analysis of relevant theory and its application to the case.	5 Makes analytical connections and/or distinctions between course content and the case.	5. Integrates references and terms into own essay and identifies them consistently and correctly.	5 Observes almost all rules of MS form.	5. Communicates effectively throughout the essay, with few lapses in use of conventions
4 Presents an adequately detailed incident.	4 Provides useful discussion of worthwhile theory.	4 Demonstrates overall understanding of course content through accurate discussion of theory and its application to the case.	4 Makes and explains appropriate connections between course content and the case.	4. Identifies references and terms consistently and correctly.	4 Observes most rules of MS form.	4. Sentences may contain some lapses in use of conventions, but these rarely impede comprehension.
3 Presents an incident, though detail may be lacking.	3 Provides accurate discussion of theory.	3 Demonstrates generally accurate understanding of course content although explanation may lack specific detail or may not be fully relevant to the case.	3 Makes some connections between course content and the case, but they may not particularly significant or adequately explained.	3. Identifies most references and terms consistently and correctly.	3 Observes majority of rules of MS form.	3. Generally communicates clearly throughout the essay although lapses in use of conventions may at times impede comprehension or prove distracting.
2 May tell a story rather than presenting an incident.	2 Discussion of theory may be obvious or nothing more than dropping a list of theoretical terms into the argument.	2 Demonstrates partial understanding of course content through explanation, but understanding is flawed or explanation is incomplete or inaccurate and may not relate to the case.	2 Makes few or unwarranted connections between course content and the case or makes only obvious connections.	2. May identify references and terms inconsistently or incorrectly.	2 Demonstrates some effort to follow MS form.	2. Communicates clearly at times, showing some ability to use conventions, but whole sections are unclear or errors frequently impede comprehension.
1 Offers no coherent incident.	1 Discusses no theory.	1 Demonstrates little or no understanding of course content and its application to the case.	1 Makes no reference to course content.	1 Makes no distinctions between background readings and own ideas.	1 Demonstrates no effort to follow MS form.	1 Communicates little because few sentences demonstrate appropriate use of conventions.