

Global Course:

As a Texas A&M University-Commerce Global Course, this course has an overarching objective to prepare our students for an interconnected world. One of our objectives is to gain a better understanding of global dynamics in general and particularly in global business communities and markets. This will be emphasized in our second case study where students will be able to examine specific global business situations. We will focus on case situations which require an examination and understanding of global dynamics. The case analysis product will be graded and returned to each student to be included in their ePortfolio. (To access the student ePortfolio, go to myLeo (<https://leo.tamuc.edu>) and log onto your account. Then go to the ManeSync tab.)

Instructor Information

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Dr. Collins has been a member of the faculty of the College of Business and Entrepreneurship at Texas A&M University-Commerce since 1998. A complete description of his experience and qualifications may be found on his curriculum vita located on the University Website.

Best way to communicate: Email or Virtual Office

Materials**Course Text:**

John A. Parnell. **Strategic Management: Theory and Practice**, 4th Edition. Sage, 2013. ISBN: 978-1-4522-3498-4. www.sagepub.com/books/

Additionally, it is recommended that students purchase a 15 week subscription (for \$15) to the *Wall Street Journal*. Online Subscription can be found at: www.wsj.com/studentoffer. This link will enable you to purchase at a deep discount (75% off regular rates for an educational subscription), and the content will be available in print as well as online and mobile. Successful business people use the WSJ among other business publications to keep up with current events, competitors, trends, markets, and anticipated changes in the economy or regulation. This will be a valuable resource for conducting case analyses in this course.

Course Description: This course provides a business capstone for the study of the overall functioning of various types of organizations. This course includes a brief study of strategic planning including mission statement development, analysis of external environment and internal

organizational factors, development of strategic alternatives, selection of appropriate alternatives, implementation of strategies, and competitive strategies and dynamics. Special emphases are given to the integration and coordination of the functional areas within the enterprise. The case methods and/or business simulation will be used to provide practical experience in analysis and decision making in the solution of business problems. Prerequisites: Senior standing; FIN 304, BA 302, MGT 305, 307, MKT 306.

Course Objectives:

This course aims to improve student understanding of the concepts, principles, problems, and applications of strategy. After completing this course:

1. Students will demonstrate an understanding of business strategy and the essential terminology and concepts including the strategic management process, the macro environment of business, industry competition, various levels of strategy in a business, SWOT analysis, strategy selection, and planning for strategy implementation and control.
2. Students will apply business strategy concepts and the strategic management process to current company and industry situations through case analysis and presentations
3. Students will develop a personal strategic plan with job search strategies, career analysis, and long-term career plans.
4. Students will demonstrate personal communication and project management skills through a team project.
5. Students will demonstrate problem solving skills through case analyses.

TECHNOLOGY REQUIREMENTS

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if using a Windows operating system (7 or newer) and a recent version of Microsoft Internet Explorer. Your courses will also work with Macintosh OS X along with a recent version of Safari. Along with Internet Explorer and Safari, eCollege also supports Google Chrome and Firefox on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Students will find most of the course materials in the eCollege course management program and will become familiar with the features of the program as you use them. **For most assignments, the document should be attached in either a WORD.doc file, WORD.docx (WORD 2007) file, or a rich text file (.rtf).** Virtually all assignments should follow the format directions in the syllabus below. Under normal situations, assignments sent to the university email address will not be accepted. Submittals that are not consistent with course software format and file requirements will not be accepted and graded. **Hint:** Submit assignments in MSWORD and avoid grading issues.

Format for Assignments:

Virtually all assignments must be turned in using the following format guidelines.

1. Typed, double-spaced
2. Times New Roman, 12 font (only)
3. One-inch margins on all sides: top, bottom, right and left (These are not the default setting in WORD.)
4. Paper size should be standard, 8-1/2 by 11 inches
5. No headers or footers, except for a page number (if desired)
6. No title sheet (except for current case project), instead place your name on first line in left-hand corner with a title for the assignment centered on the next line.
7. References should be complete (in that they can be used to find the source) and consistent. APA Style is expected, the main focus should be to make a complete reference that will include author (if known), source (magazine, journal, website, etc.), date of publication (or retrieval), etc.

Course Requirements - Activities / Assessments

This syllabus lists the assignments and due dates you will need to stay on track.

Exams: (30% of total course grade)

There will be two (2) exams in the course; a mid-term exam and a case exam (final exam).

Mid-Term Exam: (15% of total course grade)

A mid-term exam over the text material and other class materials will be given during **Week 8**. Deadline for completing the exam is **Friday, March 11, 2016**. This exam will include objective questions (true-false, multiple choice, matching, identify, etc.) and/or an essay or discussion question. Chapter outlines and a study guide will be provided on the course page.

Case Exam: (15% of total course grade)

Each student will be required to prepare an individual case assignment as preparation for the final exam. A question or set of questions will be required for the case final. The case will be provided a week to ten days before the case exam. The company and instructions for the Case Exam Prep will be available on **Monday, April 18, 2016**. The Case Exam Prep exercise must be turned in NLT **Wednesday, April 27, 2016**. The Case Exam will be available on **Monday, May 2, 2016**. The Case Exam will be due NLT **Friday, May 8, 2016**.

Instructions for completing the exams are available at the respective Exam Unit on the eCollege course page.

Major Field Test (MFT): (10% of total course grade)

The College of Business requires all students to take the Major Field Test in their final semester. This test is administered through enrollment in the capstone strategy course. It is a comprehensive look at your performance in many areas relating to business, including your major.

It is important for all students to give their very best effort on this test. We use the results to evaluate our programs for accreditation. High performance on the Major Field Test demonstrates that students graduating from TAMUC College of Business are nationally competitive. Faculty may consider your MFT results, in addition to your coursework, when they recommend you for jobs or additional academic programs

The MFT will be given at specific times near the middle of the semester. You will receive more information shortly after the semester begins.

All students who complete the exam will receive a minimum of 75%. Students whose scores are above 35 percentile for at least 6 of the 9 subscores will receive 85%. Students whose scores are above 45 percentile for at least 6 of the 9 subscores will receive 100%.

Case Analysis (25% of total course grade; Case 1, 10%; Case 2, 15%)

You will be reading, analyzing and submitting two individual written cases during the semester. The purpose is to apply your business knowledge from a variety of functional areas (such as finance, marketing, management) to solve a real business strategic issue. There will be several questions to guide the discussion. One of our objectives is to gain a better understanding of global dynamics in general and particularly in global business communities and markets. This will be emphasized in our **second case study** where students will be able to examine specific global business situations. We will focus on case situations which require an examination and understanding of global dynamics.

Generally cases follow this format: (1) a summary of the relevant situation in the case, (2) Internal analysis of the firm, including current corporate and business-level strategies, (3) external analysis, (4) SWOT analysis culminating in identification of a problem (which may be in fact an opportunity), (5) proposal of 2 or more alternative courses of action that will help solve the problem or exploit the opportunity, (6) evaluation of all alternatives, (7) recommendation of best alternative and (8) implementation issues that need to be considered. **Case 1 is due Thursday, February 25, 2016; Case 2 is due Thursday, April 7, 2016.**

Team Project (Current Case): (30% of Total Course Grade)

Team Project (Current Case) will be due on **Friday, April 22, 2016 at 11:59 pm.**

This major course assignment has several scheduled activities that are associated with the beginning, completion and follow-up of the team project.

Team Development and Work

The Current Case Team Project assignment will be done within a team environment. Each student is expected to participate on a team. Student teams should have three or four members and may have no more than four members. (Don't even ask!) Students may choose their own teams, within constraints, but these may be altered as needed by the instructor. The primary constraint will be to provide a balance of majors among the team members. For example, it is unlikely that a team of all accounting majors will be able to form. Another consideration might be geography (where do team members live or work), so that team can get together if and when they need to meet. However, for an online course/class, students should expect to perform team collaboration utilizing virtual assets, meeting apps, and face-to-face meetings where possible. The last day for establishing teams is **Friday, February 5, 2016**. As soon as a team is formed, one member should notify the instructor via email. Students not attached to a team at that time will be assigned to a team and notified by the instructor.

Each team will develop a case or report about a company, analyzing the situation, and making recommendations about the company. Each team will prepare and present a current case selected from a list of approved firms. The **current list of firms** is available on eCollege, Doc Sharing. Student teams will then participate in the company selection process as explained on the course site. Occasionally, firms other than those on the list may be included if a student team expresses a strong interest in the firm, the firm fits the requirements of the course, and the company has not been used in recent semesters. A student team that wants to request a firm for consideration for their case study will need to allow a few days for the instructor to determine the feasibility of the selection. **All organizations used for case studies must be approved by the instructor.**

In the past the instructor has had **teams with significant "personnel" problems**. If this occurs and some team members want to "fire" a member, the instructor will act as the mediator or arbitrator for the team. If the team cannot reach an agreeable solution with the member and the team member is "fired," alternative arrangements for completing the course will be made with the "fired" or separating team member(s). This will be to start over with another company from the beginning of the activity or trying to secure placement on another team. The last date to fire a team member or separate from a team will be approximately mid-semester before the final draft of the Current Case Team Project is due. This semester, that date will be **Monday, February 29, 2016**.

Teams should outline attendance/participation and performance expectations for the team members before the work begins on the team activities. A team charter (or contract) should be developed, signed, and a copy provided to the instructor. The team charter should outline performance expectations of the team members, leadership and other roles of individuals on the

team, etc. The teams may determine their own expectations (the instructor is not going to make any specific requirements within the team, only due dates and “team” requirements). If individuals have problems with the expectations that their team is making, they should probably find another team. Members should also maintain records of member attendance (or availability and response to communications) and performance.

The preparation of the written report should include all team members. Too much separation of duties (and/or a lack of a coordinating effort) may result in a report and presentation that does not include all areas and/or duplicated or unnecessary material. Including all members (and having a project coordinator) will more likely ensure consistency of style in reports and prevent duplication of discussion (or surprise recommendations).

Steps in the Team and company selection process

As the semester begins, individual students should introduce themselves to the class to begin the search for team members. Utilize the Student Lounge on eCollege to accomplish this. Once teams have formed the company selection process will immediately take place. Each team will submit directly to the instructor via email their 3 choices for a company to work on. The instructor will confirm via email which company the team will be analyzing. Once team and companies are selected and approved, the teams may begin their work. This process should be completed by **Monday, February 21, 2016**. So students should (1) introduce themselves to the class and begin seeking a team to build or join immediately. (The team formation should complete by **Friday, February 5, 2016**); and, (2) after teams are formed and the company is known organize the team and project and begin work. **This set of activities will be included in the Class Participation part of the grade.**

Team Project Case Analysis and Presentation

The work of the teams in this class will focus on the preparation and written presentation of a case. A case is basically a situation within a company or companies and is designed to illustrate real-world applications of theory and concepts. The extent to which a particular case covers a wide range of strategic management concepts depends on the situation and the intent of the case authors. Hence, the scope of coverage and discussion will vary depending on the information available to the authors and the intent of the authors in writing their case. Most of the situations analyzed in this class will include a broad range of issues and will have a general strategy focus rather than be oriented on implementation issues or single functions exclusively (for example, human resource management, structure, systems, marketing, finance, operations, and other related issues).

For the current case (i.e. Team Project), teams will likely select an “ending time” for their case. Virtually all firms will have financial information for 2014 available. Some will have information for 2015. (They are virtually certain to have partial year information for year 2015.) Student teams will probably also want to “cut-off” their analysis period when significant events take place. For example, if a company announced a major merger or reorganization during the semester, the team may want to have a cutoff date prior to this kind of event.

Grading Approach for the Team Project (Current Case)

Students need to keep in mind the grading format for the Current Case Project. The grading format for the case projects will follow the 25 steps/questions presented and discussed in the text (and presented in the syllabus). Please Note: This should give some insight on what a proper outline and structure for the project should be. Though the items will likely be equally weighted in the grading process, some variation in the weighting may be considered for the more important items. Please Note: the 25 questions represent different kinds of research and thinking (analytical and synthesis). Basically, the first **fifteen** questions may be researched through study of the general environment (macroenvironment), the industry, and the company. This activity is more research and analysis. The last **ten** questions tend to require more synthesis as the primary approach. One of the approaches student teams often try to use is to divide the questions equally among the members with a member taking the first six, another member the next six, etc. The major problem with this is that individual members may not communicate to the next student in the process. This can lead to a final paper that is disjointed, missing elements, and generally lacks a logical flow and rationale for the recommendation and implementation.

What student teams will turn in

Students should prepare two documents: the current case team project report and a presentation (PowerPoint) that they would use if they were going to present the case to a live audience. Both are due on **Friday, April 22, 2016**. The PowerPoint should give highlights of the environment, industry, company, and a brief presentation of the team's recommendations and implementation and control plans.

Class Participation: (5% of total course grade)

This portion of the grading will include some work not included in other parts of the grading process (such as the team and company selection process) and the overall student performance on their team. Students are expected to keep up with the requirements and schedule of the course.

Note: Be aware of key strategy/strategic planning terms for the Team Project

Company	does not equal	Industry
Opportunities	do not equal	alternatives
Environmental factor	does not equal	company strategy to respond to the factor
Environmental factor	does not equal	industry response to the environmental factor

Strategic management terms are presented for a reason. Learn what they mean and use them appropriately in communicating about companies.

Course Point Allocations

Midterm Exam (chapters 1-12)	15%
Case Exam	15%
Current Case Team Project	30%
-Report, 20%	
-PPT, 10%	
Major Field Test	10%
Case Studies (2)	25%
-Case Study 1, 10%	
-Case Study 2, 15% (GLB)	
Class Participation	5%
Total	100%

Course Assignment and Exam Schedule and Dates

Assignment/Exam	Open	Due	Exam Date
Team development for Current Case Team Project	T, Jan 19	F, Feb 5	
Company selection for Current Case Team Project	T, Jan 19	M, Feb 8	
Case Study 1	M, Feb 1	Th, Feb 25	
Case Study 2	M, Mar 7	Th, Apr 7	
Midterm Exam (Chapters 1 - 12)			M-F Mar 7-11
Current Case Team Project	Tu, Feb 9	F, Apr 22	
Major Field Test (MFT)	M, Feb 29	S, Mar 5	
Case Exam (Final Exam)	M, May 2	F, May 6	M-F, May 2-6

Important notice: - Unless otherwise stated in a specific assignment, all assignments are due in the appropriate drop box no later than 11:59 pm central time zone on the date the assignment is due.

Assignment Submittal Policy

1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in MGT 439 should have at least some skill with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!
2. **Assignments must be turned in on time.** Assignments are due at the **date and time** listed. The Course Plan lays out the full course schedule and can be accessed on the course home page or on Doc Sharing. Late assignment submittals will not be accepted without prior approval nor will email submittals. All assignments must be submitted into the appropriate drop box.
3. **Assignments must be complete.** You must complete and submit all components at the specified due date and time to receive credit for the assignment. Please don't turn in work that is only "half-finished" and then attempt to submit the rest of the assignment at a later date.

Business Strategy Project Steps (Ref: Parnell, Strategic Management, 4th Edition, 2013)

Step	Topic/Question	Chapter-Page
1	Introduction of the organization	1-13
2	Identification of the industry and competitors	2-32
3	Potential profitability of the industry	2-43
4	Who has succeeded and failed in the industry and why? What are the critical success factors?	2-43
5	What political/legal forces affect the industry?	3-62
6	What economic forces affect the industry?	3-68
7	What social forces affect the industry?	4-89
8	What technical forces affect the industry?	4-96
9	What is the current firm-level strategy?	6-163
10	What is the current business-level strategy?	7-197
11	What business-level strategies are presently being employed by competitors?	7-199
12	What is the organization's marketing strategy?	8-225
13	What is the organization's financial position and financial strategy?	8-227
14	What are the organization's production and purchasing strategies?	8-231
15	What are the current strategies in other functional areas such as HR and information systems?	8-235
16	What strengths exist for the organization?	9-253
17	What weaknesses exist for the organization?	9-253
18	What opportunities exist for the organization?	9-255
19	What threats exist for the organization?	9-255
20	What strategic alternatives are available for the organization?	9-259
21	What are the pros and cons of these alternatives?	9-259
22	Which alternative(s) should be pursued and why?	9-259
23	How should the alternative(s) be implemented?	11-305
24	How should the alternative(s) be controlled?	12-334
25	What crisis events should the firm anticipate? What are the future prospects for the company?	12-341

Course Policy for Drops and Incomplete Grades:

Students often believe that Internet courses are independent study courses and that they can work at their own pace throughout the course. Although the schedule does provide for some flexibility and does not require class attendance (or commuting to and from class), student discipline to meet due dates for the assignments, projects, and exams is required. If a student gets behind and decides that they should drop the course, they will be evaluated on the work completed up to the point of the request to drop. Generally, students will receive a DP (drop passing) if they are reasonably current with their assignments and a DP will be provided until the "Last day to drop a course or withdraw from school." Incomplete grades are usually reserved for students who have a **family or medical emergency during the last couple of weeks of classes**. For students who are allowed to receive an Incomplete for this course, the University policy states that Incompletes that are not removed by the end of the next long semester (May, 2015) will turn into an "F." Please maintain regular "attendance" (that is, stay up with your work **and** participation) in this class to avoid these problems.

Disability Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Disability Resources and Services
Texas A&M University-Commerce
Halladay Student Services Building
Room 303 A/D
Telephone: (903) 886-5150 or (903) 886-5835
FAX: (903) 468-8148**

Student Conduct Statement: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment."

Students enrolled in on-line courses have the same rights and responsibilities as students in live-taught courses.

Refer to Student's Guide Book located at:

<http://www.tamuc.edu/CampusLife/documents/studentGuidebook.pdf>

Comment on Academic Honesty

There seems to be a belief among many that anything found on the Internet is free to use as one wishes. The "cut and paste" option also makes it quite tempting. However, information on the web must be properly cited just as you would any "hard copy" periodicals or books. Keep the following in mind:

1. It is generally not advisable to quote anything verbatim in a paper unless there is an overriding reason to do so, such as the use of a particular phrase or sentence that illustrates a point well and should not be changed. When you do quote directly, you must place the statement in quotes in

addition to a footnote at the end of the quote (or for longer quotes, offset the quoted section). Not placing the statement in quotes implies that the wording is your own.

2. Simply changing a few words in a sentence (for example, "large" to "big") may alleviate the need for quotes (depending on how much you change), but it is not the best way to go. If you are not going to provide a direct quote, then the material should be stated in your own terms.

Changing a couple of words implies laziness.

3. Every idea you get from another source must be cited. Placing 100 citations in a paper does not imply that the work is not original, but that you did a proper job of giving credit where it was due.

4. The real danger in a "cut and paste" approach to report writing is that you end up including a lot of information that is related to the topic about which you are writing, but does not really address what you are trying to say. Putting things in your own words allows you to focus your comments more effectively.

5. Material that would be considered to be common knowledge in the field (like the general strategic management model) would not likely require a citation.

6. Some papers may be graded using turnitin.com software.

Any deviation from the guidelines concerning quotes and citations constitutes **plagiarism**, as it suggests that you are trying to submit someone else's work and creativity as your own. If you have any questions, please let me know.

Plagiarism represents disregard for academic standards and is strictly against University policy. Plagiarized work will result in an **"F"** for the course and further administrative sanctions permitted under University policy. Guidelines for properly quoting someone else's writings and the proper citing of sources can be found in the APA Publication Manual.

Papers may be reviewed electronically by Turnitin.com or a similar resource.

RESEARCH STUDIES/HUMAN SUBJECTS

Procedure A15.02

Texas A&M University-Commerce recognizes the need for investigation in which human beings may serve as research subjects. The University acknowledges and accepts its responsibilities for ensuring that the privacy, safety, health, and welfare of such subjects are adequately protected. All research, which involves any form of participation of human subjects, qualifies as human subject research. This includes certain survey research, research by students as well as by faculty and staff and both internally and externally funded research.

In order to comply with federal regulations as well as to conform to guidelines of the University's Institutional Review Board (IRB), the principal investigator should obtain approval of their research protocol from the IRB prior to any contact with human subjects.

If you are using humans in any of your research, contact your professor before proceeding with the research project. A determination will be made as to the need for IRB review and approval. Contact your professor for assistance.

Grading Rubric for Current Case Paper; Case Exam Prep:

Criterion	Unsatisfactory D or < D Less than 70%	Satisfactory C or C- 70 to 79%	Good B 80 to 89%	Exceptional A 90 to 100%
25 Question: Inclusion of topics appropriate for the assignment, in other words the 25 questions, and use of qualitative and quantitative information appropriate for the topics	Paper does not include satisfactory discussion of the topics	Paper included a minimal presentation and discussion of assigned topics and appropriate supporting documentation	Paper included an appropriate presentation and discussion of assigned topics and appropriate supporting documentation	Paper provides an outstanding level of presentation and discussion of the topics
Learning and Comprehension: Demonstrate understanding the topics including an ability to make an application of learning, Comprehend the topics by being able to express the topics in one's own words	Paper lacks a satisfactory understanding of the topic and/or inclusion of application of the topic to a management or business situation	Paper demonstrates a moderate level of understanding of the topic and/or inclusion of application of the topic to a mgt or business situ.	Paper demonstrates an good level of understanding of the topic and/or inclusion of application of the topic to a management or business situation	Paper demos an outstanding level of understanding of the topic and/or inclusion of application of the topic to a management or business situ.
Writing and paper process issues: Format using instructor's preferences from syllabus Style (APA) Organization Use of headings Use of tables, graphs, charts, maps, diagrams, etc when appropriate Use of appendices when appropriate Provide a list of references and/or use of endnotes where appropriate to the assign. Proper grammar/Spell Appropriate words Page length	Paper fails to meet guidelines of the instructor and/or has numerous grammatical and spelling errors and demonstrates a lack of use of organizational and presentation methods that can enhance the reader's ability to understand the paper.	Paper follows instructor's guidelines presented in the syllabus, uses headings and other paper organizational methods to present the material. Paper has limited grammar mistakes, misspelled and misused words	In addition to following the instructor's format guidelines and providing reasonably good reader-oriented organization, the paper has few grammatical or spelling errors and includes appropriate use of appropriate tables, graphs, etc.	In addition to following the instructor's format guidelines and providing reader-oriented organization, the paper has virtually no grammatical or spelling errors and includes outstanding use of appropriate tables, graphs, etc.

Mgt 439 Case Study Grading Rubric

Semester: Spring 2016
 Section: Mgt 439
 Teacher: Dr. Bob Collins
 Available Points: 10
 15

CATEGORY	Points	Pt Distribution %'s				
		0-59	60-69	70-79	80-89	90-100
A. Case summary including the business name(s), principals and other key facts.		Poor desc; more than one missing element	Acceptable desc; more than one missing element	Clear desc; more than one missing element	Clear desc; missing element	Clear desc of the case situation
10%	1, 1.5					
B. Statement of the question(s)		Poor or incomplete statement	Acceptable statement; elements missing	Less than clear statement; elements missing	Clear statement; elements missing	Clear statement of the question(s)
10%	1, 1.5					
C. Identification of the data and information required to assess the questions		Poorly presented, incomplete	Incomplete, missing elements	Incomplete limited missing elements	Good identification and presentation	Thorough, complete identification and presentation
20%	2, 3					
D. Analysis and statement of the response to the question(s)		Incomplete; presented as an afterthought	Incomplete, missing content, poorly presented,	Incomplete content, inaccurate not clearly presented	Mostly Clear response, incomplete content	Clear and complete response
20%	2, 3					
E. Quality and thoroughness of the analysis		Limited, inaccurate	Poor assumptions; partially presented; inaccurate	Assumptions incomplete or not stated; some accuracy questions	Reasonable assumptions; well organized; accurate	Reasonable assumptions; well organized and presented
20%	2, 3					
Overall Content and Quality of Writing		Poor writing; typos/misspells; inaccuracies; Poor organization	Sloppy Grammar; Inaccuracies or Deficiencies; Poor organization	Grammar issues; Content and organization Deficiencies	Moderately Prof., some rough spots; content OK	Professional, clear and concise; Well organized
20%	2,3					
Total Points	10, 15					