**Case Analysis Grading Rubric**

**Media Ethics**

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|  | **Excellent (A, A-)**  (Exceeds graduate course relative standards\*) | **Good (B+, B)**  (Meets graduate course relative standards\*) | **Poor (B-, C+, C)**  (Fails to meet graduate course relative standards\*) |
| **Situation** (15 points) | Student provides a concise summary of only the most important facts involved in the situation in the case in two or three brief sentences. | Student provides a summary of the facts involved in the situation in the case, but sentences are not concise. Sentences may be too long or there are too many of them. | Student provides a summary that is not concise, is rambling, and includes statements of values ,principles, or loyalties, which should go in subsequent sections. |
| **Values** (15 points) | Student clearly states the no more than three relevant values he or she is considering in the “Values” section of Potter’s Box to base his or her final judgment on, and explains clearly and logically the reasons the values chosen apply to the case. Student has ample, properly formatted references to a wide variety of required and recommended material. | Student states the one or two relevant values he or she is considering in the “Values” section of Potter’s Box to base his or her final judgment on, and explains the reasons these values apply to the case. Student has some references to required material. | Student states one value he or she is considering in the “Values” section of Potter’s Box to base his or her final judgment on, but does not explain logically the reasons the value applies to the case. Student has no references to required material. |
| **Principles** (15 points) | Student states what principle he or she is using in the “Principles” section of Potter’s Box to base his or her final judgment on, and explains clearly and logically the reasons this principle is being used. Has ample, properly formatted references to a wide variety of required and recommended material. | Student states what principle he or she is using in the “Principles” section of Potter’s Box to base his or her final judgment on, and explains the reasons this principle is being used. Has some references to required and recommended material. | Student states a principle that does not apply to the case or is impractical or not based on theory learned in the assigned material. Does not explain why he or she is using the principle, and it is not clear that the student has read or understands how to apply the principles in the assigned material to the ethical problem in the case. Has too many generalizations and no references to assigned material. |
| **Loyalties**  (15 points) | Student states what loyalties he or she is using in the “Loyalties” section of Potter’s Box to base his or her final judgment on, and clearly explains logically the reasons these loyalties are being used to apply to the case. Has ample references to a wide variety of required and recommended material. | Student states what loyalties he or she is using in the “Loyalties” section of Potter’s Box to base his or her final judgment on, and explains the reasons these loyalties are being used to apply to the case. Has some references to required and recommended material. | Student does not seem to understand what loyalties are relevant to the case or choses the loyalties illogically. Has no references to assigned material. Thinking is not clear. |
| **Judgment**  (15 points) | Student makes a final judgment clearly and concisely based on his or her stated values, principles, and loyalties. Defends his or her judgment logically. Has ample references to a wide variety of required and recommended material. | Student makes a final judgment somewhat clearly based on his or her stated values, principles, and loyalties. Defends his or her judgment fairly logically. Has some references to required and recommended material. | Student makes a final judgment that is logically inconsistent with previously stated values, principles, and loyalties. Does no defend his or her judgment logically or clearly. Has no references to assigned material, or refers to the case itself, not to assigned material. |
| **Writing Style**  (25 points) | Student uses proper grammar, punctuation, and spelling and writes effective sentences that make logical sense. Has a proper academic style that is void of clichés and informal, colloquial phrases and language. Writing is well organized and logically coherent. | For the most part, the student uses proper grammar, punctuation, and spelling and writes reasonably effective sentences that generally make logical sense. Has a proper academic style that generally avoids clichés and informal, colloquial phrases and language. Writing is well organized and generally logically consistent. | Student does not use proper grammar, punctuation, or spelling throughout the paper. Many of the sentences are ineffective and do not make logical sense. Does not have a proper academic style and often uses clichés or overly informal or colloquial language. Writing is not well organized and not logically consistent. Writing is rambling and often doesn’t make sense. |

\* See course Syllabus for the definition of relative versus absolute standards.

A = 95-100 points; A- = 90-94 points; B+ = 85-89 points; B = 82-84 points; B- = 80-81 points; C+ = 75-79 points; C = 72-74 points; C- = 70-71 points.