

**Consumer Behavior Rubric**

Content Knowledge Grade: \_\_\_/75

Communication Grade \_\_\_/30

Name \_\_\_\_\_

Discovery & Inquiry Grade \_\_\_/48

Grade \_\_\_\_\_/300

Critical Thinking Grade \_\_\_/117

Lifelong Learning Grade \_\_\_/30

The colloquium paper is worth 300 points. The paper should include the following sections:	Exemplary	Proficient	Marginal	Unacceptable
<p><b>Introduction:</b> <i>Discovery &amp; Inquiry</i> (___/16)</p> <p>1. Describe organizational context relative to topic <input type="checkbox"/></p>	<p>Gives a specific description of the organization as it pertains to the focus of this paper. (14-16)</p>	<p>The description of the organization and the context is present, but brief. (12-13)</p>	<p>There is either no context or it is not specific to the topic. (10-11)</p>	<p>Does not address the organizational context.(0-9)</p>
<p><b>Introduction:</b> <i>Discovery &amp; Inquiry</i> (___/32)</p> <p>2. Identify organizational issue/problem <input type="checkbox"/></p> <p>3. State purpose of paper <input type="checkbox"/></p>	<p>Substantially establishes a clear issue or identifies a potential problem that the organization faces. States a clear purpose of the paper. Information is synthesized (organized thematically).(28-32)</p>	<p>Competently establishes a clear issue or identifies a potential problem. States a relatively clear purpose of the paper. Information is somewhat synthesized (24-27)</p>	<p>The issue or potential problem is somewhat unclear. The purpose of the paper is not well-stated. Information is presented very linearly (non-thematically). (20-23)</p>	<p>Little or no issue or problem identified and limited or no statement of purpose. (0-19)</p>
<p><b>Review of Literature:</b> <i>Content Knowledge</i> (___/75)</p> <p>1. Discuss the theoretical rationale for an organization to understand consumer behavior <input type="checkbox"/></p> <p>2. Discuss how consumer behavior may be used to identify market segments and how organizations should go about doing it <input type="checkbox"/></p> <p>3. Discuss the value of market segments and how they should be used <input type="checkbox"/></p>	<p>Review is exceptional, evidencing balanced information and a thoughtful, in-depth discussion of understanding consumer behavior and the relevance of market segments to an organization. (67-75)</p>	<p>Review evidences proficient knowledge referent to consumer behavior and displays evidence of fundamental understanding of market segments (60-66)</p>	<p>Review indicates limited understanding of the consumer behavior and the relevance of market segments to an organization. (51-59)</p>	<p>Review does not successfully indicate an understanding of consumer behavior and market segments (0-50).</p>

<p><b>Application of theory to organization:</b> <i>Critical Thinking</i> (___/55)</p> <ol style="list-style-type: none"> <li>1. Discuss the target markets for the organization and how they were identified. □</li> <li>2. Discuss how the organization is accessing these markets and what kind of information the organization collects □</li> <li>3. Discuss how the organization uses the information that it collects and whether the organization feels that it benefits from that information □</li> </ol>	<p>Successfully applies concepts in the lit review to critically analyze the target markets, the organization of the markets, and how well the organization uses the information. Evaluates by providing clear, specific examples. Frames insights by referencing points in the lit review in an exceptional manner (49-55)</p>	<p>Proficiently applies concepts in the lit review to critically analyze the target markets, the organization of the markets, and how well the organization uses the information. Evaluates by providing solid examples. Frames insights by referencing points in the lit review in a competent manner (43-48)</p>	<p>Either marginally applies concepts in the lit review to analyze the target markets, the organization of the markets, and how well the organization uses the information, or fails to apply one of the concepts Limited evaluation of the key elements and their relationships (36-42)</p>	<p>Fails to apply concepts from the lit review. No evaluation of key elements or relationships. (0-35)</p>
<p><b>Recommendations:</b> <i>Critical Thinking</i> (___/44)</p> <ol style="list-style-type: none"> <li>1. Make recommendations on how the organization could improve their market segments and identify potential markets that have not been accessed □</li> <li>2. Make recommendations on how the organization might improve in their processes so that they benefit more from the data collection □</li> </ol>	<p>Devises solutions by successfully integrating knowledge and judgments. Develops well supported arguments for action based on the concepts from the literature review and experience within the focal organization (39-44)</p>	<p>Devises solutions by integrating knowledge and judgments moderately well. Competently develops arguments for action based on concepts from lit review and experience within the focal organization. (34-38)</p>	<p>Recommendations for organization are somewhat superficial but still integrate knowledge and judgments. Arguments for action are only marginally based on lit review and experience within focal organization. (28-33)</p>	<p>Recommendations do not follow from lit review or experience with focal organization or are missing. (0-27)</p>

<p><b>Conclusion:</b> <i>Critical Thinking</i> (___/18)</p> <ol style="list-style-type: none"> <li>1. Synthesize what the organization does well relative to this topic <input type="checkbox"/></li> <li>2. Synthesize recommendations to organization <input type="checkbox"/></li> </ol>	<p>Exceptional synthesis of achievements and recommendations with respect to consumer behavior and market segments (16-18)</p>	<p>Proficiently synthesizes achievements and recommendations (14-15)</p>	<p>Marginally synthesizes achievements and recommendations (12-13)</p>	<p>Either does not include one aspect or does not synthesize both well at all. (0-11)</p>
<p><b>Conclusion:</b> <i>Lifelong Learning</i> (___/30)</p> <ol style="list-style-type: none"> <li>3. Reflect professionally about how you might apply insights gained in this paper to your future sport career.</li> </ol>	<p>Comprehensively reflects on application of content to career goals. (27-30)</p>	<p>Competently reflects on application of content to career goals. (24-26)</p>	<p>Marginally reflects on application of content to career goals. (21-23)</p>	<p>Limited or no reflection. (0-20)</p>
<p><b>Communication</b> aspects below apply to entire paper</p>				
<p>Organization (___/30)</p>	<p>Effectively organizes ideas. Develops ideas well and arranges them logically, flowing smoothly from one to another. Reader can follow line of reasoning. (27-30)</p>	<p>Adequately organizes ideas. Moderately develops ideas and arranges them logically. Does not always clearly link ideas to each other. For the most part, reader can follow line of reasoning. (24-26)</p>	<p>Intermittently organizes ideas clearly and only sometimes arranges them logically. Reader is sometimes confused and/or notices redundancies. (21-23)</p>	<p>The writing lacks any semblance of logical organization. The reader cannot identify a line of reasoning and loses interest. (0-20)</p>
<p>Sentence structure (___)</p>	<p>Sentences are well phrased and varied in length and structure. They flow smoothly from one to another. (-0)</p>	<p>Sentences are adequately phrased. The flow from sentence to sentence is generally smooth. (-1 to -4)</p>	<p>Some sentences are awkwardly constructed, and they represent an occasional distraction for the reader. (-5 to -8)</p>	<p>Errors in sentence structure are frequent enough to represent a major distraction to the reader. (-9 to -12)</p>

Grammar, Spelling, Mechanics (i.e., Punctuation, Italics, Capitalization, etc.) (__)	The writing is free or almost free of errors. (-0 to -1)	There are occasional violations in the writing, but they don't represent a major distraction or obscure the meaning. (-2 to -4)	The writing has numerous errors and the reader is distracted by them. Meaning remains discernible. (-5 to -8)	Errors are so numerous that they obscure the meaning of the passage. The reader is confused and stops reading. (-9 to -12)
Word Choice (__)	Word choice is consistently precise. The writer goes beyond the generic word to find one more precise and effective	Word choice is generally good but generic (-1 to -3)	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately. (-4 to -8)	Many words are used inappropriately, confusing the reader. The writer may also use colloquial language. (-9 to -12)
Citations & References APA (__)	APA format is used accurately and consistently.	APA format is used with minor violations. (-1 to -4)	Format of document reflects incomplete knowledge of APA format, which may include errors such as omission of citations in instances they are needed. (-5 to -8)	Format of document is not recognizable as APA. (-9 to -12)
Cover page including title and author	Yes _____ No _____ (-1 to -4)			
Appendices (if necessary)				
Length: 2100 words (excluding references), double spaced unless modified per APA guidelines	If fewer than 2100 words, paper is returned ungraded and penalized one grade.			
Times New Roman, font size 12	Yes _____ No _____ (-1 to -2)			
Pages numbered consecutively (excluding cover page)	Yes _____ No _____ (-1 to -6)			
Minimum 5 peer-reviewed references.	If fewer than 5 peer-reviewed references are cited within the text of the paper, the paper is returned ungraded until a minimum of 5 peer-reviewed references are included, which must be cited in text. Paper is penalized a minimum of one grade per missing cited reference.			