MGT 166: BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY

Reading Reflection Journal: Description and Scoring Criteria

During the second week of the quarter, you will be assigned a partner for the Reading Reflection Journal. This is a quarter-long assignment. It involves reading (or watching/listening), reflection and writing. You and your partner will prepare Journal entries and Feedback pertaining to course readings and other preparation materials as specified in the syllabus.

**OBJECTIVES**

The objectives of the assignment are to:

* participate with a peer in an intellectual dialogue that will encourage and support critical thinking and further exploration of ideas and course themes
* provide structure and focus for class preparation that will support a good discussion in class
* result in a meaningful tool for final exam preparation

**PART I: JOURNAL ENTRIES**

This is an ongoing written journal that documents your responses (reflection, speculation, questions, opinion) to the required class preparation material. Journal entries may be written in the first person. They must demonstrate critical thinking; they may include thoughtful reflection on the content of the readings, your opinion on the subject(s) and some connection to your work, other courses and/or personal experiences. *Remember, you are writing to your partner, not the instructor.* Create a conversation with your partner. Engage your partner by asking questions, referring to previous Journal entries, etc. Possible content of Journal entries:

|  |  |
| --- | --- |
| * Working through ideas and concepts from the readings | * Responding to prompts from the Study Guides |
| * Posing detailed questions to your partner for additional input | * Address an aspect that you found particularly compelling |
| * Relating readings to previous course material, key concepts or class discussions to develop new insights | |

Your Reading Reflection Journal is not to be a summary of the class preparation materials. Your partner did the reading just as you did so there is no need to restate the content of the reading.

**Journal Entries must be 225 - 300 words.**

**PART II: FEEDBACK TO PARTNER**

In addition to preparing your Journal Entry, you will read and reflect on your partner’s journal and provide written feedback to your partner. For example, do you agree or disagree with your partner? How has your partner helped you to broaden your own perspective and interpretation of the material(s)? Create a dialogue, ask questions, etc.

**Your Feedback to your partner’s Journal Entry must be 75 – 150 words.**

**If your partner does NOT send a journal entry to you** in time for you to turn around your response, you have the opportunity to add to your own submission (same size requirements as the Feedback you would have offered your partner), so you don't lose points. Use this additional paragraph to relate the reading to your own experience in work, school or elsewhere.  (Do not write a counter argument to your own position.)  The additional paragraph you write needs to be embedded in your paper at the bottom and must be LABELED CLEARLY for your grader: “Extended Entry - No Journal Received from Partner”.  Extended entries that are not labeled will not earn points. This approach to your journal is a fallback plan so that you are never at risk for losing points due to a lack of action by your partner. If your partner fails to send a journal entry more than once, contact the instructor and the teaching assistant/tutor by email immediately. Submitting more than one Reading Reflection Journal with an Extended Entry instead of content from you partner may adversely affect your course grade.

**FORMAT**

On TritonEd, in the Reading Reflection Journals folder, open the Microsoft Word file “Example Journal”. This example demonstrates the format for Journal submissions.

**Required Formatting**:

* 1” margins on all sides of the page
* 1.5 line spacing in the Journal entry and Feedback entries
* Black text
* Your name and your partner’s name at the upper left of the page, then
* The number of the class session in which you will submit your Journal (Class numbers are on the syllabus in the Schedule.)
* The title(s) of the reading(s) or other content addressed in your Journal
* Microsoft Word 11-point Ariel or Calibri font or the equivalent
* Your Journal entries must be 225 - 300 words. Feedback to your partner’s Journal entry must be 75 – 150 words. Use the word count function in MS Word to be sure you meet these requirements.

Due to different operating systems, application software, sorcery, solar flares, etc., a single file can appear/print differently on different systems. You are responsible for submitting a Journal that complies with the formatting requirements and verifying that your document, when opened by the instructor or teaching assistant/tutor via Turnitin software, is displayed correctly.

**SUBMISSION**

You and your partner will be responsible for creating and agreeing upon a system that works for swapping your Journal entries and Feedback in a timely manner. You might consider a specific day of the week and time as a due date for each of you to deliver your submissions to each other. For example, Journal entries might be due to each other by noon on Saturdays and Feedback due to each other by noon on Mondays.

**KEYS TO SUCCESS**

* Contact your partner as soon as you know who he or she is. You can use the email utility in TritonEd to contact each other initially. You will then want to share contact information so you can communicate directly with each other.
* Meet your partner. One approach is to agree to meet before or after class, even if that’s just a quick meeting to get to know each other.
* Agree to a timeline for delivering Journal Entries and Feedback to each other. For example, you could set the deadline for delivering Journal Entries to each other at 5:00 p.m., four days before the assignment is due. You could set the deadline for delivering Feedback to each other at 5:00 p.m., two days before the assignment is due.
* Take deadlines seriously. Make a mutual commitment to meet your deadlines. Failure to deliver on time may result in your partner submitting an Extended Entry. This may have an adverse effect on your course grade.
* Save your digital receipt for submission of your Reading Reflection Journal.

**SCORING CRITERIA**

***As we grade, we will be looking for evidence that all class preparation (reading, video, audio) was completed.*** Your journal entry is worth up to 8 points and the feedback written to your partner is worth up to 2, for a total of 10 possible points for each submission. Entries and responses are graded on the following criteria:

* **Content.** Journal entries reflect content from the course materials. The entries are thorough, demonstrating introspective thought, exploration of themes and /or connections with previous knowledge and experiences from other courses or personal and work experiences. Definitive assertions are well supported. There is clear evidence that all class preparation (reading, video, audio) was completed.
* **Writing.** Journal entries demonstrate quality college-level writing and are free of grammatical, spelling and other errors. Observations are descriptive and to the point.
* **Partnership.** Journal entries and responses reveal a developing partnership. There is evidence of a growing intellectual dialogue over the exchange of ideas and experiences pertinent to the readings.
* **Format.** Each entry is formatted according to the parameters of the assignment, the required formatting, and the sample provided. Entries do not exceed the maximum number of words allowed for each.

**READING REFLECTION JOURNAL SCORING RUBRIC**

**Journal Entry**

Content (4 pts possible)

4 – Excellent, thoughtful work: clear evidence that all materials were completed and considered thoroughly; evidence of critical thinking and sound analysis

3 – Well done but less evidence of critical thinking, analysis and reflection

2 – Good effort but less evidence that readings were completed and considered and/or less evidence of critical thinking, analysis or reflection

1. 1 – Poor effort demonstrated by superficial discussion and/or lack of evidence that readings were completed and considered

0 – Incomplete, e.g., wrong material(s) discussed

Writing (2 pts possible)

1. 2 – Writing is quality college-level work that has been carefully edited and proofread and contains no errors
2. 1 – Writing is average with errors, inattention to detail, or weak effort
3. 0 – Writing is poor, not at college-level, with little or no evidence of editing and proofreading

Partnership (1 pt possible)

1. 1 – Clear interest and focus on developing a relationship with partner
2. 0 – Little or no regard for developing a relationship

Format (1 pt possible)

1. 1 – Follows formatting requirements
2. 0 – Does not follow all formatting requirements

**Feedback to Partner**

Response (2 pts possible)

1. 2 – Complete response, thoughtful, engaging; writing is of high quality
2. 1 – Average effort and/or writing quality; without much investment in a growing relationship
3. 0 – Missing or brief, sloppy, written without much thought and/or no investment in relationship

**KEY TO SCORING NOTES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **C - Content** | **W - Writing** | **P - Partnership** | **F - Format** |
| **1** | Lack of evidence of critical thinking and analysis | Convoluted writing\* | Insufficient effort to engage partner | Journal too short |
| **2** | Insufficient critical thinking and analysis | Fails to make a point | Q to partner is simplistic; little thought put into it | Journal too long |
| **3** | Lack of evidence that all materials were completed and considered | Word(s) used incorrectly | Feedback to partner differs from that in partner’s submission | Feedback/Extended Entry too short |
| **4** | Observational rather than analytical | Incorrect/inappropriate slang, colloquialism; failure to explain usage. | Feedback to partner is missing | Feedback/Extended Entry too long |
| **5** | One or more arguments are unsupported | Insufficient proofreading and editing |  | Incorrect line spacing |
| **6** | Superficial discussion | Grammar issue(s) |  | Poor readability, e.g., font size issue |
| **7** | Summarizes reading | Punctuation error(s) |  | Feedback to partner is missing |
| **8** | Restates reading | Lacks structured paragraphs, has run on sentence(s) or has other structural problem(s) |  |  |
| **9** | Critique of the reading rather than critical thinking or analysis | Spelling error(s) |  | Partner’s feedback is missing |
| **10** | Contradictions within the submission |  |  |  |
| **11** | False statements made |  |  |  |
| **12** | Statement(s) of fact(s) without attribution when needed |  |  |  |
| **13** | Wrong material(s) covered |  |  |  |

\*Convoluted writing may include:

* Failure to make points clearly, using well-constructed sentences written with a consistent grammar style and building a coherent argument structure systematically.
* Sentence structure characterized by excessive detail, needless repetition, and outlandish figures of speech; unnecessarily intricate or complicated.
* Sentences contain unnecessary words; paragraphs contain unnecessary sentences.
* Long, wordy sentences which are sometimes difficult to follow due to their excessive detail or lack of punctuation.
* Wanders all over the place before getting to the point.
* Hard to understand. Many ideas mixed in together. Confusing to the reader.

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