

BACHELOR OF GENERAL STUDIES – Area of Concentration

Organizing/Creating Area of Concentration

1. Students are required to turn in a two full typed, double spaced, and 12-point Time New Roman font type pages, this is considered the Rationale.
2. The Rationale must specify **three (3) specific academic or personal goals** that relate to the Area of Concentration which a student wishes to achieve through the course work
3. In a separate document students will identify the Area of Concentration curriculum or course list,
 - a. Student have identified 10 relevant courses (30 credits) to the Area of Concentration
 - b. All courses listed are between the 300-500 level
 - c. Must also include the pre-requisites for any of the courses chosen (See [sample course list](#))
 - d. Also list a total of five (5) alternative courses
4. Should a student choose an Area of Concentration that consists of business courses, students are responsible for speaking to their advisors first

Rationale Writing Assessment Rubric

Student's rationale will be assessed with the following rubric:

CRITERIA	4	3	2	1
THE RATIONALE	Clearly states an arguable rationale, Proposes a clear course of action.	Makes an arguable rationale but does not propose action.	Arguable rationale is buried, confused, and/or unclear.	Does not say what rationale or argument is.
SUBTOPIC: SPECIFIC OBJECTIVES STATED THROUGH RATIONALE	Gives clear and accurate supporting claims in support of the rationale. Uses logic with facts or statistics. Shows research.	Outlines supporting objectives but may overlook important reasons.	Gives 1 or 2 weak objectives that don't support argument and/or irrelevant or confusing reasons.	Does not give convincing objectives in support of argument.
ORGANIZATION	Writing has a compelling opening, an informative middle, and satisfying conclusion.	Writing has a beginning, middle, and end; It is organized, but could be more compelling.	Writing is organized but sometimes gets off topic.	Writing is aimless and disorganized.
WORD CHOICE	Words used are striking but natural, varied and vivid.	Writer makes routine word choices.	Word choice or usage is often inappropriate or wrong.	Writer uses same words over and over. Some words may be confusing to a reader.
SENTENCE FLUENCY	Sentences are clear, complete, and of varying lengths.	Writer has well-constructed sentences.	Writer's sentences are sometimes awkward, and/or contain run-ons and fragments.	Many run-ons, fragments, and awkward phrasing make writer's essay hard to read.
CONVENTIONS	Writer uses correct grammar, spelling, and punctuations.	Writer generally uses correct conventions, may have a couple of errors that could be easily fixed.	Writer has enough error in essay to distract a reader.	Numbers errors make writer's essay hard to read.