

# Situational Analysis

## Description:

Situational Analyses are designed to measure your competency, and help you directly apply key concepts to real-life situations. You will write a 300-350 word analysis based on materials from the relevant module describing what you would choose to do given a particular scenario.

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## Rubric (Criteria and Scale Below):

- a) **Structure and Organization** Structure your reaction so that your introduction and conclusion refer to the same idea.
  - b) **Sources and Evidence** Identification and use of concepts and theories from the class to support your strategy.
  - c) **Grammar, Syntax, and Mechanics:** Ensure your reaction is organized well and free of grammatical and spelling errors.
  - d) **Application:** Apply your communication strategies competently.
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## Academic Integrity / Citing Sources:

For this assignment, students are expected to make connections with the course material. To avoid plagiarism and adhere to ASU's academic integrity policy, any time you include others' ideas in your work, you must make that clear by attributing it to the source. Always clearly mark direct quotes with quotation marks.

There are many different styles of citations. We just ask that you include some basic information with your assignment submission, depending on your source. (Please see below.). For more information on the various citation styles, please view ASU's [library guide](#) or other online citation guides, such as [Purdue OWL](#).

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## Sample Citations:

### Course material:

- **Lecture:** Lecturer, title, module number, course, date accessed.
  - **In text:** In the body of the response, when referring to the lecture or quoting from it, you could just say, "As Dr. Wise stated in his lecture..."
  - **Reference list (end of assignment):** Greg Wise, "Communication Competence," Lecture, Module 1. COM 100. [July 4, 2019]
  
- **Reading:** Title of reading, page number, title of textbook.
  - **In text:** ("The Communication Process," p. 3.)
  - **Reference list (end of assignment):** "Title of Reading," *Communication in the Real World: An Introduction to Communication Studies*.

**External sources (Use of external sources is optional):**

Author(s), date, title, page, publisher, and then for web sources include a link and date accessed. For web sites, if the page's author is not listed, start with the title instead. If the date of publication is not listed, use the abbreviation (n.d.).

- **Print source:**

- **In text:** (boyd, 2011, p. 40)
- **Reference list (end of assignment):** danah boyd (2011). "Social Network Sites as Networked Publics: Affordances, Dynamics, and Implications. In Zizi Papacharissi (ed.) A Networked Self: Identity, Community, and Culture on Social Network Sites (pp. 39-58). New York: Routledge

- **Web site:**

- **In text:** (Eco, 2015)
- **Reference list (end of assignment):** Eco, U. (2015). How to write a thesis [PDF file]. (Farina C. M. & Farina F., Trans.) Retrieved from [https://www.researchgate.net/...How\\_to\\_write\\_a\\_thesis/.../Umberto+Eco-How+to+Write+...](https://www.researchgate.net/...How_to_write_a_thesis/.../Umberto+Eco-How+to+Write+...) [July 4, 2019]

**Criteria and Scale:**

<b>Novice (2)</b>	<b>Average (3)</b>	<b>Good (4)</b>	<b>Excellent (5)</b>	<b>Criteria</b>
There is no clear introduction,	The introduction states the main topic. A	The introduction states the main topic and provides an	The introduction is inviting, states the main topic,	Structure and Organization

structure, or conclusion.	conclusion is included.	overview of the paper. A conclusion is included.	and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	
The author <b>did not</b> use concepts and theories from class to develop ideas that are appropriate for the argument presented in the response.	The author <b>follows expectations</b> regarding the uses of concepts and theories from class to develop ideas that are appropriate for the argument presented in the response.	The author <b>demonstrates consistent use</b> of concepts and theories from class to develop ideas that are appropriate for the argument presented in the response.	The author <b>demonstrates skillful use of and insight into concepts and theories from class to develop ideas that are</b> relevant to the argument presented in the response.	Sources and Evidence
The author makes <b>numerous</b> errors in grammar,	The author makes <b>several</b> errors in grammar, mechanics,	The author makes a <b>few errors</b> in grammar, mechanics, and/or spelling,	The author makes <b>no errors</b> in grammar,	Grammar, Syntax and Mechanics

mechanics, and/or spelling that interfere with understanding.	and/or spelling that interfere with understanding.	but they do not interfere with understanding.	mechanics, and/or spelling.	
The author's strategy and choice of action is <b>not expressed</b> at all in the response.	The author's strategy and choice of action is expressed in a <b>somewhat convincing manner</b> through the use of adequate supporting reasons.	The author's strategy and choice of action is expressed in a <b>convincing manner</b> through the use of adequate supporting reasons.	The author's strategy and choice of action is expressed in an <b>articulate and convincing manner</b> through the use of adequate supporting reasons.	Application