PADM-5304: Human Resource Management

Prepared by
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Course Overview & Syllabus
Texas A & M – Corpus Christi  
Course Syllabus for PADM 5304-001  
Human Resource Management  
Spring, 2012  
Wednesday, 7-9:30 p.m.

Instructor: Linda Kiltz, Ph.D.  
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Office Phone: 361-825-2099  E-mail: linda.kiltz@tamucc.edu  
Office Hours: Monday: 3-6; Wednesday: 4-6pm; or by appointment.

COURSE DESCRIPTION

This course will introduce a wide variety of human resource management issues and topics relevant to those working in the public sector. It will provide an overview of the development of human capital within modern public sector organizations. It focuses on the concepts of strategic human resource management and the development of necessary strategies and tools central to increasing government performance at all levels. The purpose of this course is to enhance students’ ability to articulate as well as to develop alternatives to address critical personnel and strategic management issues within a variety of public organizations.

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, students should be able to:

1. Explain the development of public personnel policies in the United States at the federal, state and local levels.

2. Explain fundamental values guiding public sector human resource management policies and practices, and use examples to illustrate value tradeoffs.

3. Effectively communicate ideas in class discussions, written assignments, and formal presentations.

4. Demonstrate an in-depth knowledge of contemporary issues in human resource management through in class discussions and activities, exams, and research papers and projects.

5. Apply class material to cases and make decisions regarding employee recruitment, selection, accommodation, training, promotion, compensation, discipline, evaluation and termination in the context of legal, political and value considerations.
REQUIRED TEXTS and READING


Readings available via Blackboard that will include:

- Court Cases
- Scholarly Articles
- Online materials on HRM

SUPPLEMENTARY RESOURCES

Some supplementary resources may be found in the course Blackboard site in the Learning Modules for each week. Here students will find additional reading for each topic discussed each week as well as web resources to obtain more in-depth information on a specific topic.

STUDENT PERFORMANCE EVALUATION

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STUDENT PERFORMANCE REQUIREMENTS

1. Book Review

Students will write a critical book review on the book Managing the Unexpected by Weick and Sutcliffe (2007). A book review is a description, critical analysis, and an evaluation on the quality, meaning, and significance of a book, not a retelling. It should focus on the book's purpose, content, and authority. A critical book review is not a book report or a summary. It is a reaction paper in which strengths and weaknesses of the material are analyzed. It should include a statement of what the author has tried to do, evaluates how well (in the opinion of the reviewer) the author has succeeded, and presents evidence to support this evaluation. Students are expected to analyze this book with an understanding of human resource challenges in the public sector. Information on how to write a critical book review is in Appendix A.
These reviews should be formatted as a word document using Times New Roman 12-point font, double-spaced using APA formatting. Papers should not be less than 6 pages or more than 8. The book review will be worth 20 points for 20% of the final grade.

2. Research Paper Assignment: Creating an Organizational Human Resource Management Profile and Assessment

Students will complete an Organizational Human Resource Management Profile and Assessment of a public organization that they select (by the second week of the course). It is not necessary to select an organization with a defined HR department or a designated director of personnel because all agencies have HR issues even if they do not have separate HR departments. It will be critical that students identify organization and a key person they will be working with in the organization to obtain information. The Research Project consists of a written report (35%) and a 6-8-minute presentation to the class (5%).

Your task for this project is to gather information from published documents, interviews with agency officials, and other sources that permit you to describe and evaluate human resource management policies and practices in the agency. Your broad charge is to analyze the extent to which the agency is dealing with the major HRM issues identified by the course readings, namely strategic human resource management, recruitment and selection, retention, development, managing and rewarding performance and analytics. To accomplish this task, your report should include the following:

a. A description of the organization, including its mission, size, scope, number and types of employees;
b. An explanation of the values espoused by the organization related to recruitment, retention, motivation, evaluation, discipline, etc.;
c. A review of major human resource management policies and practices;
d. An assessment of the effectiveness of human resource management in the organization, including the fit between philosophy and operating policies, and the extent to which the organization is addressing the major challenges identified by class readings; and
e. Specific recommendations (short and long term) for improving one or more aspects of human resource management in the organization. For this, you may focus on the recruitment and selection practices, training and development processes, performance appraisal systems, use of technology, labor management practices, use of volunteers, etc.

To prepare for this project, students will need to obtain instructor approval of the agency selection as well as the interview questions that will probe for information on human resource management values, policies and practices of the organization. Interviews may be conducted in person, by phone, or via email, depending on the location of the agency and the preferences of the agency officials.

The Final Report should be prepared in a format and style appropriate for delivery to the agency or jurisdiction administrator, including a transmittal cover letter, a title page, an executive summary highlighting the research findings and recommendations, and a clearly organized and professionally written report. Each student will make a 6-8 minute presentation to the class on the findings of their research which will serve as the basis for collective discussion of the broader issues within class.

3. Midterm Exam

Students will be given a take home mid term exam that will be administered via Blackboard the 7th week of class and will be based on class readings and cases up to that point. The exam will consist of essay questions. The midterm will be worth 15 points of 15% of the final grade.
4. **Weekly Reflection Papers and Activities**

A great deal of information will be presented in this course, thus it is critical that students not only attend all classes but also read the assigned readings before class and be prepared to discuss the readings and cases both as a large group and in small group discussions. This course is designed to have you acquire a significant portion of the material through your readings, which consists of textbooks, as well as scholarly articles and cases that will be available through the library and the course Blackboard site.

To help students critically analyze course readings each week, students will be required to complete a combination of reflections, case studies and activities for specific weeks. There will be six such assignments each worth 5 points each. This is worth a total of 30 points or 30% of your final grade.

**Writing Reflections:**

The reflections are more than descriptive summaries of the readings or how one is feeling about a set of readings. Reflection papers should be no more than three double spaced typed pages and have the following components:

Part A: Describe in detail and as objectively as possible the readings for the week.

Part B. Examine the reading in light of the content of this course. What is the nature of the significance of this issue to you as a public administrator and why? Consider your feelings, your values and your knowledge and experience, and further explicate the concepts in the readings and what they mean to you. How do you feel about it? What are the implications to public administrators?

Part C. Summarize the case and explain how it related to the topic for the week.

5. **Informed Class participation**

A great deal of information will be presented in this course, thus it is critical that students not only attend all classes but also read the assigned readings before class and be prepared to discuss the readings and case studies both as a large group and in small group discussions. This course is designed to have you acquire a significant portion of the material through your readings, which consists of textbooks, as well as scholarly articles that will be available on the course Blackboard site. Class participation will make up 10% of your grade and will be evaluated weekly by the instructor. Student participation is important because we will be using class time to work through concepts, processes, issues and new developments that go beyond the reading itself.

*See Appendix B for Scoring Rubrics*
GRADE STANDARD

A (90-100%): Meets all requirements of the assignment in a sound, clear, thorough, and professionally presented manner. Analytic tools are applied appropriately, performed correctly, and interpretations are accurate.

B (80-89%): Meets almost all of the requirements in a sound, clear, thorough, and professionally presented manner; or meets all of the requirements but lacks soundness, clarity, thoroughness, or professional presentation. Analytic tools are mostly applied appropriately, performed correctly, and interpretations are mostly accurate.

C (70-79%): Meets some of the requirements in a sound, clear, thorough, and professionally presented manner; or meets all of the requirements but lacks a combination of soundness, clarity, thoroughness, or professional presentation. Analytic tools are not applied appropriately, or not performed correctly, or interpretations are not accurate.

D or F (<70%): Less than the standard for “C”. Both of these grades are failing. All course requirements must be completed to receive a grade from this course.

SUBMITTING ASSIGNMENTS

All assignments are due the day given on the syllabus. Excused late papers will be allowed only for significant and verifiable personal emergencies (personal serious illness, etc). Unexcused late assignments will be penalized a half of a full letter grade for each day it is late. (Ex. After 2 days a paper goes from an A to B). Please make a copy (or electronic backup) of your assignments before submitting them to me. Please submit assignments in hard copy the day they are due in class or e-mail them to me via Blackboard. Please do not fax assignments to me.

For the written assignments, please use standard fonts (times new roman, size 12) and 1-inch margins and double spacing. If you send a paper via e-mail, please make sure to get a confirmation message from me to ensure that I was able to download the file and read it. Sometimes there are difficulties with software or system compatibility. Please send all documents to me in MS Word. Please submit them in word (.doc) format and not as doc.x or as pdfs. Do not assume I have received an assignment unless I send you a confirmation message that I was able to download your material.

All papers are expected to use APA style formatting and include proper citations, title sheet, list of references, and page numbers. Papers should not be rough drafts but rather final versions that are written using proper English grammar and have minimum spelling errors. Papers will be evaluated on content as well as proper grammar and spelling. See scoring rubric in Appendix B. References or sources of information for papers must consist of scholarly articles, journals, books, government reports, court cases (with proper legal citations) and course readings. The use of Wikipedia or other internet encyclopedia for any paper is not acceptable for graduate level work and will not be accepted.

ACADEMIC HONESTY

All work done for this course is to be the product of a student’s own efforts with proper academic attribution to sources. Students are expected to do their own work and abide by the Texas A & M Corpus Christi Student Code of Conduct.

Students will be expected to provide the proper identification of source data including language, ideas, and products of another author using APA style in all written assignments. The assignments in this course are not group exercises, though study groups are encouraged for reviewing course materials. Plagiarism, which includes the use of paraphrase or direct quotation of the published or
unpublished work of another person without full and clear acknowledgment, or the purchase and selling of academic papers, or cutting and pasting items from the internet without proper citation will not be tolerated in this course. Students found to be plagiarizing will be given a minimum of 0 points for the assignment, and may receive a failure for the course and removed from the MPA program. Incidents will be reported on the Student Misconduct Form and reported to the Vice Provost of Student Affairs in accordance with TAMUCC policies.

Students who are found to be cheating or plagiarizing may not only get a zero on that particular assignment but may also be given a failure for the course, and/or removed from the MPA program. All acts of student misconduct will be reported to the Department of Student Affairs.

STUDENTS WITH DISABILITIES

Texas A & M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.) please contact the Services for Students with Disabilities Office, located in CCH 116, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

ACADEMIC ADVISING

For Academic Advising students should see the MPA Coordinator, Dr. Joseph Jozwiak or see an Academic Advisor at the Academic Advising Center located in Driftwood 203 E, and can be reached at 825-3466.

GRADE APPEAL PROCESS

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at: http://www.tamucc.edu/provost/university_rules/index.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

COMMUNICATIONS

Over the past two decades there has been a dramatic expansion in electronic mail, cell phones and PDAs. While these devices are helpful they have also created some communications issues with which we are all familiar. First, when writing e-mails please use normal syntax and avoid e-speak. Second, avoid sending
controversial e-mails. If you have a difference of opinion please discuss it in person with the individual or, if that is not possible, by telephone. There is a tendency these days with e-mails and chat sites to say things in ways one would not say in face-to-face conversation and to use excessively sharp or harsh language. Related to those problems is a tendency to become overly familiar or simply unprofessional. Professionalism and respect are as essential in e-mail as they are anywhere else.

Please be aware that I access e-mail in Blackboard every weekday to answer e-mails, provide feedback to students and answer questions. If you do send e-mails in the evening, please be aware that they may not be read and no response provided until the next day at the earliest. I also do not access e-mail on the weekends as this time is spent with my family and on my own scholarship and research. I will make every effort to respond to your questions as soon as possible. Finally, do not assume that I have received an e-mail because you sent one. There are numerous system problems in software and in Internet Service Providers that can mean that e-mails do not reach their intended destination. I will acknowledge e-mail when I receive it.

Important information for this course will be distributed via Blackboard. Class readings, discussion forums, and additional course resources are available on the Blackboard site for this course. It is your responsibility to monitor your e-mail account regularly to obtain these materials. Please let me know if your e-mail account changes or if you have difficult accessing Blackboard.

Finally, please ensure cell phones and text messaging devices are turned off or on vibrate during the class as these devices are disruptive to the class. Also computers can be used in the classroom for note taking but it is not acceptable for students to be surfing the net during class, texting friends, or other disruptive behavior. Students may not take pictures, video tape or audio tape any presentation without consent of the instructor. Thank you for your cooperation in this area.

COPYRIGHT

All federal and state copyrights in my lectures and course materials (ie. Syllabus, handouts, powerpoints) are reserved by me. You are authorized to take notes in class for your own personal use and for no other purpose. You are not authorized to record my lectures or to make any commercial use of them or to provide them to anyone else other than students currently enrolled in this course without my prior written permission. In addition to legal sanctions for violations of copyright law, students found in violation of these prohibitions may be subject to University disciplinary action under the Code of Student Conduct.

SYLLABUS DISCLAIMER AND CHANGES.

The instructor reserves the right to make changes in the syllabus. Such changes will be announced in class.

SPECIAL INSTRUCTIONS FOR THE USE OF BLACKBOARD

This class will be a web-enhanced course that meets each week in the classroom but will utilize Blackboard Technology to disseminate course information such as the syllabus, readings, and course materials, to deliver the midterm exam and other course assignments, to send and receive e-mails, to promote discussions about course topics, and to disseminate course announcements. Since most course information will be disseminated through Blackboard, students will be expected to login at least three times per week to receive information. The instructor will monitor the Blackboard site each week day,
except holidays, during the semester to answer e-mails, grade assignments and respond to student posts. The same academic standards apply in the Blackboard environment as in the classroom.

1. **Technical Support Information & Requirements**

To get to the login page for Blackboard 9.1, students should go to:
https://bb9.tamucc.edu/webapps/login/

2. Students will need to have access to a computer with software that is able to read word and pdf documents. IOL runs on a web based application called Blackboard through a web browser. If your computer can successfully run Microsoft Internet Explorer or any of its alternatives, then you will be able to use IOL. Please note that your web browser must be configured properly to work with IOL by installing Sun Java Runtime Environment, ensuring Javascript, pop-up blockers, and cookies settings are properly configured.

**Getting started with your Web Supported Class**

Your online class will be using the new Blackboard platform. Blackboard is an easy point and click interface that has replaced WebCT. You cannot get access to the full class until the term begins. Don’t worry if you have not taken an online class before or used Blackboard. It is incredibly easy to navigate!

To access Blackboard and get around in the course follow the steps below:

1. Follow the link to TAMUCC island online:
https://iol.tamucc.edu/
2. On the lower right hand side of the screen you will see a log-in for Blackboard. Click next to Blackboard and then enter your log-in in formation. Your log-in is your E-Mail Login (name) and Password.
3. Once in Blackboard you should have all of the classes you are currently taking listed in the middle of the screen.
4. The first thing you will see in Blackboard is a welcome announcement from your instructor. Click on the course information page to get to the syllabus and other course information.
5. The course content is found by clicking in the learning modules tab on the left hand side of the screen. In each of the learning modules for each week, you will find a weekly discussions and activities folder, assignments folders and resources folder.
6. In the tools folder you will find the icon for e-mail, calendars, my grades and other items.
7. Mail: send a message to your instructor or classmates click on the mail icon in the tools folder. To send a message click “create message”, “browse for recipients”, now click the recipient of your message – choose “all section instructors” to send a message to your professor).

For more assistance on how to use Blackboard go the student tutorials at:

[http://ondemand.blackboard.com/students.htm#WorkingInYourCourse](http://ondemand.blackboard.com/students.htm#WorkingInYourCourse)
# SYLLABUS SPRING TERM 2012

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<th>Topic</th>
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<td>Week 1</td>
<td>Course Introduction</td>
<td>Read Syllabus</td>
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<td>Week 2</td>
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<td>Selden, Chapter 1 &amp; 2 (Available on Blackboard)</td>
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<td>York, Strategic Issues in HRM (On Blackboard)</td>
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<td>Week 3</td>
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<td>Berman, Chapt. 1</td>
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<td>Mosher, <em>Democracy and the Public Service</em> (Indicates the reading is available on Blackboard)</td>
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<td>Brownlow, <em>Report on the President’s Committee on Administrative Management</em></td>
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<td>Laws Governing the Workplace: Due Process, Privacy</td>
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<td>Cooper, Chapter 12: The Law &amp; Public Employees*</td>
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<td>Laws Governing the Workplace: EEOC, Discrimination</td>
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<td>Reeves, Chapt. 12, 13, 14</td>
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<td>Supreme Court Case: Ricci v. DeStafano*</td>
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<td>Week 6</td>
<td>Recruitment &amp; Selection</td>
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**Assigned Readings:**

- Berman, 3 & 4
- Reeves, Chapt. 1

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<th>Week 7</th>
<th>Midterm Exam (No Class)</th>
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**Exam will be posted on Blackboard on 2/19/12 and will be due on 2/22/12**

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<th>Week 8</th>
<th>Position Management</th>
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**Assigned Readings:**

- Berman, Chapt. 5
- Reeves, Chapt. 3

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<th>Week 9</th>
<th>Compensation</th>
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**Assigned Readings:**

- Berman, Chapt. 7
- Reeves, Chapt. 4 & 6

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<th>Spring Break: No Class</th>
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<th>Leadership &amp; Resilience</th>
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**Assigned Readings:**

- Week 11: 3/21/12
- Shafritz, Chapter 10*
- Managing the Unexpected, Chapters 1-3

- Week 12: Managing the Unexpected, Chapters 4-7
- 3/28/12

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<th>Week 13</th>
<th>Motivation</th>
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**Assigned Readings:**

- Berman, Chapt. 6
- Maslow, A Theory of Human Motivation*
- McGregor, The Human Side of Enterprise*

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**Book Review Due**
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<th>Week 14</th>
<th>Training, Development &amp; Appraisals</th>
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<tr>
<td>4/11/12</td>
<td>Assigned Readings:</td>
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<tr>
<td></td>
<td>Berman, Chapters 9 &amp; 10</td>
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<td>Reeves, Chapters 19, 20, and 23</td>
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<th>Week 15 &amp; 16</th>
<th>Presentations of <em>Organizational Human Resource Management Profile and Assessment</em></th>
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<tr>
<td>4/18 &amp; 4/25</td>
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*Research Paper is due on 4/27/12*
Appendix A: Writing Book Reviews

Every book makes different demands on the reviewer. No single approach is right for all books. The suggestions that follow are just that; suggestions. Use as many of them as seem pertinent, but remain responsive to the book under consideration.

1. Reading the book

When you read, your critical faculty should be alert, but that doesn't mean you are poised for attack. You can do your best if you read in a spirit that is at once critical and sympathetic.

Read the whole book thoroughly and carefully. Reread what you don't understand. Don't skip forewords, prefaces, and other parts that may not appear integral to the text. What you learn here might help you to understand the book better. If possible, it's best to read the book twice, the first time to get an overview, the second time to test your impressions and gather detailed evidence.

Take notes as you read. The list that follows will give you an idea of what to watch for. Taking notes also helps you stay alert as you read, and gives you the opportunity to mark effective passages for quoting.

2. Questions to ask as you read

   a. What are the author's subject and the broad field into which the work fits?

   b. What approach does the author take to the subject? What is the central thesis? What are the author's assumptions? What methodology is used?

   c. What are the author's primary sources? How comprehensive is the research?

   d. For whom is the book written? Fellow scholars? Non-academics? Is the book appropriate to its audience?

   e. How is the book structured? Is its development orderly and logical? Is it clear?

   f. Is the author's prose readable? Exceptionally good?

   g. Does the book have illustrations? An index? Bibliography? What other features does it have? Are they effective and useful?

   h. How appropriate is the book's title? Does it promise essentially what the book delivers?

   i. Are you aware of factual errors in the book? Oversights? Faulty assumptions?
j. Why was the book written? Has the author met these objectives?


3. Writing the review

Writing a book review is much like writing any other short essay. There is no universal formula, but following a few basic guidelines can simplify the task.

Review your notes and list the points you'd like to make.

Arrange those points in a logical order. Time spent now on organization not only produces a strong, clear structure, but also allows you to concentrate on phrasing during the writing of the first draft. One possible way of setting up the essay is like this:

1. A brief description of the subject, aim, and scope of the book
2. An outline of its thesis and its bias
3. A detailed assessment of the author's main contentions
4. An evaluation of the book's major strengths and weaknesses
5. A survey of topics not yet covered (sources, illustrations, indexes, etc.)
6. An assessment of the book's place in the literature of its subject

Write the first draft, not stopping to fine tune the phrasing, but aiming to get onto the paper all that you have to say.

After some time has elapsed, read the draft critically, noting where it is ambiguous, incomplete, overwritten, etc.

Read the second draft, checking for errors in grammar and punctuation, and making sure that you have said just what you meant.

Type the final draft.

Proofread the typed copy, and correct as necessary to ensure that it is free from errors.
APPENDIX B: SCORING RUBRICS

To help students understand how their papers will be graded and what is expected in the writing assignments for this course, the following scoring rubrics will be utilized.

I. Weekly Reflections & Activities

Students will receive a maximum of 5 points for each weekly reflection that is turned in for a maximum total of 30 points. The scoring will be as follows and be based in part on the Rubric described below for Paper assignments.

5-Superior Paper  4-Good  3-Fair  2-Poor  0-1-Failure

II. Rubrics for Paper Assignments (Book Review & Research paper)

A. The Superior Paper (A/A+)
   a. Follows Directions: Responds fully and appropriately to the assignment in a timely fashion.
   b. Thesis: Easily identifiable, clear and concise, insightful, and appropriate for assignment
   c. Use of Evidence: Appropriate source information (from scholarly journals, PA textbooks, and other scholarly sources) used to support thesis and buttress all arguments made in the essay; excellent integration of course materials into the writing with few quotes. Uses APA formatting correctly.
   d. Analysis, Logic and Argumentation: All ideas progress logically from identifiable thesis; compelling justifications are offered to support thesis; counter-arguments are anticipated and addressed. Accurately interprets evidence and statements. Identifies the salient arguments (pro and con). Draws warranted, judicious, non-fallacious conclusions.
   e. Organization: Coherent and clear. All paragraphs support thesis statement; each paragraph supports its topic sentence. Excellent transitions.
   f. Mechanics (Grammar, Spelling, Sentence Structure): Excellent command of language; proper use of grammar with few or no spelling mistakes. Correct word choice, excellent variety and complexity of sentence structure.

B. The Good Paper (B+/B)
   a. Follows Directions: Responds reasonably well to assignment in a timely manner
   b. Thesis: Identifiable, clear and appropriate
   c. Use of Evidence: Appropriate source information (from scholarly journals, PA textbooks, and other scholarly sources) used to support thesis and buttress most arguments made in the essay; Some evidence not support the point or not appropriate; good integration of sources/course materials into the writing with quotes used appropriately. Uses APA format mostly correctly with some minor errors.
   d. Analysis, Logic and Argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged. Accurately interprets evidence and statements. Identifies relevant arguments, reasons and claims both pro and con. Justifies some results or procedures, explains reasons.
e. **Organization:** Mostly coherent, generally supports thesis, good transitions.

f. **Mechanics:** Generally proper use of grammar, minimum spelling mistakes, some variety and complexity in sentence structure.

C. **The Borderline Paper (B-/C+)**

a. **Follows Directions:** Some significant failure to complete assignment as directed or untimely.

b. **Thesis:** Very weak, unclear or difficult to identify, or inappropriate for assignment

c. **Use of Evidence:** Very weak use of source information (from scholarly journals, PA textbooks, and other scholarly sources) used to support thesis; Fails to buttress most arguments made in the essay; evidence is weak or does not support the point or not appropriate; Little integration of sources/course materials into the writing with quotes used excessively with no analysis or explanation.

Uses APA format incorrectly with many errors.

d. **Analysis, Logic and Argumentation:** Argument of paper is not clear, and often does not flow logically or makes sense. No evidence that counter-arguments acknowledged. Accurately interprets some evidence and statements but some not interpreted incorrectly. Ignores or superficially evaluates obvious alternative points of view. Seldom explains reasons or justifies results.

e. **Organization:** Incoherent, lacks support for thesis, weak or no transitions.

f. **Mechanics:** Poor grammar, numerous spelling mistakes, little variety and complexity in sentence structure.

D. **The Failing Paper (C or below)**

Student fails to complete assignment or is turned in more than 5 days late. Writing is very difficult to understand owing to major problems with mechanics, structure, and analysis. Paper fails to uses sources appropriately or uses no scholarly sources, fails to relate evidence to thesis, and is generally incoherent. Paper is mostly strung together quotes with no analysis by the student.