PADM 5381:
Modern Terrorism & Counter Terrorism

Cross-listed with HCAD 5390: Topics in Healthcare Administration: Modern Terrorism & Counter-Terrorism

Prepared by
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Course Overview & Syllabus
Texas A & M –Corpus Christi  
Course Syllabus for PADM 5381-001  
Cross-listed with HCAD 5390-Topics in HCAD  
Modern Terrorism & Counter Terrorism  
Online Class on Blackboard  
Spring, 2012

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COURSE GOAL

To provide a variety of conceptual tools and frameworks to help professionals and students in a variety of disciplines to better understand terrorism and policy responses to address these different threats.

COURSE DESCRIPTION

This course will examine the development of modern terrorism over more than three decades, from its origins during the Cold War to the present. Through readings, case studies and discussions, this course will investigate general and specific elements relevant to understanding modern terrorism, including definition, national and international terrorism, global and regional factors, and terrorism’s relationship with rebellion and insurgency. Students will study terrorist organizations to understand the ideologies, cultures, structures, and causative factors behind major movements. This course will also focus on efforts by nation states to counterterrorism including the institutions, methods, and motivations that underlie counter terrorism strategies of nation states.

LEARNING OBJECTIVES

- To utilize intellectual tools and knowledge to explain the changing security landscape throughout the world with respect to terrorism and its causes.

- To demonstrate an understanding of political, economic and social causes of terrorism in diverse political systems through the use of theory, concepts and case analysis.

- To identify and discuss the means and methods of the new terrorist including but not limited to improvised explosive devices, chemical, biological, radiological, or nuclear weapons, and conventional terrorism tactics, and assess their impact on US counterterrorism strategy.
To evaluate the threat of bio terrorism and its impact on U.S. public health care systems.

To evaluate a variety of U.S. Counter Terrorism strategies and their impact on civil rights and democratic institutions.

To critically analyze national counterterrorism strategy through written assignments and class discussions.

REQUIRED READING


On-line reading materials that will include:

- Government Reports
- Scholarly articles

Students will be able to access the on-line reading material by going to the Blackboard site for this course. Students can access the readings by going to the course contents page where they will find key topics that are covered each week. Discussion questions will be used in on-line discussions each week and serve to help students prepare for the midterm and final exams. The midterm exam will be based on the discussion questions for each unit and be taken via Blackboard.

SUPPLEMENTARY RESOURCES

Supplementary resources can be found in the course Blackboard site in the resources page for each learning module. Here students will find additional readings 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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<th>Grade Proportion</th>
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<tr>
<td>Terrorist Event Case Analysis</td>
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<tr>
<td>Book Review</td>
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<tr>
<td>Midterm Exam</td>
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<td>Weekly Discussion Participation</td>
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STUDENT PERFORMANCE REQUIREMENTS

1. Midterm Exam

This exam will be an open book, take home exams administered via Blackboard and consist of short answer essay questions that will be based on the readings and class discussions. Each week, students will receive discussion questions to review to help prepare them for the exam. The midterm exam will be worth 15 points or 15% of the total grade.

2. Book Review

Students will write a critical book review, on the book *Germs*, by Judith Miller. 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. Information on how to write a critical book review is in Appendix A that will be available online to registered students.

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 5 pages or more than 8. The book review will be worth 15 points for 15% of the final grade.

3. On-Line Discussion Participation

Students are expected to participate weekly in on-line discussions. Participation means that students will be required to post answers to two discussion questions that will be listed in the Discussion folder for each week and to respond to at least two posts of other students. The week starts on Sunday and ends on Saturdays thus students will be required to post answers to discussion questions by midnight on Wednesday of each week and respond to these student posts by midnight on Saturday. Students should ensure their answers reflect the readings for the week and that their responses to other students are insightful and add to the discourse. Merely stating one agrees with an answer is not enough; rather students need to add substantively to the discussion.
Some weeks students will be required to complete exercises from the text and reflect on their results in the weekly discussions. Each week students will be graded on participation and will be scored from 0 to 3 points based on the quality of their answers and responses to other students. The maximum points per week are 3 for 13 weeks. The total points for weekly participation is 40 points for the course. **Late posts will not be accepted.**

5. **Terrorist Event Case Analysis Paper**

Each student will prepare a written analysis not to be less than 8 pages or exceed 12 double spaced, typed pages of a terrorist attack against the United States or its NATO allies. Students can select any domestic or international terrorist event within the last 20 years. Students must submit a bibliography that includes a minimum of 12 scholarly references. This paper will be worth 30% of the final grade.

The analysis should include the following:
   a. A brief description of the event and how it was handled;
   b. A description of the terrorist organization including ideology, tactics and strategy, how they used the media, method of attack (bombing, assassination, arson), types of weapons used (explosives, trucks), selection of victims and targets, and other terrorist activities.
   c. The number of human casualties and amount of property damage if known or other economic impact.
   d. Identify two government organizations who responded to the attack. Identify who they were and how they were involved in response, recovery and US counterterrorism strategy.
   e. Identify at least policy issue raised by this case (e.g., lack of airport security, lack of intelligence, lack of international cooperation)
   f. Identify at least one strategy that was initiated by the US or other nation state in which the terrorist attack occurred to prevent such an attack from occurring in the future. (e.g. more stringent air port security, national identification cards).
   g. Must include a bibliography using APA style format.
   h. Paper must include at least 12 scholarly sources or references.

**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. All exams will be take home exams and as such students will be required to do their own work. Students who cheat on exams, which includes use of any unauthorized assistance in taking exams or quizzes, sharing of exam answers or materials with other students, or plagiarizing materials, will be given a minimum of a failure on the exam and will be reported on the Student Misconduct Form and reported to the Vice Provost of Student Affairs in accordance with TAMUCC policies.
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 preparing for exams. 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 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.**

**ASSIGNMENT INFORMATION**

All assignments are due the day given on the syllabus. Please make a copy (or electronic backup) of your assignments before submitting them to me. Please submit assignments via e-mail in the Blackboard course the day they are due. Please do not fax assignments to me.

*Excused later papers will be allowed only for significant and verifiable personal emergencies (serious personal 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 a B).*

*Please contact the instructor if you will not be able to complete an assignment on time. If you are not able to attend class, you still must turn in the assignment via e-mail by the due date. No un-penalized extensions will be granted due to pressures of academic life (such as work due in other classes).*

**ASSIGNMENT FORMATTING**

For the written assignments, please use standard fonts (times new roman, size 12) and 1-inch margins and double spacing. Also, ensure your name is on all documents submitted to me. 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. Send all documents to me in MS Word. Submit them in word (.doc) format. Do not use doc.x as Blackboard and many computers cannot read those types of word documents. 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 are expected to be written using proper English
grammar and have minimum spelling errors. References or sources of information for papers must consist of scholarly articles or journals, government reports or legal citations, or the readings for the class. The use of Wikipedia or other internet encyclopedia for any paper is not acceptable for graduate level work and will not be accepted.

COMMUNICATING IN AN ON LINE ENVIRONMENT

It is important that students communicate in a professional manner in both the discussions and via e-mail. This class is not a social networking site thus it is expected that proper communications protocols be followed. First, when writing e-mails please use normal syntax and avoid e-speak. Second, avoid sending controversial e-mails or attacking individuals personally during online discussions. If you have a difference of opinion please discuss it in a collegial manner and support your opinions with evidence and facts. There is a tendency these days with online environments 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 any online communications as they are anywhere else.

Please be aware that I access Blackboard everyday to answer questions, provide feedback to students and answer e-mails. I understand that at times our on-line learning system may be unavailable for technical reasons thus making it difficult to complete some assignments. In these cases, allowances will be made for late assignments.

All information for this course will be distributed via Blackboard and e-mail. It is your responsibility to monitor your Blackboard and TAMUCC e-mail accounts regularly to participate in this course and obtain additional information and instructions. Please let me know if your e-mail account changes or if you have difficult accessing Blackboard.

ACADEMIC ADVISING

For Academic Advising students should see the MPA Coordinator, Dr. Dan Jorgensen or see an Academic Advisor at the Academic Advising Center located in Driftwood 203 E.

COPYRIGHT

We use a closed e-mail list to distribute materials in the course, but they are for the use of those enrolled in the course. Federal and state copyrights for all materials for this course, such as power point presentation, syllabus and instructor handouts, are reserved by me and may not be disseminated in any form without the instructor’s permission. You are authorized to take notes for class for your own personal use and for no other purpose. In addition to legal sanctions for violations of copyright law, students found in violation of these prohibitions may be subjected to university disciplinary action under the Code of Student Conduct.
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.

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. If the problem cannot be resolved at this level, the student may take the steps below:

1. Presentation of grievance to instructor. (This step must be taken within 14 calendar days after the beginning of the next term)
2. Appeal to department chair or area coordinator.
3. Written appeal to the University Academic Standards Grievance Committee.
4. Preliminary review and advising by an ombudsman appointed by the Provost.
5. Submission of file by department chair to the chair of the University Academic Standards Grievance Committee.
6. Review of file by committee chair and submission of case to committee.
7. Proceedings of the University Academic Standards Grievance Committee (Committee holds hearing, reviews data, presents findings to all parties, and makes recommendation to Provost.)
8. Decision by Provost
9. Final appeal in writing to the Provost is student or instructor thinks appropriate procedures have not been followed.

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.

ACCESSING ASSIGNMENTS ON THE INTERNET & LIBRARY DATABASES

This course will require that students access reading assignments, research materials and legislative informational and government reports and documents via the Internet or through the university library information system. There are a number of library databases that will be utilized that are available via the library home page. To access these databases, students will
need a university logon and password. Many of these items will also be downloaded on to the course Blackboard site and be found in the Learning Modules.

ASSIGNMENT DUE DATES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tr>
<td>Weekly Discussion</td>
<td>Each Week by midnight Wednesday</td>
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<tr>
<td>Midterm Exam</td>
<td>Week 7 posted 2/22/12</td>
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<td>Due: 2/25/12</td>
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<tr>
<td>Book Review</td>
<td>Week 11</td>
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<td>3/21/12</td>
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<tr>
<td>Terrorist Event Case Analysis Paper</td>
<td>Week 16</td>
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<td>4/28/12</td>
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GRADING SCALE

90-100: A
80-89: B
70-79: C
60-69: D
59 or below: F

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 information. 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
# SYLLABUS
Modern Terrorism and Counterterrorism

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction</td>
<td>Review Syllabus</td>
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<td>1/11/12</td>
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<td>Self introduction-on line</td>
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<td>Library Research Assignment</td>
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<td>Due Sat. 1/14/12</td>
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*First class will meet in person to orient students to Blackboard. Class will meet on campus on Tues. 1/10/12 from 5:30-6:30 pm. In Bay Hall, 3rd floor conference room.*

## Week 2

### Defining Terrorism

- **Date:** 1/15/12
- **Assigned Readings:**
  - Hoffman, *Inside Terrorism*, Chapter 1
  - Banks, *Combating Terrorism*, Chapt. 1
  - Gottlieb, Chapt. 2: Does poverty serve as a root cause of terrorism?

### On-line Discussion Questions
Due each week

## Week 3

### History & Contemporary Forms of Terrorism

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- **Assigned Readings:**
  - Hoffman, *Inside Terrorism*, Chapters 2 & 3
  - Gottlieb, *Debating Terrorism*, Chapt. 3: Can Terrorism Ever be Justified?
  - Banks, *Combating Terrorism*, Chapt. 3

## Week 4

### New Terrorism

- **Date:** 1/29/12
- **Assigned Readings:**
  - Banks, *Combating Terrorism*, Chapt. 2
  - Arquilla, “Networks, Netwar and Information-Age Terrorism” (chapt. 3)
Week 5
Religion & Terrorism
2/5/12

Assigned Readings:

Hoffman, *Inside Terrorism*, Chapter 4
Gottlieb, *Debating Terrorism*, Chapt. 4: Does Islam Play a Unique Role in Modern Religious Terrorism?
Will McCants and Jarret Brachman, "Executive Summary," of *The Militant Ideology Atlas,* published by the Combating Terrorism Center at West Point, 2006

Supplemental Reading:


Jarret Brachman and Will McCants, "Stealing Al Qaida's Playbook," published by the Combating Terrorism Center at West Point, 2006

Week 6
Modern Methods & Modes of Attack
2/12/12

Assigned Readings:

Hoffman, *Inside Terrorism*, Chapters 5 & 8
Gottlieb, *Debating Terrorism*, Chapt. 5: is Suicide Terrorism an Effective Tactic

Week 7
Midterm Exam
Posted at 8:00 am on Thursday, 2/22/12 and due midnight, 2/25/12

Week 8
Catastrophic Terrorism: Use of WMDs
2/26/12

Assigned Readings:

Hoffman, *Inside Terrorism*, Chapters 9
Miller, *Germs*, Chapters 1-6
Week 9
Catastrophic Terrorism: BioTerrorism
3/4/12

Assigned Readings:
Miller, *Germs*, Chapters 7-12
EID Journal: Community Reaction to Bioterrorism: Prospective Study of Simulated Outbreak
CDC (2001). Public Health Response to Biological and Chemical Terrorism

Week 10
SPRING BREAK
3/12-16/12

Week 11
Preventing Terrorism
3/18/12

Assigned Readings:
Banks, *Combating Terrorism*, Chapt. 4 & 5
Gottlieb, Chapter 7-Do we need bombs over bridges?

Book Review Due: 3/21/12

Week 12
Planning & Responding to Terrorism
3/25/12

Assigned Readings:
Banks, *Combating Terrorism*, Chapt. 6, 7 & 10

Week 13
Counter Terrorism & the Constitution
4/1/12

Gottlieb, Chapter 10-Is an Outright Ban the Best Way to eliminate or constrain torture?
Giroux, *Hearts of Darkness*, Chapters 1-3 (week 13)
Readings on the Patriot Act (on Blackboard)

Week 14
Counter Terrorism & the Constitution

Gottlieb, Chapter 11-Does providing security require a tradeoff with civil liberties?
Giroux, *Hearts of Darkness*, Chapters 4-6 (week 14)

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**Week 15**

4/15/12

**Measuring Effectiveness in Counterterrorism**

**Assigned Readings:**

Hoffman, Chapter 9

Gottlieb, Chapter 8: Can Spreading democracy help defeat terrorism


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**Week 16**

4/22/12

**Discussion of Terrorist Event Case Analysis Papers**

**Papers Due Sat. 4/28/12**
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: GRADING RUBRICS

To clarify how student papers will be graded in this course and to identify what is expected in the writing assignments for this course, the following scoring or grading rubrics will be utilized.

I. Weekly Discussions

Students will receive a maximum of 3 points for each weekly discussion that one participates in for a maximum total of 40 points. The scoring will be as follows and be based in part on the Rubric described below for participation:

3-Excellent: Answers discussion questions in detail and responds to the posts of two other students. Also completes all weekly assignments.

2-Good: Answers discussion questions but they lack some detail; responds to one student.

1-Fair: Answers only 1 Discussion question; responds to one or no students.

0-Poor: Fails to participate by not answering any discussion questions.

II. Rubric for Paper Assignments (Paper and Book Review)

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 Fair Paper (B-/C+)

a. **Follows Directions:** Responds fairly well to assignment in a timely manner

b. **Thesis:** Identifiable but vague or not clear

c. **Use of Evidence:** Appropriate source information (from scholarly journals, PA textbooks, and other scholarly sources) is used some of the time to support thesis and buttress most arguments made in the essay. Other references are not scholarly sources. Evidence sometimes not support the point or is not appropriate. Fair integration of sources/course materials into the writing with quotes used appropriately some of the time. Uses APA format at times with major errors.

d. **Analysis. Logic and Argumentation:** Argument of paper is not always clear, and does not flow logically and make sense. Some evidence that counter-arguments acknowledged. Accurately interprets evidence and statements some of the time. Identifies some relevant arguments, reasons and claims both pro and con. Justifies some results or procedures, explains reasons.

e. **Organization:** Lacks coherence at times, generally supports thesis, fair transitions.

f. **Mechanics:** Many grammar and spelling errors. Little variety and complexity in sentence structure. Use of two many quotes with little or no explanation.

C. The Borderline Paper (C/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. Uses inappropriate references from the Internet (ie Wikepedia). 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 make the paper almost impossible to read and understand. No 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.
APPENDIX C: STATEMENT ON ACADEMIC ATTRIBUTION

Naturally, students are expected to do their own work as provided by TAMUCC policy. The vast majority do precisely that. However, because some students either do not understand the accepted rules of professional practice or because it is sometimes necessary to respond to a problem, this statement is provided. This way, everyone understands the concepts and rules.

Most students who have difficulties do not intend any dishonest action. They simply do not understand precisely those situations in which attribution of sources is required. In fact, for professionals working in public organizations, documents are often group projects rather than individually authored materials. A return to an academic setting is a bit different and requires some attention to the basic guidelines. Consider the following examples of unacceptable borrowing prepared by the Georgia State University Department of History based upon Burkhardt's *Civilization and Renaissance in Italy*.

Text: “We must insist upon it as one of the chief propositions of this book, that it was not the revival of antiquity alone, but its union with the genius of the Italian people, which achieved the conquest of the western world.”

Unacceptable actions:

(a) Author's words [underlined] without quotations marks and footnote.

The Renaissance resulted *not from the revival of antiquity alone, but from its union with the genius of the Italian people*.

(b) Author’s words without quotation marks and with footnote:

The Renaissance resulted *not from the revival of antiquity alone, but from its union with the genius of the Italian people*.

(c) Use of an idea or interpretation originated by the author without credit.

The Renaissance resulted from the combination of classical revival and Italian national Character.

Three of the most often encountered problems are covered by the following general guidelines.

1. A footnote at the end of a paragraph which is primarily or completely borrowed is not adequate attribution. When you borrow someone else's words, you must use both quotation marks and a reference note.

2. Rearranging words from someone else's prose does not change the fact that it is not the
3. A paper which consists of numerous quotations strung together does not qualify as one's own work. The fact that there are quotation marks and footnotes is not a substitute for the requirement that a piece of work turned in on an assignment is to be basically a product of the student's own mind. The use of large block quotes on exams or papers will result in a score of 0 for that assignment.

These are some general suggestions to avoid the most common mistakes. If you are not sure, ask!

Obviously, no one wants to run into a problem of plagiarism or any other type of academic integrity issue. Plagiarism is the act of appropriating the literary composition of another, or parts or passages of his writings, or the ideas or language of the same and passing them off as the product of one's own mind. If a student quotes someone, he or she is expected to use quotation marks. Paraphrased or borrowed ideas are to be identified by footnotes or references using APA format. Students with questions concerning the proper format for citations should consult a competent style manual.

Plagiarism and other forms of academic dishonesty (such as sharing answers on an exam, cutting and pasting paragraphs or papers from the Internet without attribution, or the purchasing of essays or papers) will result in the grade of zero for the piece of work involved and may, if in the judgment of the instructor the particular case warrants it, result in the grade of “F” for the course and/or referral for university action.

The best protection against such problems is to start written assignments early and avoid that last minute pressure. The attempt to do the work the night before the assignment is due leads to a lack of time for thoughtful composition, writer’s block, lost references, and the temptation to use someone else’s work improperly.
APPENDIX D: STANDARDS AND GUIDANCE ON WRITTEN ASSIGNMENTS

For many students in graduate courses, professional analytic writing is an understood process. That said, even the best and most experienced scholars and thoughtful practitioners are continuously at work on their writing. What follows are comments on writing for scholarly and professional purposes. Please consider these items carefully because they will be used in the evaluation of work submitted in this course and should be used for other professional purposes as well. If they are already second nature to you, consider them simply as reminders. For those who are new to this kind of exposition, add these notes to your bag of professional tools.

First, there is the matter of form. Any piece of work submitted in a professional or scholarly context should be structured with care; and short pieces more than others. Obviously, despite the fact that analyses may be relatively brief, one should not write stream of consciousness essays, produce reflection papers (unless specifically requested to do so), or treat pieces as free write exercises. Believe it or not, the best students and many senior scholars and public service-professionals are often as inclined to make this mistake as less experienced analysts. The effort it takes to organize and synthesize one’s thoughts pays off not only in learning in the short term, but also in rendering the material valuable later. Indeed, the brief length of assignments designated in the syllabus is precisely intended to encourage you to analyze, organize, and synthesize carefully. This admonition is not meant to suggest that shorter is better. It is good to be concise, but not at the expense of thoroughness.

The assignments in this course ask for professional analytic work. That is, the assignments ask what is and why it is rather than what should be. Even if you are asked to provide a critique, the expectation is that it will be an analytic assessment and not a set of personal reflections or preferences. This is not a course in which assignments are about taking a position and defending it in a normative sense. To be sure, normative argument is certainly important and legitimate in some settings. You may expect that such an approach will be called for in other courses, but the purpose here is different.

Even if you are asked for recommendations, formal opinions, or other judgments, these are not in the professional arena simply calls for reflection. Recommendations are to be based upon a well-supported and well-documented analysis. This last point matters a great deal. It is critical, even in short works, that you cite sources adequately and appropriately. Please see the syllabus for a discussion of the rules of proper attribution. Further information will be provided on APA formatting in the course.

It is always (and I rarely use that word) important to provide an introductory section, at least a paragraph and more in longer pieces, that lets the reader know what the purpose of the piece is, what your question is, what you intend to say (your thesis statement), and how you intend to get there with as much clarity as can be provided briefly. Dwight Waldo was fond of telling his students that each piece of writing must answer the “so what?” and “as compared to what?” questions, and the place to do that is right at the outset in the introduction. This is particularly critical in professional settings where very busy people are going to glance at the introduction to whatever you write and decide immediately whether to
take the time to read further. Do not assume that a reader is going to stay with you through the document, even if it is not a particularly lengthy piece of work. In the scholarly setting, clear introductions are important precisely because the arguments tend to be complex. Get into the habit, even in brief documents, of meetings these needs. It will help you and it will ensure that your work is most effective at communicating to others.

When presenting an analysis of the work of others, whether published materials or working documents, and after considering the particular points of the individual piece that you are analyzing, back up and take a look at the whole piece to ensure that you are clear as to where the author (or decision maker) was headed. Similarly, when reading several pieces together and seeking to synthesize them, stop after noting the points in each to see the relationships among the individual pieces relative to significant themes. The linkages or contrasts among pieces are often extremely revealing.

Consider, too, some points on style. Please remember that this is professional work. Do not view an assignment as something that is written for the professor or others in the class. You may be surprised in future years how much you draw on what you first crafted in graduate school. It is obviously inappropriate to employ colloquial language or other informalities such as contractions that might be common in other contexts. In the professional world, your work will find its way to places that you did not anticipate. As a scholar, your work will be seen or reviewed by a variety of others. Even when authors indicate that their papers should not be duplicated or cited without permission, it is nevertheless the case that work is often distributed or cited in other contexts. It is useful to keep that in mind.

Avoid first person in professional work whenever possible. It is not an acceptable argument in analytic work that something is your personal opinion. The presentation stands or falls on its own merits. Moreover, the use of first person tends to personalize debates or disagreements, which is almost always a bad idea in the professional world. The avoidance of the first person can help to discourage *ad hominem* reactions. It is also wise to observe a related caution. Whatever may be current style in the culture, avoid excessive familiarity. However it is intended, it may very well be regarded as disrespectful.

Do not forget the basics. When you review submissions, check paragraph and sentence structure. As scholars or thoughtful practitioners, we often become so engrossed in the analytic argument we are trying to make that we fail to see that we have neglected some basic elements of composition. This is evident to anyone who has reread his or her work weeks later only to find that material he or she was certain had been included simply was not there. Remember that your reader was not a party to your thought process. He or she cannot subconsciously fill in the blanks as authors often do when we are working up a piece.

Avoid bullet statements or lists. Do not assume that your reader knows the material discussed in the work. Please use fully developed prose for assignments in this course. Bullet statements and unexplained lists often become ways to avoid fully and properly developed presentations. This is often a particular challenge for practitioners returning to graduate study. Though devices like bullets can be employed in PowerPoint briefings and executive summaries, it is wise to avoid them in most instances and to use headings and subheadings along with your narrative to highlight key point. When bullets are used in a report, paper, article, or book chapter, they must be fully explained in the discussion that follows the list. Writers often assume that bullets speak for themselves when that is often not the case. Remember, your reader was not a participant in your thought processes.

For similar reasons be wary of the use of one and two sentence paragraphs. Complex ideas usually cannot be explained in just one or two sentences. Develop your ideas. Second, frequent use of one and two sentence paragraphs gives one’s prose a choppy quality that lacks flow. One can be brief without being terse.
Avoid rhetorical questions. Questions may be posed and then answered, but do not simply leave rhetorical questions in the work with a sense of certainty that the reader will respond in the expected manner. Questions, like lists and bullets, often become mechanisms to avoid precise explanation and careful argument and that is how your reader is likely to respond to your work. (Obviously, textbooks and training manuals are exceptions and often present questions for discussion or consideration after a reading selection.)

Headings are important even in brief documents. As is true with respect to introductions, busy decision makers will often glance at the headings or subheads as a clue to the content, importance, and logic of a document. When using headings or sub-headings, remember that the heading should indicate not only the topic that will be discussed, but should provide some sense of what will be said. In fact, they should provide enough information that someone could look only at the heads and subheads and know what the pieces is about, generally what it says, and what the logic is by which the author gets through the argument. Many authors prefer not to do this because it forces one to commit before writing a section of work. Commit. If it is necessary to change later, that is perfectly acceptable. (Again, texts and training guides are often exceptions because of their topical and descriptive character, but even these types of materials can benefit from more fully developed headings.)

Also, do not depend upon the conclusion section of a document for analysis. You are usually being paid not for description but for your analysis of a situation or problem. There should be a section of the work, perhaps toward the end but not in the conclusion, in which you take the reader from the question that was asked through the core logic of the analysis to the thesis statement (the take-away message) that you wish to communicate. When writers depend upon the conclusion for that purpose, the tendency is to gloss over material on the assumption that the key elements are elsewhere in the paper. Be direct. Other than the introduction, this is what your superiors are most interested to see and may be the only thing they read. Do not make assumptions about what your reader knows.

From an analytic point of view, please be careful not to seize uncritically on obvious or superficial things. It is fine to provide a brief summary, but then probe further. Remember that scholars and most professionals are paid not for their ability merely to repeat what they see, or to attack some stated position, but for analysis. Our task is to look beyond our intuitive reactions, below the surface of work we examine, and beyond the obvious strengths or problems it may present.

Be careful to be as objective as possible, recognizing that we all have biases that influence our work. If you give your superiors only one side of the picture or withhold significant information because they might not like it and then they find themselves subject to attack in the press or in key settings with other decision makers, you should start looking for your next job. When you prepare an opinion, it is a formal document and not a personal matter.

Finally, you will notice that the comments on your papers are often going to be mostly critical and aimed at providing feedback that you might find useful in future work, whether in your academic pursuits or in the professional arena. You will also find that comments and suggestions are offered on very good papers as well as others. For those who are used to receiving a grade, a “good job,” and little criticism in their undergraduate or earlier graduate work, this may come as a bit of a shock. It is only fair for all students to receive critical feedback. So, do not be bothered by the nature of the comments and do not assume that they somehow suggest that you did not perform well. Take them for what they are worth to you as you build your skills and your knowledge base in the field. We all face those types of criticism on our work. Naturally, if you have any questions, I shall be happy to discuss them with you.