PADM 5382:
Emergency Management & Disaster Planning Practicum

Prepared by
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Texas A & M – Corpus Christi  
Course Syllabus for PADM 5382-001  
Emergency Management & Disaster Planning Practicum  
Fall, 2011

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Office Hours: Tuesday: 12-1; Wednesday: 3:00-6:00 pm; Thursday 11-1 or by appointment

COURSE GOAL

To prepare students for positions in emergency management and/or homeland security by providing hands-on experience in emergency management planning and an understanding of response and recovery operations.

COURSE DESCRIPTION

This course will introduce students to policy, planning, and management issues that arise in preparing for, responding to and recovering from natural and man made disasters. This course will utilize Corpus Christi as a case study of emergency preparedness, especially drawing upon preparedness planning for hurricanes, hazardous material accidents and oil spills, and terrorist attacks. This course will combine readings and discussions with experiential learning activities to highlight the challenge and complexity of disaster planning and emergency management.

LEARNING OBJECTIVES

- To understand the history of emergency management, natural and technical hazards, and the components of emergency management—mitigation, response, recovery, and preparedness.
- To demonstrate competency in using the Incident Command System through successful completion of FEMA ICS courses.
- To appraise the structures, capabilities and causes of deficiencies in national, state and local preparation for both natural and man made disasters.
- To examine the complexity of emergency management in terms of the participation by agencies and actors from Federal, State and local governments and, to a lesser extent the involvement of actors from the nonprofit and private sector.
- To value the importance of individual, family and community disaster preparedness.
REQUIRED READING


FEMA/Emergency Management Institute on-line courses:
http://www.training.fema.gov/IS/
IS-100 b. Introduction to ICS
IS 700.a. National Incident Management System: An Introduction

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. Students will be required to participate in on line discussions each week.

STUDENT PERFORMANCE EVALUATION

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<th>Grade Proportion</th>
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<tr>
<td>1. Disaster Analysis Paper 30%</td>
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<td>2. Book Review &amp; Analysis 20%</td>
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<td>3. Weekly Discussions 40%</td>
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<td>4. Completion of two FEMA IS Courses 10%</td>
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STUDENT PERFORMANCE REQUIREMENTS

1. Disaster Analysis Paper (30%)

Students will analyze specific disaster events, as well as look at issues that are common to different types of disasters. In this paper, students will identify a specific natural or man made disaster in the past five years and include the following in the analysis of the event.

1. Summary of the disaster including the type, description, cause, and impact (social, political, economic).
2. Identify and explain 3-4 organizations, including at least one non-profit or community organization, involved in the response and recovery and determine the effectiveness in these areas.
3. Recommend possible solutions to those organizations that were not effective at planning, mitigating, preparing for, and/or responding to the disaster.
4. Explain how NIMS or ICS was utilized in the case and whether they were used effectively.
5. Identify the socially vulnerable populations in this case and assess if response and recovery met the needs of these individuals. What approaches were taken to meet the needs of special and/or vulnerable populations?
6. Include a discussion of the challenges of intergovernmental relations in the case. For example were there federal and state agreements or mutual aid agreements in place? Was there a federal disaster declaration in the case? Were there challenges or complications with this process?
7. Recommend a possible policy solution that may help prevent or mitigate a disaster like this case in the future.

Administrative Requirements for the Analysis Paper:

This paper should be no less than 15, or more than 20 pages; double spaced; Times New Roman 12 point font; and one inch margins. Students are expected to use APA style formatting and use a minimum of 10 scholarly references (these may include scholarly journals, books, government reports, court cases, legislation, etc.) See Appendix B for the grading rubric for all research papers for this course.


2. Book Review

Students will write a critical book review on the book Disaster by Christopher Cooper and Robert Block. 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 7 pages or more than 10. The book review will be worth 20 points for 20% 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 (No participation will be required on week 14 of due to the Thanksgiving Holiday or Week 15 when a major assignment is due). One point will be given for completing the FEMA on-line classes as assigned. The total points for weekly participation is 40 points for the course. Late posts will not be accepted. See Appendix B for grading rubric for on-line discussions.

5. Completion of FEMA IS Courses (10%)

Students will be required to complete two on-line Independent Study Courses offered through FEMA’s Emergency Management Institute. These courses are no cost and will be pass/fail to receive the certificate of training. Generally it takes about 2-3 hours to complete each course. Students must complete these courses by the 5th week of class and will need to show a completion certificate with a passing score to obtain credit for each course. Five points will be awarded for completion of each course for a total of 10 points or 10% of the final grade. Those students who can show they have completed the below courses may select two alternative IS classes.

To take these classes go to the FEMA/Emergency Management Institute on-line courses at: http://www.training.fema.gov/IS/ At this site click on NIMS Courses and choose to take the following:
IS-100 a. Introduction to ICS
IS 700. National Incident Management System: An Introduction

After completing the web based course, take the final exam no later than 10/8/11. Once you receive the electronic certificate of completion from FEMA please e-mail it to the instructor to obtain credit.

ASSIGNMENT DUE DATES

<table>
<thead>
<tr>
<th>Weekly Discussions</th>
<th>Weekly Discussion Each Week by midnight Wednesday</th>
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<tbody>
<tr>
<td>FEMA IS Courses</td>
<td>Week 7: 9/24/11</td>
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<tr>
<td>Book Review</td>
<td>Week 12: 11/12/11</td>
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<tr>
<td>Disaster Analysis Paper</td>
<td>Week 15: 12/3/11</td>
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GRADING SCALE

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

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. Any 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 papers. 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 on the Blackboard site or using the Assignments folder on the Blackboard site for the class. Please do not fax assignments to me and avoid sending assignments to my TAMUCC e-mail address unless the Blackboard system is not working.
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). Late discussion posts will not be accepted.

Please contact the instructor if you will not be able to complete an assignment on time. No unpenalized 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. When 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 cannot always read those types of word documents. Do not send as a pdf document as this does not allow me to add corrections or comments to your papers. 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 Wikepedia or other internet encyclopedia for any paper is not acceptable for graduate level work and will not be accepted.

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 Driftwood 101, 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. 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](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 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 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. 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 e-mail in the Blackboard system.
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. See Appendix C on how to set up your on-line
account in Blackboard.

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.
# SYLLABUS

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tr>
<td>Week 1</td>
<td>Course Introduction</td>
<td>Review Syllabus, Self introduction-on line</td>
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*First class will meet in person to orient students to Blackboard. Class will meet on campus on Wed. 8/24/11 from 5:30-6:30 pm. In Bay Hall, 3rd floor conference room.*

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Week 2  

*Types of Natural & Technical Hazards*

**Assigned Readings:**
- McEntire, Chapter 1: Knowing What to Expect
- Heritage Foundation (May 25, 2011). *The Great Eastern Japan Earthquake*
- Perry, Ronald. (2007). What is a Disaster. In *Handbook of Disaster Research*

**On-line Discussion Questions**
Due each week

Find one additional recent news article on a current disaster and share with the class.

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Week 3  

*Disaster Management in the US*

**Assigned Readings:**
1. Sylves, Chapter 1: Disaster Management in the US  
2. Sylves, Chapter 2: Disaster Management and Theories of PA  
3. McEntire, Chapter 4: Approaching Response and Recovery Operations

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Week 4  

*Historical Trends in Emergency Management*

**Assigned Readings:**
1. Sylves, Chapter 3: Historical Trends in Disaster Management  
## SYLLABUS

### Date       Topic                              Assignment Due

**Week 5**   Participants in EM  

**Assigned Readings:**

1. McEntire, Chapter 2: Understanding the Actors  
2. Sylves, Chapter 4: Understanding Disaster Policy through Presidential disaster declaration  
3. Sylves, Chapter 5: Role of Scientists and Engineers  

**Week 6** Federalism and Disaster Management  

**Assigned Readings:**

1. Sylves, Chapter 6: IGR in Disaster Policy  
4. Select Bipartisan Committee to Investigate the preparation for and response to Hurricane Katrina. (February 15, 2006). *The Failure of Initiative*. Executive Summary

**Week 7** Discipline of EM Overview  

**Assigned Readings:**


*Complete FEMA on-line classes. Due 9/24/11.*
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<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tr>
<td>Week 8</td>
<td>Understanding Disaster Behavior</td>
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**Assigned Readings:**

1. McEntire, Chapter 3: Anticipating Human Behavior in Disasters

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<th>Week 9</th>
<th>Response: Hazard Detection, Warning &amp; Evacuation</th>
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**Assigned Readings:**

1. McEntire, Chapter 5: Responding with Measures

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<th>Week 10</th>
<th>Response: Caring for the Injured</th>
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**Assigned Readings:**

1. McEntire, Chapter 6: Caring for the Injured, dead and distraught
## SYLLABUS

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<th>Topic</th>
<th>Assignment Due</th>
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<tr>
<td>Week 11 &amp; 12</td>
<td>The Case of Hurricane Katrina</td>
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### Assigned Readings:

**Week 11 & 12: The Case of Hurricane Katrina**

- **Assigned Readings:**
  - Week 11: Cooper-*Disaster*. Parts 1 & 2 (Chapters 1-9).
  - Week 12: Cooper-*Disaster*. Part 3 (Chapters 10-13) **Book Review Due 11/12/11**

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<th>Week 13</th>
<th>Disaster Recovery</th>
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### Assigned Readings

1. McEntire, Chapter 8: Facilitating recovery and mitigation

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<th>Week 14</th>
<th>Challenges of Disaster Management</th>
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### Assigned Readings

McEntire, Chapter 9: Overcoming Typical challenges
Bolin, Bob. (2007). *Race, class, ethnicity and disaster vulnerability*. In *Handbook of Disaster Research*

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<th>Week 15</th>
<th>The Future of Emergency Management</th>
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### Assigned Readings:

McEntire, Chapter 12: Dealing with Future Disasters

**Disaster Analysis Paper Due 12/3/11**
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 too 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: Getting started with your online class

Your online class will be using the new Blackboard platform. Blackboard is an easy point and click interface which the university is now supported alongside WebCt. You cannot get access to the full class until the fall 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 beginning August 25th, follow the steps below:

A. Follow the link to TAMUCC island online: 
https://iol.tamucc.edu/

B. On the lower right hand side of the screen you will see a log-in for both WebCt and Blackboard. Click next to Blackboard and then enter your log-in in formation. Your log-in is your Banner ID (A number) and PIN.

C. Once in Blackboard you should have all of the classes you are currently taking listed in the middle of the screen.

D. The first thing you will see in Blackboard is a welcome announcement from your instructor. In the PADM 5331 course click on the blue link “navigating the course” which takes you to the syllabus.

E. The course content is found by clicking on the tabs on the left hand side of the screen. Some of the most important tabs are:

Announcements: where your instructor will post announcements relevant to the class

Assessments: your exams are found in this icon

Assignments: writing assignments are found in this icon

Calendar: due dates for the course

Learning modules: where you find lecture notes, web links, and other important content (learning modules are basically the content for each week)

Mail: send a message to your instructor or classmates.
(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).