PADM-5310: Public Organizations

Prepared by
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Course Overview & Syllabus
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COURSE DESCRIPTION

This course provides an introduction to public management—managing public organizations and managing the public aspects of nonprofit and private sector organizations. In this course, we will consider the organization as the unit of analysis. We will build from a foundation in organizational theory, and consider modern management challenges facing organizations that carry out public purposes. We will focus on traditional public sector organizations, government funded bureaus and agencies that deliver public services directly to citizens, but will also consider other organizations that operate in the public sector (e.g. nonprofits, private firms under contract).

We will begin the course by examining the backbone of public management—organizations—and ways to evaluate and understand organizations. We will pull from organizational theory and practice to distill the core similarities and differences between organizations operating publicly, and those operating privately. We will then evaluate the environment of organizations in depth, paying careful attention to identify how different environmental factors constrain and enhance the ability of managers to deliver goods and services. All organizations operate in multi-layered environments, but public sector organizations are perhaps unique in the complexity of their environmental circumstances. After looking externally, we will then turn internally to examine processes and structures that define and direct organizational activity, including goals, decision making processes, and formal structure. We will conclude with a discussion of organizational reform, with particular focus on efforts to reform public and nonprofit organizations.

This course involves a mix of readings, case analyses, lectures, discussions, and out-of-class assignments. A required text will form the core of the readings, supplemented with pertinent articles as well as weekly case studies to bring theory into practice. The lectures and discussions are designed to elaborate on and clarify key concepts. The assignments are designed to provide you with an opportunity to think critically about managing organizations in a public context, and to give you experience with basic management tools.

COURSE OBJECTIVES

By the end of the course, students should be able to:
• Understand the purpose and function of public sector organizations;
• Describe how public sector organizations are structured and operate;
• Identify and analyze external stakeholders and challenges to organizational success;
• Analyze strategies to manage performance and enhance accountability;
• Assess strategies to manage organizational change and innovation, and
• Understand importance of organizational culture and leadership on organizations

REQUIRED TEXTS and READING


Readings available via Blackboard that will include:

• Case studies
• Scholarly Articles

RECOMMENDED READING

• Kaufman, Herbert. (2006). The Forest Ranger
• Schein, Edgar, 2010. Organizational Culture and Leadership

STUDENT PERFORMANCE EVALUATION

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<td>1. Columbia Case Analysis Paper &amp; Presentation</td>
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STUDENT PERFORMANCE REQUIREMENTS

1. Columbia Case Analysis Paper & Presentation (25 points)

This assignment is an organizational analysis of the Columbia space shuttle disaster from either a structural, cultural, organizational learning, or political perspective based on your readings from Morgan’s Images of Organization-Executive Edition book. Using the theories, frameworks, and concepts associated with that perspective as the guiding framework, additional literature about those concepts compiled through a literature review, and information about the disaster taken from The CAIB Report and other sources, students will write a report to the recently formed NASA Follow Up Commission (who happen to also be your classmates). Students will be required to give a presentation on this report and their perspective in class that will last no more than 10 minutes with 5 minutes for questions and answers. Papers and presentations should include the following:

- Using your particular perspective as the lens: Identify and explain the critical events that led to the Challenger disaster
   NOTE: These critical events will be different depending on your analytic perspective. For example, a structural analysis might look for failures in the chain of command while the learning perspective might look toward examples of single versus double loop learning…
- Based on the analysis you present, draw conclusions concerning the key issues in need of addressing and propose the appropriate intervention(s).
   Be explicit about the linkages between your analysis of what went wrong and how your proposed intervention will address it. What immediate impact will your intervention have? How will those impacts relate to addressing the issues your group has identified?
The paper must be formatted using APA style formatting be no less than 7 pages and no more than 10 pages double spaced. It is expected that at least 6 scholarly or government sources be utilized. The paper will be worth 20 points and the presentation 5 points for a total of 25 points or 20% of the final grade. See Appendix A for scoring rubric for all paper assignments.

Additional Tips for presentation

- For this presentation – you are making an argument for a particular way of seeing the problem. Be persuasive.
- You will want to incorporate concepts from the book and class – in doing so, make sure you provide enough information that your audience is clear what you are talking about and how it applies. • DO NOT try and apply every concept related to your perspective or address every potential causal factor relevant to your perspective.
- Given that you are basing your analysis on 2nd hand knowledge, you are allowed to conjecture about what happened that contributed to the disaster. However, make sure you argue the basis for your speculations. Again, be persuasive and use what details are available to support your arguments...

2. Research Paper Assignment

Students are asked to write a research paper that analyzes and evaluates the current scholarly literature on any of the topics covered in the course. This paper will allow students to examine a topic in greater detail and may include such things as a greater analysis of a case study we have discussed, a review of a scholarly literature on a topic in the syllabus or in the textbook, or an analysis of a current event as it relates to the question and course themes. The paper must be formatted using APA style formatting no less than 12 pages and no more than 16 pages double spaced. It is expected that at least 12 scholarly be utilized. The paper will be worth 30 points for a total of 30% of your final grade. See Appendix A for scoring rubric.

3. Weekly Reflections

To help students critically analyze course readings each week, students will be required to complete 6 weekly reflections worth 5 points each for a total of 30 points. These 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 four double spaced typed pages and have the following components:

Part A: Describe in detail and as objectively as possible the readings for the week. Use the discussion questions to help guide your writing.

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. If there is a case study, summarize the case study and explain how it related to the topic for the week.

4. Case Study Facilitation & Class Participation

While all students will be expected to prepare for and participate in case discussions every week, there will be an assigned student team to facilitate the case discussion on any given week. Specifically, you will be assigned to one case at the beginning of the semester that you will serve as the facilitator for case
discussion with one other student. You will receive a team grade for your facilitation of class discussion. Facilitation of the case will be worth 5 points while the maximum points for class participation will be ten points for a total of 15 points or 15% of the final grade.

To prepare for your case facilitation, you should meet ahead of time (outside of class) with your colleague. Your team will be graded on the extent to which you: (1) briefly summarize the salient parts of the case; (2) facilitate class discussion to identify the management challenges *as they pertain to the class material for the week*; and (3) engage the class in a discussion of approaches to address the management challenge and/or assess the actions taken by the key actors in the case. A power point summary of the case, with your assessment outlined, is NOT acceptable to facilitate class discussion.

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. Students are expected to notify the instructor if they will be missing classes and are required to turn in any assignments that are due even if they will not be in class.

**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. 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 written 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 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. 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/universityrules/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 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.

**ACCESSING ASSIGNMENTS ON THE INTERNET & LIBRARY DATABASES**

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

**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 by subjected to university disciplinary action under the Code of Student Conduct.
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 emails, 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 class will be using the 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 readings 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
COURSE SCHEDULE

Each week lists the required readings with study questions and cases that should be read prior to class. Readings not found in the text can be found in the reading folders for each week in Blackboard.

Introduction Will meet via Blackboard
Week 1 (8/27/12)

Class will not meet in the classroom but via Blackboard. Students should do the following:
1. Log on to Blackboard and go through the tutorials to become familiar with this system
2. Read the syllabus and send questions to the instructor via e-mail in the Blackboard system
3. Go to the Discussion Folder for Week 1 and answer the following questions on line to introduce yourselves to one another:
   a. Provide your name and current job or position.
   b. Why do you want to obtain an MPA degree? What is your goal after completing the degree?
   c. After reviewing the syllabus, identify two items you would like to learn more about and explain why.
   d. What do you think will be most challenging for you in this class? Why?

Week 2: No class will be held on 9/3/12 due to Labor Day Holiday

I. Public Management and Organizations
Week 3 (9/10/12): Introduction to Public Organizations

Assigned Readings:

Rainey, Chapter 1: The Challenge of Effective Public Organization and Management
Morgan, Gareth, Part 1:Overview

Study Questions:

1. To what extent, if at all, can an understanding of organizational theory and behavior inform the practice of managing public organizations?
2. Can generic theories of organizations that were designed for private sector organizations be applied to public organizations? Are there limits?
3. Why is there so much focus on “reforming” government agencies and public management? Provide some examples. Is this focus justified?
Case Study Example: Hurricane Katrina and Government Response (PAR article by Bev Ciglar)

Week 4 (9/17/12): Understanding Organizations  Reflection 1 Due

Assigned Readings:
Rainey Chapter 2: Understanding the Study of Organizations: A Historical Review
Morgan, Gareth. Chapters 2 (Organizations as Machines) & 3 (organizations as Organisms)
Case Study: How Kristina Died: The Role of Bureaucracy by Richard Stillman

Study Questions:
1. Bureaucracy has become a pejorative term in today’s lingo. Why did Weber consider bureaucracy an “ideal state”, and what does it really mean about (public) organizations?
2. What is meant by “administrative principals” and “administrative management”? What are the contributions- and critiques- of this approach? Is this approach still applicable today? Should it be?
3. Organizations are sometimes defined as “systems?” What makes an organization an open system, rather than a closed system, and what are the implications for managers?
4. Explain the differences between the metaphors of organizations as machines versus organizations as organisms.

Week 5 (9/24/12): The Publicness of Organizations  Reflection 2 Due

Assigned Readings:
Rainey Chapter 3: What Makes Public Organizations Distinctive
Appleby, Paul. (1945). Government is Different. In Big Democracy
Case Study of Cambridge Public Hospital

Study Questions:
1. Why do we have public, as opposed to private, organizations? What is meant by organizational publicness? Are nonprofit organizations (more) public or private?
2. What are the common assertions about the distinctive nature of public organizations and the implications for management? Describe two that you consider accurate and two you consider inaccurate or overblown.
3. What are the strategic advantages of an organization operating as a for-profit firm? As a nonprofit organization? As a public organization? How does institutional form affect organizational behavior?
Week 6 (10/1/12) The Environment of Public Organizations

**Reflection 3 Due**

**Assigned Readings:**

Rainey Chapter 4: Analyzing the Environment of Public Organizations
Rainey Chapter 5: Impact of Political Power and Policy
Morgan: Chapter 6: Organizations as Political Systems
Case Study: William Robertson: Exemplar of Politics and Public Management Rightly Understood by Terry Cooper and Thomas Bryer

**Study Questions:**

1. What is meant by the environment of an organization? How does the environment shape organizations? Is the environment more of a factor or less of a factor for public organizations? What are some of the components of the environment for public organizations?
2. What are some common theoretical frameworks (paradigms) to help us understand organizational environments? Which do you think are most applicable today? Which do organizations need more from their environment: resources or legitimacy? How are these similar (or different), and does this differ for public versus private organizations?
3. There is a classic view that government organizations should strive to be less political so that they can be more effective. What are the benefits and limitations of this view?
4. What types of individuals or entities outside of the organization can influence public managers and public organizations. What formal and informal authority do they have that enables them to exert such influence?

Week 7 (10/8/12): Organizational Goals and Effectiveness

**Assigned Readings:**

Rainey Chapter 6: Organizational Goals and Effectiveness
Morgan, Chapt. 4: Organizations as Brains

**Study Questions:**

1. There is much focus on reforming public organizations to be more efficient and effective. What other factors must be included in a discussion of efficiency?
2. Many organizations are required to link goals to effectiveness. What assumptions underlie such a directive? What are the limitations?
3. Explain the strengths and weaknesses of the metaphor of organizations as brains.
Week 8 (10/15/12): Decision Making in Organizations

Assigned Readings:

Rainey Chapter 7: Formulating and Achieving Purpose
Morgan Chapter 7: Organizations as Psychic Prisons
Case Study: The EPA’s Recovery Act Stewardship Plan (Electronic Hallway) or Lessons from Value Jet by William Langewiesche

Study Questions:

1. How do power, authority and influence differ? Explain how power and politics affect decision making outcomes.
2. What assumptions underlie rational & incremental decision making approaches? What impact do these assumptions have on the limitations or benefits of such approaches? What is the role of a rational & incremental decision making approach in the public sector?
3. When is citizen participation in the decision making processes of an organization appropriate? How can a public manager increase the likelihood that such participation is effective?
4. Explain the strengths and limitations of the metaphor of organizations as a psychic prison.

Week 9 (10/22/12): Organizational Structure & Design

Assigned Readings:

Rainey Chapter 8: Organizational Structure, Design, Technology
Michael Barzelay, Breaking Through Bureaucracy
Case Study on Mental Health Networks

Study Questions:

1. Government organizations are often blamed for being too centralized. Should government organizations make it a priority to decentralize? Why or why not? What considerations might influence this decision?
2. In a similar vein, government organizations are often chided for having too much formalization, and too much “red tape”. Is this an accurate representation of government? Should government organizations strive to have fewer rules and less formalization? Is red tape a necessary evil of government? Why or why not?
3. When might a networked structure be preferred to a single provider model? How can networks be structured? What is the role of centralization in a network setting?
Week 10 10/29/12   Leadership Roles & Organizational Culture   Reflection 6 Due

Assigned Readings:

Rainey, Chapter 11: Leadership, Managerial Roles and Organizational Culture
Morgan, Chapter 5: Organizations as Cultures
Case Study: The Blast in Centralia

Week 11 -13       Case Study of the Columbia Accident

Assigned Readings:

Week 11: 11/5/12  Chapters 1-5 of CAIB Report
Week 12: 11/12/12  Chapters 6-10 of CAIB Report
Week 13: 11/19/12  Presentations & Paper Due on Colombia Case Analysis

Week 14 (11/26/12) Understanding People in Public Organizations

Assigned Readings:

Rainey, Chapter 9: Values & Motives
Rainey, Chapter 10: Theories of Motivation
Morgan, Chapter 9: Organizations as Instruments of Domination
Case Study: Dr. Helen Gayle and the AIDS Epidemic by Norma Riccucci

Week 15 (12/3/12)   Managing Organizational Change   Final Research Paper Due

Assigned Readings:

Rainey, Chapter 13: Managing Organizational Change
Morgan, Chapter 10 & 11

Assignment Due Dates

| Reflection 1       | 9/17/12 |
| Reflection 2       | 9/24/12 |
| Reflection 3       | 10/1/12 |
| Reflection 4       | 10/15/12|
| Reflection 5       | 10/22/12|
| Reflection 6       | 10/29/12|
| Columbia Case Analysis | 11/19/12 |
| Final Research Paper | 12/3/12 |
APPENDIX A: 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. Class Participation and Weekly Reflections

Students will receive a maximum of 5 points for each weekly reflection that is turned in for a maximum total of 15 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 (Research paper and Case Analysis)

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.  

*Organization:* Most coherent, generally supports thesis, good transitions.  

*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.