Course Syllabus

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Course Information

Course Number/Section   PA 6311 / 501
Course Title   Public Management
Term   Fall 2021
Days & Times   Tuesdays 7:00 to 9:45 PM GR3.606

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Contact Information

Professor: John McCaskill, PhD, CMA

Office: GR 2.204

Email Address: john.mccaskill@utdallas.edu

Office Hours: Vitual, by appointment. Please send me an email so we can schedule a time to meet via MS Teams.

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Course Modality and Expectations

Instructional Mode: Traditional	All assignments and the exam will be submitted online. Additional information regarding this mode is available at: Spring 2021 Registration Information
Course Platform	This class uses UTD's eLearning System to manage the online content. You should log in to your eLearning account before the first day of class to ensure that you have no problems accessing the site. Once you are logged in, you will find links to eLearning student tutorials.
Expectations	This course has a web-based component and as such, all work will be submitted online through UTD's eLearning site, but we will also meet in person for classes. The class format will consists of power point presentations (main points for each week), discussion boards, concept papers, quizzes, and a midterm and final exam. Even if you are unable to meet face to face, you are responsible for reading the assigned course material each week so that you can participate in online discussions successfully. **LATE SUBMISSIONS ARE NOT ACCEPTED** (unless there are extenuating circumstances, and only with proper written documentation).

COVID-19 Guidelines and Resources

The information contained in the following link lists the University's COVID-19 resources for students and instructors of record.

Please see http://go.utdallas.edu/syllabus-policies.

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Class Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

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Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

NOTE:
The instructor may provide video lectures for this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

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Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom

materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

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Course Pre-requisites, Co-requisites, and/or Other Restrictions
None

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Course Description
This course will introduce students to the fundamentals of public management as a field of academic study. Managing in the public sector entails an understanding of the interaction between three distinct dimensions—administrative structures and processes, organizations and their cultures, and the skills and values of individual managers. Public managers must interact with diverse citizens and produce results that citizens and their representatives expect from their government while balancing these concerns within a constitutional scheme of governance. Another purpose of the course is to show how the challenges of public management vary across different organizational and policy settings. A related purpose is to show how public management and policy analysis frequently intersect and to connect policy design and policy management.

The course is not organized as an introductory survey of various subfields or specialties of public management, but rather as an examination of its context and significance. Nevertheless, the course should be helpful as one begins to become educated about the details of the field; and indeed some of the required readings provide useful background information about the subject that can be used in turn in assessing the political context and significance of its operations.

As a result of this course (combined with your own experience and skills), you should be able to recognize and define public management issues at all levels of government, to offer insightful analysis of public management issues that you encounter in practice, and to ask good questions, offer good suggestions, and make good arguments concerning how such issues might be addressed or solved. The course materials include conceptual and analytic literature as well as case materials and examples drawn from a variety of sources. The general idea is that you should use the conceptual materials to analyze issues raised by the cases and examples.

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Student Learning Objectives/Outcomes
- Advance the understanding and appreciation of the history, study, and practice of public management

- Examine the constraints on and strategies of public managers in a democratic society

- Enhance students ability to think analytically about problems of public management from a multidimensional approach

- Consider the application of these topics in the public and nonprofit sectors

- Engage in discussions to develop a sense of how to apply in practice the topics and ideas covered in the course.

- Critically evaluate the recent trends, challenges, and opportunities in the field of public management

- Examine the competing forces shaping the pursuit of values in public affairs and how this competition shapes public policy.

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Required Textbooks and Materials

Hill, Carolyn and Laurence E. Lynn Jr. 2016 (2nd Ed.). *Public Management: Thinking and Acting in Three Dimensions.* Washington D.C.: Congressional Quarterly Press.

In Public Management, authors Carolyn J. Hill and Laurence E. Lynn, Jr. show that constructing critical analyses and persuasive arguments is the principal tool for effectively managing in three dimensions. Students learn how to analyze and explain managerial strategies and decisions, critically assessing real world case studies and building their own arguments.

Textbook can be ordered through the UTD Bookstore or Off-Campus Books.

In addition, selected journal articles may be assigned at the professor's discretion.

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the Getting Started with eLearning webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the eLearning website.

Please see the course access and navigation section of the Getting Started with eLearning webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

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Assignments & Academic Calendar
Week 1: 8/24 - Introduction
All students should go to the discussion board under introductions and post a brief introduction of themselves. Please do not post any personal addresses or contact information. Just tell us a little bit about yourself such as what year you are in, your major, your interests, brief working history,

and future career plans (if you have formulated any at this time), and your interest in taking this class – apart from the fact that it is a required course and is available both in-person or online. Also, complete the readings below and answer, why do we need governments? We will also discuss in class.

Hill and Lynn – Preface to Second Edition and Pages 1-4 (Part 1)

The Enduring Myth that Government Should be Run like a Business – Governing Magazine
http://www.governing.com/columns/smart-mgmt/col-enduring-myth-government-should-be-run-like-business.html

Reconceptualization of Government-
https://www.youtube.com/watch?v=wNm4GrmOcUQ

Assessment: Complete your online quiz and self introduction. (This week's online work will be due by Friday 8/27.)

Week 2: 18/31 – Public Management's Three dimensions: Structure, Culture and Craft

Chapter 1 Hill and Lynn

Kaufman, Herbert. 2001. "Major Players: Bureaucracies in American Government" *Public Administration Review* 61(1):18-42

Woodrow Wilson, (1887). "The Study of Administration," *Political Science Quarterly*, 2(2): 197-222

Behn, Robert D. (1998). What Right Do Public Managers Have to Lead?" *Public Administration Review* 58(3), 209-224.

Assessment: Complete your online quiz prior to class.

Week 3: 9/7 – Rule of Law

Chapters 2 and 3 Hill and Lynn

Christensen, R. K., Goerdel, H. T., & Nicholson-Crotty, S. (2011). Management, law, and the pursuit of the public good in public administration. *Journal of Public Administration Research and Theory, 21*(suppl 1), i125-i140.

Stillman, Sarah. 2013. Taken. *The New Yorker.*

Online
John Oliver on Civil Forfeiture

https://www.youtube.com/watch?v=3kEpZWGgJks

Assessment: Complete your online quiz prior to class.

Week 4: 9/14 – Structural Dimension

Chapters 4 and 5 Hill and Lynn

Chapters 6 and 7 Hill and Lynn

Assessment: Complete your online quiz prior to class.

Week 5: 9/21 – Accountability and Ethics

Cooper, T. L. (2004). Big questions in administrative ethics: A need for focused, collaborative effort. *Public Administration Review*, *64*(4), 395-407.

Hijal-Moghrabi, I., & Sabharwal, M. (2018). Ethics in American Public Administration: A Response to a Changing Reality. *Public Integrity*, 20(5), 1-19.

West, J. P., & Bowman, J. S. (2016). The domestic use of drones: An ethical analysis of surveillance issues. *Public Administration Review*, *76*(4), 649-659.

The Culture of Ethics that the Public Sector Needs. Governing Magazine: http://www.governing.com/columns/smart-mgmt/col-culture-ethics-public-sector-needs.html

Assessment: Complete your online quiz prior to class.

Week 6: 9/28 – Cultural Dimension

Chapters 8 and 9 Hill and Lynn

Bass, B. M., & Avolio, B. J. (1993). Transformational leadership and organizational culture*. Public Administration Quarterly*, 112-121.

Moynihan, Donald P. 2012. "A Theory of Culture-Switching: Leadership and Red Tape during Hurricane Katrina." *Public Administration* 90(4): 851-868

Schraeder, M., Tears, R. S., & Jordan, M. H. (2005). Organizational culture in public sector organizations: Promoting change through training and leading by example. Leadership & Organization Development Journal, 26(6), 492-502.

Assessment: Complete your online quiz prior to class.

Week 7: 10/5 – Craft Dimension

Chapters 10 and 11 Hill and Lynn

Donna Shalala, "Are Large Public Organizations Manageable?" *Public Administration Review* 58, no. 4 (1998): 284-289.

Sergio Fernandez and Hal G. Rainey. 2006. Managing Successful Organizational Change in the Public Sector. *Public Administration Review.* 66(2): 168-176.

Van der Voet, J., Groeneveld, S., & Kuipers, B. S. (2014). Talking the talk or walking the walk? The leadership of planned and emergent change in a public organization. *Journal of Change Management*, 14(2), 171-191.

Leadership Myths Debunked: ICMA
https://icma.org/articles/article/career-compass-no-47-leadership-myths-debunked

Assessment: Complete your online quiz prior to class.
Critique 1 due 10/10

Week 8: 10/12 – Diversity in Public Management

Sabharwal, M., Levine, H., & D'Agostino, M. (2016). A Conceptual Content Analysis of 75 Years of Diversity Research in Public Administration. *Review of Public Personnel Administration*, 0734371X16671368.

Sabharwal, Meghna. 2015 "From Glass Ceiling to Glass Cliff: Women in Senior Executive
Service." *Journal of Public Administration Research and Theory 25*(2) 399-426.

Wilkins, V. M., & Williams, B. N. (2008). Black or blue: Racial profiling and representative bureaucracy. *Public Administration Review, 68*(4): 654-664.

Sabharwal, Meghna. 2014. "Moving beyond diversity management: Organizational inclusion to further performance." *Public Personnel Management 43*(2) 197-217

When Building a Diverse Workforce, Hiring Is Just the Start. Governing Magazine. https://www.governing.com/columns/smart-mgmt/gov-diversity-public-workforce.html

Assessment: Complete your online quiz prior to class.

Week 9: 10/19 – Midterm Due 10/19

Week 10: 10/26 – Public Human Resource Management

Todd Jordan and R. Paul Battaglio, Jr. 2014. "Are We There Yet? The State of Public Human Resource Management Research," *Public Personnel Management* 43(1): 25-57.

Llorens, Jared J., and R. Paul Battaglio, Jr., 2010. "Human Resources Management in a Changing World: Reassessing Public Human Resources Management Education."
Review of Public Personnel Administration 30(1): 112-32.

French, P. Edward, and Doug Goodman. 2012. "An Assessment of the Current and Future State of Human Resource Management at the Local Government Level."
Review of Public Personnel Administration 32(1): 62-74.

Svara, J. H. (2010). The next generation challenge: Incorporating the local government managers of the future. *Journal of Public Affairs Education*, 16(3), 361-378.

How OPM will build a federal workforce of the future:
https://www.federaltimes.com/smr/50-years-federal-times/2015/12/07/how-opm-will-build-a-federal-workforce-of-the-future/

Assessment: Complete your online quiz prior to class.

Week 11: 11/2 – Public-Private Partnerships and Contract Management

Bloomfield, P. (2006). The Challenging Business of Long-Term Public–Private Partnerships: Reflections on Local Experience. Public Administration Review, 66(3), 400-411.

Forrer, J., Kee, J. E., Newcomer, K. E., & Boyer, E. (2010). Public–private partnerships and the public accountability question. Public Administration Review, 70(3), 475-484.

Brown, Trevor L., Matthew Potoski and David Van Slyke. Managing Public Service Contracts: Aligning Values, Institutions and Markets. *Public Administration Review* 66(3): 323-331.

Van Slyke, David M. 2007. "Agents or Stewards: Using Theory to Understand the Government-Nonprofit Social Service Contracting Relationship." *Journal of Public Administration Research and Theory* 17(2): 157-187

The Pros and Cons of Privatizing Government function – Governing Magazine
http://www.governing.com/topics/mgmt/pros-cons-privatizing-government-functions.html

Assessment: Complete your online quiz prior to class.

Week 12: 11/9 – Public Management and Intergovernmental/Intersectoral Networks

McGuire, Michael. 2006." Collaborative Public Management: Assessing What We Know and How We Know It." *Public Administration Review* 66 (s1):33-43.

Provan, Keith and Robin LeMaire. 2012. "Core Concepts and Key Ideas for Understanding Public Sector Organizational Networks: Using Research to Inform Scholarship and Practice." *Public Administration Review* 73(5): 638-648.

Milward, H. B., & Provan, K. G. (2006). *A manager's guide to choosing and using collaborative networks* (Vol. 8). Washington, DC: IBM Center for the Business of Government.

Moghrabi, I. H., & Sabharwal, M. (2017). The Role of the Information Society in Promoting a Better and a More Democratic Governance. *Journal of Public Administration and Governance*, 7(4), 132-146.

Assessment: Complete your online quiz prior to class.
Critique 2 due 11/14

Week 13: 11/16 - Public Management in an Era of Big Data

Kim, G. H., Trimi, S., & Chung, J. H. (2014). Big-data applications in the government sector. *Communications of the ACM*, *57*(3), 78-85.

Desouza, K. C., & Jacob, B. (2017). Big data in the public sector: Lessons for practitioners and scholars. *Administration & Society*, *49*(7), 1043-1064.
Munné, R. (2016). Big data in the public sector. In *New Horizons for a Data-Driven Economy* (pp. 195-208). Springer, Cham.

Helbing, D., Frey, B. S., Gigerenzer, G., Hafen, E., Hagner, M., Hofstetter, Y., & Zwitter, A. (2019). Will democracy survive big data and artificial intelligence? In *Towards Digital Enlightenment* (pp. 73-98). Springer, Cham. (**READ PAGES 1-20**)

Assessment: Complete your online quiz prior to class.

Week 14: 11/30– Multidimensional Public Management

Chapter 12 Hill and Lynn

Thomas, J. C. (2013). Citizen, customer, partner: Rethinking the place of the public in public management. Public Administration Review, 73(6), 786-796.

IBM Report: Ten Challenges Facing Public Managers.
http://www.businessofgovernment.org/report/ten-challenges-facing-public-managers

Assessment: Complete your online quiz prior to class.

Weeks 15: 12/7 – Final Examination

Take the final examination on eLearning – due 12/7
Note: The instructor reserves the right to make any changes to the syllabus

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Grading Policy
Your final grade will be awarded based on the following scale. Grades for all assignments and tests will be available in the grade book in eLearning.

- Weekly participation and discussions (12 discussion posts) – 30 points
- 2 critiques– 20 points (10 points each)
- Weekly Quizzes – 10 points
- Exam 1 – 20 points
- Exam 2 – 20 points

Letter Grade Percentage Points
90-100 = A
80-89 = B
70-79 = C
Below C is a fail

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Course & Instructor Policies

INTERACTION EXPECTATIONS
This course offers the participants the opportunity to interact asynchronously; this means that the participants may **not be** "in" the online classroom at the same time. Our interactions will take place both in class and on the discussion board forum. Communication online is through words - we do not hear inflections, sarcasm, or humor, and we do not have physical cues and gestures to clarify meaning. Therefore, we must make every effort to phrase our responses and posts so they will not offend nor alienate our classmates. I expect each of you to completely think out all your posts, read and reread them thoroughly prior to posting, and to carefully consider what you are saying and how you are saying it. At all times show respect and courtesy for your fellow classmates.

INTERACTION WITH INSTRUCTOR
The instructor will communicate with students mainly using the Announcements and Discussions tools. Students may send personal concerns or questions to the instructor using the course email tool. The instructor will reply to student emails or Discussion board messages within 3 working days under normal circumstances.

REQUIRED SOFTWARE
You must have access to Microsoft Office software (Word, PowerPoint and Excel) version 2007 or higher. Teachers and UTD students are eligible for

significant discounts on software at the UTD Tech Store. You also must have Adobe's Acrobat Reader which is available as a free download.

POLICIES AND PROCEDURES

Make-up exams and late assignments
The dates of exams and other assignments are indicated on the class schedule. Because you will have a full week or more to complete the exams, you most likely will not need a make-up. However, in case of extenuating circumstances, make-up exams will only be given for legitimate reasons and with proper written documentation. If you fail to take an exam or turn in an assignment without a reasonable excuse, you will receive a "0" for that portion of the course. **THERE WILL BE NO MAKE-UPS FOR QUIZZES.**

INCOMPLETE GRADE POLICY
As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

ASSIGNMENTS

DISCUSSION BOARD

We will have conversations both in-person (during class) and on the online discussion board. To facilitate this, we will divide into three groups. There will be 12 discussion topics posted throughout the course of this semester; the professor will post one discussion question each week related to the readings. Each group will post their consolidated response on the week's discussion board by 11:00 PM Wednesday evenings. In order to receive full credit for this component of the course, you will be required to participate with your group to write an original response to each of the prompts that you discuss during class, over the course of the semester (minimum of 200 meaningful words each week for the first post). Direct quotes from the material do not count towards the 200 words. The person posting the group's response should rotate each week.

If you are unable to attend class for any reason, you will need to post a response to each of the three group posts by 11:00 PM Fridays. Each of your response posts should be a minimum of 100 words in length. This will count as your participation grade for the week.

This is the most important component of the course – you will learn as much from your peers as from the materials, if not more. You will learn best

by actively participating in the discussions and reflecting on the readings by applying it to day-to-day public activities and your experiences.

SEE GRADING REBRIC below and on eLearning

Posts and class discussions will be judged by the following criteria:

1. Did the student read and understand the original post?
2. Did the student attempt to contribute a new thought to the thread?
3. Does the student demonstrate a critical understanding of the topic based on the readings?
4. Does the student make reference to the readings in the discussions?
5. Is the writing grammatically correct? (Spelling, punctuation, and grammar count! Quoted material does not count towards the word count).

Discussion Board Rubric and Grading

10 points each week

Your work on the Discussion Board includes regular threaded discussions and activities. Interaction on the discussion board will be monitored throughout the week. The group posts are **due by 11pm on Wednesday of each week**. You will be graded on this initial posting with the following rubric:

Initial Posting Rubric: Ideas and Organization (10 points)	
Proficient (A) • well-developed (200 words minimum); answers the questions asked • provides sample citations for support of opinions • readily offers new interpretations of discussion material. • critically analyze the content - your posting should not be just a summary of the reading • ideas clearly expressed; be grammatically correct and proofread for spelling errors. It counts in the real world, so it counts here too	10
Basic (B) • Shows evidence of understanding most major concepts; • will offer an occasional divergent viewpoint or challenge; • shows some skill in support for opinions. • Some signs of disorganization with expression; transition wording may be faulty.	8

Below average (C) • Has mostly shallow grasp of the material; • rarely takes a stand on issues; • offers inadequate levels of support. • Poor language use garbles much of the message; • only an occasional idea surfaces clearly; • expression seems disjointed; • overuse of the simple sentence and a redundancy with words and commentary; • paragraphs often appear unrelated to each other. This student requires constant prompting for contributions.	6
Minimal (D) • A minimal posting of material. Shows no significant understanding of material. • Does not add to the discussion; • misses the questions. Language is mostly incoherent. Late work	4
Unacceptable (F) – failure to submit	0
TOTAL:	10

Responses to Group Posts (if unable to attend class) - 10 points

A response to the postings of each of the three groups are due by **11:00 PM on Friday**. Each of your posts should be a minimum of 100 words. Your responses should be logical, reasoned, and well supported. Your responses (all of them) will be graded together, using the following rubric:

• a minimum of three responses (4 points)

• incorporate quotes from the other postings (2 points)

• be logically reasoned and supported (2 point)

• be grammatically correct and proofread for spelling errors. It counts in the real world, so it counts here too (2 point)

CRITIQUES (10 points)

You are required to write a 2 page critique on any **_TWO_** topics (e.g. Rule of Law or Structural Dimension or Diversity) in the assigned readings. For example, if you choose to focus on Rule of Law for one of your critiques, you will write a 2 page critique on all the readings that were provided for that week. Under the topic of Rule of Law we have readings (Chapters 2 and 3 from Hill and Lynn;

Christensen et al., 2011; and Stillman). You need to incorporate at least 3 out of the 4 readings of that week and critique about it in a comprehensive manner. I know 2 pages is not much, but this will help with concise writing and focusing on the key points. Focus on the unifying themes and point out some deficiencies – like you do in your discussion board.

Please keep in mind that it is not an exercise in summarizing the readings. Summaries will get a lower grade. Things to focus on:

1. Discuss your thoughts on the readings, including general themes, disagreements, and any insights you gleam from the readings that can be applied to current events or your current/past job
2. The review should address the following questions: What were the major themes? What would you challenge? What are the implications of the topic for working in public and nonprofit organizations?
3. In keeping with standard protocols, utilize Times New Roman, 12 point font, and one inch margins. In the header, place the tile "Readings Week __" with the week number of the readings in the blank. **The critiques are due October 10th and November 14th.**

SEE GRADING RUBRIC below and on eLearning

Rubric - Reading Critique			
	Levels of Achievement		
Criteria	Needs Work 1 Point	Proficient 3 Points	Exemplary 5 Points
Fully Complies with Instructions	Major errors and/or omissions in submission.	Submission meets the intent of the instructions with minor errors or omissions.	Fully responds to assignment instructions.
Mechanics of Writing	Poor spelling and grammar; format is extremely hard to read would be deemed as unprofessional documentation by common business standards.	Minor errors in spelling and grammar, yet overall format is clear.	Submissions are grammatically correct with rare misspellings, format is easy to read/ professional delivery.
Relevance of Questions	Question topics which do not relate to the article; answers are not backed up by a reference; unclear connection to article; minimal expression of opinions or ideas.	Questions allow responses that are short in length and offer no further insight into the topic; answers are stately clearly with occasional lack of connection to topic, and/or provides limited citations for the community to reference.	Questions related to chosen article are insightful and thought provoking; expresses questions in a clear and concise manner with obvious connection to topic.
Relevance of Answers	Answers are not backed up by a reference; unclear connection to article; minimal expression of opinions or ideas.	Answers are stately clearly with occasional lack of connection to topic, and/or provides limited citations for the community to reference.	Answers are insightful and thought provoking; cites at least one but preferably several credible references related to topic (text, website, or other credible / scholarly references); expresses answers and ideas in a clear and concise manner with obvious connection to topic.
Critical Thinking/Analysis	Makes errors in interpreting article; opinion based comments only; superficial commentary.	Accurately interprets article; uses main points of information from resources/ references; questions do not provoke significant new thinking or further in-depth discussion.	Interprets article in accurate and insightful ways. Uses information thoughtfully, in a ways that are factually relevant and accurate; questions and answers show analysis, might offer alternatives or creative viewpoints based on concrete evidence.

ASSIGNMENT SUBMISSION INSTRUCTIONS

Locate the assignment in your eLearning course. You will submit your assignments in the required file format with a simple file name and a file extension. To submit your assignment, click the assignment name link and follow the on-screen instructions to upload and submit your file(s).

Please Note: Each assignment link will be deactivated after the assignment due time. After your submission is graded, you may go to My Grades on the course menu and click the score link to check the results and feedback.

EXAMS

Open book examinations (Exams 1 & 2) are scheduled the week of **October 9th and December 7th.** The format is short-essay style and multiple choice questions. In addition, weekly quizzes will be posted on eLearning, which will be due prior to class each week. Quizzes will be multiple choice questions. Each quiz is timed and is graded on a 10 point basis.

ACCESSING GRADES

Students can check their grades by clicking "My Grades" on the course menu after the grade for each assessment task is released.

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Off-campus Instruction and Course Activities
None

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Comet Creed
This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

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Academic Support Resources
The information contained in the following link lists the University's academic support resources for all students.

Please see http://go.utdallas.edu/academic-support-resources.

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UT Dallas Syllabus Policies and Procedures
The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to http://go.utdallas.edu/syllabus-policies for these policies.

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The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.