

**AVSC 4309-110 AVIATION SECURITY**  
**Texas A&M University - Central Texas**  
**Fall 2020**

**COURSE DATES, MODALITY, AND LOCATION**

August 24, 2020 to December 11, 2020.

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor: V. Carson Pearce**

**Office: 302M Beck Family Heritage Hall**

**Phone: 254-519-5776**

**Email: *carson.pearce@tamuct.edu***

**Office Hours:**

Readily accessible through Canvas Message, which is checked daily during the week and once a day on weekends. Will respond within 24-36 hours during the week and within 36 hours on the weekend. Be sure to allow plenty of lead time prior to a due date if you are asking about an assignment.

**Mode of instruction and course access:**

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. It is 100% online.

**Student-instructor interaction:**

All contact and assignment submissions will be made via Canvas. Mail is checked several times during a day. Weekend response may take longer, so allow extra time for me to reply to your emails.

**WARRIOR SHIELD Emergency Warning System for Texas A&M University-Central Texas**

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

## COURSE INFORMATION

### Course Overview and description:

A detailed analysis of effective procedures and policies to prevent the intentional actions of humans to cause harm or disruption through aviation. The use of situational awareness, teamwork, effective communication to recognize and thwart security threats in the aviation environment.

### Course Objectives:

- Describe and evaluate the types of security issues related to aviation
- Describe how the implementation of aviation guidelines and regulations and FAA ACs can prevent security breaches
- Describe how personal ethics relate to aviation security
- As a group, select a current or recent event related to aviation security and describe its impact on present and future aviation
- Given a security breach scenario, describe three possible outcomes and analyze the outcomes

### Student Learning Outcomes (SLO's):

1. Evaluate the post 9/11 aviation industry and security world.
2. Analyze security and policies as regards crime and terrorism in aviation.
3. Explain the role of government in commercial and general aviation security.
4. Understand air cargo security and security operations.
5. Utilize and assess the threat matrix.

### Competency Goals Statements (certification or standards)

The course will be considered successfully completed when the student has demonstrated through posted written assignments and exams that they have developed an increased knowledge of the major issues associated with aviation security.

### Required Reading and Textbook(s):

- Price, J. & Forrest, J. (2016). Practical Aviation Security: Predicting and Preventing Future Threats. ISBN-13: 978-0128042939 ISBN-10: 0128042931
- *American Psychological Association Publication Manual, 7<sup>th</sup> Edition*

## COURSE REQUIREMENTS/SPECIFICATIONS

**Weekly Discussion Post:** – There will be one weekly discussion post to be submitted over topics presented by instructor. **Check in daily for instructor notes, updates and the posting of audio/video topics.** Posts will be graded for writing ability and original content. Required

responses will use a minimum of two hundred words in your well composed paragraph response.

**AVSC 4309 Discussion Post Rubric**

Points	10	7	3	0
<b>Quality of Post</b>	Appropriate comments: thoughtful, reflective, and respectful of other’s postings.	Appropriate comments and responds respectfully to other's postings	Responds, but with minimum effort. (e.g. "I agree with Dan")	No posting.
<b>Relevance of Post</b>	Posts topics related to discussion topic; prompts further discussion of topic	Posts topics that are related to discussion content	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	No posting.
<b>Contribution to the Learning Community</b>	Aware of needs of community; attempts to motivate the group discussion; presents creative approaches to topic	Attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Does not make effort to participate in learning community as it develops	No feedback provided to fellow student.

**Module essays** – Students will prepare and submit an essay each week in this writing intensive course. All essays are to adhere to APA style (7<sup>th</sup> Edition) formatting, with page numbers, section headings, and proper citation of references. **Do NOT plagiarize.** Use quotes sparingly. There will likely be an in-text citation after each paragraph (either due to paraphrase or quotes). (See Rubric below.)

**This is an “Intensive Writing (WI) Course.”** The purpose of this designation is to develop communication skills needed by those preparing to enter the aviation world as well as those who are already part of that world. The course will focus on continuous improvement in written and spoken correspondence. The instructor will provide ongoing feedback of the individuals written, verbal and nonverbal skills. It will be the student’s responsibility to make the

instructional adjustments and corrections throughout the semester. If you can communicate effectively (written, verbal and nonverbal), you have a highly valued and marketable skill. Surveys have shown that the ability to communicate well is ranked by aviation personnel as first among the personal factors necessary for promotion. Students must pass, with a 70% or higher, the writing components of a WI course in order to pass the course. The WI portion is designated as your weekly essays and your research paper.

### **AVSC 4309 Module Essay/Research Rubric**

(See at bottom of this syllabus)

**Module quizzes** – Students will complete a quiz on chapter material each week.

**Term Paper** – Students are required to write a term paper on a security topic of their choosing. The topic **MUST** be approved by the instructor in advance.

#### **Requirements:**

10 pages minimum (not including title page, TOC, abstract, references and appendices) Double-space. Full APA format (7<sup>th</sup> Edition) with page numbers and section headings.

#### **Grading Criteria Rubric and Conversion**

Module discussions (100 points each)	20%
Module essays (100 points each)	30%
Module quizzes (100 points each)	20%
Term Paper (100 points)	<u>30%</u>
	100%

#### **Posting of Grades:**

- *All student grades should be posted using the Canvas Grade book and students should monitor their grade status through this tool.*
- *The instructor will return projects as soon as possible.*

**Suggested Course Materials:** Publication Manual of American Psychological Association (7th Ed.). American Psychological Association. ISBN 1433805618. It is highly advisable that that you keep this text following the course, as APA citations are the required citation method

**VIDEO LINKS:** There are posted video links throughout your weekly course modules. They correspond both directly and indirectly with the readings in your textbook and will bring to life the many aspects of aviation security.

#### **GRADING POLICIES**

**Individual Performance:** It is vital that you are active in the course and complete all work in a professional fashion. One of the biggest issues with student success in online courses is simply

not submitting work on time. You are expected to read the chapters as assigned in the syllabus as well as read or view any supplemental resources that may be found in the Module content folders for that period.

**Quality Work:** All work submitted for grading shall be of upper level quality: Depth of analysis, grammatical structure, etc. **Your work will be checked for plagiarism using online plagiarism assessment programs. Plagiarism will not be tolerated.**

**Identifying Submissions:** Submissions must clearly identify the student, course, and the title of the assignment (Last Name, Course Name, and Assignment) or (Smith\_GBK301\_Essay1).

**Written Assignment Requirements:** Submissions will be in accordance with The Publication Manual of the American Psychological Association, 7th Ed. All written work must be submitted utilizing Microsoft Word in either a .doc or .docx format. **Students whose assignment includes plagiarism will receive a 0 on the assignment and possible referral to Student Affairs.**

However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact.

**Due Dates and Late Submissions:** The assignment instructions and deadlines are clearly laid out in the syllabus. Your assignments are fairly involved, so please stay ahead and stay engaged with the material. As such, it is expected that all work will be submitted on time, as timeliness is an important aspect of professional communications and behavior. If you encounter an issue, please let me know as soon as possible. **Ask for an extension as soon as you see you may need one.** It is much easier to discuss issues before due dates rather than after. Late work is not accepted.

**Changes to Syllabus:** This syllabus serves as an instructional and study planning document. Although every effort will be made to maintain the schedule and activities presented herein, it may become necessary during the course of the semester to make changes to the syllabus. In such events, changes will be announced and students will receive written notice as soon as possible.

## **COURSE OUTLINE AND CALENDAR**

The course is a 16 week course. Each week will have a corresponding module. Please see Canvas for assignment due dates.

### **Week 1 Aug 24-30**

- Read Syllabus
- View Lesson 1
- Research Paper Introduction
- Discussion Post – personal biography

**Week 2 Aug 31-Sep 06**

- Assigned Text Book Reading - Chapter 1
- View Lesson 2
- Complete and submit module #2 essay assignment
- Complete module 2 discussion
- Complete quiz #1

**Week 3 Sep 07-13**

- Assigned Text Book Reading - Chapter 2
- View Lesson 3
- Participate in the Module Discussion
- Complete and Submit Module Essay Assignment
- Complete Quiz #2

**Week 4 Sep 14-20**

- Assigned Text Book Reading - Chapter 4
- Read Lesson 4
- Discussion Post

**Week 5 Sep 21-27**

- Assigned Text Book Reading - Chapter 5
- Read Lesson 5
- Review for Quiz #1.
- Discussion Post

**Week 6 Sep 28-Oct 04**

- Assigned Text Book Reading - Chapter 6
- Read Lesson 6
- Quiz #1 (Chapters 1, 2 , 3 & 4)
- Discussion Post

**Week 7 Oct 05-11**

- Assigned Text Book Reading - Chapter 7, Section A & B
- Read Lesson 7A
- Discussion Post

**Week 8 Oct 12-18**

- Assigned Text Book Reading - Chapter 7, Section C & D
- Read Lesson 7B

- Discussion Post
- Submit bibliography for report

**Week 9 Oct 19-25**

- Assigned Text Book Reading – Complete Chapter 7
- Discussion Post
- Review for Quiz #2

**Week 10 Oct 26-Nov 01**

- Quiz 2 (Chapters 5, 6 & 7)
- Assigned Text Book Reading - Chapter 8, Section A & B
- Read Lesson 8a
- Discussion Post

**Week 11 Nov 02-08**

- Assigned Text Book Reading - Chapter 8, Section C & D
- Read Lesson 8b
- Discussion Post

**Week 12 Nov 09-15**

- Assigned Text Book Reading - Chapter 9, Section A & B
- Read Lesson 9a
- Discussion Post

**Week 13 Nov 16-22**

- Assigned Text Book Reading - Chapter 9, Section C & D
- Read Lesson 9b
- Discussion Post

**Week 14 Nov 23-29**

- Assigned Text Book Reading - Chapter 10, Sections A & B
- Read Lesson 10a
- Discussion Post

**Week 15 Nov 30-Dec 06**

- Assigned Text Book Reading - Chapter 10, Sections C & D
- Read Lesson 10b
- Discussion Post
- Review for Quiz #3

**Week 16 Dec 07-11**

- Extra Credit Model Project due
- Research Paper

- Quiz #3 ( 7, 8, & 9)

### Important University Dates

August 24, 2020	Classes Begin for Fall Semester
August 26, 2020	Deadline for Add, Drop, and Late Registration for 16- and First 8-week
September 7, 2020	Labor Day (University Closed)
October 30, 2020	Deadline for Graduation Application for Ceremony Participation
November 2, 2020	Registration Opens for Spring Semester
November 6, 2020	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2020	Veterans Day
November 26-27 2020	Thanksgiving (University Closed)
December 11, 2020	End of Semester/Commencement

### Technology Requirements and Support

There are no special technology requirements for the completion of this course outside the use of the Canvas system and its components.

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

We strongly recommend the latest versions of Chrome or Firefox browsers. *Canvas no longer supports any version of Internet Explorer.*

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### **Other Technology Support**

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

*Please let the support technician know you are an A&M-Central Texas student.*

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a

failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### **Academic Accommodations**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

### **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

**Tutoring**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

**University Writing Center**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

**University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in

addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

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## OPTIONAL POLICY STATEMENTS

### **A Note about Sexual Violence at A&M-Central Texas:**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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**INSTRUCTOR POLICIES**

Life happens. As such, if a student realizes that a posting, quiz or assignment will be late due to unforeseen emergency or special circumstance, ***please notify the instructor as soon as is practical to assess the impact on the course***. The instructor may grant extra time to complete an assignment within the confines of the 16-week course. However, if it becomes apparent that this policy is abused, or that the request was fraudulent, the instructor reserves the right to place an unfavorable grade for incomplete work.

**Copyright Notice**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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**Rubric for written assignments**

<b>Area &amp; Possible Points</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>	<b>Points</b>
<b>APA Title Page</b>	No title page or format fails to meet APA guidelines.	Title page included, but is missing information (i.e., title of paper, student's name, institution, etc.).	Title page included with all required parts, but lacks an aspect of correct APA formatting.	Title page contains all required parts and also complies with correct APA formatting.	<b>(Max 10)</b>
<b>APA Abstract Page</b>	Abstract page fails to meet the requirements of correct APA formatting. Abstract is less than 100 words. Abstract fails to provide a brief, semi-comprehensive summary of the paper.	Abstract page contains all required parts and also complies with correct APA formatting. Abstract contains less than 100 words and is a brief, semi comprehensive summary of the paper.	Abstract page contains all required parts and also complies with correct APA formatting. Abstract contains 100-150 words and is a brief, semi comprehensive summary of the paper.	Abstract page contains all required parts and also complies with correct APA formatting. Abstract contains 150-250 words and is a brief, comprehensive summary of the paper.	<b>(Max 10)</b>
<b>APA References Page</b>	Reference page fails to meet the requirements of correct APA formatting.	Reference page lacks more than one part or element of correct APA formatting. This section fails to meet the assigned number of required references.	Reference page lacks a required part or format element of correct APA formatting. Correct number and type of references are present.	Reference page contains all required parts and also complies with correct APA formatting. Correct number and type of references are also present.	<b>(Max 10)</b>
<b>Paper Length</b>	Less than 5 pages. Requirement not met.	10-page minimum met, with the use of tables, charts, graphs, images, etc. 10-page minimum not met when these features were excluded. Paper length was 5-7 pages.	10-page requirement not met. Paper was 8-9 pages, but shy of 10 page minimum. Paper was greater than maximum paper length of assignment.	10-page requirement met with no alterations to margins, font type or size, and excluding tables, charts, graphs, images, etc.	<b>(Max 10)</b>
<b>Area &amp; Possible Points</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>	<b>Points</b>

<b>Grammar, Punctuation &amp; Spelling</b>	Paper contains numerous grammatical, punctuation, and spelling errors; multiple sentences lack clarity, contain awkward structure, or are run-on sentences. (Greater than 5 spelling errors)	Paper contains few grammatical, punctuation, and spelling errors; sentences lack clarity, contain awkward structure, or are run-on sentences. (5 or less spelling errors)	Paper contains minor grammatical, punctuation, and spelling errors; sentences could be clearer and more precise. (2 or less spelling errors)	Rules of grammar, usage and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure. (Zero spelling errors)	<b>(Max 10)</b>
<b>Organization</b>	Information is not organized into paragraphs. Introductory sentences are not clear. Paragraph lacks details of paragraph topic. The paragraph lacks concluding/transition sentences. The lack of structure detracts from the message of the paragraph.	Information is organized into paragraphs, but the information is not detailed. Each paragraph has an introductory sentence but does not contain enough detail related to the paragraph topic. Paragraph concluding/transition sentences do not flow.	Information is organized into well-structured paragraphs. Each paragraph has an introductory sentence, but lacks an element of flow or structure related to the paragraph topic. The use of concluding or transition sentences is not consistent.	Information is well organized into excellently constructed paragraphs. Each paragraph has an introductory sentence, precise details related to the paragraph topic and a concluding/transition sentence.	<b>(Max 15)</b>
<b>Introduction, Content &amp; Discussion</b>	No background information is presented. The reader is not introduced to the thesis. Major points are addressed but are not clear, well supported or discussed in sufficient detail that the reader understands the intent of the paper.	No background information is presented. The reader is in not clearly introduced to the thesis. Content is adequate and mostly complete but lacks clarity of thought when discussing ideas and relationships.	Some background information is evident. The reader is introduced to the thesis. Major points need to be stated more clearly and be better supported.	Exceptional use of background information. Purpose of the writing is obvious. Ideas and concepts are presented in a clear and understandable manner. The reader is introduced to the thesis.	<b>(Max 20)</b>

<b>Area &amp; Possible Points</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>	<b>Points</b>
<b>Conclusion Ideas &amp; Content</b>	Information has little to nothing to do with the main topic. Analysis is not well organized, clear or missing all together.	Information vaguely relates to the main topic and lacks details and/or examples. Analysis is lacks clarity and/or is inappropriate.	Information clearly relates to the main topic. It provides some supporting details and/or examples of the main topic. Analysis lacks some clarity. The reader is left with some questions regarding the intent of the paper.	Provides exceptional and thought-provoking analysis that directly addresses details and/or provides examples of the main topic. Clearly focuses the reader's attention on the intent of the paper.	<b>(Max 15)</b>
				<b>TOTAL POINTS</b>	<b>100</b>

