AVSC 4396, Capstone Aviation Management - Emergency Prep
Fall 2023
Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION
Instructor: C. Daniel Prather, Ph.D., D.B.A., A.A.E., CAM
Office: Virtual
Email: *Prefer Canvas email. Also available at* dprather@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.

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.

Emergency Warning System for Texas A&M University-Central Texas
SAFEZONE.

SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps*:*
1. Download the SafeZone App from your phone store using the link below:
    o   [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
    o   [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
        [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g., {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

COURSE INFORMATION

Course Overview and description: A culminating activity encompassing a program-wide range of knowledge, skills, attitudes, and abilities demonstrating emergency preparedness in a simulated emergency scenario.

Course Objective: To provide a capstone experience while preparing students for opportunities within emergency management.

Student Learning Outcomes (SLOs):
   A. Define and discuss emergency preparedness and develop a comprehensive emergency preparedness plan.
   B. Given an emergency scenario, working in groups, role-play implementing an emergency preparedness plan and describe one possible outcome.
   C. As a group, report on the scenario, discuss other outcomes, and assess the effectiveness of emergency preparedness plan and suggest modifications and improvements.
   D. Critique and discuss scenarios of each group describing how their emergency preparedness plan was implemented.

Module learning outcomes:
   - Module 1: Understand the Airport Emergency; Understand the concepts and principles of airport emergency planning.
   - Module 2: Understand the airport emergency planning process, including the typical makeup of the AEP Planning Team.
   - Module 3: Understand the typical format of an Airport Emergency Plan, to include functional and hazard-specific sections; Understand the basic plan, to include the individuals and organizations with responsibilities under the plan.
   - Module 4: Understand the command and control element of emergency management.
   - Module 5: Understand the communications function of emergency management.
   - Module 6: Understand the alert notification and warning function of emergency management.
   - Module 7: Understand the emergency public information function of emergency management.
   - Module 8: Understand the protective actions function of emergency management.
   - Module 9: Understand the law enforcement/security function of emergency management.
   - Module 10: Understand the firefighting and rescue function of emergency management.
   - Module 11: Understand the health and medical function of emergency management.
   - Module 12: Understand the resource management function of emergency management.
   - Module 13: Understand the operations and maintenance function of emergency management.

- Module 14: Understand the role of hazards-specific sections in the AEP.

Program learning outcomes

- Comprehend technical aspects of advanced aircraft systems.
- Explain the laws, regulations, and legal issues affecting the aviation industry.
- Identify the issues affecting aviation safety and safety management.
- Communicate proficiency in writing and oral presentations.
- Evaluate the implications of an ethical dilemma from a variety of ethical frameworks.
- Demonstrate management knowledge proficiency.

Required Reading and Textbook(s): FAA Advisory Circular 150/5200-31C, Airport Emergency Plan (available free of charge at www.faa.gov)

COURSE REQUIREMENTS

FEMA Course IS 100.c (SLO A)- Students will complete this free online FEMA course requiring two hours to complete. Students will upload a scanned copy of the FEMA course completion certificate into Canvas to verify completion. Course is accessed at
https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c
FEMA Course IS 120.c (SLO A)- Students will complete this free online FEMA course requiring five hours to complete. Students will upload a scanned copy of the FEMA course completion certificate into Canvas to verify completion. Course is accessed at
https://training.fema.gov/is/courseoverview.aspx?code=IS-120.c
FEMA Course IS 139.a (SLO A) – Students will complete this free online FEMA course requiring two hours to complete. Students will upload a scanned copy of the FEMA course completion certificate into Canvas to verify completion. Course is accessed at
https://training.fema.gov/is/courseoverview.aspx?code=IS-139.a
Module exercise assignments (SLO A, B, C, D) – Student teams (group work) will write their Airport Emergency Plan in segments, with 1-2 segments due each week. Submissions will be based on content, grammar, formatting (APA), and adherence to the AC requirements.
Module discussions (SLO A, B, C, D) – Students will discuss in teams their weekly exercise assignment, using the discussion board as their group meeting space (although students may also coordinate phone calls or communicate via other more efficient means). To receive full credit, each student must post at least two substantive comments with your team members each week.
Airport Emergency Plan (SLO B, C, D) – Students teams will develop an Airport Emergency Plan (AEP) with all functional sections and only one hazard-specific section – aircraft accident/incident. These plans will be developed gradually over the course of the semester with 1-2 sections due each week. The final plan will be graded based on content, grammar, formatting (APA), and adherence to AC requirements. There is no required minimum page number, although if one page is written per section (for example) it will number at least 11

pages (10 functional sections and one hazard-specific section). It is likely these will be 15-30 pages in length. Any section that is less than one full page will be docked.

AEP Scenario Assessment Paper (SLO B, C, D)– Teams will be assigned a scenario, and using their AEP, will implement their AEP. The deliverable will be a paper in which outcomes are presented, effectiveness of their AEP is assessed and modifications and improvements to the AEP are presented. This paper will be graded on content, grammar, formatting (APA), depth of analysis, and quality of recommendations.

Grading Criteria Rubric and Conversion

FEMA Course IS 100.c (100 points)	5%	
FEM Course IS 120.c (100 points)	5%	
FEMA Course IS 139.a (100 points)	5%	
Module exercise assignments (100 points each)	20%	
Module discussions (100 points each)	15%	
Airport Emergency Plan (100 points)	30%	
AEP Scenario Assessment Paper (100 points)	20%	
	100%	

Posting of Grades
- Submissions will be graded within one week of submission.
- All grades will be posted within the Canvas gradebook.

Important University Dates

August 28, 2023	Classes Begin for Fall Semester
August 28, 2023	Add, Drop, and Late Registration Begins for 16- and First 8-week Classes $25 Fee assessed for late registrants
August 30, 2023	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
September 1, 2023	Superintendent Program Application Deadline
September 1, 2023	Educator Preparation Program (Teacher and Principal) Application Deadline
September 5, 2023	Deadline to Drop First 8-week Classes with No Record
September 13, 2023	Deadline to drop 16-week Classes with No Record (Census)
October 6, 2023	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)

Date	Event
October 6, 2023	Student End of Course Survey Opens (First 8-Week Classes)
October 13, 2023	Deadline for Admissions Applications
October 15, 2023	Deadline for Clinical Teaching Applications
October 20, 2023	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 20, 2023	Classes End for First 8-week Session
October 20, 2023	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
October 20, 2023	Student End of Course Survey Closes (First 8-Week Classes)
October 23, 2023	Add, Drop, and Late Registration Begins for Second 8-Week Classes $25 Fee assessed for late registrants
October 23, 2023	Classes Begin for Second 8-Week Session
October 23, 2023	Class Schedule Published For Spring and Summer Semester
October 23, 2023	Advising Begins for Spring Semester
October 24, 2023	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 25, 2023	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 27, 2023	Deadline for Graduation Application for Fall Ceremony Participation
October 30, 2023	Deadline to Drop Second 8-Week Classes with No Record
November 1, 2023	Educator Preparation Program Application Deadline
November 1, 2023	Clinical Teaching Placement Form Deadline
November 1, 2023	School Counselor Program Application deadline (Spring)
November 1, 2023	Deadline for GRE/GMAT Scores to Graduate School Office
November 6, 2023	Registration Opens for Spring Semester
November 9, 2023	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 9, 2023	Deadline for Final Committee-Edited Theses with Committee Approval Signatures
November 10, 2023	Veteran's Day

November 17, 2023	Priority Deadline for International Student Admissions Applications
November 17, 2023	Deadline for Final Committee-Edited Theses Fall Semester with Committee Approval Signatures to Graduate School Office
November 23-24, 2023	Thanksgiving
December 1, 2023	Deadline for Scholarship Applications for the Spring Semester
December 1, 2023	Student End of Course Survey Opens (16- and Second 8-Week Classes)
December 1, 2023	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 1, 2023	Priority Deadline for VA Certification Request (Spring)
December 15, 2023	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 15, 2023	Fall Semester Ends

TECHNOLOGY REQUIREMENTS AND SUPPORT

This course requires the use of a computer of your choice that has the capability of capturing video and audio recording, internet access (recommend high-speed), and email functionality.

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
    Phone: (254) 519-5466
    Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

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 Warrior Center for Student Success, Equity 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 Canvas page (log-in required)
[https://tamuct.instructure.com/courses/717]

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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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].

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

Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic
Form through Warrior Web.
[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-
prod.ec.tamuct.edu:443/samlsso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https
%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-
be43-f02a4202f612].

Faculty 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.
Once you submit the completed 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.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing
pregnancy-related conditions, 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/pregnant-and-parenting-students.html]. Students
may also contact the institution's Title IX Coordinator. If you would like to read more about
these requirements and guidelines 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 virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit Tutor Matching Services [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 except writing support. 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 (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. Schedule an appointment here [https://tamuct.libcal.com/appointments/?g=6956]. 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 workspaces, 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].

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 Wellness and 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/compliance/titleix.html].

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, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral 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/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

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.

Rubric for written assignments

Area & Possible Points	2 points	3 points	4 points	5 points	Points
APA Title Page	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.	**(Max 10)**
APA Abstract Page	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.	**(Max 10)**
APA References Page	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.	**(Max 10)**
Paper Length	Less than 11 pages. Requirement not met.	11-page minimum met, with the use of tables, charts, graphs, images, etc. 11-page minimum not met when these features were excluded. Paper length was 6-8 pages.	11-page minimum met; Paper was 11-13 pages in length.	11-page requirement met with no alterations to margins, font type or size, and excluding tables, charts, graphs, images, etc. Paper was 14-18+ pages in length.	**(Max 10)**

Area & Possible Points	2 points	3 points	4 points	5 points	Points
Grammar, Punctuation & Spelling	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)	**(Max 10)**
Organization	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.	**(Max 15)**
Introduction, Content & Discussion	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.	**(Max 20)**

Area & Possible Points	2 points	3 points	4 points	5 points	Points
Conclusion Ideas & Content	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.	**(Max 15)**
				TOTAL POINTS	**100**