



GVPT 495 7980 ADVANCED SEMINAR IN POLITICAL SCIENCE (2178) GVPT-495

Fall 2017 Section 7980 3 Credits 10/23/2017 to 12/17/2017

FACULTY CONTACT

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COURSE DESCRIPTION

(Intended as a capstone course to be taken in a student's last 15 credits.) Prerequisites: WRTG 101 (or WRTG 101S) and 9 upper-level credits in GVPT coursework. A study of political science that integrates knowledge gained through previous coursework and experience. The aim is to build on that conceptual foundation through integrative analysis, practical application, and critical thinking. Concepts and methods of political science are applied in producing a political, policy, or position paper for a project organization.

COURSE INTRODUCTION

This course is the capstone to the UMUC political science program. It will provide you with the opportunity to research and write a professional document in close collaboration with a sponsoring organization.

The course will guide you through the process of project design, organizational collaboration, research, and document drafting and preparation for the production of a final project that will demonstrate your applied comprehension of the concepts and methods of political science in a relevant professional environment. The final project will also serve as the major contribution to your academic portfolio and a tangible product of your undergraduate studies at UMUC.

COURSE OUTCOMES

After completing this course, you should be able to

1. identify and associate with a political, policy, or governmental organization to develop a project agreement
2. synthesize the concepts and methods of political science to produce a political, policy, or position paper for the project organization

COURSE MATERIALS

Click to access your course materials information (<http://webapps.umuc.edu/UgcmBook/BPage.cfm?C=GVPT%20495&S=7980&Sem=2178>)

CLASS GUIDELINES

Contacting your Faculty Member

You can use the Pager feature within the classroom to send a message to your faculty member.

Click the Classroom Walkthrough Videos link below, and then click **The Pager** link, to view a how-to video on how to use the Pager function within the classroom:

Classroom Walkthrough Videos Link (<http://www.umuc.edu/students/leo/videos.cfm>)

Within the **Content** section of your classroom, view the **Start Here** section or **Additional Course Information** section within the **Syllabus** to learn more about contacting your faculty member.

Additional Information

Academic Policies

University policy information is available in the classroom **Content > Syllabus > Academic Policies** section of the classroom. For a video demonstration on how to load the **Content** portion of your classroom, follow the link below, and then click on Course Content:

Classroom Walkthrough Videos Link (<http://www.umuc.edu/students/leo/videos.cfm>)

For more information about student services and other general information, visit UMUC's website at <http://www.umuc.edu/> (<http://www.umuc.edu/>)

Preparation: This is a capstone course in political science. Student should have taken courses in political science before enrolling in this class.

Classroom Management: Students must respect the views of their peers.

Preferred Contact Method: peter.kinberg@faculty.umuc.edu

Supplemental Materials: All the readings are listed in the syllabus. Suggested readings are noted in the syllabus

Academic Integrity Assignment

Throughout every level of education in the United States there is increasing concern about standards of academic honesty and the rise in instances of plagiarism. The news media regularly report on these issues, and in several highly publicized cases, the failure to adhere closely to professional standards of documentation, citation, and ethics has embarrassed even some very respected scholars and widely published authors.

Teachers realize that, in most cases, incidents of plagiarism by students are accidental and may be attributable to insufficient training. Regardless, academic honesty is governed by clear policies that your teachers must uphold. Even inadvertent errors can lead to severe penalties. Please review the university's policy on academic dishonesty and plagiarism, which can be found in the Academic Policies section of your syllabus and in the Undergraduate Catalogue. Carefully review the definitions, procedures, and penalties set forth. Be aware that faculty are required to report incidents of possible plagiarism or academic dishonesty and that the sanctions that may be imposed can seriously effect your efforts to complete your education.

To help students avoid these problems, UMUC's Effective Writing Center offers advice and tutoring services, self-study tutorials, and other tools to support your educational success. A particularly useful tool is the self-study module, "Academic Integrity," which can be found by visiting the Effective Writing Center online at <http://www.umuc.edu/students/academic-integrity/ai-tutorial/academic-integrity-tutorial.html> (<http://www.umuc.edu/students/academic-integrity/ai-tutorial/academic-integrity-tutorial.html>).

Since the fall 2002 semester, the GVPT program requires each student in every GVPT course to successfully complete the "Academic Integrity" tutorial. Your first required assignment is to review this tutorial and to complete the self-examination at the end. When you successfully finish it, an online certificate of completion will appear.

After you have completed the "Academic Integrity" tutorial and successfully taken the post-test - *only 90% or higher is acceptable*, please be sure to submit a copy of your certificate to your instructor. To do this, follow the steps below.

1. Highlight all of the text in the certificate window with your cursor.
2. While the text is highlighted, right click and scroll down to "Copy" (or hold down the "Ctrl" key and press "C").
3. Use a common word-processing program (Microsoft Word is preferred), or other program that allows you to paste the copied certificate and then save it in .doc, .txt, or .rtf format. Save your certificate to your desktop or to an easily found folder on your computer.
4. Go to your assignment folder in your LEO classroom or to the LEO site that supplements your face to-face class and follow the directions for submitting your certificate.
5. NOTE: If you have previously completed this tutorial *or* the VAIL Tutorial for another class, you can submit the previously earned certificate from one semester prior. If your certificate is older, you must retake the tutorial.

You must submit the certificate by the end of week one of your course.

By working with you, the UMUC faculty wants to help you achieve academic success and excellence. If you have any questions about proper citation formats or doubts about when it is appropriate to document your information, your teacher and the staff of the Effective Writing Center are available to assist you.

Research Tutorial Assignment

All GVPT courses require research. Understanding how to research properly, is one of the keys to a successful research paper.

To help students learn how to find resources and properly evaluate them, UMUC's Effective Writing Center offers advice and tutoring services, self-study tutorials, and other tools to support your educational success. A particularly useful tool is the self-study module, "Secrets of My Research Success " which can be found in the Week 1 Content area of your LEO classroom.

Since the summer 2015 semester, the GVPT program requires each student in every GVPT course to successfully complete the "Secrets of My Research Success" tutorial. Your first required assignment is to review this tutorial and to complete the self-examination at the end.

After you have completed the "Secrets of My Research Success" tutorial please take the quiz found in your LEO classroom - *only 90% or higher is acceptable*.

You must complete the quiz by the end of week one of your course.

By working with you, the UMUC faculty wants to help you achieve academic success and excellence. If you have any questions about locating quality resources your teacher and the staff of the Effective Writing Center are available to assist you.

GRADING INFORMATION

Discussions (7 x 4)	28%
Plagiarism Quiz	1%
Research Quiz	1%
Research Question	4%
Thesis	4%
Annotated Bibliography	4%
Literature Review	4%
Outline	4%
Introduction	4%
Executive Summary	4%
Final Capstone Paper	42%
Total	100%

PROJECT DESCRIPTIONS

You will write a 15-20 page paper. Specify the type of paper you want to write - political, policy or position - identify a relevant organization to serve as the final project sponsor, and follow the work plan as outlined in your syllabus.

The final paper assignment provides you with the opportunity to research and write a professional document in a conventional format as found in published political, policy, and position papers, examples of which will be presented to you during the course. Final paper submissions must either be in a format that corresponds with that of official publications of the sponsoring organization or be in another format that includes a conventional bibliography and citation style.

The final paper may also include graphics, photographs, charts, and other supporting materials with proper citations and copyright compliance. Final paper submissions must be typed (in accordance with the selected format) and the equivalent of 15-20 double-spaced pages (although most formats will feature single-spaced text). In accordance with the selected format, provide a proper title, date, and author information.

More Information on your Final Paper

The final paper must contain 15-20 pages of content, double-spaced, with standard 1-inch margins and 12-point standard font. You must use APA style for the citations. All papers must use a minimum of five primary and five secondary sources. At least two of your secondary sources must be academic journal articles.

Your paper should have a **minimum** of 10 sources, five primary and five secondary sources. (If you are unfamiliar with this distinction, check out the information here: <http://subjectguides.library.american.edu/primary> (<http://subjectguides.library.american.edu/primary>).) Restrict your sources to newspaper articles from major national and international papers, published journals and magazine articles, academic sources, and websites from major

organizations and government agencies.. Encyclopedias and dictionaries are not appropriate sources for college level work. Online sources are fine, but they must be authoritative sources. Wikipedia, About.com, and other nonacademic websites are not acceptable sources. (Bear in mind that anyone can submit an article to Wikipedia.)

If you are unsure about how to determine whether an online source is a good one, the Online Writing Lab at Purdue University has an excellent resource guide: <https://owl.english.purdue.edu/owl/resource/553/1/> (<https://owl.english.purdue.edu/owl/resource/553/1/>). If you still have doubts as to whether a source is acceptable, send your instructor an e-mail.

Citations: All direct quotes from any source must be in quotation marks or indented and identified as a quotation in APA format. If you have questions about how to do this, consult the reference guides at UMUC's Effective Writing Center. In addition, anytime you use information from a source, even if it is not a direct quote, you must include the source.

When you use quotations in your paper, you must cite the source, using the standard APA format. The general rule of thumb for the ratio of original writing to quotes is at least four lines of analysis for any line that you quote. For the most part, you should paraphrase your sources, instead of quoting directly. Remember, as well, that you must cite your source for any sections that are paraphrased or from which you used specific information. Generally speaking, unless the paragraph consists solely of analysis or your own opinion, you should be citing a source (or sources) at the end of the paragraph.

If you are unfamiliar with the rules on when and how to cite, consult this website: <http://owl.english.purdue.edu/owl/resource/560/01/> (<http://owl.english.purdue.edu/owl/resource/560/01/>).

Plagiarism: All work submitted must be original. Your instructor may submit all stages of this assignment to Turnitin, an online plagiarism analyzer. The database includes a variety of print sources and all online sources, as well as contributions from known "paper mills" and previously submitted papers from UMUC and other universities. Review the rules concerning plagiarism and academic integrity carefully. UMUC takes academic integrity very seriously. Plagiarism carries strict penalties, and any paper that is identified as plagiarized will receive a zero for that assignment. Serious cases of plagiarism may also result in formal charges. Do not wait until after you have submitted the paper to determine what constitutes plagiarism, because at that point it will be too late.

Topic Selection Rubric

Criteria	Excellent (5)	Very Good (4)	Good (3)	Acceptable (2)	Does not meet key standards (1)
Topic definition	Well-defined topic	Sufficiently defined, may need slight revision	Somewhat defined, needs additional/revised text for further clarification; may be somewhat too narrow or too broad; minor changes needed	Not well defined; needs additional/revised text for further clarification; topic too narrow or too broad. Revision is needed	Not at all defined; significant revision is needed

Topic relevance	Appropriately related to the assignment	Adequately related to the assignment, may need very minor changes to conform to the assignment	Somewhat related to the assignment. Some changes needed to conform to the assignment.	Slightly related to the assignment. Major revision needed.	Does not match the assigned paper.
Spelling, grammar and punctuation	Topic has no spelling, grammar and/or punctuation errors	Topic has 1-2 spelling, grammar and/or punctuation errors	Topic has 3-4 spelling, grammar and/or punctuation errors	Topic has 5-6 spelling, grammar and/or punctuation errors	Topic has more than 6 spelling, grammar and/or punctuation errors

Thesis Statement Rubric

Criteria	Excellent (5)	Very Good (4)	Good (3)	Acceptable (2)	Does not meet key standards (1)
Thesis Statement - clarity	Thesis statement is clear and concise; no more than one sentence	Thesis statement is somewhat clear, there may be a need for further refinement or it may be too long/short; no more than two sentences	Thesis statement is not clear; there may be a need for refinement' it may be too long/short; the point of the thesis may not be clear; no more than two sentences	Thesis statement may be on an appropriate topic, but it is not clear; there is a need for a great deal of refinement for clarity, more than two sentences	Thesis statement is not appropriate; (i.e. not relevant to the approved topic; may not be written well; there is a need for significant refinement for clarity; more than two sentences.

Thesis statement - quality	Thesis statement is written in a manner which allows the writer to effectively prove, illustrate or corroborate the thesis.	Thesis statement is written in a manner which allows the writer to sufficiently prove, illustrate or corroborate the thesis.	Thesis statement is written in a manner which allows the writer to moderately prove, illustrate or corroborate the thesis.	Thesis statement is written in a manner which significantly limits the ability to prove, illustrate or corroborate the thesis.	Thesis statement is written in a manner which does not allow the writer to prove, illustrate or corroborate the thesis.
Thesis statement – application of assignment/ approved topic	Thesis statement is directly related to the assignment/ approved topic	Thesis statement is somewhat related to the assignment/ approved topic	Thesis statement is slightly related to the assignment/ approved topic	Thesis statement is only vaguely related to the assignment/ approved topic	Thesis statement is not at all related to the assignment /approved topic
Language	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence structure	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence structure	Language is clear, with an adequate degree of accuracy in grammar, vocabulary and sentence construction, despite some lapses	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence structure are fairly accurate, although errors and inconsistencies are apparent	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction

Annotated Bibliography Rubric

Criterion	Excellent (5)	Very Good (4.5)	Good (4)	Acceptable (3.5)	Does not meet key standards (3)
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Quantity of sources	12 or more	10 sources	8 sources	6 sources	5 or fewer
Quality /Reliability of Sources	All sources cited can be considered reliable and/or trustworthy.	Most sources cited can be considered reliable and/or trustworthy.	Some sources can be considered reliable and/or trustworthy.	Few sources cited can be considered reliable and/or trustworthy.	Little or no reliable and/or trustworthy sources cited.
Variety of Sources	Excellent variety of sources; cites more than four types of sources. Scholarly sources predominate with at least two full-length books and 2 primary sources.	Good variety of sources; cites four types of sources. Scholarly sources are included with at least 2 full-length books and two primary sources.	Adequate variety of sources; cites three types of sources, including at least two full-length books and 2 primary sources. Little or no scholarly/academic sources	Poor variety of sources; cites two types of sources including at least 1 full-length book and 1 primary source. No scholarly sources	No variety of sources; cites only one type of source.

Annotations	Annotations sufficiently and succinctly summarize, evaluate, and reflect on the source.	Annotations sufficiently summarize , evaluate, and reflect on the source. Succinctness element not notable.	Annotations adequately summarize, evaluate, and reflect on the source. Some are lacking completeness, thorough thought, and /or writing quality.	Some annotations provide inadequate summary, evaluation, and/or reflection. Some lack succinctness, thoroughness and clear thought, and /or writing quality.	Most annotations provide inadequate summary, evaluation, and/or reflection. Most are lacking in completeness, thoroughness, clarity of thought, and /or writing quality.
Documentation	Citations are formatted correctly in the document.	There are a few formatting errors . Some citation information may be missing.	There are some formatting errors or missing information .	There are many and/or frequent formatting or informational errors .	There is little or no adherence to APA or Chicago format in the document.

Language	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate.	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate.	Language is clear, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses ; register and style are mostly appropriate.	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are mainly appropriate.	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.
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Outline Rubric

Sentence-based Outline Rubric					
Criteria	Excellent (5)	Very Good (4)	Acceptable (3)	Meets some key standards (2)	Does not meet key standards (1)
Working Title	Working title is effective, interesting and provides preview of thesis	Working title is somewhat effective, interesting and provides preview of thesis	Working title is faintly effective, interesting; may not provide clear preview of thesis	Working title is not too effective, interesting; no preview of thesis	Working title is not at all effective, interesting; no preview of thesis

Thesis Statement (original or revised)	Thesis statement is clear and concise; no more than two sentences	Thesis statement is somewhat clear; there may be a need for further refinement or it may be too long/short; no more than two sentences	Thesis statement is not clear; there may be a need for further refinement; it may be too long/short; the point of the thesis may not be clear; no more than two sentences	Thesis statement may be on an appropriate topic, but it is not clear; there is a need for a great deal of refinement for clarity; more than two sentences	Thesis statement is not appropriate (i.e., not relevant to political science; may not be written well; there is a need for significant refinement for clarity; more than two sentences
Outline Format	Follows correct format: All entries use Roman numerals for headings/ subtopics, capital letters and numbers for supporting info	Somewhat follows correct format: most entries use Roman numerals for headings/ subtopics, capital letters and numbers for supporting info	Barely follows correct format: some entries use Roman numerals for headings/ subtopics, capital letters and numbers for supporting info	Does not follow proper format: few to no use of Roman numerals for headings/ subtopics, capital letters and numbers for supporting info	Outline formatting is not used
Outline Organization	Complete sentences; all topic headings are followed by supporting statements	Complete sentences; most topic headings are followed by supporting statements	Some complete sentences; some topic headings are followed by supporting statements	Few complete sentences; inconsistent use of topic headings and supporting sentences	No complete sentences; inadequate or no topic headings or supporting sentences
Spelling, grammar, and punctuation	no spelling, grammar, and/or punctuation errors	no more than one spelling, grammar, and/or punctuation error	no more than two spelling, grammar, and/or punctuation errors	no more than three spelling, grammar, and/or punctuation errors	four or more spelling, grammar, and/or punctuation errors

Multimedia Rubric

Multimedia Project Grading Rubric
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Criteria	Excellent	Very good	Acceptable	Meets some key standards	Does not meet key standard
Content	45 points Provides all required content in a precise, thorough description	35 points Provides most of the required content that might be a bit too short/long; missing some important details	25 points Provides some of the required content; too short/long; discussion missing a lot of important details	15 points Provides very little of the required content; too short/long; discussion missing nearly all of the important details	5 points Provides minimal amount of the required content; too short/long; discussion missing nearly all of the important details

Presentation	15 points Information communicated effectively. Student uses a clear, audible voice; delivery is practiced, poised, controlled, smooth (i.e., no long pauses; no “ums, ahs,” etc.) and engaging. Exceptional language skills & pronunciation; appropriate length	12 points Information communicated very well. Student mostly uses a clear, audible voice; delivery is generally practiced, poised, controlled, smooth (i.e., a few long pauses; “ums, ahs,” etc.) & pretty engaging. Very good language skills & pronunciation; appropriate length	9 points Information communicated adequately. Student sometimes uses a clear, audible voice; delivery is not well practiced, poised, controlled, smooth (i.e., several long pauses; “ums, ahs,” etc.); somewhat engaging. Acceptable language skills & pronunciation; length may be too long or short	6 points Information not communicated well. Student rarely uses a clear, audible voice; delivery is not very practiced, poised, controlled, smooth (i.e., several long pauses; “ums, ahs,” etc.); not too engaging. Below average language skills & pronunciation; length may be too long or short	4 points Information not communicated at a subpar level. Student does not use a clear, audible voice; delivery is not practiced, poised, controlled, smooth (i.e., several long pauses; “ums, ahs,” etc.); not at all engaging. Well below average language skills & pronunciation; length may be too long or short
Originality	10 points The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive.	8 points The project shows some evidence of originality and inventiveness. Based on an extensive collection of other people's ideas the work also offers some new insights.	6 points The project is an extensive collection and rehash of other people's ideas, products, images and inventions. There is little evidence of new thought or inventiveness.	4 points The project is a marginal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought	2 points The project is an insignificant and minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought

Spelling, grammar, punctuation, presentation, etc.	10 points Project has no more than one spelling, grammar, punctuation or presentation error (on slides and in notes)	8 points Project has no more than two spelling, grammar, punctuation or presentation errors (on slides and in notes)	6 points Project has no more than three spelling, grammar, punctuation or presentation errors (on slides and in notes)	4 points Project has no more than four spelling, grammar, punctuation or presentation errors (on slides and in notes)	2 points Project has five or more spelling, grammar, punctuation or presentation errors (on slides and in notes)
Citation and sources	10 points All sources are properly cited within the project.	8 points Most sources are properly cited within the project.	6 points Some sources are properly cited within the project.	4 points Few sources are properly cited within the project.	2 points No sources are properly cited within the project.
Technical Assessment	5 points Project runs perfectly with no technical problems. For example, there are no error messages, all sound, video, or other files are found.	4 points Project runs adequately with minor technical problems.	3 points Project runs minimally. There are many technical problems when viewing the project.	2 points Project does not run satisfactorily. There are too many technical problems to view the project.	1 point Project runs poorly. There are too many technical problems to view the project.

Use of Enhancements	5 points	4 points	3 points	2 points	1 point
	All graphics, video, audio, 3-D, or other enhancements are used effectively to enrich the learning experience. Enhancements contribute significantly to convey the intended meaning.	Most graphics, video, audio, 3-D, or other enhancements are used appropriately to enrich the experience. For example, clips are either too long or too short to be meaningful.	Limited graphics, video, audio, 3-D, or others enhancements are present but do not always enrich the learning experience. In some instances, use of these enhancements is ineffectual.	Very few graphics, video, audio, 3-D, or other enhancements are present or many uses of these tools are ineffectual or inappropriate.	No graphics, video, audio, 3-D, or other enhancements are present or the majority uses of these tools are ineffectual or highly inappropriate.

Peer Review Rubric

Peer Review Grading Rubric					
Paper area	Excellent	Very good	Acceptable	Meets some key standards	Does not meet key standard

Body of analysis			40 points	30 points	
	60 points	50 points			
	High quality feedback provided on all aspects	Good quality feedback provided on most aspects	Low quality feedback provided on some aspects	Poor quality feedback provided on few aspects	20 points
	(Clear and incisive remarks, examples, both positive feedback as well as effective suggestions for improvement)	(Some insights; few examples that are generally helpful; comments are both positive as well as provides suggestions for improvement)	(Few insights; marginally helpful comments; minimal examples provided; some examples are not helpful; some comments not constructive)	(No insights; few marginally helpful comments; few examples provided that are not helpful; comments harsh or overly positive, or no positive)	No effective feedback provided
					(Unhelpful comments, platitudes, not constructive, mostly negative)

Introduction and conclusion			9 points	6 points	
	15 points	12 points	Low quality feedback provided on some aspects	Poor quality feedback provided on few aspects	3 points
	High quality feedback provided on all aspects (Clear and incisive remarks, examples, both positive feedback as well as effective suggestions for improvement)	Good quality feedback provided on most aspects (Some insights; few examples that are generally helpful; comments are both positive as well as provides suggestions for improvement)	(Few insights; marginally helpful comments; minimal examples provided; some examples are not helpful; some comments not constructive)	(No insights; few marginally helpful comments; few examples provided that are not helpful; comments harsh or overly positive, or no positive)	No effective feedback provided (Unhelpful comments, platitudes, not constructive, mostly negative)

Spelling, grammar, punctuation, presentation, etc.			9 points	6 points	
	15 points	12 points	Low quality feedback provided on some aspects	Poor quality feedback provided on few aspects	3 points
	High quality feedback provided on all aspects (Clear and incisive remarks, examples, both positive feedback as well as effective suggestions for improvement)	Good quality feedback provided on most aspects (Some insights; few examples that are generally helpful; comments are both positive as well as provides suggestions for improvement)	(Few insights; marginally helpful comments; minimal examples provided; some examples are not helpful; some comments not constructive)	(No insights; few marginally helpful comments; few examples provided that are not helpful; comments harsh or overly positive, or no positive)	No effective feedback provided (Unhelpful comments, platitudes, not constructive, mostly negative)

Citations and Sources	10 points	8 points	6 points	4 points	
	High quality feedback provided on all aspects (Clear and incisive remarks, examples, both positive feedback as well as effective suggestions for improvement)	Good quality feedback provided on most aspects (Some insights; few examples that are generally helpful; comments are both positive as well as provides suggestions for improvement)	Low quality feedback provided on some aspects (Few insights; marginally helpful comments; minimal examples provided; some examples are not helpful; some comments not constructive)	Poor quality feedback provided on few aspects (No insights; few marginally helpful comments; few examples provided that are not helpful; comments harsh or overly positive, or no positive)	2 points No effective feedback provided (Unhelpful comments, platitudes, not constructive, mostly negative)

Final Paper Rubric

Criteria	Excellent	Very Good	Good	Acceptable	Does Not Meet Key Standards
Content and analysis: Thesis	12.5 points strong, analytical thesis	10 points thesis clear, but more descriptive than analytical	7.5 points thesis only descriptive	5 points thesis unclear	2.5 points no thesis
Content and Analysis: Interpretation	12.5 points original interpretation of material	10 points interpretation not original but clearly expressed	7.5 points interpretation relies heavily on other works	5 points no interpretation, just description	2.5 points lack of interpretation and description

Criteria	Excellent	Very Good	Good	Acceptable	Does Not Meet Key Standards
Content and Analysis: Understanding the Model	12.5 points demonstrates understanding of the model	10 points mostly demonstrates understanding of the model	7.5 points demonstrates some understanding of the model	5 points errors in applying the model	2.5 points lack of understanding of model
Content and Analysis: Use of Sources	12.5 points consistent and effective use of three or more primary sources and eight or more secondary sources	10 points consistent and effective use of two primary sources and seven secondary sources	7.5 points incorporation of one primary source and six secondary sources	5 points incorporation of one primary source and five secondary sources	2.5 points incorporation of no primary sources and four or fewer secondary sources
Structure and organization	15 points organization contributes to effectiveness of argument	12 points organization is mostly logical, but could use improvement	9 points organization is confusing; it is difficult to follow the analysis and narrative	6 points organization is poor; analysis and narrative are garbled	3 points organization is nonexistent; analysis and narrative do not make any sense
Writing style: Sentence Construction	3.75 points sentences are well-constructed	3 points sentences are mostly well-constructed	2.25 points sentences are often unclear	1.75 points sentences are often unintelligible	0.75 points writing unacceptably substandard
Writing Style: Word Choice	3.75 points excellent word choice	3 points generally appropriate word choice	2.25 points word choice is often poor	1.5 points word choice has obvious errors	0.75 points word choice has severe errors

Criteria	Excellent	Very Good	Good	Acceptable	Does Not Meet Key Standards
Writing Style: Use of Sources	3.75 points sources are used correctly and integrated into the paper	3 points sources are mostly used correctly and integrated into the paper	2.25 points sources are mostly used correctly, but are not integrated effectively into the paper	1.5 points incorrect use of sources; lack of integration of sources	0.75 points sources used poorly or not at all
Writing Style: Transitions	3.75 points transitions are clear and easy to follow	3 points transitions are mostly clear and easy to follow	2.25 points transitions abrupt	1.5 points lack of transitions	0.75 points no transitions
Spelling, grammar, and punctuation	10 points paper has 0–1 spelling, grammar, and/or punctuation errors	8 points paper has 2–3 spelling, grammar, and/or punctuation errors	6 points paper has 4–5 spelling, grammar, and/or punctuation errors	4 points paper has 6–7 spelling, grammar, and/or punctuation errors	2 points paper has eight or more spelling, grammar, and/or punctuation errors
Documentation	10 points paper has no more than one error in citation (formatting or use)	8 points paper has 2–3 errors in citation	6 points paper has 4–5 errors in citation	4 points paper has 6–7 errors in citation	2 points paper has eight or more errors in citation

ACADEMIC POLICIES

Academic Policies and Guidelines

ACADEMIC INTEGRITY

As a member of the University of Maryland University College (UMUC) academic community that honors integrity and respect for others you are expected to maintain a high level of personal integrity in your academic work at all times. Your work should be original and must not be reused in other courses.

CLASSROOM CIVILITY

Students are expected to work together cooperatively, and treat fellow students and faculty with respect, showing professionalism and courtesy in all interactions. Please review the Code of Civility for more guidance on interacting in UMUC classrooms: <https://www.umuc.edu/students/support/studentlife/conduct/code.cfm> (<https://www.umuc.edu/students/support/studentlife/conduct/code.cfm>).

POLICIES AND PROCEDURES

UMUC is committed to ensuring that all individuals are treated equally according to Policy 040.30 Affirmative Action, Equal Opportunity, and Sexual Harassment (<https://www.umuc.edu/policies/adminpolicies/admin04030.cfm>).

Students with disabilities who need accommodations in a course are encouraged to contact the Office of Accessibility Services (OAS) at accessibilityservices@umuc.edu (<mailto:accessibilityservices@umuc.edu>), or call 800-888-UMUC (8682) or 240-684-2287.

The following academic policies and procedures apply to this course and your studies at UMUC.

- 150.25 Academic Dishonesty and Plagiarism (<https://www.umuc.edu/policies/academicpolicies/aa15025.cfm>) – UMUC defines academic dishonesty as the failure to maintain academic integrity. All charges of academic dishonesty will be brought in accordance with this Policy.

Note: Your instructor may use **Turnitin.com**, an educational tool that helps identify and prevent plagiarism from Internet resources, by requiring you to submit assignments electronically. To learn more about the tool and options regarding the storage of your assignment in the Turnitin database go to: <https://www.umuc.edu/library/libresources/turnitin.cfm> (<https://www.umuc.edu/library/libresources/turnitin.cfm>).

- 151.00 Code of Student Conduct (<https://www.umuc.edu/policies/studentpolicies/stud15100.cfm>)

The following policies describe the requirements for the award of each degree:

Degree Completion Requirements for the Graduate School (<https://www.umuc.edu/policies/academicpolicies/aa17040.cfm>)

- 170.40 Degree Completion Requirements for a Bachelor's Degree (<https://www.umuc.edu/policies/academicpolicies/aa17041.cfm>)

- 170.41 Degree Completion Requirements for an Associate's Degree (<https://www.umuc.edu/policies/academicpolicies/aa17042.cfm>)

- 170.71 Policy on Grade of Incomplete (<https://www.umuc.edu/policies/academicpolicies/aa17071.cfm>) - The mark of I is exceptional and considered only for certain courses. Students who have completed 60% of their coursework with a grade of B or better for graduate courses or C or better for undergraduate courses and request an I before the end of the term. The mark of I is not available for noncredit courses.

- 170.72 Course Withdrawal Policy (<https://www.umuc.edu/policies/academicpolicies/aa17072.cfm>) - Students must follow drop and withdrawal procedures and deadlines available at <https://www.umuc.edu/> (<https://www.umuc.edu/>) under Academic Calendar.

- 130.80 Procedures for Review of Alleged Arbitrary and Capricious Grading (<https://www.umuc.edu/policies/academicpolicies/aa13080.cfm>) – appeals may be made on final course grades as described herein.

205.06 Calculation Of Grade-Point Average (GPA) for Inclusion on Transcripts and Transcript Requests (<https://www.umuc.edu/policies/academicpolicies/aa20506.cfm>) – Note: Undergraduate and Graduate Schools have different Grading Policies (i.e. The Graduate School does not award the grade of D). See Course Syllabus for Grading Policies.

GRADING

According to UMUC's grading policy, the following marks are used:

	Undergraduate	Graduate
A	90-100	90-100
B	80-89	80-89
C	70-79	70-79*
D	60-69	N/A**
F	59 or below	69 or below
FN	Failure-Non attendance	Failure-Non attendance
G	Grade Pending	Grade Pending
P	Passing	Passing
S	Satisfactory	Satisfactory
U	Unsatisfactory	Unsatisfactory
I	Incomplete	Incomplete
AU	Audit	Audit
W	Withdrew	Withdrew

* The grade of "B" represents the benchmark for The Graduate School. Students must maintain a Grade Point Average (GPA) of 3.0 or higher. Classes where final grade of C or F places a student on Academic Probation must be repeated.

** The Graduate School does not award the grade of D.

COURSE EVALUATION SURVEY

UMUC values its students' feedback. You will be asked to complete an online evaluation toward the end of the term. The primary purpose of this evaluation process is to assess the effectiveness of classroom instruction in order to provide the best learning experience possible and make continuous improvements to every class. Responses are kept confidential. Please take full advantage of this opportunity to provide your feedback.

LIBRARY SUPPORT

Extensive library resources and services are available online, 24 hours a day, seven days a week at <https://www.umuc.edu/library/index.cfm> (<https://www.umuc.edu/library/index.cfm>) to support you in your studies. The UMUC Library provides research assistance in creating search strategies, selecting relevant databases, and evaluating

and citing resources in a variety of formats via its Ask a Librarian service at <https://www.umuc.edu/library/libask/index.cfm> (<https://www.umuc.edu/library/libask/index.cfm>).

EXTERNAL LINK DISCLAIMER

This course may contain links to external sites neither owned nor maintained by UMUC. UMUC bears no responsibility for the accuracy, legality, or content of external sites or for that of subsequent links. In addition, the terms of use, security policies, and privacy policies may differ from those of UMUC. Contact the external site for answers to questions regarding its content, terms of use, and policies.

LEARNING MANAGEMENT SYSTEM SUPPORT

To successfully navigate the online classroom new students are encouraged to view the Classroom Walkthrough under Help in the upper right menu of the LEO classroom. Those requiring technical assistance can access Help@UMUC Support directly in LEO under the Help menu. Additional technical support is available 24 hours a day, seven days a week via self-help and live chat at <https://www.umuc.edu/help> (<https://www.umuc.edu/help>) or by phone toll-free at 888-360-UMUC (8682).

SYLLABUS CHANGES

All items on this syllabus are subject to change at the discretion of the Instructor and the Office of Academic Affairs.

CLASS & ASSIGNMENT SCHEDULE

Students can access their complete list of assignments and their corresponding due dates within the **Assignments** section of the classroom by navigating to the **Assignments** section of the class from the main navigation bar. Follow the link below, and then click **Assignments**, for a video demonstration on how to utilize this feature.

Classroom Walkthrough Videos Link (<https://learn.umuc.edu/content/Classroom%20Walkthrough/ClassroomWalkthroughToC.html>)

Students also have access to a calendar tool on the course homepage within the classroom.

Grading Policy

You are required to participate in class and complete the research project.

If all of the course requirements are not submitted by the end of the semester, including 1) answers to all weekly questions, and 2) all stages of the research project, you will not receive a passing grade.

By registering for a Web-based course, you have made a commitment to participate in your course conferences as well as other online activities. You should read the notes on Online Participation and Online Etiquette in the "Read Me First" area of the course Content. As part of your participation, you will be required to answer discussion questions.

For high-quality weekly topic discussions, please plan to participate regularly, and post your responses well before the deadline. You are required to check and respond to the discussions at least three days a week.

By posting well before the deadline you will give other students ample time to comment on your responses. If you consistently post your responses just before the deadline, it would be unfair to the other students who would not have time to comment on your responses.

Last minute, cursory responses the day that assignments are due will affect your participation grade negatively. Such late postings for class discussion responses after the deadline will be unacceptable because it defeats the purpose of collaborative interactive discussion, which is a crucial component of this course. Please be aware that

this class may be different from your other classes, which may be more flexible in terms of allowing late postings.

Late policy:

Unexcused late work (other than class discussion) after the deadline will be penalized one grade for each day that it is late (for example, a score of 90 will be reduced to 80, or an A reduced to a B). No late work will be accepted more than one week after the due date without prior approval of the instructor.

In case of emergency (for example, hospitalization or a job-related deployment), requests for extension of time to complete projects must be accompanied by documented evidence signed by a doctor or supervisor/commander.

Because all online students are required to have their own computer and a working Internet connection, any computer-related excuses will be unacceptable for late work.

Please double check to ensure you are submitting the correct document when uploading files. Blank documents and “wrong files” are not accepted and resubmissions of the correct file will be considered late and will follow the late policy.

Please be aware of your deadlines and plan accordingly in advance. A responsible and dependable student would never blame "a power outage, printing problem, computer failure, or closed library" at the last minute as a reason for their late work.

GVPT 495 Course Schedule

All due dates follow current U.S. Eastern time.

Week		Readings/Assignment(s)	Due Date
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Week 1: Oct. 23rd - Oct. 29th	Choose a Topic Read: 1) The Syllabus 2) Choosing a Topic 3) Pick a Debatable Issue 4) How to Conduct Research 5) The Research Question (reference material only) 6) Starting Your Research Project (reference material only) 7) How to Tell Fake News from Real News http://blog.ed.ted.com/2017/01/12/how-to-tell-fake-news-from-real-news/ (http://blog.ed.ted.com/2017/01/12/how-to-tell-fake-news-from-real-news/) 8) How to Choose your News - Damon Brown http://ed.ted.com/lessons/how-to-choose-your-news-damon-brown#watch (http://ed.ted.com/lessons/how-to-choose-your-news-damon-brown#watch) Watch: 1) How to Get a Research Question Do: 1) Introduce Yourself by Monday, October 23rd 2) Post your research question in our Week 1 discussion by Friday, October 27th 3) Also, post your research question in the Assignment Folder for a grade by Sunday, October 29th for a grade 4) Review a peer's research question and respond to a review of your research question by Saturday, October 28th Assignments Due: 1) Plagiarism Assignment (post in your Assignment Folder) by Sunday, Oct. 29th 2) Take the Research Quiz by Sunday, October 29th Outcomes: • identify and associate with a political, policy, or governmental organization to develop a project agreement • synthesize the concepts and methods of political science to produce a political, policy, or position paper for the project organization	
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Week 2: Oct. 30th - Nov. 5th	Design a Thesis Read: 1) The Thesis Statement 2) The Thesis (Reference Only) 3) Thinking Through the Main Parts of Your Paper (Reference Only) Watch: 1) The thesis http://www.youtube.com/watch?feature=endscreen&NR=1&v=-e2EthZC0aU (http://www.youtube.com/watch?feature=endscreen&NR=1&v=-e2EthZC0aU) (the thesis) 2) How to Write Do: 1) Post your thesis in our week 2 discussion by Friday, Nov. 3rd 2) Also post your thesis in the Assignment Folder for a grade by Sunday, Nov. 5th 3) Review a peer's thesis and respond to a review of your thesis by Saturday, Nov. 4th Outcomes: • identify and associate with a political, policy, or governmental organization to develop a project agreement • synthesize the concepts and methods of political science to produce a political, policy, or position paper for the project organization
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Week 3: Nov. 6th - Nov. 12th	Annotated Bibliography (three citations) Read: 1) Lecture on sources 2) Sample APA Annotated Bibliography 3) The Annotated Bibliography (Reference only) 4) A Brief Guide to the APA Citation Method (Reference only) Do: 1) Post annotated bibliography --only 3 citations-- in our week 3 discussion by Friday, Oct. 10th 2) Also post your annotated bibliography--only 3 citations-- in the Assignment Folder for a grade by Sunday, Oct. 12th 3) Review a peer's annotated bibliography and respond to a review of your annotated bibliography by Saturday, Oct. 11th. Outcomes: • identify and associate with a political, policy, or governmental organization to develop a project agreement • synthesize the concepts and methods of political science to produce a political, policy, or position paper for the project organization
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Week 4: Nov. 13th - Nov. 19th	Literature Review (three sources, which can be the three you used for you annotated bibliography) Read: 1) Lecture on literature review Watch: 2) How to Write a Literature Review (in 30 minutes or Less) http://polaris.umuc.edu/ewc/web/lit_review_30m.html 3) Text version of video http://polaris.umuc.edu/ewc/lit_review/index.html Do: 1) Post a literature review for three (3) citations in our week 4 discussion by Friday, Nov, 17th. Please remember that a literature review for your three citations is different from your annotated bibliography. Please watch the video before you post your material in our discussion. 2) Also post your literature review--only 3 citations-- in the Assignment Folder for a grade by Sunday, Nov. 19th. 3) Review a peer's annotated bibliography and respond to a review of your of your literature review by Saturday, Oct. 18th. Outcomes: • identify and associate with a political, policy, or governmental organization to develop a project agreement • synthesize the concepts and methods of political science to produce a political, policy, or position paper for the project organization	
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Week 5: Nov. 20th - Nov. 26th	The Outline Read: 1) The Outline Lecture 2) Outline Basics 3) Formal Outline Template 4) Informal Outline Template Do: 1) Post your outline in our week 5 discussion by Friday, Oct. 24th 2) Also post your outline in the Assignment Folder for a grade by Sunday, Oct. 26th 3) Review a peer's outline and respond to a review of your outline by Saturday, Oct. 24th Outcomes: • identify and associate with a political, policy, or governmental organization to develop a project agreement • synthesize the concepts and methods of political science to produce a political, policy, or position paper for the project organization	
Week 6: Nov. 27th - Dec. 3rd	Introduction to Your Research Paper Read: 1. Introductions Watch: 1. How to Write a Great Introduction to Your Essay Do: 1) Post your introduction in our week 6 discussion by Friday, December 1st 2) Also post your introduction in the Assignment Folder by Sunday, December 3rd 3) Review a peer's introduction and respond to a review of your introduction by Saturday, December 2nd Outcomes: • identify and associate with a political, policy, or governmental organization to develop a project agreement • synthesize the concepts and methods of political science to produce a political, policy, or position paper for the project organization	

Week 7: Dec. 4th - Dec. 10th	Other Important Items Before you Finish your Final Draft Read: 1) The Style, Tone, and Using Quotes 2) Grammar, Punctuation and Style 3) The Organization of Your Paper Watch: 1) How to Write a Good Essay and Use Quotes Properly http://www.youtube.com/watch?v=liyFKUFCQno&feature=fvwrel Do: No work due this week Outcomes: • identify and associate with a political, policy, or governmental organization to develop a project agreement • synthesize the concepts and methods of political science to produce a political, policy, or position paper for the project organization	
Week 8: Dec. 11th - Dec. 17th	Final Paper and Executive Summary Read: 1) How to Write an Executive Summary 2) Paper Organization: Introduction, Body, and Conclusion and Revision 3) Organization of Final Paper Do: 1) Post your executive summary by Friday, Dec. 15th 2) Post your executive summary in the assignment folder by Sunday, Dec. 17th 3) Review a peer's executive summary and respond to a review of your executive summary by Saturday, Dec. 16th 4) Post your final paper in your assignment folder by Sunday, Dec. 17th Outcomes: • identify and associate with a political, policy, or governmental organization to develop a project agreement • synthesize the concepts and methods of political science to produce a political, policy, or position paper for the project organization	

