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|  | Course Syllabus  Department of Arts & Sciences | | | | |
| POLS 3711 sec01 | | TERRORISM: CHALLENGES TO STABILITY AND DIPLOMACY | | | |
| Course Information | | | | | |
| **Professor** | Nicole Ford, PhD | | | **Semester** | Spring 2018 |
| **LIM College Email** | Nicole.Ford@limcollege.edu | | | **Semester Dates**  *(MM/DD/YY)* | 01/15/2018 |
| **Class Location** | Online | | | 05/11/2018 |
| **Class Times** | n/a | | | **Credit Hours** | 3 |
| **Office Hours/Location** | By apt via Skype | | | **Modality** | Online |
| **Prerequisites** | English Composition ENGL 1100 or equivalent; Crititcal Thinking COMM 2010 or equivalent | | | **Last Date to Withdraw** | Refer to the Academic Calendar  <http://www.limcollege.edu/calendars> |
| **Corequisites** | Click here to enter text. | | |
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| **Department Chair/ Director** | Daniel Chaskes, PhD  [Daniel.chaskes@limcollege.edu](mailto:Daniel.chaskes@limcollege.edu) | | | | |
| Course Description | | | | | |
| Since 9-11, the study of terrorism has become increasingly important, particularly for those who plan to engage in business internationally or for those with supply chains overseas which could be impacted by terrorism either directly or indirectly. This course will help the student understand the root causes of terrorism and uncover its psychological and historical underpinnings. We will seek to understand how terrorism impacts local and global economies and presents challenges to diplomacy between nations, as well as look for possible security solutions. This is absolutely vital from a business perspective. If one keeps up with news happening along their supply chain, they can see and potentially predict problems before they arise and prepare their work accordingly. We will look at not only terrorism in context of the Middle East, but globally, to include domestic terrorism in the United States. Quantitative and qualitative research methods, analysis, as well as key concepts in the field will be discussed, including identity, ideology, human rights, and race. Scholarly works at the nexus of terrorism and business are included to highlight concepts related to the future of business security. | | | | | |
| Course Learning Objectives | This class will introduce students to the core concepts and theories that underpin terrorism. Students should then be able to apply what they have learned in this course to critically analyze any terrorist situation to determine likely cause and how it could affect diplomatic relations in a given state. | | | | |
| Required Text *You can also visit*[*www.lim.bkstr.com*](http://www.lim.bkstr.com/) *to order your textbooks online.* | Title: | | *Martin, Gus. 2016. Understanding Terrorism: Challenges, Perspectives, and Issues., 5th ed.*  Purchase:[LIM Bookstore](http://www.bkstr.com/ProductDisplay?urlRequestType=Base&catalogId=10001&categoryId=9604&productId=76023469&errorViewName=ProductDisplayErrorView&langId=-1&top_category=&parent_category_rn=&storeId=113904) | | |
| Author(s): | | Gus Martin | | |
| ISBN: | | 9781483378985 | | |
| Price (Subject to Change): | | buy new: $105; buy used $78.75; rent new $68.25; rent used $42.00; digital: $84.00 | | |
| Additional Info/ Comments/ Text Thumbnail | |  | | |
| Additional Text(s) | n/a | | | | |
| **Recommended Readings** | Will be available in syllabus calendar. If additional readings required they will appear on blackboard. | | | | |
| **Special Requirements (Software/ Technology)** | n/a | | | | |
| Course Requirements and Expectations | | | | | |
| Grading Criteria  Click here to enter text. | |  |  |  | | --- | --- | --- | | **Category**  ***All activities are graded out of 100 points*** | **Activity** | **Percentage** | | Weekly Discussion Board  Due on: 11:59pm Thursday. Responses by Sunday every week | 13 | 13% | | Quizzes  Due on: Sunday 11:59pm every week | 13 | 13% | | Mid-Term Due on: Week 9 | 1 | 24 | | Final Exam.  Due on: Week 16 | 1 | 25 | | Final Paper  Due on: week 15 | 1 | 25 | | Click here to enter text.  Due on: Click here to enter text. | Click here to enter text. | Click here to enter text. | | Click here to enter text.  Due on: Click here to enter text. | Click here to enter text. | Click here to enter text. | | Click here to enter text.  Due on: Click here to enter text. | Click here to enter text. | Click here to enter text. | | TOTAL |  | 100% | | | | | |
| LIM College Grading Schema | |  |  |  | | --- | --- | --- | | **Letter Grades** | **Numeric Range** | **Quality Points** | | A | 94-100 | 4.00 | | A- | 90-93 | 3.70 | | B+ | 87-89 | 3.50 | | B | 83-86 | 3.00 | | B- | 80-82 | 2.70 | | C+ | 77-79 | 2.30 | | C | 70-76 | 2.00 | | C- | 68-69 | 1.70 | | D | 65-67 | 1.00 | | F | Below 65 | 0.00 | | | | | |
| Course Policies | | | | | |
| Discussion Questions  Final Paper  Late Work  Additional resources for your Discussion Questions and Final Paper. | You will be graded in the following fashion: Full points will be awarded (100pts) if you COMPLETELY ANSWER THE QUESTION. You must define major terms in the question while answering the question and then applying it to your case study. YOU MUST CITE YOUR WORK using both in-text citation and a short bibliography at the end. You must also respond to 2 (TWO) peers and offer them meaningful critiques. What did they do right? What did they do wrong? Your answers to the questions must also be meaningful and complete. Meaningful discussions are required. If you miss any part of the question: for example, you don't define your terms, or you don't give a thorough analysis using your case study, but rather gloss over a few points, if you do not cite your work, and/ or you do not respond to TWO peers in a meaningful way: you will be awarded a grade of 50. Failure to complete the assignment will result in a grade of 0. If you notice your grade is not a 100-- then the reason why is you are politicizing, or no citations, etc. as explained above. If you have specific questions, fee free to ask. More on this below.  Stylistically, there is no need to give me an intro/ conclusion. Just answer the questions using the guidelines above. The discussion questions will help you prepare for your final project/ paper by offering practice in critical thinking/ analysis writing. 500 word minimum.  Once the discussion question is posted you MUST POST BEFORE YOU CAN SEE ANYONE ELSE'S REPLY. These are usually due on a Thursday by 11:59 pm.  You will also be required to respond to at least 2 classmates. You must demonstrate that you have thoroughly read their discussion response and are thinking of their answer critically, as well. Perhaps you agree with them-- please go into detail why and perhaps elaborate further than what they may have considered, where warranted. If you disagree, please explain in detail why. Also, you may have questions for all or part of what someone has said. You may seek clarification before a thorough reply which will count towards your reply to that student. Those will be due by the same Sunday by 11:59pm. Please see due date info below for details.  More info will be available in your coursework folders on Blackboard. Paper guidelines and the rubric at the end of the syllabus will help guide you. Please utilize your library for any assistance with peer-revoewed sources or writing help. Not using peer-reviewed sources will result in -40 off the top of your paper grade, resulting in a 60% highest possible grade.  ***Research Essay on a Specific International Issue of interest***  Students are required to choose a case study from this course. Examples include Dissident Violence or International Terrorism?: The Case of Chechnya; Sex Trafficking and International Law; Terror From above: The Case of Syria Under Bashar Assad and the Civil War; The Rise of ISIS; etc. You will provide analysis of its historical context, an assessment of the present state of play (3 main ideas) and recommendations on the way forward. Your paper will be 5 pages long. More details will follow, however this is the overview:  • All papers should have a title page with (your name, the course module,  indication of minor/major, and the paper title)  • Each page of the text should be numbered  • A bibliography  • Uniform referencing (author, title, year of publication, publish  You MUST use 4 peer reviewed journal sources. You may also use CNN, Foreign Policy Mag, the Economist, scholarly books, etc. as ADDITIONAL sources. They WILL NOT count towards the 10 peer reviewed sources. Here is a quick link on WHY we care about peer review. Link (Links to an external site.) It will also tell you the difference between the 3 major sources to help you avoid problems for this portion of your grade. Ultimately it will be YOUR RESPONSIBILITY to be certain the minimum of 4 peer reviewed journal articles you choose are, in fact, peer-reviewed. You may use additional approved sources to compliment your research. Please see "additional sources" above for a list of possible usable source material. Your book does not count as peer-reviewed but will count as an additional source. You must have 10 sources total. 4 peer-reviewed, 6 additional sources.  *Remember:* your project must be substantive. You must use vocabulary words and concepts from the text in order to make what we study applicable in the real world to what you are researching. Again, ~week 3 week will be talking about possible topics and expectations.  Students who are absent when an assignment is due are responsible for turning the work in before the absence. They are also responsible for getting class notes from a classmate and being prepared for the next meeting or online activity.    Scheduling conflicts, including interviews and business events, are not a valid reason for missing class or a due date. Work can be made up under extenuating circumstances with the permission of the instructor, Department Chair, or Associate Dean for Student Academic Affairs, as described below.    Permission for a make-up quiz, midterm, or assignment may be given by the instructor, but only if the student notifies the instructor within 24 hours of the scheduled test date or deadline. Students should expect the make-up work to be more difficult than the regularly scheduled quiz, midterm, or assignment.    Permission for a make-up final can only be given by the Associate Dean for Student Academic Affairs. Permission will only be granted in cases of documented illness, death in the family, or emergency. If permission is granted, students should expect the make-up to be more difficult that the regularly scheduled exam.  *IMPORTANT!!!!*  Please see this list of additional resources below. You are expected to keep up with current events. I will expect you to incorporate, make connections to current events in the content/ your readings, discussions, and replies to your cohorts throughout this course. PLEASE: Read MULTIPLE sources and be prepared to cite/ link sources in your discussions/ replies/ paper. Many of these have options to subscribe to breaking news and updates so they will be sent to your email/ you don't have to check each site daily. Possible online source material (\*note these are not considered peer reviewed [more on that later]):  Radio Free Europe/ Radio Liberty <http://www.rferl.org/>  Foreign Policy Magazine <http://foreignpolicy.com/>  The Moscow Times <http://www.themoscowtimes.com/>  The New York Times <http://www.nytimes.com/> (you can sign up for student rates at 50% off for unlimited access/ free limited access).  CNN <http://www.cnn.com/>  PBS News Hour <http://www.pbs.org/newshour/>  NPR: National Public Radio <http://www.npr.org/>  Scholarly books are also acceptable.  *Special note:* Fox News, IJ review, the Ed Show, Briebart, etc. are not considered acceptable source material. Opinion pieces are also not acceptable unless heavily sourced by reliable academic material like those listed above. Wikipedia or any other encyclopedia, to include Brittanica, are not acceptable sources for college level work. Only use definitions of political science terms found in your text or assigned readings, never from [dictionary.com](http://dictionary.com), Webster, etc. When in doubt-- ask me.    The date, time, and location of a make-up is determined by the instructor. Students are responsible for making themselves available. A missed make-up for any reasons will result in a grade of zero. | | | | |
| Departmental Policies | | | | | |
| **Classroom Behavior** | Students are expected to show respect for their instructors, peers, and facilities. Students are to use respectful, appropriate language at all times and refrain from background conversation. Cellphones are to be silenced. Use of electronic devices for messaging, Internet, gaming, or other activities is forbidden unless required by the instructor as part of a lesson. Late entries and early exits from class are discouraged. (See policy on lateness below.) Please take care of personal needs before class and do not leave the room during class, as traffic interrupts the class and distracts others. Instructors have the right to refuse re-entry to students who leave the room. Eating during class is not permitted. | | | | |
| **Coursework** | Students are required to devote time outside of class to fulfill all course requirements, including readings, individual and group projects, assignments, research, field trips, and studying for exams. Progress is monitored by the instructor, who requires timely submission of work, encourages participation, and assesses student learning. (Unless otherwise indicated, all written assignments require APA format.) Midsemester and final course grades will reflect mastery of the course learning objectives as well as adherence to College policies. | | | | |
| **Late Work and Make-Up Exams** | Students who are absent when an assignment is due are responsible for turning the work in before the absence. They are also responsible for getting class notes from a classmate and being prepared for the next meeting or online activity.  Scheduling conflicts, including interviews and business events, are not a valid reason for missing class or a due date. Work can be made up under extenuating circumstances with the permission of the instructor, Department Chair, or Associate Dean for Student Academic Affairs, as described below.  Permission for a make-up quiz, midterm, or assignment may be given by the instructor, but only if the student notifies the instructor 24 hours before of the scheduled test date or deadline. Students should expect the make-up work to be more difficult than the regularly scheduled quiz, midterm, or assignment.  Permission for a make-up final can only be given by the Associate Dean for Student Academic Affairs. Permission will only be granted in cases of documented illness, death in the family, or emergency. If permission is granted, students should expect the make-up to be more difficult than the regularly scheduled exam.  The date, time, and location of a make-up are determined by the instructor. Students are responsible for making themselves available. A missed make-up for any reason will result in a grade of zero. | | | | |
| **Discussion Board Rubric** | | | | | |
| Please study the chart below to understand how discussions will be graded.  *Please see course description for individual course requirements.*   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Criteria** | Excellent A(90-100) | Good B (80-89) | Satisfactory  C (70-79) | Poor  D (65-69) | Failing F (0-64) | | **Initial Post** | * Responds to instructor’s prompt * Meets deadline * Reflects understanding of course content and discussion * Submits an original response to promote ongoing discussion * Meets basic standards of composition (sentence structure, grammar, spelling, references where required or beneficial to post) | | | | | | **Response to Post** | * Responds to instructor’s directions * Meets deadline * Considers and responds to other learners’ ideas * Advances quality of discussion with new ideas, questions, or direction * Meets basic standards of composition (sentence structure, grammar, spelling, references where required or beneficial to post) | | | | | | | | | | |
| College Policies | | | | | |
| Students are expected to read and abide by the policies outlined in the *LIM College Undergraduate Catalog*. The catalog has complete information on LIM College policies and reporting as well as academic policies.  The catalog can be found at <http://limcollege.catalog.acalog.com/index.php>  On the catalog webpage please click on LIM College Policies on the left navigation menu. | | | | | |
| **Credit Hour Definition** | LIM College adheres to the U.S. Department of Education’s definition of the credit hour as “an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester or trimester hour of credit, or the equivalent amount of work over a different amount of time.”  One credit hour for cooperative work experience is the equivalent of 45to 65 hours working at an internship site and 15 to 20 hours of related classroom, online, or independent work over the course of a semester or term.  Hybrid and online courses have learning goals and rigor equivalent to courses taught in the classroom. Contact hours are satisfied by using various course activities, such as threaded discussions, reading assignments, blogs, journals, online seminars, interactive tutorials, and online meetings. The syllabi for these courses are carefully reviewed by faculty and department chairs to ensure equivalency to face-to-face courses.  Learning outcomes must be appropriate to college-level work in the case of associate and bachelor’s degree programs and the equivalent of post-graduate work in the case of master’s degree programs, and must be achievable in the prescribed timeframe. | | | | |
| **Attendance** | Student-instructor and student-student interaction are vital to the mission of LIM College, which supports a dynamic and responsive curriculum in a highly personalized learning environment. In accordance with this mission, attendance at all class sessions is expected and is considered critical to a student's academic success and personal enrichment.  Each instructor will keep a permanent record of attendance for each class in SONIS (the College's administrative database). These records are subject to inspection by appropriate College officials. However, it is highly advisable that students also track their own attendance record through their SONIS account. It is the student's responsibility to be aware of the following attendance policies:  **ACADEMIC DEPARTMENTS** *Academic departments include Arts & Sciences; Fashion Merchandising; Marketing, Management & Finance; and Visual Merchandising*  **For courses which meet on campus two times per week** On the fifth unexcused absence a student's final grade will be reduced by half a letter grade and will continue to be reduced by the same amount after every subsequent absence.  **For courses which meet on campus one time per week exclusively** On the third unexcused absence a student's final grade will be reduced by half a letter grade and will continue to be reduced by the same amount after every subsequent absence.  **For hybrid courses (one class on campus and one class online per week)** An absence is defined as either not showing up for the on-campus class or, for the online portion, not signing in and completing the week's module. On the fifth unexcused absence a student's final grade will be reduced by half a letter grade and will continue to be reduced by the same amount after every subsequent absence.  **For EECM hybrid courses (one time weekly either on campus or online)** An absence is defined as either not showing up for the on-campus class or, for the online portion, not signing in and completing the week's module. On the third unexcused absence a student's final grade will be reduced by half a letter grade and will continue to be reduced by the same amount after every subsequent absence.  **For online courses (no on-campus classes)** An absence is defined as not signing in and completing the week's module. On the third unexcused absence a student's final grade will be reduced by half a letter grade and will continue to be reduced by the same amount after every subsequent absence.   |  |  |  |  | | --- | --- | --- | --- | | **Modality** | **Unexcused Absences** | **Grade Deduction** | **Highest Grade Possible** | | Face-to-Face (2 times per week) | 5 | Half a letter grade | A- | | 6 | B+ | | 7 | B | | 8 | B- | | Face to face (1 time per week) | 3 | Half a letter grade | A- | | 4 | B+ | | 5 | B | | 6 | B- | | Hybrid (1 time in person, 1 time online) | 5 | Half a letter grade | A- | | 6 | B+ | | 7 | B | | 8 | B- | | Online only | 3 | Half a letter grade | A- | | 4 | B+ | | 5 | B | | 6 | B- |   **COLLEGE-WIDE ATTENDANCE POLICY** *Includes all academic departments and experiential education courses*  Students are required to abide by the LIM College attendance policy as stated in this syllabus. Additionally, the institution believes that missing 40% or more of any scheduled classes (either excused or unexcused) for any one course in which a student is enrolled may undermine the integrity of the educational experience. At the conclusion of each academic term, the College Registrar will review the attendance records for all courses in which a failing grade ("F") was issued by the instructor. Failed courses where a student was not in attendance for 40% or more of scheduled class meetings will be assigned an "FA" grade by the Office of the Registrar, signifying failure for lack of attendance. The grade of "FA" calculates negatively into the GPA the same as an earned "F." Note that an "FA" may also affect some forms of financial aid. Also note, in accordance with course syllabus grading and attendance policies, an instructor may request that an "FA" grade be assigned by the College Registrar prior to the end of the term because lack of attendance has decreased the possible course grade to failing. Once an "FA" grade is assigned, a student may no longer remain active in the course.  **SUMMER SEMESTER**  Academic departments utilize a common attendance policy.  The policy on attendance as it relates to your grade is as follows:   * For Summer Session A and Summer Session B - Experiential Education & Career Management courses:   + On the second unexcused absence a student’s final grade will be reduced by half a letter grade and will continue to be reduced by the same amount after every subsequent absence. * For all other Summer Session A and Summer Session B courses   + On the third unexcused absence a student’s final grade will be reduced by half a letter grade and will continue to be reduced by the same amount after every subsequent absence. * For Summer Session C courses   + For online classes, an absence is defined as not signing in and completing the week's module.   + On the second unexcused absence a student’s final grade will be reduced by half a letter grade and will continue to be reduced by the same amount after every subsequent absence.   **LATENESS**  Classes begin on time. Each late arrival or early departure will be considered half an absence.  If, according to the above policy, the grade possible in the course has been decreased to the point of failure, even before the end of the semester, the instructor may request that a Failure Due to Attendance grade ("FA") be assigned to the student by the Office of the Registrar. Once this grade is assigned, the student may no longer remain active in the course. | | | | |
| College Resources | | | | | |
| **Library** | The Adrian G. Marcuse Library is located on the second floor of Maxwell Hall, 216 E. 45th Street. The library houses approximately 15,000 print books, 500 DVDs, 200 periodicals, 55 databases, and numerous e-books focusing on business, fashion, and news.  On the Library's home page (<http://lim.ent.sirsi.net/client/>), are research guides, tutorials, and the LIM College Ask-a-Librarian online chat reference service, all of which are to help students with their courses.  For more assistance, email (library@limcollege.edu), call (646.218.4126), or chat with library staff (<http://limcollege.adobeconnect.com/library>)." | | | | |
| **Writing Center** | For students who need support with a writing assignment, aspire to be a fashion writer, or generally want to improve their communication skills, the Writing Center is the place. The mission of the Writing Center is to prepare students for academic and career success by providing one-on-one writing tutoring as well as opportunities for students to publish their work. Our staff of faculty and peer tutors work with students on all aspects of their writing, whether it is for a class, a job search, or something else entirely. To make a tutoring appointment, access our scheduling system at [https://limcollege.mywconline.com](https://limcollege.mywconline.com/). For questions, email [writingcenter@limcollege.edu](mailto:writingcenter@limcollege.edu). Group sessions can be scheduled by email only.  The Writing Center also serves as home to the College’s student magazine, *The Lexington Line*. Students who want to write, edit, photograph, style, or model for *The Lexington Line*, should email the editors at [lexingtonline@limcollege.edu](mailto:lexingtonline@limcollege.edu).  Computers and printers in the Writing Center are free for student use as long as the building is open. | | | | |
| **Writing Across the Curriculum (WAC)** | LIM is committed to incorporating substantial writing requirements whenever possible into all courses throughout the College.  Research shows that writing ability improves through frequent practice and the evaluation of writing by skilled readers. Students learn more and are better able to face the communication challenges of their employment if they master writing assignments throughout a four-year college program. In that spirit, instructors are urged to assign written work often. Students and instructors are also encouraged to consult the Writing Center Director if they have questions about this policy or how to ensure that written work is of a frequency and quality that supports career success. | | | | |
| **Math Center** | The Math Center serves as a multi-functional resource and instructional support facility for all LIM students. The Math Center is conveniently located on the third floor of Maxwell Hall, Maxwell Hall, 216 E. 45th Street. Through peer tutoring, mandatory tutoring, study groups, and one-on-one sessions with professionals, the Math Center strives to assist students in fulfilling their academic potential. The Math Center provides students with a supportive and motivating environment for cooperative learning and student-teacher interaction.  Priority is given to those students with scheduled appointments. All math tutors work with no more than four students at a time. Students who are required to complete mandatory tutoring can only complete one hour per day. Having a tutoring appointment is a confirmation that there will be a tutor available to assist the student on the requested day and time. During the common lunch period, all tutoring sessions are done on a walk-in basis. Walk-ins are always welcome, but appointments are strongly suggested. Students must bring their class notes to all tutoring sessions.  To schedule an appointment, please go to <https://limcollege.mywconline.com>. For additional information, email [mathcenter@limcollege.edu](mailto:mathcenter@limcollege.edu). | | | | |
| **Technical Support** | For Information Technology issues or questions, please visit Footprints at <https://footprints.limcollege.edu>. Students can browse through manuals on common technical questions or open up a request ticket on any technical issues. To speak to a technician about an issue, please call at 646-218-2190.  For Blackboard support, visit LIM College’s 24/7 Blackboard Online Support Center at <http://www.limcollege.edu/bbsupport> . Students can open tickets or obtain live chat support. To speak to a technician about an issue, please call at 866-588-8305, or dial extension 400 from any LIM College phone.  To schedule an appointment for live screen -sharing- based support with a level two technician please contact **Advanced Blackboard Support** at  <http://www.limcollege.edu/AdvBbSupport>.  *This tool is available Monday-Friday 9:00AM – 6:00PM.* | | | | |
| **ADA Statement/ Office of Counseling & Wellness Services** | Under the Americans with Disabilities Act of 1990 and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of LIM College. If you believe that you have a qualifying disability that may interfere with your ability to access and/or participate in the activities, coursework, testing and assessment, or other requirements of a course or program, you may be entitled to non-retroactive accommodations. For more information please contact the Office of Counseling & Wellness Services directly at 646-218-6048, [counseling&wellness@limcollege.edu](mailto:counseling&wellness@limcollege.edu) , or visit their website at <http://www.limcollege.edu/student-life/2073.aspx> . Please note that you will not be able to receive accommodations at LIM College unless you register with the Office of Counseling & Wellness Services. | | | | |

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| Rubrics |
| **Writing Rubric** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Criteria | 90-100  (A- to A)  5 | 80-89  (B- to B+)  4 | 68-79  (C- to C+)  3 | 65-67  (D)  2 | 0-64  (F)  1 | | Purpose   * Demonstrates understanding of assignment * Provides a unifying thesis that presents a central claim * Recognizes and identifies types of information necessary to fulfill assignment * Recognizes and identifies types of information necessary to support thesis |  |  |  |  |  | | Organization   * Constructs clear sentences * Constructs focused paragraphs * Provides smooth transitions between sentences and paragraphs * Organizes material into sensibly ordered paragraphs * Recognizes overall structure for presentation of material (introduction, body, conclusion) when appropriate * Fulfills requirements of assignment (format, length, etc.) |  |  |  |  |  | | Research   * Recognizes and accesses information retrieval systems in libraries and online * Evaluates validity of sources * Demonstrates consideration of multiple perspectives * Incorporates evidence in the form of paraphrases, quotations, and summaries * Includes proper citation style (APA where required) for assignment |  |  |  |  |  | | Analysis   * Appropriately evaluates all researched material * Explains how evidence supports thesis * Make distinction between source material and student’s own interpretation * Makes knowledgeable and thoughtful observations * Provides a cohesive discussion |  |  |  |  |  | | Language   * Demonstrates proper use of vocabulary, spelling, grammar, punctuation * Demonstrates appropriate formality for assignment * Considers word choices as expression of style and appeal to audience |  |  |  |  |  | |

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| **Presentation Rubric** |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Criteria** | **90-100**  **(A- to A)**  **5** | **80-89**  **(B- to B+)**  **4** | **68-79**  **(C- to C)**  **3** | **65-67**  **(D)**  **1 - 2** | **0-64**  **(F)**  **0** | | **Introduction** | **Capture Attention:**interestingopening engaged listeners |  |  |  |  |  | | **Clear Thesis:** concrete statement of purpose |  |  |  |  |  | | **Established Credibility:** conveyed confidence and competence with subject |  |  |  |  |  | | **Comprehensive Preview:** provided overview of topic sequence |  |  |  |  |  | | **Body** | **Main Points:** clearly organized statements |  |  |  |  |  | | **Support:** varied forms of evidence appropriate to each point strengthened position |  |  |  |  |  | | **Transitions:** demonstrated flow of argument between thoughts |  |  |  |  |  | | **Conclusion** | **Signal End of Speech:** indicates close of speech |  |  |  |  |  | | **Summary of Main Points**: thesis and main points presented in cohesive review |  |  |  |  |  | | **Closing Thought:** compelling close to engage listeners |  |  |  |  |  | | **Delivery** | **Eye Contact:** consistent; use of notes kept to a minimum |  |  |  |  |  | | **Volume:** easily heard; varies for emphasis |  |  |  |  |  | | **Rate:** well-paced, neither too fast or too slow |  |  |  |  |  | | **Vocal Variety:** used inflection; expressive tone |  |  |  |  |  | | **Verbal Pauses:** used to enhance presentation; no verbal fillers |  |  |  |  |  | | **Nonverbal:** gestures & facial expression appropriate to subject; good posture; no nervous habits |  |  |  |  |  | | **Visual Aids** | **Construction:** professional; no clutter, legible, organized, no mistakes |  |  |  |  |  | | **Presentation:** speaker incorporated visual in presentation to audience |  |  |  |  |  | |