

**POS 3114**  
**Issues in State and Local Government**  
Monday and Wednesday, 3:00-4:15 p.m.  
Building 51, Room 1104  
Spring 2011

**Instructor:** Dr. Georgette Dumont

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**Office Hours:** Mondays 1:00- 2:45; 4:30 – 5:45, Wednesdays 1:00-3:00

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**Course Description:** While state and local government institutions are closest to “the people” and have the greatest impact on the everyday lives of citizens, they are also the most overlooked, and in comparison to the federal government, understudied institutions. Not only do they have the most impact on citizens’ day-to-day lives, but citizens also have far more influence in these local institutions than the federal government. This course will introduce students to the analysis of the structure, functions and processes of sub-national governments in American state government, city government, and metropolitan authorities.

**Course Objectives:** Upon completion of this course students will have an understanding of the sub-national government institutions, their importance, and their composition and processes with an emphasis being placed on Florida’s public institutions.

Students will also develop and hone skills throughout the course that will enable them to:

- Possess the verbal and writing skills needed to communicate clearly and effectively, make persuasive, professional presentations and convey information essential to the discipline in an orderly and understandable manner.
- Understand the various forms of structure in government and relate specific governmental forms to political and policy outcomes.
- Understand the sources and uses of power and its relationship to political events, outcomes and processes.
- Understand the principles of the rule of law and its effects on political relationships, actors, institutions and policy.
- Understand the role of public policy, the policy-making process, the political and environmental factors which affect its development and its effects on political events, actors, and institutions.
- Understand the various types of political ideology and the relationship of specific ideologies to political processes and policy development.
- Understand the general types of political behaviors and the factors that cause them and relate those behaviors to specific political actions and outcomes.
- Be able to effectively apply critical thinking and problem solving skills to political issues.

**Required Materials:**

- Smith, K., A. Greenblatt, and M. Vaughn (2011). *Governing States and Localities*, 3<sup>rd</sup> edition. Washington D.C.: CQ Press. **Makes sure to purchase the 3<sup>rd</sup> edition**

- Reading of either a reputable (non-partisan) daily newspaper (i.e. [Florida Times-Union](#), [Jacksonville Business Journal](#), [Orlando Sentinel](#), [Tampa Bay Online](#), [Tallahassee Democrat](#), [The Florida Citizen](#)) or weekly local newspaper (i.e. [Folio Weekly](#), [The Beaches Leader](#), [The Recorder](#), [The Spinnaker](#)) for discussion of timely issues in state and local institutions.
- All other readings are available online.

### Suggested Reading:

UNF's *UNF Reads!* program has selected *Rock, Paper, Scissors: Game Theory in Everyday Life* by Len Fisher for the Fall 2010 campus book. This program's goals are:

- To create a university-wide learning community;
- To provide students with models for academic discourse and opportunities to engage in effective discussion;
- To demonstrate that important issues and new ideas cross disciplinary boundaries.

This book discusses game theory in layman's terms and will be helpful to understand cooperation and defection, two important aspects in understand public policies. More information about the book is available at <http://www.unf.edu/unfreads/>. The book can be purchased at the bookstore.

**Course Format:** With the exception of a couple weeks as noted in the syllabus, each week will have two components: Lectures on Mondays, class discussion on Wednesday.

*Lectures:* Lectures will consist of connecting the readings to Florida's issues at the state and local level. To accomplish this, students need to have the readings completed *prior* to class, and be prepared to ask questions on what they need to have clarified. I will not review the readings, topic by topic, but I will expect you to know them. Just because I do not discuss something in class, it does not mean that it is not important (there is not enough time to discuss everything that is important, nor do you want to listen to me re-hash the readings).

*Class discussion:* On Wednesdays, having already read the material and having a chance to ask for clarification on the topic, students will show up prepared to discuss a timely news topic that related to the week's topic. For instance, for the Courts topic week, students are expected to find a news article that pertains to state courts as an institution or a state or local court case. Please note, I WILL NOT TOLLERATE BIASED ARTICLES!!!! DO NOT get your information from a blog or social networking site. News items must be obtained from a MAINSTREAM news source. No Keith Olbermann, Bill O'Reilly, Rachel Maddow, Glenn Beck, etc. (or whomever the local blogger is that you may follow). They are commentators and provide opinions, not news. Also, research has demonstrated that Fox news and MSNBC report the news with a right and left leaning (respectively) slant.<sup>1</sup> Do not use these outlets for news articles.

By the beginning of the second week of classes (January 17, 21011) each student will have informed me which topic areas they want to write about. Once the class size is determined, I will have X number of students writing about a specific topic area. This will ensure that the whole class does not wait until the last five weeks to submit briefs. For instance, if the class has 40 students, each writing 5 policy briefs, that equates to 200 briefs. Divide that by the number of policy topics (11) and that means that a maximum of 18 students can sign up for a policy topic. This means get your requests in early so you are not 'stuck' with

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<sup>1</sup> Morris, J., and P. Francia 2009. Cable News, Public Opinion, and the 2004 Party Conventions. *Political Research Quarterly*, published online. Available at <http://prq.sagepub.com/content/early/2009/07/20/1065912909338463.full.pdf+html>, accessed 7/20/2010 and Project for Excellence in Journalism 2008. The Color of News. *Pew Research*. Available at <http://www.journalism.org/node/13436>, accessed 7/20/2010.

writing about a topic you have no interest in. If you are the last student to get you list in to me, then I may have to choose which topics you are writing about.

### **Class Policies:**

*Attendance:* There is a strong positive correlation between class attendance and student performance. I expect you to show up for every class. Being in class affords you the opportunity to ask questions and learn from your fellow students. Please limit your absences to one class only. If you will not be able to attend, please email me.

*Tardiness:* I expect all students to get to class on time and remain in class for the duration of the class period. If you are late, you will be marked absent. At times, I will lock the door at the beginning of class and will not let late students in.

*Breaks:* Please ensure that all your personal business is completed before class. DO NOT get up and leave the room; I find it to not only be distracting, but rude. If you have an emergency, that is fine, but an emergency must be an emergency, and emergencies do not happen often.

*Early Dismissal:* Do not leave class early unless you have informed me prior to the beginning of class that you need to leave. If you leave early, I will mark you absent for the whole class unless you have received prior approval.

*Decorum:* I expect professional decorum in the classroom at all times. Do not read the newspaper, talk to your friends or sleep during class. Do not come to class late or leave early. All of these actions are not only rude to your teacher and peers, but are also not acceptable in a collegiate setting.

I expect all students to show each other respect and debate in a professional manner. Ad hominem are NOT allowed. This is a public policy class and at times emotional issues will be discussed. Public policy is intimately intertwined with these issues. I will not tolerate students attacking each other, verbally or otherwise, over their views. Perspectives, and others' responses to them, need to be based on data, not ideology or beliefs. If you do not know the data, research it before class and be ready to provide the source of the data (e.g. census bureau, text book, etc.).

*Late assignments/make-up exams:* I do not accept late work. If you have a situation that requires an exception, you must notify me well in advance for consideration. Late papers will be penalized by having one point deducted for every day it is late.

*Cell Phones:* This is a professional class, and it will be conducted as such. No cell phone use during class. This includes not only calls but text messaging, internet browsing, and instant messaging as well. Please turn your cell phones *off*.

*Communications:* My contact is listed at the beginning of the syllabus. Please note that I am not on the computer every minute of the day. When emailing me, you can expect a response within 24-hours, Monday through Friday. I make every attempt I can to NOT be online on weekends. That said it is best to contact me during the week with any questions.

*Academic Dishonesty:* Cheating, through any means, will not be tolerated in this course. You are not only cheating yourself (any wasting your money), it is unfair to students who do not seek an 'easy' way to obtain their desired grade. The followings statements are from UNF's Catalog (<http://www.unf.edu/catalog/catalog.aspx?id=15032403681>).

### Course Content

A course may deal with subjects, issues, or perspectives to which some might object. Such objections will not exempt a student from course requirements. The University of North Florida stands behind the right of

its instructors to include material that is challenging in any number of ways. The faculty urges students to discuss any concerns they might have concerning the content of their courses with their instructors.

#### Claiming One's Own Work

Each student is honor-bound to submit under his or her name or signature only his or her own work; to fully acknowledge his or her use of any information, ideas, or other matter belonging to someone else, and to properly document the source in question; and to offer for credit only that work which he or she has completed in relation to the current course.

#### Violations of Academic Integrity

Under this heading the University of North Florida Student Handbook identifies several types of violations; these include but are not limited to: cheating; fabricating and falsifying information or citations; submitting the same work for credit in more than one course; plagiarizing; providing another student with access to one's own work to submit under this person's name or signature; destroying, stealing, or making inaccessible library or other academic resource material; and helping or attempting to help another person commit an act of academic dishonesty. The University of North Florida authorizes any instructor who finds evidence of cheating, plagiarism, or other wrongful behavior that violates the University of North Florida Academic Integrity Code to take appropriate action. Possible action includes, but is not limited to, failing the student on the work in question, failing the student for the course, notifying the appropriate academic dean or Vice President for Student Affairs, and requesting additional action be taken.

The consequences of a breach of academic integrity may result in an F, which is unforgivable, regardless of withdrawal status. To view the Student Handbook, [click here](#).

To ensure equity in the grading process, I make every effort to catch students who are being dishonest. To date, I have had to fail at least one student per class due to plagiarizing another's work. I would love to change this statement next semester, so please do not plagiarize or cheat. Odds are I will catch you.

*Disabilities:* Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with the UNF Disability Resource Center (DRC) located in Building 10, Room 1201. DRC staff members work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the DRC staff determines whether a student qualifies for services with the DRC and if so, the accommodations the student requires will be provided. DRC staff then prepares a letter for the student to provide faculty advising them of approved accommodations. Military and veteran students who return from combat exposure may be utilizing the post 9/11 GI bill to continue postsecondary education goals. For further information, contact the DRC by phone (904) 620-2769, email ([kwebb@unf.edu](mailto:kwebb@unf.edu)), or visit the DRC website (<http://www.unf.edu/dept/disabled-services>).

Military and veteran students may need both physical and academic accommodations. Contact Cindy Alderson, Director of Military and Veterans' Resource Center by phone (904) 620-2655, email [cindy.alderson@unf.edu](mailto:cindy.alderson@unf.edu).

*Obligations* – I expect you to arrive to class on time and prepared. On time means that you are seated at 3:00 p.m. Prepared means to make sure you have completed the readings before class. If you have any questions or concerns, please let me know. I will make myself available to help you outside of class if necessary.

*Formatting:* The standard for all assignments is Times New Roman font, size 12-point, single or 1.5 spaced, and margins of 1" on all sides. Students must cite works properly and consistently, using the American Psychological Association (APA) style (<http://www.apastyle.org/index.html>). All work that is borrowed directly, paraphrased, or alluded to must be properly cited. Plagiarism – borrowing any idea, theory, information, or facts that are not common knowledge without acknowledging the source – is a very serious offence and will be detected. The academic honor code applies under all conditions.

*Grades:* Grades will be calculated according to the following breakdown:

<b>Grade</b>	<b>Points</b>
<b>A</b>	>940
<b>A-</b>	900-939
<b>B+</b>	870-899
<b>B</b>	840-869
<b>B-</b>	800-839
<b>C+</b>	770-799
<b>C</b>	740-769
<b>C-</b>	700-739
<b>D</b>	600-699
<b>F</b>	<600

To calculate your grade, add up the points on each assignment, then match that number with the corresponding letter grade.

*Academic Resources:* As a student in this program, you have the privilege of accessing an abundance of credible academic resources and popular media, including an array of academic publications through the library and numerous magazines and newspapers. Your colleagues and the instructor expect that you will be well informed on current events and will reference your work with reputable publications. Although Wikipedia may be a convenient starting point for your work, it is not an acceptable source of credible information.

*Department of Political Science and Public Administration website:* Students are strongly encouraged to visit the public administration department's website for information: <http://www.unf.edu/coas/polsci-pubadmin/>.

For information on the many career options available to Political Science and Public Administration Majors, go to What Can You Do with an Political Science and Public Administration Major at: <http://www.unf.edu/dept/cdc/majors/politicalscience.html>

## **Course Requirements and Grading**

*Chapter quizzes: 10% (100 points)*

There will be a quick quiz (5 questions, multiple choice) available online for each chapter to ensure students are keeping up with the reading throughout the semester. Each student will have to complete 10 of the 14 quizzes prior to Monday's class. Each quiz is worth 10 points.

*Five Issue Briefs – 50% (10% or 100 points each)*

Students will write and submit five issue briefs. The topics for the briefs align with the course topics. In the syllabus, there are "Issue Brief" assignments which follow the reading lists. The assignment is to read the week's readings, do additional research (if needed), and write about that topic and what was learned in the text that week. The brief should inform the reader about the policy, the process it went through to look like it does in its current form, and which model 'fits' that policy best.

Students will submit FIVE issue briefs. Issue Briefs are due at the start of class, on the same day that the topic will be discussed. Only one Issue Brief can be handed in per week and must be submitted in hard copy. **There are absolutely no exceptions to the submission requirements.**

Style & Audience: The Issue Brief should be organized as a professional, formal memorandum to the state legislature, director of a state or local public institution, or a member of the executive branch charged with the implementation of the issues at hand. Your goal is to inform the official about the stances on all sides of the issue at hand so he or she is able to make an informed decision. Issue briefs should be well-organized, clear, and succinct. The audience for the issue brief can be fictional or real, but the content must make sense and be appropriate.

Format and Length: Grades will reflect content, analysis, presentation, grammar and language use. All written assignments must be fully referenced and include appropriate in-text citations and a full bibliography. Issue briefs should be no more than three pages long, single-spaced (or 1.5 spaced) text with double spaces between paragraphs. Use subheadings and organizing sentences to guide the reader. See Grading Criteria for Issue Briefs

below for more details.

#### *Final Exam – 20% (200 points)*

The final exam will include ALL material covered during the semester, including material on the chapter quizzes. The final exam is short answer and essay, and students need to be prepared to write about topics that they DID NOT use for the issue briefs. In other words, if you chose the topic Courts for an issue brief, you cannot also write about that topic on the final.

#### *Class Participation – 10% (100 points)*

The more you participate, the more engaging and interesting the class will be. Your perspectives and experiences matter so please share with the class. In order to participate in any meaningful way, you need arrive at class having completed the readings and identifying one to two news items that relate to the day's topic. That said, attendance is mandatory. Class discussion suffers in your absence and so does your participation grade. Students' participation grades will be reduced for absences from class (tardiness to class and early departure will also lead to reduced participation grades). Please be professional and do not miss more than one class. *Do not neglect this portion of your grade!* See below for the Participation Rubric

#### *Blackboard Postings – 10% (100 points)*

Students are to post the news article they are writing about by midnight on the night of the corresponding lecture and write a BRIEF synopsis of what their policy brief states (10 points each, 50 points total for your issue posts).

The other 5 Blackboard posting points are in references to other students responding to the initial news articles. This will pre-start the class discussion. To earn the full 10 points per post, the post must be relevant and refer to the readings. "I agree" or "I disagree" will not earn you any points.

**COURSE SCHEDULE**  
(subject to change)

**Day 1: Introduction:**

1.5.2011 Introduction  
Review Syllabus and class policies

**Week 1: They Tax Dogs in West Virginia, Don't They? & Federalism: The Power Plan**

1.10.2011 Introduction to Issues in State and Local Government  
*Readings:* Chapter 1 in Smith et al.  
*Browse:* [Intro to FL Government](#); [Cabinet Process](#)

1.12.2011 Lecture on Federalism  
*Readings:* Chapter 2 in Smith et al.  
*Browse:* [MyFlorida](#); [COJ.net](#)

**Week 2: Federalism: The Power Plan, cont.**

1.17.2011 Martin Luther King Day – No class

1.19.2011 Class discussion on State and Local dynamics and the role of federalism  
*Issue briefs due on Federalism*

**Week 3: Constitutions: Operating instructions**

1.24.2011 Lecture  
*Readings:* Chapter 3 in Smith et al.  
Review the [Florida State Constitution](#)

1.26.2011 Class discussion  
*Issue briefs due on Constitutions*

**Week 4: Finance: Filling the Till and Paying the Bills**

1.31.2011 Lecture  
*Readings:* Chapter 4 in Smith et al.  
*Browse:* [MyJaxBudget.com](#)

2.2.2011 Class discussion on Finances  
*Issue briefs due on Finance*

**Week 5: Political Attitudes and Participation: Venting and Voting**

2.7.2011 Lecture  
*Readings:* Chapter 5 in Smith et al.

2.9.2011 Class discussion on U.S. Health and Welfare policies  
*Issue briefs due on Political Attitudes and Participation*

**Week 6: Parties and Interest Groups: Elephants, Donkeys, and Cash Cows**

- 2.14.2011           Lecture  
*Readings:* Chapter 6 in Smith, et al.
- 2.16.2011           Class discussion on parties and Interest Groups  
*Topic papers due on Parties and Interest Groups*

**Week 7: Legislatures: The Art of Herding Cats**

- 2.21.2011           Lecture  
*Readings:* Chapter 7 in Smith et al.  
Browse: [Jacksonville City Council](#); [FL Legislature](#)
- 2.23.2011           Class discussion on Legislatures  
*Issue briefs due on Legislatures*

**Week 8: Governors and Executives: There Is No Such Thing as Absolute Power**

- 2.28.2011           Lecture  
*Readings:* Chapter 8 in Smith et al.  
Browse: [Governor](#), [Mayor](#)
- 3.2.2011            Class discussion on Executives  
*Issue briefs due on Executives*

**Week 9: Courts: Turning Law Into Politics**

- 3.7.2011            Lecture  
*Readings:* Chapter 9 in Smith et al.  
Browse: [FL State Courts](#)
- 3.9.2011            Class discussion on Courts  
*Issue briefs due on Courts*

**Week 10:            SPRING BREAK!**

**Week 11: Bureaucracy: What Nobody Wants but Everybody Needs**

- 3.21.2011           Lecture  
*Readings:* Chapter 10 in Smith et al.  
Browse: [State Agencies and Organizations](#)
- 3.23.2011           Class discussion on Bureaucracy  
*Issue briefs due on Bureaucracy*

**Week 12: Local Government: Function Follows Form**

- 3.28.2011           Lecture  
*Readings:* Chapter 11 in Smith et al.  
Browse: [Jacksonville City Services](#)

3.30.2011            Class discussion on Local Government  
*Issue briefs due on Local Government*

**Week 13: Metropolitcs: The Hole Problem of Government**

4.4.2011            Lecture  
*Readings:* Chapter 12 in Smith et al.  
*Browse:* [Northeast Florida Regional Council](#)

4.6.2011            Class discussion on Metropolitcs  
*Issue briefs due on Metropolitcs*

**Week 14: Education: Reading, Writing, and Regulation**

4.11.2011           Lecture  
*Readings:* Chapter 13 in Smith et al.  
*Browse:* [Duval County Schools](#), [FL Department of Education](#)

4.13.2011           Class discussion on Education  
*Issue briefs due on Education*

**Week 15: Crime and Punishment**

4.18.2011           Lecture  
*Readings:* Chapter 14 in Smith et al.  
*Browse:* [Florida Department of Corrections](#)

4.20.2011           Class discussion on Crime and Punishment  
*Issue briefs due on Crime and Punishment*

**Week 16: Health and Welfare: State Heal Thyself!**

4.25.2011           Lecture  
*Readings:* Chapter 15 in Smith et al.  
*Browse:* [FL Department of Children and Families](#), [FL Department of Health](#)

4.27.2011           Class discussion on Health and Welfare  
*Issue briefs due on Health and Welfare*

**Week 17: Final**

5.2.2010            FINAL

## Grading Criteria for Issue Briefs

A consistent grading schema will be used, with the points available for the various assignments apportioned among a number of criteria. These will include the following (and are further elaborated below):

- Identify the issue/state the question (10 points)
  - Get facts right/ demonstrate an understanding of literature (20 points)
  - Write professionally (formatting the brief correctly is included here) (30 points)
  - Cite sources in text and works cited section, correctly (20 points)
  - Logical, coherent, balanced argument (20 points)
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- **Identify the issue**/state the question, main theme, etc.
  - Avoid the 'mystery novel' approach to professional writing. Tell your reader in the first paragraph, if not the first line, what the paper seeks to do. Do this as clearly as possible, with a "This brief will..." statement, if necessary.
- **Get facts right**
  - Self-explanatory. Note that the likelihood of misinterpreting what you've read (or falling for a particularly biased, distorted take on an issue) is inversely related to the amount of research that you do.
- **Write professionally**
  - Self-explanatory.
  - Write for an informed lay person *on the street*, rather than for experts, idiots, or your class teacher.
  - Use quotations sparingly. This is meant to be a paper by you, not a collection of selected quotes that you thought were especially relevant to the topic.
  - Use a professional tone. Don't force it. **Some pet hates (this WILL lose you points!!!!):**
    - Don't use contractions (e.g. don't).
    - Avoid rhetorical questions (e.g. Why is this the case?).
    - Avoid singular/plural inconsistency (e.g. The student lost points for singular/plural consistency in their paper).
- **Cite sources correctly, in text and in the bibliography**
  - Use American Psychological Association (APA). Key points:
    - Sources must be retrievable. Given the in-text citation, your reader should be able to go directly to the appropriate full citation in your list of works cited (or bibliography), and from this to the page (though this is sometimes tricky with web sites) of the document from which you got the information.
      - This means that if you cite something as (Smith 2000) in the narrative, the source should be listed alphabetically under Smith in the list of works cited.
      - **Do not cite urls in text.**
      - Note that you must have a proper list of works cited.
        - Everything cited in text must be in this list of works cited; anything not cited in text should not be in this list of works cited.
    - Bibliographic references should be informative on their own. Listing a url is not enough, as your reader should be able to get some idea where the information is from, so that s/he does not have to go to the source to get some idea of credibility.

- You don't need a quotation in order to include a citation.
  - Be spare in referring to sources in text. For instance, do write 'Perry (1996) argues...'. Do not write, 'James L. Perry, in his chapter titled 'Effective enterprises, effective administrators' in his 1996 book *Handbook of Public Administration*, argues...'. In many newspaper articles, government reports, and in popularized academic stuff (like a textbook, for instance), you may see examples like the one that I ask you not to use. But more analytical work doesn't typically do this, and I want you to practice this usage.
  - Don't cite a single source consecutively in a paragraph. Every sentence does not need to be supported. You can summarize extended passages of a source in a paragraph in your paper, then cite the source once at the end, indicating the pages from which it came, e.g.: (Perry 1996: 739-45).
  - Include the in-text citation in the sentence it is a part of. Like this: *the world is round (Columbus 1492)*. Not like this: *the world is round. (Columbus 1492)* or like this: *the world is round. (Columbus 1492)*.
  - Don't include the in-text citation in quotation marks. Like this: "The world is round" (Columbus 1492). Not like this: "The world is round (Columbus 1492)," and certainly not like this: "The world is round. (Columbus 1492)"
  - When citing, always let the reader know the year the piece you are referring to was published.
  - Note, again, the admonishment against plagiarism, and consult UIC's Academic Honesty Policy. If you are caught plagiarizing, you will fail the assignment, and possibly the class!
- **Logical, coherent, balanced argument**
    - Your argument should have logical structure, and be easy to follow.

## Participation Rubric

### **Grade of A (90-100 points) = Exceeds expectations**

This student:

- 1) Consistently raises questions and makes comments that illustrate complete to near-complete mastery of course concepts
- 2) Consistently uses course materials to answer questions raised by professor and colleagues
- 3) Completes all in-class/take-home assignments
- 4) Makes links between current and past course material and concepts and shows consistent evidence of reading and comprehending course material prior to class meeting
- 5) Holds an exceptional record of attendance

### **Grade of B (80-89 points) = Meets expectation**

This student:

- 1) Consistently raises questions and makes comments that illustrate partial mastery of course concepts
- 2) Completes all in-class or take-home assignments
- 3) Sometimes uses course material to answer questions raised by professor and colleagues
- 4) Shows consistent evidence of reading course materials prior to class meeting
- 5) Holds a good record of attendance

### **Grade of C (70-79 points) = Comes close to meeting expectations**

This student:

- 1) Raises questions and makes comments that illustrate partial mastery of course concepts but inconsistently and with less frequency.
- 2) Completes most in-class or take-home assignments
- 3) Sometimes uses course material to answer questions raised by professor and colleagues
- 4) Shows consistent evidence of reading course materials prior to class meeting.
- 5) Holds a good record of attendance

### **Grade of D (60-69 points) = Does not meet expectations**

This student:

- 1) Rarely raises questions or makes comments that illustrate mastery of course concepts
- 2) Makes comments but that do not clearly relate to course materials
- 3) Completes some in-class or take-home assignments
- 4) Shows inconsistent evidence of reading course materials prior to class meetings
- 5) Holds an average record of attendance

### **Grade of F (<60 points) = Far from meeting expectations**

This student:

- 1) Does not raise questions or make comments that illustrate mastery of course concepts
- 2) Does not engage in class discussions
- 3) Shows little or no evidence of reading course materials prior to class meetings
- 4) Completes few in-class or take-home assignments
- 5) Holds a below-average record of attendance