Fall 2014  
PPPA 6004: Managing and Leading Public Serving Organizations  
CRN: 87293  
FUNGER 208, Wednesday, 6:10PM-8PM

Instructor: Sanjay K. Pandey, PhD  
Shapiro Professor of Public Policy and Public Administration  
Email: skpandey@gwu.edu  
Office location: 601R, MPA Building, 805 21st Street NW  
Office phone: 202-994-1084  
Office hours: Wednesday, 3PM-5PM

Teaching Assistant: Erica Broadus, MPA  
Email: ebroodus@gwu.edu  
Office hours: Tuesday 3PM-5PM

A word about the Professor:  
Professor Pandey has a number of research interests. His central interest as a scholar and teacher, however, is management of public organizations. For more on the professor, please see his Trachtenberg School website: http://tspppa.gwu.edu/sanjay-k-pandey

Course Description (from bulletin):  
PPPA 6004. Leadership in Public Administration and Public Policy. 3 Credits.  
Organizational dynamics, management approaches, and workplace relationships that affect behavior in public organizations. Prerequisite: PPPA 6001.

Focus of Course:  
This is a survey course on organization, management, and leadership in public service. The subject matter is vast and therefore it is not possible to include every conceivable, indeed even important, theme in a single course. Our in-depth exploration of several central themes in the study of public organizations should, however, prepare you for further study of other important themes as well.

Throughout the semester, a special effort will be made to assess the relevance of different theories and concepts to management of public organizations. The course will cover major topics in management theory and also explore how these theories can inform and enrich our understanding of organizations.

Learning Objectives for Students:  
The overarching course goal is to increase your knowledge of public organizations and the organizational and political context in which public service is produced and delivered.
The two key learning outcomes for the course are:

1. A good understanding of the challenges of leading and managing in the public sector
2. Development of a problem-solving orientation that employs critical thinking, analysis, and synthesis

To support the attainment of these learning outcomes, the course assignments and exercises are designed to help you develop and hone the following skills:

1. Identify and clearly define a management and/or leadership problem/issue
2. Analyze and question evidence in a rigorous manner
3. Organize evidence to support arguments and recommendations
4. Present concise and clear recommendations and effectively defend your positions

Readings:

Required Textbook:
(Note: The instructor at his discretion may assign additional readings from other sources.)

A word about Professor Rainey:
Hal Rainey has made landmark contributions to the study of management of public organizations. This is a masterful book that brings together knowledge from generic management theorists and public management theorists to advance understanding and management of public organizations.

Course Evaluation Criteria:

<table>
<thead>
<tr>
<th>Category</th>
<th>Grade Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Mini-papers</td>
<td>9x5=45</td>
</tr>
<tr>
<td>(1-2 pages each)</td>
<td></td>
</tr>
<tr>
<td>2 Tests</td>
<td>2x15=30</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>*</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Grade Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Mini-papers</td>
<td>9x5=45</td>
</tr>
<tr>
<td>(1-2 pages each)</td>
<td></td>
</tr>
<tr>
<td>2 Tests</td>
<td>2x15=30</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>*</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

*Full attendance and participation are expected. Inadequate attendance and participation may result in lowering of the course grade by a full letter grade (please see course policy for more details).
Format of the Class:

Teaching methods will include lectures about key concepts and theories, weekly discussions, and writing assignments. *A big part of your learning will be through class discussions and writing assignments.* Therefore, you are expected to complete the readings in advance of each class as indicated below, submit the weekly assignments via Blackboard by 5pm EST, and actively participate in class discussions.

You are encouraged to visit the Gelman Library Writing Center for assistance with writing graduate-level papers ([www.gwu.edu/~gwriter/](http://www.gwu.edu/~gwriter/)). The instructor and teaching assistant are also available to help as needed.

Please note that the instructor may at his discretion change course content and requirements to advance the goal of improving student learning outcomes.

**Weekly Course Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Objectives</th>
<th>Assignments/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 08/27</td>
<td>Course Introduction and Overview</td>
<td>Describe Learning Goals and Clarify Expectations</td>
<td></td>
</tr>
</tbody>
</table>
| Week 2 09/03 | Elements of an Organization           | 1. Distinguish key claims of generic and public management theorists about sector status  
                                             2. Identify key dimensions of organization                                  | Reading Chapter 1                    |
|         |                                             |                                                                          | DUE – Mini-paper #1                  |
| Week 3 09/10 | A Historical Review of the Study of Organizations | 1. Identify core claims of major classical or "one best way" theorists  
                                             2. Recognize key contributions of Human Relations School  
                                             3. Describe the influence of open systems perspective and the emergence of contingency theories | Reading Chapter 2                    |
|         |                                             |                                                                          | DUE – Mini-paper #2                  |
| Week 4 09/17 | Distinctiveness of Public Organizations   | 1. Identify different forms of sector blurring  
                                             2. Describe different modes of social control and its relation to public-private distinction  
                                             3. Explain the evolution of public-private distinction from simple binary to Bozeman's publicness concept | Reading Chapter 3                    |
|         |                                             |                                                                          | DUE – Mini-paper #3                  |
| Week 5 | Organizational Goal and Effectiveness | 1. Identify key claims about goals of public organizations.  
2. Describe different models of organizational effectiveness. | Reading Chapter 6  
**DUE -- Mini-paper #4** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>09/24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Chapters 1, 2, 3, 6</td>
<td></td>
<td><strong>In-class Test (Test 1)</strong></td>
</tr>
<tr>
<td>10/1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 7 | Power, Strategy, and Decision Making | 1. Describe the bases of power in group settings  
2. Distinguish rational and non-rational elements in organizational decision making | Reading Chapter 7  
**DUE -- Mini-paper #5** |
| 10/8    |                                     |                    |                  |
| Week 8 | Organizational Structure            | 1. Identify basic forms of organizational structure and variants  
2. Compare and contrast models of relationship between environment and structure for effective functioning. | Reading Chapter 8  
**DUE -- Mini-paper #6** |
| 10/15   |                                     |                    |                  |
| Week 9 | Values and Motives                  | 1. Distinguish key features of the public organizations context for motivation  
2. Describe key concepts in work motivation theories  
3. Compare and contrast work motivation theories | Reading Chapter 9, 10  
**DUE -- Mini-paper #7** |
| 10/22   |                                     |                    |                  |
| Week 10 | Leadership and Culture              | 1. Identify managerial roles and skills  
2. Compare and contrast prominent theories of leadership  
3. Explain the relationship between leadership and organizational culture | Reading Chapter 11  
**DUE -- Mini-paper #8** |
| 10/29   |                                     |                    |                  |
| Week 11 | Chapters 7, 8, 9, 10, 11            |                    | **In-class Test (Test 2)** |
| 11/5    |                                     |                    |                  |
| Week 12 | Teamwork                            | 1. Describe communication problems and distortions  
2. Explain different stages of conflict and its relationship to teamwork | Reading, Chapter 12  
**DUE -- Mini-paper #9** |
| 11/12   |                                     |                    |                  |
| Week 13 |                                     |                    | Final Paper Presentation |
| 11/19   |                                     |                    |                  |
| 11/26   |                                     |                    | **No Class. Happy Thanksgiving!** |
| Week 14 |                                     |                    | Final Paper Presentation  
**DUE -- Final Paper** |
| 12/3    |                                     |                    |                  |
Description of assignments and criteria for evaluation:

Mini-papers: Each week, students will write and submit mini-papers (1-2 pages long, approximately 500 words each excluding references, double-spaced) in response to questions posed by the instructor (provided in attachment titled, “Weekly Learning Goals and Assignments”). You will select one organization and apply your responses to that one organization for all nine mini-papers. Your answers need to apply what you learn from the chapter and information you collect about the organization. Sources may include websites, magazines, trade magazine articles, peer reviewed articles, interviews, etc.

Tests: Two in-class tests will be conducted. Material that will be covered on each test is indicated in the weekly course schedule. A study guide may be provided to help you prepare for these tests.

Final Paper: For the final paper, you will be asked to assume the role of the incoming top manager of the organization you wrote mini-papers on. You will be joining the organization as the top manager next week and are putting together your thoughts about what you need to do to be successful in your new position.

The final paper can be up to 5 pages (no more than 3,000 words excluding references, double-spaced) and should address the following questions:

- Key challenges and opportunities that the organization faces
- An action plan for the first three months with some detail on two or three key initiatives you plan to undertake
- How will your initiatives help the organization realize its mission
- What kind of challenges might your initiatives face and what is your plan to meet these potential challenges
- How will you monitor and maintain/enhance your personal ability to influence the organization and its members

Rubrics for Evaluation: Rubrics for evaluating mini-papers and the final paper are provided at the end of the syllabus.

Weekly Learning Goals and Assignments:

WEEK 1: Course Introduction and Overview

This course centers on effective organization and management of public organizations. In this course, we will focus on analyzing and understanding government agencies, the critical nature of their functions, and contrast the similarities and differences between the public and private sectors.
WEEK 2, CHAPTER 1: Elements of an Organization

This session concentrates on the importance of studying organizations. From the evolution of organizational theory to the contributions of various disciplines and their application to managing public organizations will be examined.

Learning Objectives:

Upon completion of this session you will be able to:
1. Distinguish key claims of generic and public management theorists about sector status.
2. Identify key dimensions of an organization.

Requirements common to all Mini-Paper assignments:

Select an organization that interests you – you can choose any organization but should plan to stay with this organization for the entire semester to answer other mini-paper assignments and the final paper.

Whereas I allow complete freedom in making this choice, my advice to you is: 1) choose an organization you are genuinely interested in; and 2) Be sure that there is ample information about the organization on publicly accessible websites, newspapers, and other resources readily accessible through the library.

Your response should include a reference section in which you must cite all the sources you consulted. Please be sure to follow a standard citation style such as the APA citation style (for citing electronic resources, please see https://owl.english.purdue.edu/owl/resource/560/10/)

Mini-Paper Assignment #1:

Now, using the textbook, examine the categories presented in Figure 1.1 (such as goals, structure, etc.). Please answer the questions below for the organization you have chosen:

- Introduce the organization providing basic information on mission, workforce, and governance mechanisms.
- What kind of challenges and opportunities does the organization face?
- What do you like about the organization?

WEEK 3, CHAPTER 2: A Historical Review of the Study of Organizations

This session provides an overview of traditional management thought by establishing the historical context of management. Learning the intellectual legacy and heritage is important (in of itself) and may also potentially provide a basis for avoiding the mistakes others may have committed.

Learning Objectives:

Upon completion of this session, you should be able to:
1. Identify core claims of major classical or "one best way" theorists.
2. Recognize the key contributions of the Human Relations School.
3. Describe the influence of open systems perspective and the emergence of contingency theories.

**Mini-Paper Assignment #2:**

Organizations can display properties of open systems as well as closed systems. In what ways does the organization you have chosen seem like an open system? In what ways does it seem like a closed system? Use examples to support your claims. Include references from the text and information you have found from your research on the organization.

---

**WEEK 4, CHAPTER 3: The Distinctiveness of Public Organizations**

This session examines the theoretical and practical issues that lead to the controversy of whether or not there is a distinction between public and private organizations.

**Learning Objectives**

Upon completion of this session, you will be able to:

1. Identify different forms of sector blurring.
2. Describe different modes of social control and its relation to public-private distinction.
3. Explain the evolution of public-private distinction from simple binary to Bozeman's publicness concept.

**Mini-Paper Assignment #3:**

Dahl and Lindblom make a distinction between markets and polyarchies. Political and economic factors are also embedded in Bozeman’s dimensional model of "publicness". In what ways is the organization you have selected influenced by market forces? How is it influenced by polyarchy? Illustrate your answer with specific examples.

---

**WEEK 5, CHAPTER 6: Organizational Goals and Effectiveness**

Organizational goals and measures of effectiveness are important for good management. Ways in which organizations and management theorists deal with different approaches to organizational goals and effectiveness is examined.

**Learning Objectives**

Upon completion of this module, you should be able to:

1. Identify key claims about the goals of public organizations.
2. Describe different models of organizational effectiveness.
Mini-Paper Assignment #4:

Please review the organization’s website (or other organizational documents) to identify its goals. Compose written comments on the following questions with appropriate elaboration:

1. Are the stated goals clear or ambiguous?
2. Do any of the stated goals conflict?
3. Can the goals be ranked in terms of agency priority?
4. Which goals are more important?
5. In what ways do the stated goals overlap?

WEEK 6, In-class Test (Test 1) – Chapters 1,2,3,6.

WEEK 7, CHAPTER 7: Power, Strategy, and Decision Making

Concepts, theories and research about power, strategy, and decision-making are described in this chapter. Applications and examples for public organizations and their management are considered.

Learning Objectives
After the completion of this session, you will be able to:

1. Describe the bases of power in group settings.
2. Distinguish rational and non-rational elements in organizational decision making.

Mini-Paper Assignment #5:

Please find a recent policy decision made by the agency. Research the decision to discover any considerations that may help explain how the decision came about. Discuss which decision making model (e.g. rational model of decision making, the incrementalism model, the garbage can model of decision making) best explains how the policy decision was made.

WEEK 8, CHAPTER 8: Organizational Structure

This chapter examines divergent viewpoints about whether or not public organizations have their own distinct structural characteristics. The importance of organizational structure is discussed in its relation to political power, strategy and other topics.

Learning Objectives

After the completion of this session, you will be able to:

1. Identify basic forms of organizational structure and variants.
2. Compare and contrast models of relationship between environment and structure for effective functioning.
Mini-Paper Assignment #6:

Locate the organizational chart and other documents that might give you information on the organizational structure. Based on your examination of these documents describe the extent of the following dimensions of structure in the organization: centralization, formalization, red tape, and complexity. How might you go about changing one of the 4 aforementioned dimension and how will the change you propose help the organization serve its mission.

WEEK 9, CHAPTER 9 & 10: Values and Motives

Gaining an understanding of people in organizations will be explored from the standpoint of values, incentives, and motives. These topics will be looked at from the perspective of public organizations, as well as, private industry, and nonprofit organizations. These factors have influence at many levels: organizational culture, leadership, and employee motivation.

Learning Objectives:

After the completion of this session, you will be able to:
1. Distinguish key features of the public organization’s context for motivation.
2. Describe key concepts in work motivation theories.
3. Compare and contrast notable work motivation theories.

Mini-paper Assignment #7:

Looking at the organization you have been studying, make three lists as follows:
   a. A list of the factors that may motivate you to choose a job in this organization
   b. A list of factors that motivate you to maintain your job in this organization
   c. A list of factors that may prompt you to leave this organization

Do the same factors apply to all three choices? What can the organization do to influence choices employees might make and how/why will these organizational actions be effective?

WEEK 10, CHAPTER 11: Leadership and Culture

This session explores whether leaders truly wield influence and power or if powerful circumstances determine the course of events in an organization. Theories about leadership and managerial roles and organizational culture are examined.

Learning Objectives

After the completion of this session, you will be able to:
1. Identify managerial roles and skills.
2. Compare and contrast prominent theories of leadership.
3. Explain the relationship between leadership and organizational culture.
Mini-paper Assignment #8:

Please interview a supervisory level employee in the organization you have been studying thus far. Ask how s/he uses his/her personal qualities and skills to influence and motivate. Encourage the interviewee to provide examples. Write a brief report about this interview.

(Alternate assignment: Examine the different roles managers have to play in the organization and describe how you might prepare to discharge these various roles. Focus on the ones that you personally see as challenging and present an action plan detailing “what” and “how” of your personal strategy.)

WEEK 11, In-class Test (Test 2) – Chapters 7,8,9,10,11.

WEEK 12, CHAPTER 12: Teamwork

This session is about teamwork and the essential keys of understanding communication and conflict in and among groups that impacts organizational change and improvement.

Learning Objectives
After the completion of this module, you will be able to:

1. Describe communication problems and distortions.
2. Explain the different stages of conflict and its relationship to teamwork

Mini-paper Assignment #9:

The organization you have been studying thus far has set a goal of increasing the diversity of its workforce focusing in particular on gender and racial diversity. You have been tasked to come up with guidelines for employees on maximizing the value of diversity for achieving organizational mission (and minimizing negativity and conflict). You have chosen to emphasize the role of communication for this purpose. In preparing your guidelines, focus on:

1. The communication channels that you would recommend for different purposes.
2. How can the choice of communication channels influence work performance and workgroup cohesion?

WEEK 13 & WEEK 14: Final Paper Presentations

Each student will make a presentation of his/her final paper to the class. A common set of guidelines for these presentation will be developed and communicated.
**Course Policies: Grades**

Late Work Policy: There are no make-ups for any exams. Assignments turned in late will be assessed a penalty: a half-letter grade for anything from 1 – 12 hours late, a full-letter grade for 12-24 hours. Students will not receive credit for any assignments turned in after 24 hours.

Professor Pandey’s Policy on grading concerns: The professor will not consider any verbal or oral statement of concerns about grading. The student must write a detailed memo to the professor explaining how his/her work met the requirements outlined in the respective evaluation rubric for the professor to consider the grade.

**Course Policies: Technology and Media**

Blackboard: This course exclusively relies on Blackboard for all assignment uploads, grading, and sharing classroom information. All written assignments should be submitted as Microsoft Word documents.

Laptop and cellphone usage: If you use a laptop during class to take notes, please only take notes. The class is a cellphone-free zone. If you must make or take a call due to an emergency, please step out of the classroom discreetly and without distracting others. Any use of technology to distract one’s self or others in the class may lead to suspension of the privilege to use technology during class.

Recording Classroom Lectures: Lectures can only be recorded with the permission of the Professor.

**Course Policies: Student Expectations**

Attendance and Participation Policy: There are no points for attendance but attendance is expected in every class. Excused absences must be communicated with the Professor before class. More than 2 absences (excused or unexcused) will result in a letter grade reduction to the final grade. Further, there are no additional points for class participation and class presentations; every student is expected to participate and present. Failure to participate and present will also result in a letter grade reduction.

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom lectures. Those not heeding this rule will be asked to step outside the classroom so that the learning environment is not disrupted.

Please arrive on time for all class meetings, particularly those where we have a guest speaker. Students who habitually disturb the class by talking, arriving late, etc., and have been warned, will result in a letter grade reduction to their final grade.
Policies in The Trachtenberg School Courses

1. **Incompletes:** A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the School Director. Please consult the TSPPPA Student Handbook or visit our website for the complete CCAS policy on incompletes.

2. **Submission of Written Work Products Outside of the Classroom:** It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically only with the express permission of the instructor.

3. **Submission of Written Work Products after Due Date: Policy on Late Work:** All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.

4. **Academic Honesty:** Please consult the “policies” section of the GW student handbook for the university code of academic integrity. Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.” All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity. See the GW Academic Integrity Code (http://www.gwu.edu/~integrity).

5. **Changing Grades After Completion of Course:** No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.

6. **The Syllabus:** This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester. Excused absences will be given for absences due to religious holidays as per the university schedule, but please advise the instructor ahead of time.

7. **Accommodation for Students with Disabilities:** Accommodation for Students with Disabilities: Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: http://gwired.gwu.edu/dss/
Rubric for Grading Mini-Paper Assignments

Each mini-paper assignment will be graded on three criteria:

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quality of research on the organization, as evidenced in the mini-paper. Sources should be relevant, current and credible. (4 points possible)</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>2. Quality of understanding and use of concepts and theories from the chapter, as evidenced in the paper. (4 points possible)</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>3. Quality of Writing. Proper grammar, sentence structure, punctuation and spellings should be employed. (2 points possible)</td>
<td>-----</td>
<td>-----</td>
</tr>
</tbody>
</table>

Grade (out of a possible maximum of 10 points): ______

Comments:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
## Rubric for Grading Final Paper (100 points maximum)

<table>
<thead>
<tr>
<th>Written Assignment Characteristics</th>
<th>Needs Work</th>
<th>Satisfactory</th>
<th>More than Satisfactory</th>
<th>Outstanding</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Writing (20 points possible):</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clear, concise, and engaging (simple &amp; purposive like a typical professional document)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Free of simple copy-editing errors (e.g., spelling errors)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Quotations, citations, paraphrasing and other issues handled according to accepted scholarly format such as the APA style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II. Organization (30 points possible):</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A top manager (or policymaker) would be motivated to read beyond the first paragraph:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The objective of the paper is clearly articulated and an organizational scheme is offered early on.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The reader gets a clear sense of the value of reading different parts of the report early on.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clearly organized and substantiated argument; each paragraph flows easily from one to the next and it is clear that you are building an argument</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tangents are avoided; focus kept on key arguments so that unneeded narrative is eliminated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>III. Research (30 points possible):</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Incorporate and expand upon relevant course readings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Consult and reference a range of sources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sources used not merely to “regurgitate” what others think but also to inform, support and extend ideas you are advancing (i.e. important to go beyond descriptive summaries)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IV. Balance (20 points possible):</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• At least one alternative perspective clearly identified and vigorously engaged.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Treat alternative perspective(s) seriously as opposed to merely setting up a “strawman”.
- Evidence is provided to evaluate alternative perspectives.