

PS 3303: Fall 2022

Public Policy

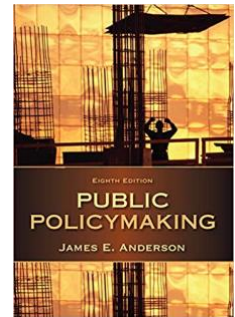
Sections 001 & W01



Professor: Jessica Velasco, DPA
Office Hours: TR (1-3 p.m.), MW (11 a.m.-12 p.m.), & by appointment
Office Location: LH 210
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Required Text

Required Text: *Public Policymaking* (8th edition) by James E. Anderson
ISBN-13: 978-1285735283 or ISBN-10: 1285735285



Course Description

Public policy is complex and fascinating. In this class, you will learn the answer to basic questions such as: What is public policy? Who are the policy makers? What is the policymaking process? However, the majority of the course will be spent learning about how to analyze and study public policy, including the theoretical lenses that are applied to this endeavor. This will be accomplished through reading published research and creating a policy brief. In addition, students will get the opportunity to apply a comparative lens to public policy, by looking at how public policy in the United States compares to other countries in the world.



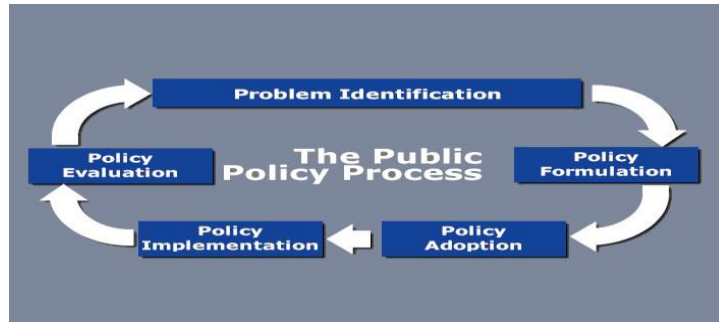
Course Design: Communication Infused

To be successful in college and beyond, many sources (e.g., Morreale & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university students should receive training to navigate a global world as competent communicators in various contexts and channels of communication.

Through our Quality Enhancement Plan (QEP) called *Compass*, Sul Ross aims to equip you to navigate excellence in the 21st century by developing your communication skills across multiple courses. This [insert program/discipline/course name] course is designed to enhance your communication skills. Therefore, this course has the following QEP Student Learning Outcome:



QEP SLO: The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual).



Additional Course Learning Outcomes

By the end of the semester, you should be able to:

1. Define *public policy*
2. Explain the stages of the policy cycle and the variables that impact every part of the process
3. Identify the various actors involved in the policy cycle
4. Describe some of the main theoretical approaches to public policy analysis
5. Have a better understanding of several current public policy areas
6. Demonstrate the ability to research public policy and to present your findings
7. Identify public policy differences between the U.S. and other countries

GRADING

Grades in this class will be determined by the number of points you earn by the end of the course. The point distribution is listed below:

Attendance / Discussion Board	300
Other Assignments	400
Policy Brief Draft	100
Policy Brief & Presentation	200
Total	1000 points

A	900-1000 points
B	800-899 POINTS
C	700-799 POINTS
D	600-699 POINTS
F	BELOW 600 POINTS

FACE-TO-FACE STUDENTS: ATTENDANCE & PARTICIPATION : You receive points for each class you attend **and participate in**. If you enter the room after I have already finished taking attendance, it is your responsibility to come to me **immediately after class** to request notation of your attendance. I reserve the right to refuse to count your attendance if you miss a substantial portion of the class.

FACE-TO-FACE STUDENTS: 3-2-1 POSTS: For your 3-2-1 posts, **post the following related to the readings and materials for the chapters we are covering by Monday at 12:30 p.m. (beginning of FTF class time).**:

- THREE (3) items you learned (three complete sentences)
- TWO (2) items you want to learn more about or don't understand (two complete sentences)
- ONE (1) discussion question for your classmates (see guidance below on discussion questions)

All of these should be in ONE post. Please use the following format:

Subject line for your post: 3-2-1 Your name

3 things I learned:

1. Complete sentence
2. Complete sentence
3. Complete sentence

2 things I want to learn more about/need clarification on:

1. Complete sentence
2. Complete sentence

Question for the class

DQ: Post your question

ASYNCHRONOUS ONLINE STUDENTS: WEEKLY DISCUSSION BOARD Each week, starting with Week 2 (but not including the final week of class), you will either have a 3-2-1 discussion board (using the template above) or a discussion over the questions you come up with for your article summaries.

After you have made your first post, you will need to respond to THREE discussion questions from other students by Friday at 11:59 p.m. Please see the information at the end of the syllabus for more information about discussion board questions, responses, and expected behavior. **NOTE: All discussion boards are “post-first” boards, meaning you will not see the posts of your classmates until you post.**

For the article summaries, post your full article summary with your questions.

OTHER ASSIGNMENTS FOR ALL STUDENTS:

WEEK 1 DISCUSSION BOARD: By Friday, August 26, at 11:59 p.m., please post an introduction to the discussion board, which includes responses to all of the prompts and questions posted on Blackboard (worth 20 points).

QEP SELF-ASSESSMENT: By Friday, August 26, at 11:59 p.m., please review the QEP rubric and answer the questions on the QEP Self-Assessment (worth 50 points).

SYLLABUS QUIZ: By Friday, August 26, at 11:59 p.m., please complete the syllabus quiz (worth 30 points).

ARTICLE SUMMARIES: There will be three article summaries (each worth 100 points). Instructions and guidelines for article summaries can be found on Blackboard

POLICY BRIEF—DRAFT, FINAL, & PRESENTATION: Each of you will be required to submit a policy brief by the end of the semester. Please see Blackboard for formatting instructions and more information. By the end of the third week of class, you will need to submit your proposed policy topic/problem to the appropriate discussion board on Blackboard. By October 19, you will submit your drafts. **The final draft of your policy brief is due on November 28 by the beginning of class time. Presentations will take place on 11/28 and 11/30 (Online students will post a recording, schedule a time with me, or join us for class time).**

Week	Week starts	Readings & Topics	Due or To Do:
1	8/22	Syllabus, Course Introduction, Overview of QEP and rubric	(ALL) Read the syllabus. Acquire the textbook. Week 1 discussion board, QEP self-assessment, and syllabus quiz due by Friday at 11: 59 p.m.
2	8/29	Library resources/how to search for scholarly articles, selection of policy topics for policy weeks, policy brief template, Chapter 1	(ALL) 3-2-1 posts due by Mon at 12:30 p.m.; (ONLINE) Response posts due by Friday at 11:59 p.m.
3	9/5	Labor Day (9/5)—No classes 9/7—Chapter 1 (Continued) & how to do an article summary, McNair Program (guest)	(ALL) Submit a brief description of your policy topic for the policy brief
4	9/12	Chapter 2	(ALL) 3-2-1 posts due by Mon at 12:30 p.m. (ONLINE) Response posts due by Friday at 11:59 p.m.
5	9/19	Policy Week	(ALL) Article Summaries ONLINE STUDENTS: Discussion board with questions related to your article
6	9/26	Chapter 3	(ALL) 3-2-1 posts due by Mon at 12:30 p.m. (ONLINE) Response posts due by Friday at 11:59 p.m.
7	10/3	Policy Week	(ALL) Article Summaries ONLINE STUDENTS: Discussion board with questions related to your article
8	10/10	Chapter 4 Oct. 11 (Last day to register to vote in November mid-terms)	(ALL) 3-2-1 posts due by Mon at 12:30 p.m. (ONLINE) Response posts due by Friday at 11:59 p.m.
9	10/17	Library Time/Work on Policy Brief Draft	(ALL) Policy Brief Draft Due by Monday, October 19, 5 p.m.
10	10/24	Chapter 5 Oct. 24 (Early voting starts)	(ALL) 3-2-1 posts due by Mon at 12:30 p.m. (ONLINE) Response posts due by Friday at 11:59 p.m.
11	10/31	Policy Week	(ALL) Article Summaries

			ONLINE STUDENTS: Discussion board with questions related to your article
12	11/7	Chapter 6 Nov. 8 Election Day!	(ALL) 3-2-1 posts due by Mon at 12:30 p.m. (ONLINE) Response posts due by Friday at 11:59 p.m.
13	11/14	Chapters 7	(ALL) 3-2-1 posts due by Mon at 12:30 p.m. (ONLINE) Response posts due by Friday at 11:59 p.m.
14	11/21	Chapter 8 Nov. 23-25 Thanksgiving Holiday	No Assignments—but class on Monday Enjoy your holiday!
15	11/28	Policy Brief and Presentations	(ALL) The final draft of your policy brief is due on November 28 by the beginning of class time. Presentations will take place on 11/28 and 11/30 (Online students will post a recording or schedule a time with me)
16			Semester Ends

WHAT YOU CAN EXPECT FROM ME:

- I will provide weekly communication with the class through announcements (email and posted on Blackboard), email notifications, and virtual office hours.
- I will provide email responses within 24 hours of receipt during the hours of 9 a.m.-4 p.m., Monday-Friday.
- I will provide grades and feedback for assignments within one week of the submission due date.
- I will provide clear and concise instructions on how to complete the online course requirements.
- I will provide a range of opportunities to engage in the course content in a meaningful way.
- I will engage in the weekly discussion boards to provide direction, correction, and additional insight.
- I will do my best to stay abreast of the current research in the field to help you get the best possible experience in the course.

WHAT I EXPECT FROM YOU:

- You will familiarize yourself with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- You will acquire the tools necessary to be successful in this class. This includes the book, reliable Internet access, and a device other than your phone for completing assignments.
- You will complete all assigned readings and coursework by assigned due dates.
- You will engage in the course, with your peers, and with me, using open and appropriate communication

- You will be diligent about using communication in a way that shows respect to me and your classmates
- You will submit graduate-level work that has been checked carefully for errors in spelling, grammar, and punctuation (using a free extension like Grammarly is recommended).
- You will respond to communication from me and your classmates in a timely manner (within 24 hours).
- You will not plagiarize the work of others or yourself, and you will also not collaborate with others on class assignments (unless clearly authorized to do so)
- You will reach out to me immediately if you are having trouble in the class or with access to course materials (although please call the Help Desk--888.837.6055 for general access issues)

GUIDELINES FOR DISCUSSION QUESTIONS

--A good discussion question meets the following criteria:

- Is clear and easy to understand
- Has appropriate grammar, spelling, and punctuation
- Allows your classmates the opportunity to apply or critically think about a concept from the readings or to discuss an issue that is **relevant to the topics for the week**
- Is open-ended, allowing for a 2-3 sentence response. Adding a “why or why not” follow up question is appropriate
- Encourages deeper exploration of course topics
- Helps bring in new knowledge to the learning environment

--A good discussion question DOES NOT

- Ask for specific answers that can be easily found in the book or online (you’re not testing your classmates)
- Promote a certain opinion (e.g., Do you agree that meeting yearly is a bad idea?)
- Duplicate questions from other sources or assignments—create questions in your words
- Reword a quiz question
- Present inaccuracies (e.g., Why do we limit the number of terms the governor can serve?)

Responding to Discussion Questions

When you respond to discussion questions, you need to respond to questions that meet the criteria above. **Your responses should be at least 2-3 complete sentences.** No more than FOUR students should respond to the same question to avoid exhausting a topic. All claims should be substantiated with credible references and cited appropriately. **Also, use the “Reply with Quote” option when responding to a question from your classmate.** In addition, students must also adhere to the basic ground rules below.

GROUND RULES FOR DISCUSSION BOARDS

SOURCE: Center for Teaching and Learning. (2020). Sample discussion board ground rules. Retrieved from <https://ctl.wiley.com/sample-discussion-board-ground-rules/>

- **Ask questions.**
If you find something confusing or want to know more, do not hesitate to ask questions. Make sure to post your questions in the appropriate thread.
- **Participate.**

Do not hide in the background; it is not fair to lurk and let others do all the work. Contribute to discussions to get as much as possible from the course and to maintain your participation grade.

- **Do not dominate a discussion.**
Share your knowledge, but not to the point of excluding others. If you have something to offer, please share it, but allow everyone to contribute equally to a discussion.
- **Be intellectually rigorous.**
Do not excuse sloppy or illogical thinking. Challenge yourself and one another.
- **Be tactful.**
Be critical of ideas but remember there are other people involved. Be tactful and kind. You can hurt the feelings of a person reading your post.
- **Forgive other students' mistakes.**
Do not correct others, even if you follow the rules of netiquette and use good manners. Just because you do not agree with a student's post does not mean that he or she is wrong. Instead, offer a different perspective to encourage further discussion.
- **Read the whole thread before posting.**
Read all the posts in a thread before responding so you don't repeat what others have already said. Try to contribute clarifying information or a new idea to a discussion.
- **Be concise.**
Do not waste people's time by posting basic, repetitive information. Make your point clearly and quickly.
- **Reread and check your posts.**
Practice professionalism. Be mindful of how you look online; others will likely judge the tone and quality of your writing. Reread your posts and edit for clarity and mechanics.
- **Cite your sources.**
If you use a source, cite it properly. Give credit where credit is due. Include links where appropriate.
- **Maintain confidentiality.**
Respect your classmates' privacy. Do not repeat the personal information that others share.
- **Report technical problems.** If the platform is not working properly, please let me know as soon as possible.

OTHER COURSE POLICIES & RESOURCES

ACADEMIC INTEGRITY: Intellectual development requires hard work. Academic dishonesty severely interferes with this development and reduces the value of college degrees. Presenting the ideas or work of others as your own, submitting the same paper for multiple classes, doing someone else's work, and/or failing to cite your sources when you utilize the ideas of others, are all examples of dishonest academic conduct. As an SRSU student, it is your responsibility to read and understand the university's expectations about academic integrity. All violations will be taken seriously and handled through the appropriate university process. The policy can be found at:
<https://www.sulross.edu/about/administration/university-policies/>

In addition, please note that plagiarism detection software will be used in this class for written assignments.

If you have any questions about this, please ask!

LATE WORK: I have been very intentional about how I have designed this course and distributed the content to optimize your learning and comprehension. Trying to cram weeks of work into a few days or waiting until the end of the semester to do everything isn't conducive to learning. For this reason, you

must have an extenuating circumstance and approval from me to submit late work. If you submit late work without an approved extension from me, I reserve the right not to grade it. **IMPORTANT NOTE:** Since university-related travel (e.g., travel for athletics competition) is planned in advance (with a few exceptions), make sure to plan ahead and submit assignments before departure to avoid missing deadlines.

ATTENDANCE: A key element in the development of critical thinking and solid, educated opinions is involvement in discussion and debate. Because this is an upper-level course consisting entirely of (or mostly) of political science majors and minors, the expectations are higher. I expect all students to attend all classes and to participate actively in activities and discussion during every class session. I will take attendance at the beginning of every class, and unexcused absences will have a negative impact on your final grade. If you are involved in a university-sponsored activity that will result in a class absence, you must notify me **BEFORE** the approved absence to ensure that I can make the necessary accommodations. “Excused absences” are those that have approved documentation (e.g., certified doctor’s excuses that specifically cite the class date, time, and reason for the missed day). With that said, **DO NOT SCHEDULE DOCTOR, DENTIST, CHIROPRACTOR, OR ANY OTHER TYPE OF APPOINTMENTS DURING THIS CLASS.**

PREPARATION FOR CLASS: In order to participate fully in class discussion and activities, it is necessary for you to complete the appropriate class readings. Reading for each class is expected to be done **prior to the class next to which the chapter is listed.** This will help us have more meaningful class discussions. In addition to completing the assigned readings before each class, please also make sure to bring your text, a writing utensil, paper, and a good attitude to every class.

CLASSROOM DEMEANOR: I expect the environment during class to be conducive to learning. Please make sure to turn off all personal communication devices and remove any earbuds/earphones when class begins. Interruptions caused by these devices may result in your dismissal from class. If you feel that you need special consideration due to extenuating circumstances (e.g., your wife may go into labor soon, you anticipate a family emergency, etc.), see me beforehand. In addition, laptops and tablets are no longer allowed in my class. If you feel you need special accommodations, please contact the Counseling & Accessibility Office, and they can assist you with other notetaking options.

Many political issues tend to be emotionally charged. It is highly unlikely in a class this size that everyone will share your personal values, beliefs, and opinions. Believe it or not, this is a good thing! The presentation of varying perspectives will help all of us to learn. **HOWEVER,** this can only be accomplished if ideas, beliefs, and opinions are presented in a way that is conducive to productive, adult conversation. We must all also provide every person, regardless of opinion, his/her opportunity to share.

INCOMPLETE POLICY: We do have the ability to assign students an incomplete at the end of a course. However, two things are typically required for an incomplete to be granted: 1) an extenuating circumstance, and 2) most of the work for the course has been completed. In our program, we have been very flexible with this policy, especially in the last two years. However, we are not seeing the best results from students who are granted this option. In addition, we feel that it has created a level of unfairness for students who finish all their work by the stated deadlines. Therefore, not only will we be using this option more sparingly, but we will also be assessing a grade letter penalty for incomplete classes. This means that the highest grade possible when using this option will be a “B” in the course. In addition, as of SRSU policy changes in Fall 2021, the max extension for an incomplete is 6 months, and incompletes are calculated as an “F” in your GPA.

COURSE BLACKBOARD RESOURCES: There are several resources on the course Blackboard page. You are expected to review and familiarize yourself with the items in Blackboard in the first week of

class. NOTE: Please post general, course-related questions to the discussion board forum I have set up for this. Typically, if one student in the class has the question, others do as well. Please allow 24 hours for a response, and then feel free to email me or call me directly with your question.

SRSU LIBRARY SERVICES:

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

SRSU DISABILITY SERVICES: Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours). The office is located on the first floor of Ferguson Hall (Suite 112), and their mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832. **Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received.**

DISTANCE EDUCATION STATEMENT: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

BLACKBOARD TECHNICAL SUPPORT: SRSU 24/7 Blackboard Technical Support Online Support Desk Contact Info: Toll Free: 888.837.6055. Email: blackboardsupport@sulross.edu

COMMITMENT TO DIVERSITY

I will strive to create a learning environment that supports a diversity of thoughts, perspectives, and experiences, and also one that honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). It is my expectation that we will be partners in this commitment so that, together, we can create a classroom community that feels welcoming to all.

POLITICAL SCIENCE LEARNING OUTCOMES & MARKETABLE SKILLS

Program Learning Outcomes	Marketable skills
<p>The graduating student will:</p> <ul style="list-style-type: none">• Demonstrate knowledge of significant theoretical approaches of political science through written work and oral communication.• Demonstrate the ability to analyze domestic and international political processes in written work and oral communication.• Demonstrate the ability to develop arguments about global equity and equality issues in politics through written work and oral communication.	<ul style="list-style-type: none">• Students can effectively communicate ideas and information verbally, visually, and in writing• Students can distinguish between credible/relevant information and information lacking credibility/relevance• Students can identify critical and common institutions of political decision-making and policymaking across different nation-state settings• Students can engage with social and political problems and use critical thinking to develop logical solutions

References:

Morreale, S. P., & Pearson, J. C. (2008). Why communication education is important: The centrality of the discipline in the 21st century. *Communication Education*, 57(2), 224-240. doi:10.1080/03634520701861713

CREDIT FOR PUBLIC POLICY CYCLE IMAGE ON TOP OF SYLLABUS:

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QEP MAPPED CLASS CARDINAL RUBRIC

Definition

The process of sending, receiving and interpreting messages through written, oral, or nonverbal communication channels to effectively convey information, and/or by which two or more people reach understanding.

Framing Language

Communication is transmitted through a variety of modes (oral, written, or visual). This rubric is specifically designed to evaluate communication in an academic environment to determine that the central message is conveyed, reinforced by multiple supporting materials and purposefully organized. Communication in an academic environment may include: a variety of written works such as academic papers, lab reports, poetry, webpages, personal essays; oral presentations of sufficient length such that a central message is conveyed, supported and purposely organized; visual media, including but not limited to posters, PowerPoints, videos, graphic art, and infographics.

Glossary

The definitions below serve to clarify terms and concepts used in this rubric only.

- **Organization:** The grouping and sequencing of ideas and supporting material. Organizational patterns supporting effectiveness typically include an introduction, one or more identifiable sections in the body and a conclusion. An organizational pattern should be purposeful and make the content easy to follow. Potential patterns might include a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern.
- **Content Development:** The ways in which a topic is explored and represented in relation to its audience and purpose.
- **Purpose:** The main point/thesis/"bottom line"/"take-away" of a message. A clear purpose is easy to identify. For example, is the message meant to persuade or to inform, to report or to summarize, or to amuse?
- **Academic Language:** Language supporting the effectiveness of a central message is appropriate to the topic, genre/discipline, audience, is grammatically correct, and clear. Language enhancing the effectiveness may also be vivid, imaginative, and expressive.
- **Supporting Material:** In communication, students draw upon sources to extend, develop, define, or shape their ideas. Digital citizenship, the careful consideration of copyright and fair use of images is important. The student considers reliability of communication to include an understanding of accuracy, applicability, currency, liability, and completeness.
- **Technique:** Execution or performance of communication skills given the mode of communication. For example, in writing, technique may include mechanics and use of style; in oral communication, it may include nonverbal cues and use of voice; in visual works, it may include the use of the medium.



Cardinal Rubric was adapted from the Association of American Colleges and Universities oral communication VALUE rubric, the National Communication Association's Speaking and Listening Competencies for College Students, Texas A&M University's Visual Communication rubric, Otis College of Arts and Design's Fine Arts rubric, Lane Community College Communicating Effectively Rubric, and Stephen F. Austin State University's assessment rubric for Oral and Visual Communication.

	Exemplary	Satisfactory	Developing	Formative
Organization	Organizational pattern is clearly and consistently observable, skillful, and makes the content of the message cohesive.	Organizational pattern is clearly and consistently observable; contains elements of logical development; contains clear transitions; has a recognizable flow of ideas.	Organizational pattern is intermittently observable; lacks organization; it is sometimes disjointed and/or awkward.	Organizational pattern is not observable; has no discernible organizational structure; contains random unconnected elements.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the topic, conveying understanding or a useful perspective.	Uses appropriate, relevant, and compelling content to explore ideas within the context. It is clear, accurate and appropriate.	Uses appropriate and relevant content to develop and explore ideas but may have inaccuracies or may be unclear at times. Provides limited insight or information.	Uses appropriate and relevant content to develop simple ideas in some parts of the work. May contain misinformation or may be confusing or misleading.
Purpose	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. The purpose of the message is clearly conveyed.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). The purpose of the message can be discerned with some effort.	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). The purpose of the message is vague or unclear.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). The purpose of the message is not at all apparent or is missing.
Professional/Academic Language	Communication is grammatically correct. Language choices are imaginative, memorable, compelling, and demonstrate constructive knowledge, connects with audience and flows well. Error free.	Communication is grammatically correct. Language choices are thoughtful and generally effective, demonstrate constructive knowledge, connects with audience and flows well. Limited errors.	Grammar occasionally interferes with communication. Language choices are mundane, commonplace, and partially effective. Language is moderately appropriate to audience. Includes some errors.	Errors in grammar and format. Language choices are questionable and minimally effective. Language is not appropriate to audience. Uses language that sometimes impedes meaning.
Supporting Material	Demonstrates skillful use of a variety of supporting material that are high-quality, credible, relevant sources to develop ideas that are appropriate for the intended message or discipline.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the intended message or discipline. Though limited, it refers to supporting information or analysis, or establishes credibility or authority on the topic. Generally attributes sources as appropriate.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the intended message or discipline. Makes reference to weak/partial supporting information or analysis. Sources are inconsistently attributed.	Demonstrates an attempt to use sources to support ideas but it insufficiently makes reference to information or analysis that minimally supports the intended message or topic. Fails to attribute sources as appropriate.

Technique	Demonstrates exemplary appropriateness and quality of technique for the chosen mode. For example, skillful execution of genre and disciplinary conventions on written works; skillful oral delivery; exemplary craftsmanship of visual works.	Demonstrates appropriateness and quality of technique for the chosen mode. For example, appropriate execution of genre and disciplinary conventions on written works; or, effective oral delivery; or, notable craftsmanship of visual works.	Attempts to demonstrate appropriateness and quality of technique for the chosen mode. For example, follows expectations of execution of genre and disciplinary conventions on written works; satisfactory oral delivery; satisfactory craftsmanship of visual works.	Marginal demonstration of appropriateness and quality of technique for the chosen mode. For example, attempts to execute basic genre and disciplinary conventions on written works; poor oral delivery; poor craftsmanship of visual works.
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QEP MAPPED CLASS CARDINAL RUBRIC

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet formative (cell one) level performance.