

POLS 4470, Section OL1  
Senior Seminar in Political  
Science  
Spring Semester 2021

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The pandemic is compelling us to interact over the Internet. My age and health condition preclude my presence in the classroom. I genuinely lament this situation. I will hold classes by videoconferencing on Monday, Wednesday, and Friday from 3 to 3:50 p.m. using the Microsoft Teams videoconferencing tool. If you are unable to participate in a class meeting "live," you will be required to view a recording of the class meeting later. You will take your examinations in D2L and submit your papers by depositing them into the D2L Assignments dropbox. You will be welcome, but not required, to post messages (including questions) on D2L's Discussion Board.

— BDF

### Course Objective

POLS 4470 is the capstone course of the university's undergraduate program in political science. The purpose of the course is to integrate what you have learned about the various subfields of the discipline of political science, and to demonstrate approaches to and methods of research that will advance your ability to do practical work in this field.

During this course, you will have some practical experiences with politics and government. They will cause you to be more familiar with the real world of politics and government when you venture to go out into the political arena as an employee, as an activist, or in some other role. Also, you will write a research paper about a topic related to your favorite subfield of political science. This will prepare you for employment that may require you to undertake research in political science or closely related fields.

**NOTICE:** This course is for senior political-science majors, *except* that it is **not** suitable for students in the international-affairs program. If you are an international-affairs major, go to your

faculty advisor or Dr. Cristian A. Harris *today*, and obtain assistance in registering for POLS 4460.

### Learning Objectives

- Understand the philosophy and benefit of inquiry in the social sciences, the process of developing a theory for research, and the process of conducting a literature search.
- Develop the capability of conducting original research, including construction of an original research report and acquisition and compilation of suitable data.
- Use and understand one or more statistical methods for evaluating a theory in social-science research.
- Develop the ability to communicate effectively orally and in writing using the appropriate terms and theories in political science

### The Online Environment

#### 1. GENERAL RULES

This course is delivered in an asynchronous environment, which means that you will be working on your own schedule, subject to the necessary assignment deadlines. Here are some general rules:

- Course discussion is an important part of your learning experience and your grade.
- Complete your weekly assignments before you move on to the next week.
- Always check to see whether there are any new course announcements.
- For the purposes of this course, all times are expressed in U. S. Eastern Time ("ET").
- Don't wait to learn how to use D2L.
- Use the assigned UNG E-mail account and not your personal E-mail account.
- Should a technical problem arise, address it immediately.

- Observe course "netiquette" and be considerate of others at all times.

It is your responsibility to make sure you have computer hardware and software that allow you to read and send E-mail, access the Internet, and enter the D2L website. You will normally use D2L to communicate with me or to turn in assignments.

## 2. COMPUTER SKILLS REQUIREMENTS

In order to effectively participate in this class, you need to be able to use E-mail, type, save and attach documents to your communications, log in to D2L, post messages on discussion boards, and save and upload documents in various formats, including but not limited to Microsoft Word and Adobe-pdf format. If you have questions regarding any of these issues, please do not hesitate to contact me.

## 3. COMMUNICATION IN D2L AND BY E-MAIL

- Always include a subject line ("POLs 4470: [Topic]").
- Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your E-mails. Use of emoticons might be helpful in some cases. Do not write in all capital letters.
- Use standard fonts. You never know what fonts someone else's machine can read!
- Avoid sending large attachments.
- Special formatting such as centering, audio messages, tables, html, etc., should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members.

### **STUDENT HELP RESOURCES**

- ◆ UNG Service Desk contact is (706) 864-1922 or at [helpdesk@ung.edu](mailto:helpdesk@ung.edu).
- ◆ For 24/7 support, go to <https://D2LHelp.view.usg.edu/>
- ◆ Citation Styles: APA - <http://owl.english.purdue.edu/owl/section/2/10/>
- ◆ D2L Tutorials: [https://my.ung.edu/departments/distance-education/Pages/eLearning%20\(D2L\)/Placing-a-Support-Help-Desk-Ticket.aspx](https://my.ung.edu/departments/distance-education/Pages/eLearning%20(D2L)/Placing-a-Support-Help-Desk-Ticket.aspx)

Course Requirements

## 1. TEXTBOOKS

The required textbook, which is available at the University Campus Connection, is:

Jones, Laurence F., and Olson, Edward C. (2005). *Researching the Polity: A Handbook of Scope and Methods*. 2<sup>d</sup> ed. Cincinnati, Ohio: Atomic Dog Publishing.

Study the assigned readings on a timely basis in accordance with the attached schedule. To "study" does *not* mean to scan; rather, to "study" involves careful reading and note-taking (or underlining) to facilitate retention of facts and to facilitate review for the examination.

You may also be expected to do certain readings in your favorite subfield of political science and to discuss them in class. Such special assignments are binding, as though they were explicitly listed in the "Schedule of Reading Assignments."

## 2. EXAMINATIONS

There will be a midterm examination and a final examination. Each will account for 15 percent of your course grade. On each exam, there will be 10 short-answer questions, and you will have two hours to take the exam. This is the schedule for the three examinations:

Examination / Week	Schedule	Additional Information
Midterm Examination	Wednesday, March 3, 3-5 p.m. EST	Respondus Monitor*
Final Examination	Wednesday, May 5, 3-5 p.m. EST	Respondus Monitor*

\* The exams will be proctored. We will use Respondus Monitor. You will need to use a computer that has a videocamera/microphone. Respondus Monitor will record a video (with audio) as you take the exam. No later than Wednesday, February 3, examine the instructions for using Respondus Monitor, which begin on the Web page at this URL address:

<https://my.ung.edu/departments/distance-education/Pages/faculty-resources/Respondus-Lockdown-Browser.aspx>

On that Web page there is a link to another Web page titled "Installing and Using the Respondus LockDown Browser (Students)." Begin to implement these instructions in advance of the exam.

**Check on the compatibility of your computer with Respondus Lockdown by taking the "Practice for Installing Respondus" quiz available under "Quizzes." Do this by Wednesday, February 3. The quiz has no effect on your course grade.**

If you don't take an examination when it is scheduled, the grade will be zero.

### 3. RESEARCH ASSIGNMENTS

- 3a.** Report demonstrating an understanding of gathering and evaluating sources for research in the field of political science

The department requires that you write a report that discusses the use of sources for political-science research.

Please examine the content of the Web page at this URL address:

<http://faculty.UNG.edu/bfriedman/bfried/PSIAresearch/ResearchAdvice.html>

Then, write a paper in which you explain (a) how and where to find literature and other information resources for political-science research, (b) how to evaluate the value of such resources, (c) how and why to give credit to the authors (e.g., citing the authors' work using APA style), and (d) why political-science scholars and students deem all of this awareness to be necessary. Use of APA style is required (see instruction below).

This paper is due on Friday, February 5. I will evaluate your paper based on the rubric that is attached as Appendix 1. The first three competencies labeled as pertaining to Measurement 1A apply to this assignment. Logically, you should examine the rubric before you write your paper. Ordinarily, I will take your total number of points from the three rows of the rubric (between 3 and 15 points) and multiply by  $\frac{6}{3}$  to score your paper; I will make adjustments as necessary to reflect misuse of APA style, etc. This paper will

count for 15 percent of your course grade. Late papers will lose 2 points per day or part thereof.

- 3b.** Paper exploring issues pertaining to three or more of the subfields of political science, incorporating appropriate terms and theories in the discipline

The department requires that you write a paper that offers an overview of three or more of the subfields of political science. The most prominent subfields are listed in the schedule of assignments below (American politics, political socialization, public administration, etc.). My lectures about these subfields may be helpful to you, and, of course, you can take advantage of the knowledge that you have obtained by having taken courses about those subfields. Use of APA style is required (see instructions below).

This paper is due on Wednesday, February 24. I will evaluate your paper based on the rubric that is attached as Appendix 2. The first four competencies labeled as pertaining to Measurement 2A apply to this assignment. Logically, you should examine the rubric before you write your paper. Ordinarily, I will take your total number of points from the four rows of the rubric (between 4 and 20 points) and multiply by 5 to score your paper; I will make adjustments as necessary to reflect misuse of APA style, etc. This paper will count for 15 percent of your course grade. Late papers will lose 2 points per day or part thereof.

- 3c.** Paper proposing a theory/thesis statement for a proposed research project

The department requires that you write a paper that proposes a theory/thesis statement for an original research paper. We will discuss the development of such a statement in class, but here are a few specifications for our purposes:

- Your theory/thesis statement should identify two concepts (variables) that you speculate to have a cause-and-effect relationship. Please explain what your speculation is based on. Reasonable bases include things that we have discussed in this course, things that you have learned in other courses, discussions with experts in the field, your intuition, etc.

- The concepts should lend themselves to operational definition and measurement.
- The theory/thesis statement should be the foundation for reasonably sophisticated political-science research that would interest scholars and students.

Explain your thought process, based on those specifications, in your paper. Use of APA style is required (see instructions below).

This paper is due on Monday, March 1. I will evaluate your paper based on the rubric that is attached as Appendix 2. The fourth competency labeled as pertaining to Measurement 1B applies to this assignment. Logically, you should examine the rubric before you write your paper. Ordinarily, I will take your total number of points from the fourth row of the rubric (between 1 and 5 points) and multiply by 20 to score your paper; I will make adjustments as necessary to reflect misuse of APA style, etc. This paper will count for 10 percent of your course grade. Late papers will lose 2 points per day or part thereof.

### **3d.** Original research paper

You will write a research paper about a topic related to your favorite subfield of political science. This research paper must reflect sophistication in the field, suitable for someone who is about to receive a bachelor's degree in the field, and requires--among other content--(1) a literature review<sup>1</sup> involving

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<sup>1</sup> The literature review that I want you to write should not resemble, in any way, an annotated bibliography. The format that I do not want is one in which you refer to a first source, describe the content of the source, assess its value, and then do the same for the second source. Instead, the literature review that I want you to write should be structured as an essay that addresses the facets of your topic in a logical development, and that cites your sources as they are needed to indicate that your literature review and, thus, your paper are based on the literature in the field. The Jones and Olson textbook is inconsistent in its description of a literature review. On pp. 36-37, the authors describe the type of literature review that is akin to an annotated bibliography--which I do not want you to present. But if you look at Research Paper 2 (pp. 342-348), you will notice that the literature review that runs from p. 342 to p. 346 is an essay that

*credible (peer-reviewed) literature of political science<sup>2</sup> and (2) identification of a suitable theory statement that would be suitable for data collection and analysis. (Note: Because we cannot meet in person to arrange for data collection and statistical analysis, you will not be required to collect data and carry out a statistical analysis.)* Characteristics of a good research paper will be discussed frequently in class; further instruction may be found in the appendix to this syllabus. Appendix 3 describes the required structure of the paper. The research paper is due on Friday, April 23. The paper accounts for 30 percent of your course grade. If you do not follow the instructions (e.g., the italicized passage above and the next paragraph about APA style), you should expect to receive a low grade, possibly a failing grade, which will have a detrimental effect on your course grade. Lateness will involve a 10-percentage-point penalty per week or part thereof; the instructor will not be obligated to accept any term paper submitted after the final examination is concluded.

#### **Use of APA style in all papers**

You must use full-blown APA style on the aforementioned papers. You are advised to obtain a copy of the style manual if you don't already own one. It is available, for example, at this Web site:

<http://www.apastyle.org/pubmanual.html>

*Use the modifications to APA style that appear at this Web site:*

<http://faculty.UNG.edu/bfriedman/Courses/APAmod.html>

Also, please take note of the following miscellaneous rules about writing that appear on the Web page at this URL address:

<http://faculty.UNG.edu/bfriedman/bfried/MiscRule.html>

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flows logically and cites sources as they are needed to support the narrative about the treatment of women in the workforce, just as I have described. Please imitate that format of a literature review.



The failure to use APA style properly in a paper will result in a substantial reduction in your grade on it, up to 20 percentage points.

*Advice from Dr. Friedman's students during the fall semester of 2017:* Students who were enrolled in Dr. Friedman's POLS 3302, "Political Socialization and Public Opinion," course in the fall of 2017 have some advice that they wish to pass along to you. You can find their comments on the Web page at <http://faculty.UNG.edu/bfriedman/Courses/UDadvice.html> .

#### 4. ACADEMIC INTEGRITY POLICY

The integrity code of the University of North Georgia--"On my honor, I will not lie, cheat, steal, plagiarize, evade the truth, or tolerate those who do"--reflects the university's commitment to academic integrity. The "Academic Integrity Policy" (2020-2021 Undergraduate Bulletin, at [https://catalog.ung.edu/content.php?catoid=28&navoid=927#academic\\_integrity\\_policy](https://catalog.ung.edu/content.php?catoid=28&navoid=927#academic_integrity_policy) ; see also the Student Handbook) is incorporated herein by reference. Please note that in this course, as in all others at UNG, plagiarism and other forms of cheating are expressly prohibited. Any student who commits plagiarism or cheating may receive a reduced grade, which may involve a failing grade. A report of the incident will be provided to the university's Academic Integrity Council. The council and the vice president for academic affairs may take additional action, which may include a formal reprimand, probation, suspension, or expulsion.<sup>3</sup>

#### 5. ATTENTIVENESS TO CLASS MEETINGS

Attendance is compulsory. You are considered responsible for being attentive to lectures and class discussions, for taking notes, and for being aware of the content of all class announcements.

#### 6. COURSE GRADES

Your instructor uses the conventional grading scale: 90-100%, A; 80-89%, B; 70-79%, C; 60-69%, D; below 60%, F.

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<sup>3</sup> If you would like to read a discussion of the *rationale* for the rules about plagiarism, you are welcome to read my essay that is accessible on the Internet at <http://faculty.UNG.edu/bfriedman/Studies/plgrm.htm> .

Course grades are available on BANNER within about two days of the end of final examinations. Except in emergency situations, please do not request grades by telephone, E-mail, or similar method.

#### 7. INCORPORATION OF OTHER CONTROLLING AUTHORITY

The contents of the following are incorporated by reference:

- All of the rules, regulations, and standards published in UNG's undergraduate bulletin.
- The supplementary information that appears on the Web page at this URL address:

<http://ung.edu/academic-affairs/policies-and-guidelines/supplemental-syllabus.php>

#### 8. ACCESSIBILITY STATEMENT

*If you need this document in another format, please contact Kerri McCoy by E-mail ( kerri.mccoy@UNG.edu ) or by telephone (706-864-1628).*

#### SUMMARY OF COURSE REQUIREMENTS

Report about sources for political-science research	15%
Paper exploring subfields of political science	15%
Paper proposing theory/thesis statement	10%
Midterm examination	15%
Research paper (proposal)	30%
Final examination	15%

#### NOTE TO STUDENTS PREPARING TO GRADUATE

By January 29, you should do the following: (1) submit an application to graduate, (2) pay the graduation-application fee, (3) submit an order for a cap and gown, and (4) pay the cap-and-gown fee. If you don't do these things in a timely manner, you may not graduate in May, even if all of your curricular requirements have been completed. If you plan to graduate at the end of the

summer session, then you should do those four things late this semester. Also, if you have not checked with your advisor that your Degree Works plan is in order, you are very much behind schedule and should arrange for this to happen immediately.

SCHEDULE OF READING ASSIGNMENTS

<u>Day</u>	<u>Date</u>	<u>Topic</u>	<u>Readings</u>
M	Jan. 11	Orientation (Microsoft Teams, Syllabus, etc.)	
W	Jan. 13	The Discipline of Political Science	56-59
F	Jan. 15	Conducting Systematic Political Research	1-18
M	Jan. 18	No Class - M. L. King's Birthday	
W	Jan. 20	Conducting Systematic Political Research <i>Also, read the appendices to this syllabus.</i>	
F	Jan. 22	Selecting a Topic of Research	21-28
M	Jan. 25	Literature Reviews	29-38
W	Jan. 27	Literature Reviews	
F	Jan. 29	Resources for Research in Political Science	217-226
M	Feb. 1	The Focus of Political Science	41-56, 60-61
W	Feb. 3	Approaches to Research in American Politics	63-78, 84-87
F	Feb. 5	DEADLINE FOR REPORT ABOUT SOURCES FOR POLITICAL-SCIENCE RESEARCH	
M	Feb. 8	Approaches to Research in Political Socialization and Public Opinion	78-79

W	Feb. 10	Approaches to Research in Public Administration and Public Policy	87-115
F	Feb. 12	Approaches to Research in	
M	Feb. 15	Judicial Process and Public Law	
W	Feb. 17	Approaches to Research in	79-84
F	Feb. 19	Political Parties and Elections	
M	Feb. 22	Approaches to Research in Comparative Politics	117-136
W	Feb. 24	DEADLINE FOR PAPER EXPLORING SUBFIELDS OF POLITICAL SCIENCE	
		Exploring Cause-and-Effect Relationships	165-179
F	Feb. 26	Measurement of Concepts	181-195
M	Mar. 1	DEADLINE FOR PAPER PROPOSING THEORY/THESIS STATEMENT Research Designs	197-216
W	Mar. 3	MIDTERM EXAMINATION	
F	Mar. 5	Creating Research Proposals	
M	Mar. 8		
W	Mar. 10	Approaches to Research in International Relations	139-162
F	Mar. 12	Approaches to Research in Political Philosophy	
M	Mar. 15	Writing the Report	
W	Mar. 17	Sampling	217-245
F	Mar. 19	Sampling	
M	Mar. 22	Univariate Statistics Bivariate Statistics: Tables	Peruse pp. 247-268 Peruse pp. 271-278

W	Mar. 24	Bivariate Statistics: Measures of Association	Peruse pp. 278-295
F	Mar. 26	Regression Analysis	Peruse pp. 295-322
M	Mar. 29	Originality, Plagiarism, and Cheating	
W	Mar. 31	Professional Ethics, Responsiveness Read Dr. Friedman's essay, "Responsiveness," at <a href="http://faculty.UNG.edu/bfriedman/Studies/respon.htm">http://faculty.UNG.edu/bfriedman/Studies/respon.htm</a> .	
F	Apr. 2	No Class - Vacation Day	
M	Apr. 5	Meetings and Parliamentary Procedure Participation in Public Affairs	
W	Apr. 7	Graduate Education in Political Science View video, "Graduate Education in Political Science"	
F	Apr. 9	Questions About Research Paper	
M-F	Apr. 12-16	To be announced	
MW	Apr. 19, 21	To be announced	
F	Apr. 23	RESEARCH PAPER DUE	
M-F	Apr. 26-30	To be announced	
W	May 5	FINAL EXAMINATION (3-5 p.m.)	

### **APPENDICES**

*Note:* Appendices 1 and 2 can be downloaded as a landscape Microsoft Word document at this URL address:

[http://faculty.UNG.edu/bfriedman/Courses/POLS4470/  
Rubrics.docx](http://faculty.UNG.edu/bfriedman/Courses/POLS4470/Rubrics.docx)

**Appendix 1**

**Outcome 1 (Research Skills): Students will be able to identify and evaluate current research in the field of political science leading to the development of a clear and focused thesis statement or research question for a proposed research project.**

**Measurement 1A (POLS 4470): Students will produce a written report demonstrating an understanding of gathering and evaluating sources for research in the field of political science.**

**75% of students will score 12 or higher on the first three rows of the rubric. 40% are expected to score 15.**

**Measurement 1B (POLS 4470): Students will create a thesis statement or research question for a proposed research project.**

**60% will score 3 or higher on the last row of the rubric. 80% will score 4.**

Outcome	5 (HIGHEST)	4	3	2	1 (LOWEST)	Score
<b>Identifies</b> sources that are academically appropriate and apply to the thesis statement. (1A)	Identifies and selects all peer-reviewed sources from legitimate academic journals related to the subject matter. All sources directly relate to the paper's thesis statement.	Identifies and selects a majority of peer-reviewed sources from legitimate academic journals related to the subject matter. All sources directly relate to the paper's thesis statement.	Identifies and selects a majority of peer-reviewed sources from legitimate academic journals related to the subject matter. Some sources do not directly relate to the paper's thesis statement.	The majority of selected sources are not peer-reviewed sources from legitimate academic journals related to the subject matter and/or the majority of sources do not directly relate to the paper's thesis statement.	The paper does not include peer-reviewed sources from legitimate academic journals related to the subject matter and/or sources do not directly relate to the paper's thesis statement.	
<b>Evaluates</b> information and sources critically* (1A)	Multiple sources of information and diverse viewpoints are compared and evaluated according to specific criteria appropriate for the discipline. Student is able to match all criteria to a specific information need, and can articulate how identified sources relate to the context of the discipline.**	Multiple sources of information and diverse viewpoints are compared and evaluated according to specific criteria appropriate for the discipline. Student is able to match most criteria to a specific information need, and can articulate how identified sources relate to the context of the discipline.**	Multiple sources of information and diverse viewpoints are compared and evaluated according to specific criteria appropriate for the discipline. Student is able to match some criteria to a specific information need, and can articulate how identified sources relate to the context of the discipline.**	Limited sources and viewpoints are compared and evaluated. Student does not match criteria to a specific information need, and/or cannot articulate how identified sources relate to the context of the discipline.**	Student does not attempt to incorporate sources and viewpoints for comparison and evaluation and/or student does not attempt to articulate how identified sources relate to the context of the discipline.**	
<b>Use information ethically and legally* (1A)</b>	Students apply correctly all of the following use information strategies (use of citations and references; choice of paraphrasing, summary or quoting; using information in ways that is true to its original context; distinguishing between ideas that are common knowledge and ideas requiring attribution).*	Students apply correctly three of the following use information strategies (use of citations and references; choice of paraphrasing, summary or quoting; using information in ways that is true to its original context; distinguishing between ideas that are common knowledge and ideas requiring attribution).*	Students apply correctly two of the following use information strategies (use of citations and references; choice of paraphrasing, summary or quoting; using information in ways that is true to its original context; distinguishing between ideas that are common knowledge and ideas requiring attribution).*	Students apply correctly one of the following use information strategies (use of citations and references; choice of paraphrasing, summary or quoting; using information in ways that is true to its original context; distinguishing between ideas that are common knowledge and ideas requiring attribution).*	Students lack consistent use of any of the information use strategies.*	

Development of a <b>clear and focused thesis statement or research question. (1B)</b>	Student presents an original and meaningful thesis statement or research question demonstrating insight and independent thought through development of major ideas.	Student presents a clear thesis statement or research question demonstrating insight through development of major ideas.	Student presents a clear thesis statement or research question, but lacks thorough development of major ideas.	Student presents a vague or incomplete thesis statement or research question and/or presentation of major ideas is illogical and/or incomplete.	Student presents a missing, invalid or inappropriate thesis statement or research question.	
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**Appendix 2**

**Note: We will not use Outcome 2B, which pertains to oral presentations, this semester.**

**Outcome 2 (Communication Skills): Students will be able communicate effectively orally and in writing using the appropriate terms and theories in political science.**

**Measurement 2A (POLS 4470): Students will write a paper exploring issues pertaining to three or more of the subfields of political science, incorporating appropriate terms and theories in the discipline. 75% of students will score 12 or higher on the writing portion of the rubric (Outcome 2A- rows 1-5). 40% are expected to score 16 or higher.**

**Measurement 2B (POLS 4470): Students will deliver an oral presentation incorporating visual aids on an assigned topic in the discipline of political science. 75% of students will score 12 or higher on the oral presentation portion of the rubric (Outcome 2B- rows 6-9). 40% are expected to score 16 or higher.**

<b>Outcome (2A)</b>	<b>5 (HIGHEST)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1 (LOWEST)</b>	<b>Score</b>
<b>Recognition of the subfields as components of the discipline. Scholarly presentation of literature, framework, and analysis.</b>	Superior demonstration of understanding of subfields; excellent comprehension of subfields' role in the discipline. Sophisticated presentation of literature, framework, development, and conclusions	Competent recognition of subfields; definite understanding of interrelatedness of subfields. Presentation demonstrates some facility for explaining literature, framework, and findings	Moderate recognition of subfields; appearance of understanding of interrelatedness of subfields. Presentation is comprehensible, and contains some basis for understanding by audience.	Vague treatment of subfields. Presentation has some elements of foundation, explanation, and development.	No apparent recognition of subfields. Presentation lacks proper foundation, explanation, and development	
<b>Organization of ideas</b>	Document has an effective introduction, body and conclusion and transitions well between ideas.	Document has minor errors and/or omissions in organizational strategy that detract from its effectiveness.	Document has several errors and/or omissions in organizational strategy that detract from its effectiveness.	Document has significant errors and/or omissions in organizational strategy that make it difficult to follow.	Document is disorganized and/or lacks coherent structure.	
<b>Writing Style</b>	Document is concise and clearly written with well-constructed sentences and appropriate word choices.	Document has minor issues with conciseness, clarity, sentence structure, and/or word choices.	Document has several issues with conciseness, clarity, sentence structure, and/or word choices.	Document has significant issues with conciseness, clarity, sentence structure, and/or word choices.	Writing is awkward, difficult to follow and unprofessional.	
<b>Technical Correctness</b>	Document is error free in terms of spelling, grammar and punctuation. Correct citations are used throughout the paper.	Document has 1-2 spelling, grammar and/or punctuation errors with no major citation errors.	Document has 3-4 spelling, grammar and/or punctuation errors and/or minor citation errors.	Document has 3-4 spelling, grammar and/or punctuation errors and/or 1-2 major citations errors.	Document has an excessive number of spelling, grammar and/or punctuation errors and/or multiple major citation errors.	
<b>Incorporation of terms and theories</b>	Student presents meaningful evidence in a clear and concise manner successfully incorporating key terms and theories relevant to the field of political science.	Student presents meaningful evidence in a clear and concise manner attempting to incorporate key terms and theories relevant to the field of political science.	Student presents evidence in a clear and concise manner but does not incorporate key terms and theories relevant to the field of political science.	Student fails to present evidence in a clear and concise manner and does not incorporate key terms and theories relevant to the field of political science.	Student does not attempt to present evidence in a clear and concise manner or incorporate key terms and theories relevant to the field of political science.	

Outcome (2B)	5	4	3	2	1	Score
<b>Organization of ideas</b>	Exceptional use of introduction/conclusion; slide presentation concise yet complete; clear logic, flow & transition; cohesive.	Acceptable use of introduction/conclusion; slide presentation concise; clear logic, flow & transition; cohesive.	Average use of introduction/conclusion; slide presentation at times lacks clear logic, flow & transition; cohesive.	Marginal use of introduction/conclusion; slide presentation lacks logic, flow & transition; not cohesive.	Presentation is disorganized and lacks logic, flow & transition.	
<b>Delivery</b>	Preparation/practice evident with exceptional posture/gesture/eye contact; non-reliance on notes/slides; confidence; vocal expression appropriate.	Preparation/practice evident with good posture/gesture/eye contact; non-reliance on notes/slides; confidence; vocal expression appropriate.	Preparation/practice evident with average posture/gesture/eye contact; non-reliance on notes/slides; vocal expression appropriate.	Student appears unprepared and lacks appropriate posture/gesture/eye contact; reliance on notes/slides; vocal expression inappropriate.	Student appears unprepared and lacks appropriate posture/gesture/eye contact; does not incorporate visual aids.	
<b>Message</b>	Precisely stated idea/s and theme clearly supported/linked throughout.	Stated idea/s and theme clearly supported/linked throughout.	Attempts to state idea/s and theme somewhat supported/linked throughout.	Ineffective in stating idea/s and/or theme is not supported/linked throughout.	Does not attempt to state idea/s and/or establish theme.	
<b>Incorporation of terms and theories</b>	Student presents meaningful evidence in a clear and concise manner successfully incorporating key terms and theories relevant to the field of political science.	Student presents meaningful evidence in a clear and concise manner attempting to incorporate key terms and theories relevant to the field of political science.	Student presents evidence in a clear and concise manner but does not incorporate key terms and theories relevant to the field of political science.	Student fails to present evidence in a clear and concise manner and does not incorporate key terms and theories relevant to the field of political science.	Student does not attempt to present evidence in a clear and concise manner or incorporate key terms and theories relevant to the field of political science.	

**Appendix 3: ORGANIZATION OF THE RESEARCH PAPER**

By Carl D. Cavalli, Ph.D.

(with Barry D. Friedman, Ph.D.)

(Used with Permission; All Rights Reserved)

*Abstract*

Summarize the research and briefly reveal what you discovered. (It is necessary to divulge the conclusion here. You are *not* writing a mystery novel with a surprise ending.)

Length: Approximately one-third to one-half page.

*Introduction*

State the topic. What is the phenomenon that puzzled you? Why is it significant? (In other words, "So what?")

Length: Approximately 1 page.

*Review of the Literature*

Summarize previous research on the question that interests you. This review should be purposively organized, leading you toward the next section--your theory statement. (The format should be an essay, *not* an annotated bibliography.)

Length: Approximately 4 to 6 pages.



*Theory Statement*

In a declarative, if/then format (you need not use the actual words "if" and "then"), state the relationship between independent and dependent variables you believed to be true. You must explain how this theory statement is derived from your earlier review of the literature.

Length: Only enough to state the theory statement itself and briefly explain it. Less than 1 page.

*Operationalization of the Concepts*

How will you measure the terms in the theory statement? Make the abstract concrete. You must provide evidence that these measurements are real and available (to a single, poor student with a deadline--not a wealthy team of researchers with unlimited time and resources).

Length: This will probably take a couple of pages or more--plan on 2 to 3 pages.

**Methods (this part of the paper is not required this semester)**

Summary of the strategy for testing the theory. Have you considered all rival alternative theories? Did you avoid spurious correlations? List the steps, in sequence, that one must take to confirm or reject the theory.

Length: Approximately 1 page.

**Analysis and Findings (this part of the paper is not required this semester)**

Use your empirical evidence and test your theory using a reasonably sophisticated statistical method. What have you discovered? What do you conclude? What are the implications for the study of political science?

Length: This will probably take a couple of pages or more--plan on 2 to 3 pages.

**Suggestions for Further Research and Conclusion (this part of the paper is not required this semester)**

Based on what you have discovered, what further research (by you or someone else) do your findings appear to suggest? Any other conclusions?

Length: This will probably take 1 page.

*Bibliography*

Conclude with a list of references cited. (Of course, use APA style.)

Length: No specific length, *but* you must (a) list all the sources you use and (b) list *only* the sources you use.

#### **Appendix 4: ORGANIZATION AND DEVELOPING A COMPOSITION**

Please review the following guidance from Dr. Donna A. Gessell, professor of English, about organizing and developing a composition effectively:

These three components should be the basis of every written composition:

- **Assertion**
- **Evidence**
- **Evaluation**
- The **assertion** clearly states the argument, problem, or thesis.
- The **evidence** provides specifics to argue the assertion, solve the problem, or answer questions about the thesis.

The nature and use of evidence varies from discipline to discipline; however, in any discipline, presenting evidence should include *more than making a list*. Lists do not show the relationships among ideas. To show relationships and make the writing more effective, *evidence must be organized logically*.

- The **evaluation** is the part of the writing that expresses its importance. It contextualizes the argument by answering the "so what?" question. It explains why the writing is important and what's at stake.

Furthermore, the evaluation shows **critical thinking** because it relates the parts to the whole and shows the bigger picture. Without critical thinking, a writing assignment is merely an exercise in proving a point, without explaining why it might be important or how the piece of writing fits into a larger whole.

**Assertion, evidence, and evaluation** provide structure for the larger piece of writing as well as for each paragraph. Evidence without evaluation is not nearly as persuasive as evidence that is connected to the larger piece by evaluation.

In evaluating your compositions, your instructor will evaluate whether it makes sense in these terms:

- Is it clear?
- Does it fully develop ideas?
- Does it satisfactorily link ideas?

Students can learn to write more effectively at the NGCSU Writing Lab. Tutoring can help students at all levels in every discipline. Few of us send

out our own writing that has not been read by someone else. At the NGCSU Writing Lab, trained peer tutors help students at any point in the writing process--prewriting, writing, and rewriting. While tutors will not correct or edit writing, they will make suggestions to make the writing communicate more effectively.

### **Appendix 5: DR. FRIEDMAN'S CALL TO ARMS**

(The following essay appeared in the November 2012 edition of the *Pi Gamma Mu Newsletter*.)

#### ***VIEW FROM THE PODIUM*** ***Snatching Excellence from the Jaws of Mediocrity***

As a professor in the social sciences, I am convinced that I have a responsibility to ensure that my students amass a mental repository of knowledge about my discipline (political science) and that they develop the capability to conduct research and report their discoveries coherently. My colleagues at North Georgia College & State University and I have discovered that we are far from having perfected the process of producing those results. Over the past few years, there has been a noticeable decline in the ability of our political-science seniors to write a research paper. An instructor's natural instinct is to attribute such a decline to the irresponsibility of the students, but, if I were to finally subscribe to such an opinion, I would have to be more foolish than any of my students actually are.

Instead of jumping to the conclusion that we are blameless and that our students are negligent, my colleagues and I opted to scrutinize everything about our students' failures and our instructional processes. As my colleagues and I talked over our concerns, one clue that I had filed away in my memory was my discovery that some of my students did not know how to obtain library books in the course of conducting research. Realizing that I had not explored the problem adequately, I discussed the matter with my students during our classes. Then I knew for sure that this unfamiliarity with the value and accessibility of library books was widespread.

Of course, our students know how to use the Google search engine to find Web pages of all kinds. They also seem to be adept at using online periodical guides, such as EBSCO and JSTOR, to find articles in online journals. In fact, other faculty members and our librarians eagerly call those periodical guides to their attention. But few students have experience using GIL, the University System of Georgia's online catalogue of the holdings of the libraries of the system's 35 public colleges and universities, nor, apparently, have they been encouraged to use it. It took me so long to absorb the information that most of my students don't know how to use GIL because I could not imagine a world in which students are unacquainted with what we used to call the "card catalogue" of a library. At Jefferson Junior High School in Meriden, Conn., in 1965, librarian Esther E. Fowler taught my seventh-grade classmates and me to use the library's card catalogue. When this dedicated educator died last year at the age of 100, she was probably at peace

with her confidence that her former students, like me, could still find library books if we were to need them.

Early in this calendar year, I began to teach my students to use GIL. I have succeeded in getting many of them to come to my office, for an hour in each case, so that together we could use GIL to obtain library books for their research papers. I also recruited colleagues to work with me on an effort to overhaul how we instruct our students to do research. Dr. Dlynn F. Armstrong-Williams, head of our Department of Political Science and International Affairs, expressed her full support for this effort and appointed a committee consisting of Maria J. Albo, Dr. Carl D. Cavalli, Dr. Beth M. Rauhaus, and me. I am proud to observe that all of these educators are members of Pi Gamma Mu. We have begun to create resources (including essays that appear in Microsoft Word documents and on Web pages and outlines that appear on Microsoft PowerPoint presentations) to intensify our instruction of students about how to conduct research and construct research papers. You can see a Web page that we have already uploaded at [<https://my.ung.edu/departments/psia/Pages/Faculty-Research-Resources.aspx>]. The quality of my students' research products has responded favorably to this initiative. While I was frantic earlier this year, I am now entirely optimistic that this project will allow us to recover the level of quality of the education that we are delivering to our students and that we always *assumed* that we were attaining.

Lest anyone argue that he "knows" that students are hopelessly addicted to online content and are repelled by the printed word, I will report to you that most of my students who work with me in using Georgia's GIL system to obtain books for their research projects are *dazzled* when they discover the opportunity to find such books, to request them through the online ordering process, and to receive them just a few days later at our own library. "I didn't know that you could do this!" many of them exult. A whole lot of higher-education leaders around here--and perhaps across the country--ought to do a lot of soul-searching about the disaster of students not knowing how to obtain library books. This state of affairs may very well be the result of all of the teaching conferences and workshops in which teachers are exhorted to accept their students' infatuation with Internet-based resources and to abandon the unpretentious book as a productive delivery system for knowledge and a catalyst for igniting students' imaginations. I am a member of the original TV generation, but my teachers did not indulge us by showing us television programs all day or assigning the watching of television after school. The pernicious policy of pandering to our students' natural desire to have fun all the time is an insult to their intelligence, a grave disservice to them and to American society, and an indefensible abdication of our professional responsibility.

Article I, Section 3, of Pi Gamma Mu's international constitution describes our mission as follows: "The mission of Pi Gamma Mu is to encourage and promote excellence in the social sciences and to uphold the ideals of scholarship and service." I am gratified, and not at all surprised, that fellow members of my Pi Gamma Mu chapter have rallied around this effort to give our university's students the fighting chance that they deserve to produce excellent research products. I am curious, naturally, about the experience of professors at other colleges and universities. What have *you* observed? If you have also encountered declines in students' ability to conduct research, how have you addressed the problem? It is quite possible that Pi Gamma Mu may have a role in evaluating our students' ability to conduct research and in providing information

and encouragement to faculty members to help them protect *their* students from the incapability from which I am desperately trying to protect *my* students.

*Barry D. Friedman*  
International President