

Pols 336: Public Administration

Cross-listed as Comm 379 and Sise 379

Spring 2026, Tuesday and Thursday 2:30-3:45, Tschoepe 127

Dr. William O'Brochta (wobrochta@tlu.edu, LNGH 104, 830-372-6566)

Student Office Hours: Tuesday 8-9:15 and 1:15-2:15, Thursday 1:15-2:15

Syllabus Updated: January 15, 2026

One Drive Link: <https://pols.tiny.us/336Spring2026>

Course Description: Public administration is the study of government bureaucracy and how it works to implement public policy. This course will examine public administration by looking at the public administration of immigration. Using primary source documents and reports, we will describe key public policy problems as they exist within immigration policy implementation, including those related to human resource management, organizational theory, leadership, program evaluation, budgeting, communication, and decision-making. We will then apply these challenges to a political communication project using personal reflections and narratives to strategically communicate public administration issues to a wide audience.

Prerequisites: Pols 231.

Text: None. See readings on Brightspace.

Catalog Description: Organization theory, decision-making, program evaluation, leadership and budgeting in government agencies in the U.S. Prerequisite: POLS 231.

Student Learning Objectives:

At the completion of this course, students will be able to:

1. Describe key issues in public administration and public management.
2. Competently read and discuss bureaucratic reports and associated documents.
3. Connect bureaucratic decision-making to the implications they have on individual immigrants.
4. Apply your knowledge to consider a wide variety of perspectives on immigration policy administration using skills from political communication.
5. Connect political science to personal and individual issues.

Course Philosophy:

This course is being taught as part of the Department of Political Science, Sociology, and Geography Research Lab. Lab courses are small seminars wherein students work together to complete major research-related projects. In addition, all lab courses are focused on developing teamwork, project management, and career-focused skills. Reading for the course comes primarily from primary sources like government reports. The major focus of the course is understanding the implications of government policy, and we will engage with this objective through an extended photovoice project.

I expect that we will all work to maintain a positive classroom environment. While we often use data and models to provide evidence, political scientists do not have definitive answers to any question. Thus, we will work to understand others' perspectives in a constructive and respectful

manner. During the course, we will be discussing topics that may be sensitive in nature for some students. Treat these topics with care and ground your comments in theories and methods from political science.

Assignments: This course is contract graded with three contract evaluation points throughout the semester.

	“A” Contract	“B” Contract	“F”
Social Annotations	Complete at least 14 substantive annotations of the 17 possible	Complete at least 9 substantive annotations of the 17 possible	Complete fewer than 9 substantive annotations of the 17 possible
Reading	Spend at least one hour per annotations assignment	Spend at least 40 minutes per annotations assignment	Spend less than 40 minutes per annotations assignment
Attendance	Miss no more than 3 classes	Miss no more than 5 classes	Miss more than 5 classes
Class Engagement	Consistently participates in class. Raises questions from annotations. Uses electronic devices appropriately	Consistently participates in class. Raises questions from annotations. Uses electronic devices appropriately	Does not participate in class. Fails to use electronic devices appropriately
Conversational Journal	Complete 7 of 8 journals on time with a grade of “A” or “B”	Complete 5 of 8 journals on time with a grade of “A” or “B”	Successfully complete fewer than 5 conversational journals
Administrator Profile	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself as lower than a “B” on this assignment
<i>Finding American</i> Photo Analysis	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself lower than a “B” on this assignment
Case Assessment	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself lower than a “B” on this assignment
Photovoice Project	Evaluate yourself as an “A” on at least one and a “B” on at least two of the three book checks	Evaluate yourself as at least a “B” on all three book checks	Evaluate yourself as lower than a “B” on one or more book checks

Topics and Readings: Below is the schedule of reading and assignments for each class. I may change the course outline, but I will give you plenty of prior notice.

Structure

January 15: Introduction and course purpose

January 20: The Constitution

- Reading Due (annotations due): *United States et al. v. Texas et al.* 2023. Kavanaugh, J. opinion for the Court.
- Assignments Due: Beginning of semester survey. You must complete the beginning of semester survey to access the reading on Perusall. Upload initial contract if not completed during class.

January 22: Photovoice as a Method

- Reading Due: None.
- Assignments Due: Collaborative Journal 1: Photovoice --- write a reflection that describes your thoughts about what it means to tell a story using photographs. What are examples of photographs that are memorable or meaningful to you? Why do these photographs stand out? What do you think is the purpose of photography?

January 27: State Government

- Reading Due (annotation due): *Department of Homeland Security et al., Applicants v. State of Texas* 2024. Application to Vacate the Injunction Pending Appeal Entered by the United States Court of Appeals for the Fifth Circuit.

January 29: Local Government

- Reading Due (annotations due): Memorandum of Agreement 287(g) Jail Enforcement Model. 2020. Lavaca County Version.

February 3: Basic Photography

- Reading Due: None.
- Assignments Due: CJ 2: Topic Proposal --- propose a topic that you would like to address in your photovoice project. The topic should be related to an aspect of the public administration of immigration. In your proposal, describe how you intend to complete the project, what kinds of photographs you think will be useful to capture meaningful photographs about the topic, and why you chose the topic.

February 5: Politics and Public Administration

- Reading Due (annotations due): H. Res. 863: Impeaching Alejandro Nicholas Mayorkas, Secretary of Homeland Security, for High Crimes and Misdemeanors. 2024. Congressional Record H449-H459.

People

February 10: Organizational Theory

- Reading Due (annotations due): George W. Bush. 2002. "The Department of Homeland Security."

February 12: Ethics of Photography

- Reading Due: None.
- Assignments Due:
 - Complete CITI training and upload your certificate to Brightspace. Go to <https://about.citiprogram.org> and click “register.” Type “Texas Lutheran University” in the “Organization Affiliation” box. Once you have created an account, take the “Human Subjects Research --- Principal Investigator” course. The course typically takes between 2 and 4 hours to complete. Completion is required or you cannot complete the course. You can use a valid completion certificate that you completed in a different course.
 - CJ 3: Ethics of Photography --- reflect on ethics and consent as it pertains to photographing people or items associated with people and with telling their stories. How do these issues apply to your topic? What are potential ethical challenges that you will face in your project? How do you plan to address them?

February 17: Your Experience with Photography

- Reading Due: None.
- Assignments Due:
 - Contract evaluation
 - Book check 1
 - CJ 4: Your Experience with Photography --- what is your experience with photography? When have you used it before? What equipment have you used to capture photographs? How do you edit and store photographs?
 - Optional mid-semester survey

February 19: Telling a Story

- Reading Due: None.
- Assignments Due: Administrator Profile.

February 24: Leadership and Civil Service

- Reading Due (annotations due): CBP Jobs: Attorney, Border Patrol Agent, CBP Officer, Chemist, Marine Interdiction Specialist, Psychologist, and Supervisory Veterinarian.

Duties

February 26: Implementation and Decision-Making

- Reading Due (annotations due): U.S. Citizenship and Immigration Services, Asylum Division. 2016. “Affirmative Asylum Procedures Manual.”

March 3: Human Resources and Personnel Management

- Reading Due (annotations due): U.S. Government Accountability Office. 2023. “Immigration Courts: Actions Needed to Address Workforce, Performance, and Data Management Challenges.”

March 5: Photography Methods

- Reading Due: None.
- Assignments Due: *Finding American* Photo Analysis.

March 17: Oversight

- Reading Due (annotations due): U.S. Department of State, Office of Inspector General. 2023. "Evaluation of Adjustments to the Afghan Special Immigrant Visa Program From 2018 Through 2022."

March 19: Budget and Finance

- Reading Due (annotations due): U.S. Department of Homeland Security, Immigration and Customs Enforcement, Homeland Security Investigations. 2024. "Budget Comparison and Adjustments."

March 24: Photos as Narrative

- Reading Due: None.
- Assignments Due:
 - Contract evaluation
 - Book check 2
 - CJ 5: Photos as Narrative --- how can your photographs be grouped together to present a narrative that relates to your topic? In what ways do the photographs you have already taken present a narrative that speaks to your topic? How do you plan to continue that narrative in your future photographs?

March 26: Program Evaluation

- Reading Due (annotations due): U.S. Transportation Security Administration. 2023. "2023 TSA Year in Review" and "Administrator's Intent 3.0."

March 31: Information Technology

- Reading Due (annotations due): U.S. Department of Homeland Security. 2021. "Privacy Impact Assessment for CBP One."

April 7: Enforcement

- Reading Due (annotations due): The video and reading are in the same Perusall assignment:
 - Dreier, Hannah. 2023. "U.S. Was Warned of Migrant Child Labor, but 'Didn't Want to Hear It.'" *The New York Times*.
 - 60 Minutes. 2023. "Slaughterhouse cleaning company employed children: How hiring went wrong." <https://www.youtube.com/watch?v=iyT2rT2t2T0>

Constraints

April 9: Privatization

- Reading Due (annotations due): All readings in same Perusall link:
 - U.S. Department of Homeland Security, Homeland Security Advisory Council. 2016. "Report of the Subcommittee on Privatized Immigration Detention Facilities."

- CoreCivic. 2024. “CoreCivic’s Valued but Limited Role in the Immigration System.”
- LaSalle. 2024. “Solutions for Detainees.”
- Management & Training Corporation. 2024. “The MTC Difference in Immigration Detention.”
- GEO Group. 2024. “ICE Processing Centers Operated by The GEO Group on Behalf of Immigration and Customs Enforcement.”

April 14: Transparency

- Reading Due (annotations due): U.S. Department of State. Various briefings on visa processing.

April 16: Artist Statement

- Reading Due: None.
- Assignments Due: CJ 6: Artist Statement --- write a narrative introducing yourself and your photovoice book. Tell the story of how you chose this topic, how you approached photographing this topic, and why this topic is important to you. This artist statement may be part of the public display of your photovoice books.

April 21: Public Engagement

- Reading Due (annotations due): “Partnerships with Faith Based and Neighborhood Organizations.” 2023. Federal Register 88(9). Selected public comments.

April 23: Non-Profit Organizations

- Reading Due (annotations due): Lutheran Immigration and Refugee Service. 2023. “2022 Annual Report.”

April 28: Project Presentation

- Reading Due: None.
- Assignments Due:
 - Book check 3
 - Contract evaluation
 - Conversational Journals 7 and 8: two entries responding to other students.

Final Exam: Project Presentation

- Note: We will complete the end of semester survey in class. Please complete before class time if you will not be there.

Description of Assignments:

Social Annotation

Completing and engaging with course material and other students is essential to your success in this course. We will be using Perusall (linked on Brightspace) for social annotation. The idea behind social annotation is that you can engage with other students in the course while reading

the required content. This will help you to read in a more active and engaged way, to come to class more prepared for our discussions, and to generate ideas that you would like to raise in class. My motivation in asking you to do social annotations is to help you read efficiently. This is a skill that you *can* develop.

For each assigned reading where annotations are due, complete the following:

- Go to Brightspace and click on the link for an assigned reading. You must access Perusall through Brightspace for your annotations to be saved.
- Read the text. I recommend skimming through the entire text once, marking any points of confusion, and asking clarification or definition questions. These are not substantive annotations that count toward your grade, but they will help you read more effectively.
- Return to the text later and read it again. While doing so, **make at least five substantive annotations**. Examples of substantive and not substantive annotations follow.
- Reading and completing the annotations for a particular class period should take you no less than 1 hour and no more than 2 hours. Feel free to come talk to me if you are having any difficulty. This assignment is not meant to take up too much time.

How to write a substantive annotation:

1. Find a part of the reading that is interesting, surprising, or about which you would like to make an annotation.
2. Highlight the relevant text and leave an annotation or, if someone else has already highlighted the text, leave a comment responding to their annotation.
3. In your annotation, go beyond agreeing with or re-stating what the reading is saying. Discuss how you have thought about and processed the information you read. Make connections to concepts from your notes or that you learned in class. Discuss how the reading relates to you personally or to current events. Provide depth by writing at least three sentences per annotation.
4. Complete at least five substantive annotations, spread throughout the reading.

Non-exhaustive examples of substantive and not substantive annotations:

Notice that the substantive comments go far beyond a single sentence and focus on explaining and making connections.

	Not substantive	Substantive
Definition	This term means [description of term].	This term means [description of term]. By introducing this concept, the authors [describe why the concept is important]. In addition, we discussed this concept in class [describe how].
Upvote	[Student uses the green checkmark to upvote another student's comment]	[Upvote comment] This makes a lot of sense to me because [describe why]. But, I can also see how [introduce a different point of view].
Question	What are the impacts of [describe something]?	What are the impacts of [describe something]? I think that the impact is [describe impact] because [describe reason]. This is important because [describe why].

Agreement	I agree.	I agree because [describe why]. [Tell story about experience you have had related to the concept being discussed].
Example	This is true today.	This is true today because [describe specific instance]. I know people impacted by [describe topic and how people are impacted].
Clarification	What does this mean?	What does [describe phrase] mean? My interpretation is that it probably means [describe possible meaning], but I also found a source online [list source] that says [describe what the source says]. Clarifying this definition is important because [describe why].
Interesting	This is interesting. I had not thought about this before.	This resonated with me because I have had [describe some experience]. I also see [describe the topic] mentioned frequently in the news like in a recent story [describe story].

Submission and Evaluation: You should submit annotations for the indicated readings. **Your three lowest annotation grades can be skipped, and you can still complete the “A” contract (this includes any annotations you do not turn in, so feel free to skip when you are busy).** Be sure to check your annotation grades frequently, as simply completing five annotations will not get you credit if those annotations are not substantive.

If you experience some problem completing annotations in Perusall, you can e-mail me your annotations by the time they are due.

I evaluate annotations in the following way:

- I will engage with you in Perusall by responding to questions and annotations.
- Annotations will not be automatically graded on Perusall because this course is contract graded. At each contract point, you will be responsible for ensuring that your annotations are substantive. Start by counting the number of annotations you submitted on time to ensure that you submitted at least five annotations. Then check to ensure that your annotations are substantive against the above chart. Evaluate annotations in the following way:
 - Complete: Excellent annotations: at least five substantive annotations; material is engaged well. Substantive annotations are typically at least three sentences each.
 - Incomplete: Unsatisfactory annotations: poor quality annotations (only short responses or not substantive responses) or fewer than five substantive annotations. Or no submission/submitted late.
 - Count up the number of complete annotations and mark it in your contract.

Class Engagement

Your engagement in class is critical for the success of the course. Class engagement goes beyond simply showing up for class. Sufficient class engagement includes listening respectfully, asking respectful questions, and actively participating (completing all tasks assigned to you). You play a critical part in maintaining an inclusive classroom climate. You must participate both during

class and during the work we do outside of class (annotations, projects, et. cetera); if you feel uncomfortable participating, please reach out to me so we can figure out a way for you to be engaged.

Evaluation: You will provide a self-assessment of your class engagement at three points during the semester using the following questions:

1. I consistently ask questions and participate in class by (several sentences).
2. I bring up comments from my annotations on reading assignments by (several sentences).
3. I have improved my class engagement thus far by (several sentences).
4. I plan to improve my class engagement by (several sentences).
5. What grade from A to F would you assign yourself for engagement in this course? Why?

Conversational Journal

You will each have a blog-like discussion forum set-up in Brightspace where you will post entries to your conversational journal. Your journal will be visible to everyone in the course, and you will be expected to read and engage with other students' journals.

Journal entries should be 500+ words in length, and I imagine that each journal entry will take you a few hours to complete. The audience for your journal is most directly students in the course, but the idea behind the journal is that you will collect reflections that can be useful source material to reference when applying to jobs or to graduate school. After all, this course is intended to be as much a professional experience in political science as it is a class.

This is a *conversational* journal, meaning that your entries will focus on specific prompts and will also respond to other students. Your conversational journal entries are due at set times except for two additional journal entries that respond to other students (those are due the last day of class). See the topics and readings for descriptions of each journal entry.

Evaluation: Three times during the semester, you will evaluate your conversational journal using the following items:

1. My conversational journal entries submitted on time. Journal entries are required to be submitted on time to count.
2. For each journal entry, briefly describe how you successfully and fully answered the assigned prompt.
3. Describe how your entries add to conversations we have had in class and are useful to you as you complete the project.
4. Describe your process for writing journal entries.
5. What grade from A to F would you assign to your journal entries? Why?

Administrator Profile

Choose two administrator profiles from among those provided. Read the profiles and identify common themes. Then, identify three agencies of interest, preferably agencies that are at least tangentially related to immigration. Research the common themes you identified from the administrator profiles and assess whether and how these themes are present in the selected

agencies today. Be specific and include appropriate references. Your administrator profile should be at least 1,000 words not including references.

Evaluation: You will evaluate your administrator profile based on the following items:

1. Is your profile of sufficient length?
2. How does your profile clearly identify common themes between two profiles and discusses these themes thoughtfully?
3. How does your profile identify three agencies with an immigration role and discusses the common themes within the context of these agencies?
4. How does profile contain sufficient research to back up all claims made?
5. How is your profile relevant, as it relates to administrators today?
6. What grade from A to F would you assign to your profile? Why?

Finding American Photo Analysis

The book *Finding American: Stories of Immigration from All 50 States* by Colin Boyd Shafar is on reserve at the library. **You must go to the library and access this book to complete the assignment. Do so early!**

Select ten photos and associated captions from the book. For each of the ten photos and captions, analyze how effectively you think the photos match the captions. Do the photos tell a story that aligns with the text? If so, how? How are the photos composed? Why were they composed in this way? Could their composition be improved? Be specific and list specific photographic details. Write 250+ words of analysis for each of the ten sets of photos and captions.

Evaluation: You will evaluate your photo analysis based on the following items:

1. Is your photo analysis of sufficient length?
2. Why did you select these photos? Describe your selection process?
3. How did you approach analyzing the photos and captions? Was this a good system?
4. What photographic details did you focus on? Why?
5. How does your analysis effectively describe the photo context and themes?
6. What grade from A to F would you assign to your photo analysis? Why?

Case Assessment

You will sign-up to present a case assessment for one class session that you select at the beginning of the semester. The purpose of the case assessment is to understand new and emerging issues related to the reading assigned for a given day and (in some cases) to see how current policies contrast with previous ones. To prepare for the case assessment, you need to conduct additional research on the issue presented in the reading assigned for a given day. This additional research should include scholarly sources, reports, newspaper articles, and other, similar materials. Then, prepare a one-page single spaced handout that provides background information from your research, interesting points for discussion, questions for discussion, and a description of a short (ten minute) activity that we can conduct in class to better understand or to investigate the issue.

Submit your handout to our shared OneDrive folder. During class, you will be responsible for introducing the case and leading the activity you described. We will also rely on you to prompt us with some of your questions for discussion, as appropriate.

Evaluation: Evaluate your case assessment in the contract evaluation following when you present it in class using the following questions:

1. What research did you conduct to construct your handout?
2. How did you design your ten minute activity? How did the activity go when you implemented it? What were positive elements and what elements could be improved?
3. How did you construct your discussion questions? Which discussion questions did you bring up in class? In what ways were they effective? How could they have been improved?
4. If you were to evaluate your case assessment and its implementation during class, what overall grade from A to F would you assign for your work? Why?

Photovoice Project

The core assignment in this course is to produce a photovoice project. To do so, you will select an aspect of the public administration of immigration that you are interested in investigating further. You will describe this aspect in the topic proposal that you complete in your conversational journal entry (above). The project involves taking photographs that you think effectively convey your topic and describing the photographs with captions.

As part of the project, you will put your selected photographs and write your captions in a composition book provided to you. Photographs should be printed (in black and white or color as appropriate) and securely attached at appropriate points in the book. Captions should be handwritten in ink in a legible manner. The goal is for your book will be displayed as part of an instillation. Therefore, you should carefully prepare photographs and write text on a separate sheet of paper before including in your book.

Photographs: should be intentionally composed, visually clear, and ethically captured (i.e., you must get permission from people before photographing them). There must be a variety of photographs (i.e., not from the same time and place).

Captions: should focus on describing how and why the photograph was composed and how it relates to your topic. Each caption should be of adequate length. In general, captions should average a page of writing or about 250 words. But some captions may need to be longer to include the appropriate analysis.

Expectations: you are expected to exceed these photograph and caption expectations in at least one meaningful way. It is up to you to decide how you want to exceed these minimum requirements and to incorporate that into your book.

You will submit your book three times during the semester with the following expectations:

- Book check 1: 5 photographs and 5 captions
- Book check 2: 15 photographs and 15 captions

- Book check 3: 25 photographs and 25 captions

Evaluation: I will provide you with feedback regarding your book as part of each book check. Part of that feedback involves assigning you a grade from A to F on the book check. Books that fail to meet the expectations listed above will receive an F. You will reflect on these questions that I will also address in my feedback to you:

1. How does your book meet the photograph and caption expectations?
2. In what ways is your book neat and well-presented? How is the writing clear?
3. In what ways does your book contain a variety of photographs? How do you describe how photographs were selected and how they were shot?
4. In what ways are your book captions are detailed and meaningful? Do they thoughtfully reflect on how the photograph was captured and the meaning of the photograph as it relates to your topic and to immigration?
5. How have you exceeded expectations in at least one meaningful way?

Contract Grading

This course uses a contract grading system that is self-assessed, meaning that you will evaluate how well you fulfilled your contract at several points throughout the semester. At the beginning of the semester, you will review the contract options and commit to a contract you are interested in fulfilling. You will then complete assignments and measure your progress toward the contract before providing a final contract narrative evaluation at the end of the semester. There are two contract grade options in this course: “A” and “B.” “F” is an absence of satisfactory work to warrant passing the course. You must submit all contract evaluations.

You will complete the contract self-assessment at four points throughout the course. To complete the self-assessment:

1. Review your contract and the standards associated with each item in the contract.
2. Review the schedule you outlined for yourself. Ensure that all assignments are completed prior to submitting the contract self-assessment.
3. Access the contract self-assessment form on Brightspace.
 - a. Complete the table based on the contract you outlined for yourself.
 - b. Complete the individual contract item assessment.
 - c. Write an overall assessment of your progress thus far in the course. The assessment section should be at least 250 words long. The final overall assessment should be at least 750 words long and should include a full discussion of your performance throughout the entire course including whether you fulfilled the entire contract. The assessment should answer the following questions:
 - i. Have you completed the items in the contract you specified you would complete by this particular date?
 - ii. Do you feel that you are making adequate progress toward completing the contract? What are areas you are excelling in? What are areas that you could improve?
 - iii. List actionable steps you are going to take to improve your work during the course. Evaluate your progress in fulfilling those steps at the next contract self-assessment.

- iv. If you are not fulfilling your contract, what extra work are you going to do to make-up for it? Propose what you think is reasonable, but you then must meet with me during student office hours to discuss your plan, and I must approve it.

4. Submit the assessment to Brightspace by class time on the day it is due.

Pols 336 Initial Contract

My name is _____. I am working to complete a(n) _____ contract in this course by fulfilling all of the items listed in the contract. I commit to the following:

	“A” Contract	“B” Contract	“F”
Social Annotations	Complete at least 14 substantive annotations of the 17 possible	Complete at least 9 substantive annotations of the 17 possible	Complete fewer than 9 substantive annotations of the 17 possible
Reading	Spend at least one hour per annotations assignment	Spend at least 40 minutes per annotations assignment	Spend less than 40 minutes per annotations assignment
Attendance	Miss no more than 3 classes	Miss no more than 5 classes	Miss more than 5 classes
Class Engagement	Consistently participates in class. Raises questions from annotations. Uses electronic devices appropriately	Consistently participates in class. Raises questions from annotations. Uses electronic devices appropriately	Does not participate in class. Fails to use electronic devices appropriately
Conversational Journal	Complete 7 of 8 journals on time with a grade of “A” or “B”	Complete 5 of 8 journals on time with a grade of “A” or “B”	Successfully complete fewer than 5 conversational journals
Administrator Profile	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself as lower than a “B” on this assignment
<i>Finding American</i> Photo Analysis	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself lower than a “B” on this assignment
Case Assessment	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself lower than a “B” on this assignment
Photovoice Project	Evaluate yourself as an “A” on at least one and a “B” on at least two of the three book checks	Evaluate yourself as at least a “B” on all three book checks	Evaluate yourself as lower than a “B” on one or more book checks

To help keep me on track throughout the semester and to ensure that other students have an opportunity to benefit from learning from my work, I commit to completing the following by these contract evaluations:

	Contract 1	Contract 2	Contract 3 “A” Contract	Contract 3 “B” Contract
Social Annotation	INSERT NUMBER HERE (out of 5 assigned)	INSERT NUMBER HERE (out of 10 assigned)	14 (out of 17 assigned)	9 (out of 17 assigned)
Conversational Journal	INSERT NUMBER HERE (out of 4 assigned)	INSERT NUMBER HERE (out of 5 assigned)	7 (out of 8 assigned)	5 (out of 8 assigned)

These are a few sentences describing why I have decided to commit to this particular contract:
COMPLETE THIS

Course Policies:

- General:
 - You agree to the provisions in the Common Syllabus, available on Brightspace.
 - All assignments are to be turned in on Brightspace and are due at class time on the date indicated unless otherwise noted.
 - You are responsible for ensuring that your assignments submit to Brightspace successfully and that the file you submitted can be displayed. All file submissions except the class notes must be in Microsoft Word (.doc or .docx) or PDF format. Files in other formats cannot be read by Brightspace.
 - Should you have an accommodation, please meet with me during the first two weeks of classes, either during office hours or by appointment, to discuss.
- Plagiarism:
 - Citations must be in American Political Science Association (APSA) style. Use of this style is important, as it governs the writing of professional political science. The APSA style manual is posted on Brightspace.
 - Book format: Grace, Philip. 2016. *Affectionate Authorities: Fathers and Fatherly Roles in Late Medieval Basel*. London: Routledge.
 - Journal article format: Walsh, Germaine Paulo. 2002. “Is Jane Austin Politically Correct? Interpreting Mansfield Park.” *Perspectives on Political Science* 31(1): 15-26.
 - In-text citation format: Professors at TLU are doing interesting research (Grace 2016; Walsh 2002).
 - Plagiarism, including inappropriate attribution, is an Academic Honesty Violation and is grounds for failure from the course.

- Always cite your sources. If you are unsure if you are paraphrasing, rewrite to use either a direct quotation or paraphrase differently. Feel free to talk to me if you are unsure whether or how to cite a source.
 - You can use the Turnitin draft coach on Word Online to run a Turnitin report.
 - Wikipedia is not an appropriate academic source.
 - Artificial intelligence tools will be of little help in this course. Only tools that assist with brainstorming concepts or basic spelling and grammar are allowed in this course. If you use one of these tools, you must cite it. All work must be wholly your own, and sentences must be constructed without assistance. All other uses are Academic Honesty Violations.
- Student Office Hours:
 - Student office hours are a time for you to come by to speak with me without an appointment. Please come by to see me early in the semester. I am happy to discuss your progress in the course, political science topics, and potential career paths. These student office hours are for you; please do not feel like you are imposing by stopping by. If you want to come by but don't know what to ask, ask me about my favorite place to travel to!
- Technology:
 - We will use technology in class. As a result, you are expected to bring a laptop, tablet, or smartphone to each of our class sessions (laptop or tablet preferred). If you will not have regular access to one of these devices, you can borrow a laptop from the library, use a classmate's laptop, or speak with me and we will work out an alternative approach.
 - You are expected to use your devices for class purposes only. Using your device in other ways is distracting to other students, and I reserve the right to deduct up to 10% of your final grade or to drop you from the class in serious cases.
 - Taking photos, recording audio/video of class, or distributing any class materials is not permitted.
- Attendance:
 - I understand that there are reasons that you may need to be absent from class. I expect that you will be responsible and attend class as much as possible. Accordingly, **you do not need to let me know when you will be absent** unless it is a university sponsored absence. If you are absent, it is your responsibility to learn what we did from someone else in class, to review all material on Brightspace, and to come speak with me during student office hours if you have questions.
 - Attending class is the biggest key to success in this course. **It is best to limit absences to 3 or fewer during the semester. 6 or more absences result in automatic failure from the course.**
- Late Work:
 - All assignments in this course are most relevant to you and to the rest of the students if they are turned in the day that they are due. As such, assignments will only be accepted late if prior arrangements for an extension have been made.
 - Extensions will only be given in extraordinary circumstances. Feel free to speak with me if numerous assignments are due around the same time; we can develop a

plan together to help you complete everything on time. To request an extension, you must e-mail me at least 48 hours before the assignment is due with the reasons behind your request. We can then work together to figure out how you can turn the assignment in on time or make alternate arrangements in extraordinary circumstances.

- Grading:
 - Everyone can succeed in this course, and it is my goal to help you do so! Coming to class prepared, completing assignments on time, working hard, and doing your best are the biggest tickets to doing well.
 - Grades will only be changed if I made an arithmetic error or mistake. If you feel that this happened to you, please send me an e-mail no later than three days after the assignment is returned detailing the error.
 - If you are concerned about a grade you receive, please discuss it with me. I am happy to discuss how you can improve in future work.
 - I do not give incomplete grades unless there is a documented medical crisis or documented emergency late in the semester and you have communicated about this to me when the incident occurs.
 - Failing to complete a self-assessment results in a zero for the assignments graded on the self-assessment.
- Checking Your Grade:
 - You can always check your grade in the course by looking at the Grades tab. Be sure to view all rubric feedback on graded items.
 - The course grade reflects the points you have earned thus far in the course (starting at 0 points). You can calculate your estimated final grade using the grade estimator spreadsheet on Brightspace.
- Contacting Me:
 - E-mail is the best way to contact me outside of student office hours. Please do not use Brightspace Messages, as I am unlikely to see your message promptly. You can call my office phone, but my e-mail response time is likely to be quicker.
 - I will respond to your e-mails promptly. In general, you can expect a response within 24 hours and that e-mails will be answered between 9AM and 5PM, Monday through Friday. While I understand students work outside of these hours, please plan ahead to give me time to respond.
 - Be sure to check the syllabus before e-mailing; questions answered in the syllabus will not be answered via e-mail.
 - Often, e-mail is best used to set-up an individual meeting. It is easier for us to understand each other in a meeting rather than via lengthy e-mail exchanges.
 - Please treat e-mails as professional correspondence. E-mails may only come from your tlu.edu e-mail address and should include a salutation (e.g., Dear Dr. O'Brochta), a clear message, and a signature with your name and the class you are enrolled in.