**EMGT 893: Response Theory II**

3 credits

Fall 2015

**Instructor's name**: Jessica Jensen

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**Bulletin Description**

Students develop specialization in response theory by selecting one or more topical areas within response about which they will broaden and deepen their knowledge with faculty mentorship.

**Course Objectives**

By the end of this course, students will demonstrate through writing and dialogue with the instructor that they have achieved the following level program learning objectives in the context of response theory:

* Ability to synthesize information
* Ability to think critically
* Effective written communication skills
* Mastery of major methods/analytical approaches of the field
* Extensive knowledge of literature of the academic discipline
* Extensive knowledge of theoretical components integral to the academic discipline
* Mastery of one of the major areas of specialization in emergency management (i.e., response)

Following the successful completion of this course and one other 800 level specialization course (i.e., 861, 862, or 864), the student is considered eligible to sit for the functional area comprehensive exam (one of three required comprehensive exams).

**Required Student Resources**

Students will individually develop, with course instructor approval, a list, organized around one or more response topics, of books, journal articles, grant reports, etcetera that they will read as part of the course requirements prior to being granted permission to register for the course.

**Course Schedule/Outline/Calendar of Events**

Prior to granting any students permission to register for the course, the course instructor will determine one day and time of day each week that students enrolled in the course will meet in seminar fashion to discuss their ongoing work with one another and demonstrate their growing knowledge related to their areas of focus.

Students will individually develop a tentative course schedule that meets the course instructor’s approval before being granted permission to register. The schedule must include identification of the following:

* The topic(s) of focus related to response that the student will study within the semester.
* The weeks of the semester in which they will conduct study of each topic they identify.
* The weekly date upon which an annotated bibliography for each week’s readings will be submitted. A minimum of 13 such dates must be identified on the tentative course schedule.
* The date due date for a methods literature review related to a topic of a student’s focus in the course. Only one such assignment must be identified on the tentative course schedule even where more than one topic is being explored.
* The due date for a state of theory paper related to their topic. One such assignment must be identified on the course schedule for each topic that is being explored.
* The due date for a state of knowledge literature review related to a topic of a student’s focus in the course. Only one such assignment must be identified on the tentative course schedule even where more than one topic is being explored.

Note: All of the papers may be identified as due in their final form at the end of the semester provided that the student identifies dates at which pieces of the papers will be submitted and reviewed by the instructor before the due date, e.g., student identifies dates upon which they will submit their reference list, an outline, structured notes within the outline showing emerging themes on which the paper will focus, and/or an initial draft or draft section(s).

**Evaluation Procedures and Grading Criteria**

The total number of points associated with the course will vary with the number of assignments that each student agrees to complete before being granted permission to register. Yet, the following point values and grading criteria will remain constant.

The 13 weekly annotated bibliographies are expected to be valued at 20 points each regardless of how many bibliography entries are included in a given week. An annotated bibliography guide sheet is included in Appendix 1. Annotated bibliographies will be graded using the grade sheet in Appendix 2.

Each methodological literature review will be valued at 100 points. Methodological literature reviews will be evaluated using the grade sheet included in Appendix 3.

Each state of theory paper will be valued at 100 points. State of theory papers will be evaluated using the grade sheet included in Appendix 4.

Each state of knowledge literature review will be valued at 100 points. State of knowledge literature reviews will be evaluated using the grade sheet included in Appendix 5.

**Evaluation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Graded Item* | *Points* | *Percentage* | *Point Range* | *Percentage Range* | *Letter Grade* |
| *Annotated Bibliographies\** | *260\** | *46%* | 521-560 | 93-100% | A |
| *Methods Lit Review\** | 100\* | 18% | 470-520 | 84-92% | B |
| *State of Theory Paper\** | 100\* | 18% | 420-475 | 75-83% | C |
| *Knowledge Lit Review\** | 100\* | 18% | 358-419 | 64-74% | D |
| Total | 560\* | 100% | Less than 358 | Less than 64% | F |
| \* The point value associated with this graded item as well as the percentage of the total points it represents in the class is a minimum point value and could potentially be higher based on how many such assignments each student agrees to produce and are reflected on their tentative course schedule—they are, for now, estimates only. | | | | | | |

**Attendance Statement**

“According to [NDSU Policy 333 (www.ndsu.edu/fileadmin/policy/333.pdf)](http://www.ndsu.edu/fileadmin/policy/333.pdf), attendance in classes is expected.” The course instructor must clearly inform students on the first day of class and in writing in the syllabus of their (1) policy regarding class absence and (2) policy, if any, for making up missed assignments. If class attendance is a component of the course grade, the course instructor must clearly communicate this to the class in writing in the syllabus. See NDSU Policy 333 for faculty and student responsibilities related to attendance, including for university-sponsored activities.

“Veterans and student service members with special circumstances or who are activated are encouraged to notify the instructor as soon as possible and are encouraged to provide Activation Orders.”

**Americans with Disabilities Act for Students with Special Needs Statement**

“Any students with disabilities or other special needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and contact the [Disability Services Office (www.ndsu.edu/disabilityservices)](http://www.ndsu.edu/disabilityservices/) as soon as possible.”

**Approved Academic Honesty Statement**

“The academic community is operated on the basis of honesty, integrity, and fair play. [NDSU Policy 335: Code of Academic Responsibility and Conduct](http://www.ndsu.edu/fileadmin/policy/335.pdf) applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the [Office of Registration and Records](http://www.ndsu.edu/registrar/). Informational resources about academic honesty for students and instructional staff members can be found at [www.ndsu.edu/academichonesty](http://www.ndsu.edu/academichonesty).”

**Appendix 1. Annotated Bibliography Guide Sheet**

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Annotated Bibliography Assignment Guidance

The development of an annotated bibliography is a key assignment students will undertake this semester. An annotated bibliography is, according to Cornell University, “a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited”. Guidelines for the preparation of the annotated bibliography follow.

* Citations MUST be in APA format. Guides to citing references in the APA style are available at: [The Owl at Purdue](http://owl.english.purdue.edu/owl/resource/560/01) (http://owl.english.purdue.edu/owl/resource/560/01) and the [University of Arizona](file:///C:\Users\ja.jensen\Documents\Program%20Tasks\University%20of%20Arizona) (http://www.library.arizona.edu/search/reference/citation-apa.html). An APA style guide is also available for purchase on the internet and in most books stores.
* Be sure you do not simply write an abstract of the article. Cornell University describes the difference between an abstract and annotation as: “abstracts are the purely descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes. Annotations are descriptive and critical; they expose the author's point of view, clarity and appropriateness of expression, and authority”.
* Annotations should address each of the following areas (if applicable):
  + Research Question/Purpose
  + Research Design
    - Qualitative, quantitative, mixed approach
    - Data Collection Method(s) used (e.g., interviews, surveys, content analysis, experiment, etcetera)
    - Sampling (population, # sampled, response rate, type of sampling employed)
    - Data Analysis Technique(s)
    - Limitations
  + Theoretical Framework and/or Literature Foundation
  + Hypotheses
  + Variables Examined
  + Findings
  + Critical Analysis
* A table is provided below as an organizational tool. You do not have to use it. If you choose to use this tool, then I would recommend pasting it into a Word document and keeping the document open on your computer as you go through each article. There are a variety of other organizational tools that one might use to annotate including software packages and Excel spreadsheets. Use what works best for you. As you read/skim and notice different required aspects for an annotation mentioned, I recommend you type the aspect into the table.

|  |  |
| --- | --- |
| Citation: | |
| *Research Question/Purpose* |  |
| *Research Design* |  |
| * Qualitative, quantitative, or mixed |  |
| * Collection Methods used |  |
| * Sampling |  |
| * Analysis Techniques used |  |
| * Limitations |  |
| *Theoretical Framework/Literature Foundation* |  |
| *Hypotheses(if applicable)* |  |
| *Variables Examined (if applicable)* |  |
| *Findings* |  |
| *Critical Analysis* |  |

**Appendix 2. Annotated Bibliography Grade Sheet**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Criteria** | **Points Possible** | **Points Earned** |
| Content | 1. Annotations report the manuscripts research question/purpose. 2. Annotations succinctly report the methodological approach used, the hypotheses and variables examined, data collection techniques used, sampling techniques and sampling results, and limitations OR specifically state that these aspects of content were absent in the piece reviewed. 3. If a theoretical framework is used to shape the research, the theoretical framework is noted in the annotations. If a theoretical framework was not used, then annotations state the literature foundation upon which the piece is based. 4. Annotations accurately and succinctly present the findings. 5. Annotations critically analyze the research. | 15 |  |
| Mechanics | 1. Sentences are skillfully constructed, varied, and distinctive. 2. Diction is fresh and precise. Perfect use of the English language. 3. Perfect grammar. 4. Perfect spelling. 5. Perfect punctuation. | 5 |  |
| Total | | 20 |  |

**Appendix 3. Methodological Literature Review Grade Sheet**

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Criteria | Points Possible | Points Earned |
| Organization | 1. Literature Review includes an engaging introduction 2. Introduction includes a thesis statement that clearly tells the reader where the writing assignment is going to take them 3. Paragraph sequence in essay is logical 4. Discussion of the literature is organized around central ideas or themes 5. Transitions between paragraphs and sections clarify relationships of ideas 6. Paragraphs are unified and coherent 7. Review includes a conclusion 8. Conclusion reinforces where the review has attempted to take the reader | 10 |  |
| Content | 1. Includes the following required elements  * Addresses the history of work on the topic including when research began, the disciplines in which scholars are doing work related to this topic, the degree to which any one or more disciplines and scholars within those disciplines dominate the existing work, the extent to which methodological approaches have remained static or evolved and why * Addresses themes with respect to methodological trends with respect to the work on the topic (e.g., qualitative or quantitative, interviews as opposed to survey, thematic, descriptive or inferential analysis, variables explored, theoretical frameworks used) * Addresses methodological strengths in the work related to the topic * Addresses methodological weaknesses related to the topic * Addresses the implications of the methods of the body of work reviewed for the profession and/or emerging discipline of emergency management | 20 |  |
| Analysis and Originality | 1. All required elements are written clearly, simply, and are easy to understand 2. Demonstrates ability to synthesize the literature from various disciplines related to the topic 3. Demonstrates ability to think critically about the research related to the topic 4. Demonstrates creative and original thinking in analyzing the literature in each content area 5. Demonstrates mastery of major methods/analytical approaches of the field 6. Demonstrates extensive knowledge of literature related to topic 7. Demonstrates mastery of one of the area of response within emergency management | 40 |  |
| Evidence | 1. Refers to literature reviewed throughout the paper  * Accurately * To support points being made * Consistently * Thoroughly  1. At minimum, utilizes the literature from the reading list the student agreed to at the beginning of the semester (may also utilize additional literature gathered beyond the original list). 2. Utilizes APA format to references ALL evidence used  * In-text * Reference list | 20 |  |
| Mechanics | 1. Sentences are skillfully constructed, varied, and distinctive. 2. Diction is fresh and precise. Perfect use of the English language. 3. Perfect grammar. 4. Perfect spelling. 5. Perfect punctuation. | 10 |  |
| Total | | 100 |  |

**Appendix 4. State of Theory Paper Grade Sheet**

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Criteria | Points Possible | Points Earned |
| Organization | 1. Literature Review includes an engaging introduction 2. Introduction includes a thesis statement that clearly tells the reader where the writing assignment is going to take them 3. Paragraph sequence in essay is logical 4. Discussion of the literature is organized around central ideas or themes 5. Transitions between paragraphs and sections clarify relationships of ideas 6. Paragraphs are unified and coherent 7. Review includes a conclusion 8. Conclusion reinforces where the review has attempted to take the reader | 10 |  |
| Content | 1. Includes the following required elements  * Presentation and explanation of any existing theory (and components of theory such as concepts, classifications, typologies, causal models, etc.) exists related to the topic * Addresses the extent to which existing theory (and components of theory such as concepts, classifications, typologies, causal models, etc.) have been used/revised/expanded over time by scholars * Presentation and explanation of any theory or might exist (and components of theory such as concepts, classifications, typologies, causal models, etc.) related to the topic were it formally articulated and used as such * Implications of the extent to which theory exists and might exist related to the topic for the emerging profession, distributed function, and academic discipline | 20 |  |
| Analysis and Originality | 1. All required elements are written clearly, simply, and are easy to understand 2. Demonstrates ability to synthesize the literature from various disciplines related to the topic 3. Demonstrates ability to think critically about the research related to the topic 4. Demonstrates creative and original thinking in analyzing the literature in each content area 5. Demonstrates extensive knowledge of literature related to topic 6. Demonstrates extensive knowledge of the theoretical components integral to the discipline 7. Demonstrates mastery of one of the area of response within emergency management | 40 |  |
| Evidence | 1. Refers to literature reviewed throughout the paper  * Accurately * To support points being made * Consistently * Thoroughly  1. At minimum, utilizes the literature from the reading list the student agreed to at the beginning of the semester (may also utilize additional literature gathered beyond the original list). 2. Utilizes APA format to references ALL evidence used  * In-text * Reference list | 20 |  |
| Mechanics | 1. Sentences are skillfully constructed, varied, and distinctive. 2. Diction is fresh and precise. Perfect use of the English language. 3. Perfect grammar. 4. Perfect spelling. 5. Perfect punctuation. | 10 |  |
| Total | | 100 |  |

**Appendix 5. State of Knowledge Literature Review Grade Sheet**

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Criteria | Points Possible | Points Earned |
| Organization | 1. Literature Review includes an engaging introduction 2. Introduction includes a thesis statement that clearly tells the reader where the writing assignment is going to take them 3. Paragraph sequence in essay is logical 4. Discussion of the literature is organized around central ideas or themes 5. Transitions between paragraphs and sections clarify relationships of ideas 6. Paragraphs are unified and coherent 7. Review includes a conclusion 8. Conclusion reinforces where the review has attempted to take the reader | 10 |  |
| Content | 1. Includes the following required elements  * Addresses the history of work on the topic including when research began and its evolution over time, the initial disciplines in which scholars began doing work related to this topic and any evolution that has occurred over time, the degree to which any one or more disciplines and scholars within those disciplines dominate the existing work and any evolution that has occurred over time * Addresses themes in the literature with respect to specific research questions explored and themes in findings in the literature * Addresses the clarity and specificity of author conclusions in light of a) the findings of the research and b) practice in the emerging profession and distributed function of emergency management and discusses implications of this analysis * Makes connection between findings in the literature and the methodological strength/weakness of the literature and suggestions implications for what is “known” about the topic * Addresses the implications of what is “known” about the topic for education and research | 20 |  |
| Analysis and Originality | 1. All required elements are written clearly, simply, and are easy to understand 2. Demonstrates ability to synthesize the literature from various disciplines related to the topic 3. Demonstrates ability to think critically about the research related to the topic 4. Demonstrates creative and original thinking in analyzing the literature in each content area 5. Demonstrates mastery of major methods/analytical approaches of the field 6. Demonstrates extensive knowledge of literature related to topic 7. Demonstrates mastery of one of the area of response within emergency management | 40 |  |
| Evidence | 1. Refers to literature reviewed throughout the paper  * Accurately * To support points being made * Consistently * Thoroughly  1. At minimum, utilizes the literature from the reading list the student agreed to at the beginning of the semester (may also utilize additional literature gathered beyond the original list). 2. Utilizes APA format to references ALL evidence used  * In-text * Reference list | 20 |  |
| Mechanics | 1. Sentences are skillfully constructed, varied, and distinctive. 2. Diction is fresh and precise. Perfect use of the English language. 3. Perfect grammar. 4. Perfect spelling. 5. Perfect punctuation. | 10 |  |
| Total | | 100 |  |