

# MAPP502

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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## Course Summary

**Course :** MAPP502 **Title :** Public Writing

**Length of Course :** 8

**Prerequisites :** N/A **Credit Hours :** 3

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## Description

**Course Description:** The art of good public writing involves many stages: good memos and grant proposals do not just “happen” overnight. And competent reports or engaging press releases do not constitute everything you know about their central subject. They are the product of much thought, research and frequently much revision. The good news is that, like any technique, it is one that can be learned through practice and useful feedback. MAPP 502 is designed to provide just this, with a special emphasis on developing self-evaluation techniques for you to draw from and use professionally long after you have completed your Master’s degree.

### Course Scope:

This course focuses on discussing, developing and practicing the techniques and understanding required to produce good public writing of different kinds. The skills learned will benefit students who intend to engage in all areas of the policy professions, public administration, policy advocacy/lobbying, think tank enterprises, the nonprofit sector, the political media, or work in governmental institutions. In fact, the skills you consolidate in this course will continue to pay dividends even if your chosen profession lies well outside these areas.

The course guides you through the process of writing several types of professional public communications including: memos, policy briefs, initial grant proposals, white papers and press releases. We will cover the criteria to look for and emulate in a good public document, learn how to assess the needs and interests of diverse audiences and how to present relevant information to them in the most effective way. The course also explores the impact of the law and electronic communications on public communications and the role that social media plays in the public writing of today and tomorrow. Students will be expected to distinguish good work from bad both in their own writing and in the published works used to construct them.

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## Objectives

Upon successful completion of the course, students will be able to meet the following learning objectives:

1. Develop your professional writing skills in the context of policy making/public administration and refine a variety of these skills through writing different types of policy papers.
2. Understand how to find and cite reliable sources in public communications and appreciate some of the

central laws on clear writing for policy and public service purposes.

3. Identify the key components in different types of public writing genres as well as isolate good and bad techniques in one's own writing and that of others.
  4. Write for different audiences on diverse policy situations, applying the appropriate style to effectively communicate policy recommendations.
  5. Develop critical analytic skills further through wide reading, using different perspectives and effectively incorporating the work of others in your writing, including good citation practice.
  6. Learn how to plan, research for, structure and write an incisive policy brief, a persuasive grant proposal, a detailed white paper, and an engaging press release.
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## Outline

### Week 1: Introduction to Public Writing

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Learning Outcomes

1

Reading/Assignments

**Read:** Swain, Chapters 1-4. See Course Materials below for additional reading.

**Forum 1.1** Welcome & Introduction

**Forum 1.2** What is public writing and why do we study it?

### Week 2: Planning Your Public Communications

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Learning Outcomes

2, 3, 5, 6

Readings/Assignments

**Read:** Swain, Chapter 13 and Appendix A-B

[The Plain Writing Act of 2010](#)

[Characteristics of good government writing](#)

[The Basics of APA Style – Tutorial](#)

See Course Materials below for additional reading.

**Forum 2** APUS Library Investigation

### Week 3: Emails, Memos, Letters and Briefs

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Learning Outcomes

1,2,3,4,5,6

Readings/Assignments

**Read:** Swain, Chapter 5. See Course Materials below for additional reading.

**Watch:** [The art and craft of policy briefs](#)

[What makes a good policy brief?](#)

**Forum 3** Memos

**Assignment:** Draft a policy brief

## **Week 4: Proposals**

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Learning Outcomes

1, 3, 4, 5

Readings/Assignments

**Read:** Swain, Chapters 10-11. See Course Materials below for additional reading.

[How to write a winning grant proposal](#)

**Forum 4** Proposals

**Assignment:** Write a grant proposal

## **Week 5: Report writing**

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Learning Outcomes

1, 3, 4,5,6

Readings/Assignments

**Read:** Swain, Chapter 9. See Course Materials below for additional reading.

[White papers](#)

[Clusters and Economic Policy](#)

**Forum 5** Reports

## **Week 6: Justifications**

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Learning Outcomes

1,3,4,5

Readings/Assignments

**Read:** Swain, Chapter 12. See Course Materials below for additional reading.

[Writing a budget narrative](#)

**Watch:** [Biggest proposal budget bloopers](#)

**Forum 6** Budget justifications

## **Week 7: Press Releases, Newsletters**

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## Learning Outcomes

1, 3, 4, 5, 6

## Readings/Assignments

**Read:** Swain, Chapters 7-8. See Course Materials below for additional reading.

[How to write a press release](#)

[How to write a government press release](#)

**Forum 7** Newsletter

**Assignment:** Draft a press release

## Week 8: Social media

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## Learning Outcomes

1,2,4,5,6

## Required Readings

**Read:** [Social media's ability to influence policymakers grows globally](#)

[Creating a social media report that matters](#)

[Mobile messaging and social media 2015](#)

See Course Materials below for additional reading.

**Forum 8** Social Media

**Assignment:** Produce a Twitter, Web or Wiki entry

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## Evaluation

### Grading:

Name	Grade %
Forums	30.00 %
Forum 1.1	0.37 %
Forum 1.2	3.70 %
Forum 2	3.70 %
Forum 3	3.70 %
Forum 4	3.70 %
Forum 5	3.70 %
Forum 6	3.70 %
Forum 7	3.70 %
Forum 8	3.70 %
Press Release	10.00 %
Press Release (wk 7)	10.00 %
Policy Brief	15.00 %

Policy Brief (wk 3)	15.00 %
Social Media Entry	10.00 %
Social Media Entry (Week 8)	10.00 %
Grant Proposal	15.00 %
Grant proposal (wk 4)	15.00 %
White Paper	20.00 %
White Paper (wk 5)	20.00 %

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## Materials

**Book Title:** Effective Writing in the Public Sector

**Author:** Swain, J. and Swain, K.

**Publication Info:** Routledge

**ISBN:** 9780765641502

The required reading articles for each week can be found by searching the APUS library article database or online are listed below, followed by supplementary reading/viewing:

### **Lesson Week One: Introduction to Public Writing**

#### **Required Reading:**

Swain, J. W., & Swain, K. D. (2014) *Effective Writing in the Public Sector*. Armonk, NY: M.E. Sharpe. Chapters 1-4, pp. 3-63.

#### **Supplementary Reading:**

Catherine F. Smith. (4th ed., 2015) *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process*. Oxford: Oxford University Press. Chapters 1-2, pp. 1-34, and Appendix A, pp. 208-214.

University of Missouri Extension. (1993) *Clear Writing: Ten Principles of Clear Statement*. Retrieved from <http://extension.missouri.edu/publications/DisplayPub.aspx?P=CM201>

### **Lesson Week 2: Guidelines, Sources and Planning Your Public Communications**

#### **Required Reading:**

Swain, J. W., & Swain, K. D. (2014) *Effective Writing in the Public Sector*. Armonk, NY: M.E. Sharpe. Chapter 13, pp. 141-151 and Appendix A-B, pp. 153-174.

PlainLanguage.gov. (n.d.) *Plain Writing Act of 2010*. (click link) <http://www.plainlanguage.gov/plLaw/>

APAStyle.org. (n.d.) The Basics of APA Style – Tutorial (click link on this page to start it). <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Doyle, Susan (2013) "The Characteristics of Good Government Writing."  
<http://web.uvic.ca/~sdoyle/E302/Notes/Characteristics.html>

#### **Supplementary Reading:**

Catherine F. Smith. (4th ed., 2015) *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process*. Oxford: Oxford University Press. Chapters 4, pp. 62-86, and Appendix B, pp. 215-225.

Center for Plain Language. (2016, 2015) Wondermark Hall of Shame.  
<http://centerforplainlanguage.org/wondermark/>

Center for Plain Language. (2016) "5-Step Checklist." <http://centerforplainlanguage.org/plain-language-checklist/>

Exec. Order No. 12833, 3 C.F.R. 51735-51744 (1993).  
<http://www.plainlanguage.gov/populartopics/regulations/eo12866.pdf>

Exec. Order No. 12988, 3 C.F.R. 51735-51744 (1996).  
<http://www.plainlanguage.gov/populartopics/regulations/eo12988.pdf>

Joseph, Paul. (2016) "Trimmed Gobbledygook." *Center for Plain Language*. Guest Blog. September 7.  
<http://centerforplainlanguage.org/trimmed-gobbledygook/>

National Archives and Records Administration. (2012) "Plain Writing Style Guide."  
<http://www.archives.gov/open/plain-writing/style-guide.pdf>

Numbers.usa.com. (2013) "How the Obama Administration Inflates Deportation Statistics." Feb 12.  
<https://www.numbersusa.com/content/news/february-12-2013/how-obama-administration-inflates-deportation-statistics.html>

Orwell, George. (1950 [1946]) "Politics and the English Language." In *Shooting an Elephant and Other Essays*. London: Secker and Warburg. [http://www.orwell.ru/library/essays/politics/english/e\\_polit](http://www.orwell.ru/library/essays/politics/english/e_polit)

Plain Writing Act of 2010, Pub. L. No. 111-274, 124 Stat. 2861. <http://www.gpo.gov/fdsys/pkg/PLAW-111publ274/pdf/PLAW-111publ274.pdf>

Sanders, Katie. (2014) "Lou Dobbs: Obama administration 'manipulated deportation data'." *Politifact.com*. July 15th. <http://www.politifact.com/punditfact/statements/2014/jul/15/lou-dobbs/lou-dobbs-obama-administration-manipulated-deporta/>

U.S. Government. (n.d.). PlainLanguage.gov. Examples of plain language.  
[www.plainlanguage.gov/examples/index.cfm](http://www.plainlanguage.gov/examples/index.cfm)

U.S. Government. (n.d.). PlainLanguage.gov. Before-and-after comparisons.  
[http://www.plainlanguage.gov/examples/before\\_after/index.cfm](http://www.plainlanguage.gov/examples/before_after/index.cfm)

Vaughan, Jessica. (2013) "Deportation Numbers Unwrapped." October. <http://cis.org/ICE-Illegal-Immigrant-Deportations>

Wadhia, [Shoba Sivaprasad](#). (2014) "The Rise of Speed Deportation and the Role of Discretion." *Columbia Journal of Race and Law*, 5(1).

[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2486821](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2486821)

White, Bryan W. (2014) "PolitiFact and the Deportation Deception." *Zebra Fact Check*.  
<http://www.zebrafactcheck.com/politifact-deportation-deception/>

### **Lesson Week 3: Emails, Memos, Letters and Briefs**

#### **Required Reading/Viewing:**

Swain, J. W., & Swain, K. D. (2014) *Effective Writing in the Public Sector*. Armonk, NY: M.E. Sharpe. Chapter 5, pp. 67-74.

The Women's and Children's Health Policy Center (n.d.) "The Art and Craft of Policy Briefs: Translating Science and Engaging Stakeholders." Video (18 mins). [http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy\\_brief/video](http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/video)

Lewis, Melinda K. (2009) "What Makes a Good Policy Brief." <https://melindaklewis.com/2009/09/30/what-makes-a-good-policy-brief/>

### **Supplementary Reading:**

Catherine F. Smith. (4th ed., 2015) *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process*. Oxford: Oxford University Press. Chapter 8, pp. 145-161.

Writing Effective Reports. (2011) "Lesson 4.1: Preparing Policy Briefs." In *Food Security Communications Toolkit*, Food and Agriculture Organization of the United Nations. <http://www.fao.org/docrep/014/i2195e/i2195e03.pdf>

Department of Health and Human Services. (2012) "Guide to Document Preparation." See Chapters 6, 7, and 8 on memos, Chapter 5 on letters. <https://execsec.od.nih.gov/correspondence/docs/secretarial-correspondence.pdf>

Clinton, W. J. (1998) "Memo: Plain Language in Government Writing." *Federal Register*. 63;111, 31885. June 10. <http://www.gpo.gov/fdsys/pkg/FR-1998-06-10/pdf/98-15700.pdf>

Laster, John. (2015) "Letter to W. Neil Eggleston." *National Archives*. Presidential Materials Division. <http://www.archives.gov/foia/pr-notifications/pdf/clinton/rn-lpwjc-2015-032.pdf>

Springstead, Glen, Whittman, Kevin, and Shoffner, Dave. (2014) "Proposed Revisions to the Special Minimum Benefit for Low Lifetime Earners." Policy Brief 2014-01, September. <https://www.ssa.gov/policy/docs/policybriefs/pb2014-01.html>

Teten, D. (2013) How to write a memo the people will actually read. Forbes. Retrieved from <http://www.forbes.com/sites/daviddteten/2013/08/01/how-to-write-a-memo-that-people-will-actually-read/>

U.S. Department of Commerce, National Oceanic and Atmospheric Administration. (2008) "Memo: Guidance for NWS Support for Special Events." <http://www.nws.noaa.gov/sp/specialeventsguidance.pdf>

Young and Quinn. (2004) "The Policy Brief." *LGI Training Materials*. <http://www.policy.hu/ipf/fel-pubs/samples/PolicyBrief-described.pdf>

### **Lesson Week 4: Proposals**

#### **Required Reading:**

Swain, J. W., & Swain, K. D. (2014) *Effective Writing in the Public Sector*. Armonk, NY: M.E. Sharpe. Chapters 10-11, pp. 113-130.

Fritz, Joanne. (2016a) "How to Write a Winning Grant Proposal in 11 Steps." *The Balance*, July 26. <http://nonprofit.about.com/od/foundationfundinggrants/tp/grantproposalhub.htm>

#### **Supplementary Reading/Viewing:**

Catherine F. Smith. (4th ed., 2015) *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process*. Oxford: Oxford University Press. Chapter 7, pp. 121-146.

National Archives. (n.d.) "The New GRS: A proposal for restructuring the GRS." <http://www.archives.gov/records-mgmt/memos/restructuring-grs-proposal.html>

Oregon.gov. (n.d.) "Sample Letter of Intent." [https://www.oregon.gov/oprd/HCD/SHPO/docs/2012OMSCConf/MS\\_6a\\_SampleLOI.pdf](https://www.oregon.gov/oprd/HCD/SHPO/docs/2012OMSCConf/MS_6a_SampleLOI.pdf)

Fritz, Joanne. (2016b) "How to Write a Cover Letter for Your Grant Proposal." *The Balance*, May 27. <https://www.thebalance.com/how-to-write-a-cover-letter-for-your-grant-proposal-2501949>

Foundation Center. (2015) "Introduction to Proposal Writing." (27 mins) <https://www.youtube.com/watch?v=F1NhEhovepA>

Grantspace. (2016) "Knowledgebase: How Do I Write a Grant Proposal." <http://grantspace.org/tools/knowledge-base/Funding-Research/proposal-writing/grant-proposals>

The Writing Center at UNC. (2014) "Grant Proposals (or Give me the money!)." <http://writingcenter.unc.edu/handouts/grant-proposals-or-give-me-the-money/>

## **Lesson Week 5: Reports**

### **Required Reading:**

Swain, J. W., & Swain, K. D. (2014) *Effective Writing in the Public Sector*. Armonk, NY: M.E. Sharpe. Chapter 9, pp. 103-112.

The Purdue Owl. (2006) "White Papers." <https://owl.english.purdue.edu/owl/owlprint/546/>

Porter, Michael E. (2007) "Clusters and Economic Policy: Aligning Public Policy with the New Economics of Competition." [http://www.hbs.edu/faculty/Publication%20Files/Clusters\\_and\\_Economic\\_Policy\\_White\\_Paper\\_8e844243-aa23-449d-a7c1-5ef76c74236f.pdf](http://www.hbs.edu/faculty/Publication%20Files/Clusters_and_Economic_Policy_White_Paper_8e844243-aa23-449d-a7c1-5ef76c74236f.pdf)

### **Supplementary Reading/Viewing:**

Catherine F. Smith. (4th ed., 2015) *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process*. Oxford: Oxford University Press. Chapter 4, pp. 63-86.

The Purdue Owl. (2013) "White Papers" (vidcast). <https://www.youtube.com/watch?v=ulgJTQiv7wQ>

U.S. Government Accountability Office. (2015a) "Defense Health Care: Better Tracking and Oversight Needed of Servicemember Separations for Non-Disability Mental Conditions." GAO-15-266. February 13. <http://www.gao.gov/products/GAO-15-266>

U.S. Government Accountability Office. (2015b) "FULL REPORT: Defense Health Care: Better Tracking and Oversight Needed of Servicemember Separations for Non-Disability Mental Conditions." GAO-15-266. February 13. <http://www.gao.gov/assets/670/668519.pdf>

ICMA. (n.d.) Sample White Papers. **Dozens of sample white papers on this page:** <http://icma.org/en/Search?s=white%2Bpapers>

## **Lesson Week 6: Justifications**

### **Required Reading:**

Swain, J. W., & Swain, K. D. (2014) *Effective Writing in the Public Sector*. Armonk, NY: M.E. Sharpe. Chapter 12, pp. 131-140.

Grant Central Station. (n.d.) "[Writing a Budget Narrative.](http://grant-central-station.com/articles/33/)" <http://grant-central-station.com/articles/33/>

Nonprofit Association of Oregon. (2013) "Successful Grants Stewardship: The Biggest Proposal Budget Bloopers and How to Avoid Them." <https://www.youtube.com/watch?v=u4P-SJqOGzM>

### **Supplementary Reading/Viewing:**

Library of Congress. (2017) "Budgets." Justifications for Fiscal 2017. <http://www.loc.gov/about/reports-and-budgets/congressional-budget-justifications/>

National Endowment for the Humanities. (2011) *Appropriations request for fiscal year 2013*.  
[http://www.neh.gov/files/neh\\_request\\_fy2013.pdf](http://www.neh.gov/files/neh_request_fy2013.pdf)

U.S. Office of the Under Secretary of Defense (Comptroller)/Chief Financial Officer. (2014) *United States Department of Defense fiscal year 2015 budget request*. Retrieved from  
[http://comptroller.defense.gov/Portals/45/Documents/defbudget/fy2015/fy2015\\_Budget\\_Request\\_Overview\\_I](http://comptroller.defense.gov/Portals/45/Documents/defbudget/fy2015/fy2015_Budget_Request_Overview_I)

U.S. [Department of Health and Human Services](#). (n.d.) "Sample Budget Narrative."  
<http://bphc.hrsa.gov/programopportunities/fundingopportunities/continuation/fy17bprbudgetjustification.pdf>

## **Lesson Week 7: Press Releases and Newsletters**

### **Required Reading:**

Swain, J. W., & Swain, K. D. (2014) *Effective Writing in the Public Sector*. Armonk, NY: M.E. Sharpe. Chapters 7-8, pp. 83-100.

American College of Emergency Physicians. (2014) "How to Write a Press Release."  
<https://www.acep.org/Advocacy/How-To-Write-a-Press-Release/>

Hubpages (2014) "How to Write a Government Press Release." December 1.  
<http://hubpages.com/politics/How-to-write-a-government-press-release>

### **Supplementary Reading/Viewing:**

Langfelder, James O. (n.d.) "Press Release." Office of the Mayor of Springfield, Illinois.  
<http://www.springfield.il.us/Departments/Communications/PressReleasesHandler.ashx?imgid=101>

Rand Corporation. (2016) *Policy Currents Newsletter*. <http://www.rand.org/policy-currents.html>

United States Government Publishing Office. (2015) GPO on track to report historic low EEO complaints.  
<https://www.gpo.gov/newsroom-media/presspage/15presspage17>

United States Internal Revenue Service (2015) *Federal, State, and Local Governments Newsletter*. Retrieved from <https://www.irs.gov/pub/irs-pdf/p5167.pdf>

Marketing Donut. (2016). "A Complete Guide to Writing an Effective Press Release."  
<http://www.marketingdonut.co.uk/pr/writing-press-release/pr/marketing/complete-guide-writing-effective-press-release> *More marketing than policy, but some useful comprehensive tips*

## **Lesson Week 8: Social Media**

### **Required Reading:**

Edelman.com. (2011) "Press Release: Social Media's Ability to Influence Policymakers Grows Globally." December 6. <http://www.edelman.com/news/social-medias-ability-to-influence-policymakers-grows-globally/>

Gresham, K. (2015) "Creating a Social Media Report that Matters." DigitalGov. June 29.  
<http://www.digitalgov.gov/2015/06/29/creating-a-social-media-report-that-matters/>

Duggan, M. (2015) "Pew Research Center: Internet, Science & Tech. Mobile Messaging and Social Media 2015." <http://www.pewinternet.org/2015/08/19/mobile-messaging-and-social-media-2015/>

### **Supplementary Reading/Viewing:**

Catherine F. Smith. (4th ed., 2015) *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process*. Oxford: Oxford University Press. Chapter 10, pp. 185-205.

Marcum, Tanya, and Perry, Sandra. (2014) [When a Public Employer Doesn't Like What Its Employees](#)

["Like": Social Media and The First Amendment](#). *Labor Law Journal* 65(1), 5-19.

Hub Pages. (2012) "How to Write and Distribute a Social Media Press Release." October 30. <http://hubpages.com/literature/How-to-Write-and-Distribute-a-Social-Media-Press-Release>

American Foundation for the Blind. (2015) "How to make your blog accessible to blind readers." <http://www.afb.org/info/living-with-vision-loss/using-technology/creating-accessible-websites/how-to-make-your-blog-accessible/1235>

Cornell University Law School Legal Information Institution. (n.d.) *Trademark*. <https://www.law.cornell.edu/wex/trademark>

Fandl, Kevin. (2012) "Social Media and Public Policy." <https://aspanational.wordpress.com/2012/05/22/social-media-public-policy/>

Havenstein, Heather. (2008) "Top Secret: CIA explains its Wikipedia-like national security project." *Computerworld*. June 10. <http://www.computerworld.com/article/2535171/web-apps/top-secret--cia-explains-its-wikipedia-like-national-security-project.html>

Harkin, Sen. Tom. (2014) "Facebook Post, November 25." <https://www.facebook.com/tomharkin/?nr>

Stanford University Libraries. (2015) Copyright & Fair Use. <http://fairuse.stanford.edu/overview/fair-use/what-is-fair-use/>

U. S. Copyright Office. (2009) *International Copyright*. <http://www.copyright.gov/fls/fl100.html>

Section 508 Law and Related Laws and Policies. (n.d.) <http://www.section508.gov/content/learn/laws-and-policies>

APUS Library. (2016) Copyright: Fair Use <http://apus.libguides.com/copyright/fairuse>

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## Course Guidelines

### Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

### Tutoring

- [Tutor.com](#) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours\* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

### Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 20% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

## Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

## Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

## Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

## Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

## Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

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## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis

on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.