

**MGT 597 02 W**  
**Crisis Management**  
**Spring, 2015 Tentative Course Syllabus**

**Instructor:** Dr. Zhang(Last name) Long(First name)  
**Class Day/Time:** Online  
**Fax:** 903-886-5702  
**E-Mail:** Long.Zhang@tamuc.edu

**The best way to contact me is by email or through the Virtual Office. This is an online course; therefore, expect most communication to be online.**

**\*IMPORTANT\***

**Times in the eCollege are displayed in (GMT-06:00) Central Time (US & Canada)**

**Each time you send an e-mail the subject line should read MGT 497 01W or MGT 597 02W to ensure that I receive the message. If you follow these directions exactly I will respond to emails within a 48 hour time period. If you do not follow these instructions exactly, I cannot assure you that I will respond as quickly because your e-mail will be lost in a sea of other e-mail messages.**

**FYI:** The Virtual Office (under the Course Home section) is a great means of communication if you have questions that others in the class may have as well. Let's use this to our advantage and feel free to respond to others' questions if you know the answer.

**Textbook:** Crisis Management Leading in the new strategy landscape 2<sup>nd</sup> Edition by Crandall William Richard, Parnell, John A. and Spillian, John E.  
ISBN: 1414991684  
ISBN-13: 9781412991681  
Publisher: Sage Publications  
Pub. Date: March 2013  
Edition: Second

**Course Description:** This course will provide students with a fundamental understanding of crisis management, including risk communications, media relations, internal control and public opinion research techniques in the context of the worldwide controversy on different issues from organizational crisis to governmental crisis, and will also offer a strategic orientation to crisis management. This course focuses on a four-stage crisis management framework: 1) Landscape Survey: identifying potential crisis vulnerabilities, 2) Strategic Planning: organizing the crisis management team and writing the plan, 3) Crisis Management: addressing the crisis when it occurs, and 4) Organizational Learning: applying lessons from crises so they will be prevented or mitigated in the future.

Students will be introduced to crisis management principles, strategies, tactics, and communication methods that will enable them to predict, manage, and control real-world controversies they may confront as they pursue careers in their fields.

**Course Objectives:** This course aims to improve students the thinking and planning which is essential to manage and communicate before, during or after an organizational crisis in order to achieve more effectively toward increased organizational performance. After completing this course, students should be able to:

- Recognize the risk before it steps into crisis.
- Construct effective responses to avoid risks that may escalate into crises.
- Interpret the roles of different levels of the management in crisis management.
- Identify key methods to control a crisis.
- Evaluate the need for implementation of crisis and safety management processes.
- Differentiate methods of handling internal and external communications during crisis situations.
- Apply crisis management theories and concepts to minimize crisis damage.
- Critique theories and concepts of ethical decision-making and problem solving.
- Understand the importance of organizational learning
- Develop a crisis management plan that incorporates “best practice” principles.

<b>Grading:</b>	A = 90-100	1. <b>Exams:</b>	45%
	B = 80-89	2. <b>Discussion Board:</b>	15%
	C = 70-79	3. <b>Web Activities:</b>	10% (2 @ 5% each)
	D = 60-69	4. <b>Case Analysis</b>	15% (5% for CA1 and 10% for CA2)
	F = 00-59	<b>5. Paper</b>	15%
	<b>Total:</b>		100%

**1. Exams:** There will be three exams given throughout the semester. Each exam is worth 15%. **The second one** asks you to write an essay in given time, and **the other two** are combined with multiple-choice, multiple-answer, true or false and filling in the blank questions. Please see the following schedule for exam dates. The exams **will be timed** and can only be accessed once; therefore, once you begin, you may not stop and come back to it later.

Exam 1: Opens March 7<sup>th</sup> –Closes March 9<sup>th</sup>.

Exam 2: Opens April 18<sup>th</sup> – Closes April 20<sup>th</sup>.

Exam 3: Opens May 9<sup>th</sup> – Closes May 11<sup>th</sup>.

**\*\*IMPORTANT\*\*** A missed exam equals a missed exam grade *regardless of the reason* unless you contact me immediately. If, for any reason, you miss a scheduled exam, you may take a make-up exam within one week of the missed exam. ***You need to make sure that you have a secure connection upon beginning the exam. If you lose connection, then you will need to contact me immediately to schedule a time to take the exam.***

**2. Discussion Board:** The discussion board is worth 15% of your grade. Each week I will post different topics related to the assigned chapter(s) for the week. Each student is required to make thoughtful posts as well as replies to other students' posts for the assigned chapter(s). The discussion board will count for the class participation component of your grade. If you were attending class, you would be expected to contribute to each week's class session, so you should treat the bulletin board as you would treat class participation. As a general guideline, **your grade on this portion will be a function of the quality, quantity, and consistency** (i.e., a somewhat even distribution of activity throughout the term) of your posts and replies on the bulletin board throughout the semester. **Moreover, you should have at least two verifiable research references for each question to backup your points for each posting EXCEPT our textbook; otherwise, I will judge by my professional knowledge to see whether it will be counted.**

Please be aware that 45 posts and replies with good qualities is simply a suggested number of postings. **50 posts of very low quality at the end of the semester will not hold as much weight as 45 high quality posts distributed evenly throughout the term.** Please also note that heavy activity during the last few days cannot compensate for a lack of participation during the term. I will distribute the total 15 points into each week with discussions. Plan to participate throughout the semester.

The discussions are only open for posting during the week for which they are scheduled. Each week's discussions are open from Monday to the following Sunday. For example, Chapter 1 opens at midnight on Mon., Jan. 26<sup>th</sup> and closes at 11:59pm Sun., Feb.1<sup>st</sup>.

You must keep up with the scheduled readings for the week. Once the chapter has been closed, it will not be re-opened. Students do not have to post to every topic. Keep in mind that the minimum number of postings suggested is 45; therefore, one could do 3-4 posts per week and be in good shape by the end of the semester provided the posts are of high quality.

**3. Web Activities:** The web activities are worth 10% of your grade.  
The first activity is due on Feb 7<sup>th</sup> 11:59PM.  
The second activity is due on April 4<sup>th</sup> 11:59PM.

**For Web Activity 1, please give a similar example, and present the ways of what to do when you confront the crisis by the context you learn from the web material.**

**For Web Activity 2, please answer the questions: How does the theory explain crises? Please give some crisis examples resulted from the attribution error, and give a detailed analysis on how to make the correct attribution so as to minimize crises combing with the knowledge you learn from the textbook.**

You can find the assignment under COURSE HOME and then WEB ACTIVITIES. Assignments should be uploaded to the appropriate Web Activities Dropbox. Remember that you can do these earlier than the due date and go ahead and submit them to your dropbox. However, I will give you the grade after the due date, and **your grade will depend on not only of your explanation of the associated experience, but also applying the course material, including references**

that support of some the theories discussed in the textbook. Moreover, you should have at least four verifiable research references with APA format for each Web Activity to backup your points.

**\*\*NOTE\*\*** All papers must receive a 25% or lower rating in Turnitin.com after you submit it to the dropbox. The report from Turnitin.com may be generated within minutes or sometimes it may take a couple of days. To be on the safe side, it's recommended that you submit your paper to the Dropbox in advance of the paper's due date to make sure that you will see your report in time to be qualified to upload your paper to the dropbox before the deadline.

**4. Case Study:** 15% of your grade is comprised of completing the study cases I posted in 2 different weeks. Case study 1 is worth 5% of your final grade, and Case study 2 is worth 10%.

**The self-assessment scores and papers are due as follows:**

- I. – due before 11:59PM of Feb 21<sup>st</sup>
- II. – due before 11:59PM of Mar 14<sup>th</sup>

Each paper should be submitted to the appropriate dropbox. Please try to analyze the case with the theories we learned from the course, and give a deep analysis of the reasons and some good suggestions. **Your grades depend on how well you apply the textbook and course material to your case study, as well as the degree of original thought and critical reflection that you contribute. Moreover, you should have at least four verifiable research references with APA format for each Web Activity to backup your points.**

**\*\*NOTE\*\*** All papers must receive a 25% or lower rating in Turnitin.com after you submit it to the dropbox. The report from Turnitin.com may be generated within minutes or sometimes it may take a couple of days. To be on the safe side, it's recommended that you submit your paper to the Dropbox in advance of the paper's due date to make sure that you will see your report in time to be qualified to upload your paper to the dropbox before the deadline.

**5. Paper:** 15% of your final grade. **Please download the reading material under the Doc Sharing and answer the following questions:**

- list all of the reasons why you believe George might act unethically and remove the filters, allowing the maggots to remain in the mix.
- Then list all of the reasons why you think that George might behave ethically, refuse to remove the filters, and report the maggot problem to management.
- If this were you, what will you do?
- **Please analyze the case from the perspective of crisis management to explain what kind of potential crisis would happen if George act unethically.**

Each paper should be submitted to the appropriate dropbox. **Your grades depend on how well you apply the textbook and course material to your case study, as well as the degree of original thought and critical reflection that you contribute. Moreover, you should have at least four verifiable research references with APA format for each Web Activity to backup your points.**

**\*\*NOTE\*\*** All papers must receive a 25% or lower rating in Turnitin.com after you submit it to the dropbox. The report from Turnitin.com may be generated within minutes or sometimes it may take a couple of days. To be on the safe side, it's recommended that you submit your paper to the Dropbox in advance of the paper's due date to make sure that you will see your report in time to be qualified to upload your paper to the dropbox before the deadline.

**Student papers for Web activities, Case Study and Paper should be submitted to the Drop Box. Please do not e-mail these papers to me. If you can see it in your drop box, then I can also see it. No late submissions will be accepted!**

**Any papers that are received past due date will automatically drop one letter grade. For each day thereafter the grade drops another letter grade.**

**Comment on Academic Honesty:** There seems to be a belief among many that anything found on the Internet is free to use as one wishes. The "cut and paste" option also makes it quite tempting. However, information on the web must be properly cited just as you would any "hard copy" periodicals. Keep the following in mind:

1. It is generally not advisable to quote anything verbatim in a paper unless there is an overriding reason to do so, such as the use of a particular phrase or sentence that illustrates a point well and should not be changed. When you do so, you must provide place the statement in quotes in addition to a footnote at the end of the quote. Not placing the statement in quotes implies that the wording is your own.
2. Changing a few words in a sentence (for example, "large" to "big") may alleviate the need for quotes (depending on how much you change), but it is not the best way to go. If you are not going to provide a direct quote, then the material should be stated in your own terms. Changing a couple of words implies laziness.
3. Every idea you get from another source must be cited. Placing 100 citations in a paper does not imply that the work is not original, but that you did a proper job of giving credit where it was due.
4. The real danger in a "cut and paste" approach to report writing is that you end up including a lot of information that is related to the topic about which you are writing, but does not really address what you are trying to say. Putting things in your own words allows you to focus your comments more effectively.

Any deviation from the guidelines concerning quotes and citations constitutes plagiarism, as it suggests that you are trying to submit someone else's work and creativity as your own. If you have any questions, please let me know.

### **Special Needs/Reasonable Accommodations:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Library  
Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**Discrimination:** A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Course Policies and Instructor Expectations:**

Students are required to meet the expectations listed below.

- **Professional Behavior:** It is important that you maintain a professional demeanor at all times, including during “electronic communication”. Texas A&M- Commerce expects this from you, as do current and future employers. Since so much communication in the workplace is “electronic” nowadays, this course will be a good place to practice interacting in a manner appropriate to a professional setting. In particular, take special care when posting and responding to discussion board questions.
- **Regular and Timely Attendance and Participation:** You are expected to log onto eCollege regularly.
- **Assignments:**
  1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in MGT 501 should have at least some skill with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!
  2. **Assignments must be turned in on time.** Assignments are due at the **date** and **time** listed. Start working on each assignment as soon as you possibly can and make sure that you have them submitted by the specified due dates. The chapter readings can be completed at any pace you wish. You **MUST** turn in all kinds of assignments **ON TIME**. You will have to submit the work that is listed in the right, “Work Due” column of the course schedule provided on the end of this syllabus. I will accept late assignments. However, there will be a significant penalty. One day lateness of the assignment will result in a letter off. If you do not meet the deadline (even by one or two minutes), I will deduct 10 points.
  3. **Assignments must be complete.** You must complete and submit all components at the specified due date and time to receive credit for the assignment. Please don’t turn in work that is only “half-finished”.
  4. **Please submit assignments in a format that is compatible with Microsoft Office 2007.**

- **Back-ups are required:** You are required to back up all your assignments on a disk that can be submitted to me upon my request. If work is lost due to insufficient back-up, you will not have the opportunity to recreate and submit at a later time.
- **E-mail:** Students must routinely check e-mail sent to his or her **Texas A&M-Commerce account**. This is my primary mechanism for communicating to the class. I check my e-mail several times a day, so this is the best way to reach me.
- **Make-up Exams or Late Assignments Will Only Be Accepted If You Obtain University Approved Documentation for Your Excuse:** There are no make-up assignments for poor performance on a previous assignment.
- **Changes to Schedule:** While I plan to stick to the class schedule, there might be occasions to modify the schedule. In these cases, all changes will be announced via eCollege and e-mail. It is your responsibility to become aware of any such changes.
- **Extra Credit: I do NOT assign any extra credit work. Please do not ask about it.**

**It is the student's responsibility and accountability to ensure that they have a reliable internet connection. Therefore, the student's rationalizations and excuses for reasons of lateness of submittal of assignment is not valid and falls into the category lack of student responsibility and accountability due to not following the instructions and requirements of the syllabus and the assignment.**

**First time eCollege users:** eCollege is user-friendly, but I do recommend that you complete the tutorial that is on the same page where you enter the course (the welcome page). For any technical questions you may contact the eCollege Help Desk at 1-866-656-5511 or by e-mail at [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org).

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*"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)*

*Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, please contact the Office of Advisement Services, Business Administration Building, Room 314, (903)886-5133*

## MGT 597 - Tentative Schedule – Spring 2015

	Week of	Chapter	Assignment
1	Jan 20	Class opens	<b>Introduction</b> Submit your Academic Honesty Policy
2	Jan 26	1 A Framework for Crisis Management	Begin weekly discussion Postings
3	Feb 2	2 The Crisis Management Landscape	<b>Web Activity 1</b> Due Feb 7 <sup>th</sup> 11:59PM
4	Feb 9	3 Sources of Organizational Crises	
5	Feb 16	4 A Strategic Approach to Crisis Management	<b>Case Study 1</b> Due Feb 21 <sup>st</sup> 11:59PM
6	Feb 23	5 Forming the Crisis Management Team and Writing the Plan	
7	Mar 2	6 Organizational Strategy and Crises	Open from Mar 7 <sup>th</sup> –Mar 9 <sup>th</sup>
8	Mar 9	Exam 1 (Chapter 1-6)	<b>Case Study 2</b> Due Mar 14 <sup>th</sup> 11:59PM
9	Mar 16	Spring Break	
10	Mar 23	7 Crisis Management-Taking Action when Disaster Hits	
11	Mar 30	8 Crisis Communication	<b>Web Activity 2</b> Due April 4 <sup>th</sup> 11:59PM
12	April 6	9 The Importance of Organizational Learning	
13	April 13	Exam 2(Essay)	Open from April 18 <sup>th</sup> -20 <sup>th</sup>
14	April 20	10 The Underlying Role of Ethics in Crisis Management	
15	April 27	11 Emerging Trends in Crisis Management	<b>Paper</b> Due May 2 <sup>nd</sup> 11:59 PM
16	May 4	Exam3 (Chapter 7-11)	Open from May9 <sup>th</sup> -May11 <sup>th</sup>
17	May 11	Dead Week	

## **GRADING RUBRIC FOR WEB ACTIVITIES AND CASE ANALYSIS**

### **“A” (90-100):**

- Writes a well thought-out paper that fully addresses the required topics
- Four solid references to backup your analysis
- Organized suggestions for the topic after the analysis
- Incorporates pertinent and detailed information from provided source(s).
- Maintains focus/avoids being sidetracked by tangents
- Presents all information clearly and concisely and in an organized manner
- Avoids distracting grammar/spelling/etc. problems
- Follows designated formatting and length guidelines exactly

### **“B” essay (80-89):**

- Writes a well thought-out paper that fully covers the topic, but not as thorough as an “A” paper
- Have some references to backup your analysis
- Provide some suggestions for the topic after the analysis
- Incorporates some pertinent and detailed information from provided source(s).
- Mostly maintains focus/avoids being sidetracked by tangents
- Presents most information clearly and concisely and in an organized manner with very minor organization problems
- May contain a few distracting grammar/spelling/etc. problems
- Follows designated formatting and length guidelines almost exact

### **“C” essay (70-79):**

- Addresses the topics, but not as well or thorough as a “B” paper.
- Haven’t enough references to backup your analysis
- Provide some superficial suggestions for the topic after the analysis
- Does not adequately incorporate pertinent and detailed information from provided source(s).
- Doesn’t maintain focus and gets somewhat sidetracked by tangents and strays from the topic (more than a “B” paper)
- Presents little information clearly or concisely and in lacks organization in many areas
- May contain several distracting grammar/spelling/etc. problems
- Somewhat tries to follow designated formatting and length guidelines

### **“D” essay (60-69):**

- Does not directly address the topics
- Have no references to backup your analysis
- Provide some superficial suggestions for the topic after the analysis
- 
- Does not adequately incorporate pertinent and detailed information provided source(s).
- Lacks focus and gets sidetracked by tangents and completely strays from the topic (more than a “C” paper)
- Information is not clearly or concisely presented and in lacks overall organization
- Contain many distracting grammar/spelling/etc. problems
- Doesn’t follow designated formatting and length guidelines

**“F” essay (59 and below):**

- Does not address the subject
- Does not incorporate pertinent information from provided source(s).
- Complete loss of focus and gets continuously sidetracked by tangents and completely strays from the topic
- Information is unclearly presented and in lacks total organization
- Contains much distracting grammar/spelling/etc. problems and is basically incomprehensible
- Doesn’t use designated formatting and length guidelines

**Assignments that meet the standard of performance receive a C (average), those that do better receive a B, and those that are exceptional receive an A. This means that every student that meets the requirements of an assignment will get at least a C, but grades above a C (80 or higher) are reserved only for the top assignments in the class.**

<b>RUBRIC FOR DISCUSSION BOARDS</b>					
<b>Criteria</b>	<b>Unacceptable 0-1 Points</b>	<b>Acceptable 2 Points</b>	<b>Good 3 Points</b>	<b>Excellent 4 Points</b>	<b>Assigned Grade</b>
<b>Frequency</b>	Participates not at all.	Participates 1-2 times on the same day.	Participates 3-4 times but postings not distributed throughout week.	Participates 4-5 times throughout the week.	
<b>Initial Assignment Posting</b>	Posts no assignment.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.	
<b>Follow-Up Postings</b>	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.	
<b>Content Contribution</b>	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.	
<b>Clarity &amp; Mechanics</b>	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	
<b>Total Points: 15</b>					

**RUBIC FOR TERM PAPER**

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<p><b>1. Identification of Critical Issues and Problems; Depth of Analysis</b></p> <p>I will consider how detailed your analysis is, how far into depth you go, and whether you address many of the existing and critical issues in the case.</p> <p><b>Score:</b></p>	<p>Identifies all of the critical managerial/ethical issues. Thoroughly discusses, evaluates, and analyzes each managerial/ethical issue, providing convincing and supported arguments.</p> <p><b>(27-30)</b></p>	<p>Identifies most of the critical managerial/ethical issues. Discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments, but could have gone into more depth.</p> <p><b>(24-26)</b></p>	<p>Identifies many of the critical managerial/ethical issues. Discusses, evaluates, and analyzes most of the managerial issues, providing convincing and supported arguments, but could have gone into much more depth.</p> <p><b>(21-23)</b></p>	<p>Identifies few, if any, critical managerial/ethical issues. Fails to discuss, evaluate, and analyze each managerial/ethical issue, does not provide convincing or supported arguments, and lacks any significant degree of depth.</p> <p><b>(20 or Less)</b></p>
<p><b>2. Identification of the Impact of the ethical dilemma</b></p> <p><b>Score:</b></p>	<p>Identifies all of the parties impacted by the managerial/ethical issue. Thoroughly discusses, evaluates, and analyzes the impact.</p> <p><b>(27-30)</b></p>	<p>Identifies most of the parties impacted by the managerial/ethical issue. Thoroughly discusses, evaluates, and analyzes the impact, but could have gone more into depth.</p> <p><b>(24-26)</b></p>	<p>Identifies some of the parties impacted by the managerial/ethical issue. Discusses, evaluates, and analyzes the impact, but could have gone much more into depth.</p> <p><b>(21-23)</b></p>	<p>Identifies few of the parties impacted by the managerial/ethical issue. Does not discuss, evaluate, or analyze the impact.</p> <p><b>(20 or less)</b></p>
<p><b>3 &amp; 4: Generates</b></p>	<p>Generates several</p>	<p>Generates two or</p>	<p>Generates two or</p>	<p>Proposes only</p>

<p><b>Alternatives and Recommendations ; Develops a Plan of Action for Implementing Recommendations</b></p> <p><b>Score:</b></p>	<p>high-quality alternative solutions;</p> <p>Recommendations are well-argued and based on thorough analysis;</p> <p>Develops a thorough plan for implementing the proposed solutions;</p> <p>Discusses potential problems with the implementation and develops a variety of quality suggestions for minimizing them.</p> <p><b>(27-30)</b></p>	<p>more high-quality alternative solutions;</p> <p>Recommendations are fully supported by the analysis;</p> <p>Develops a plan for implementing the proposed solutions;</p> <p>Discusses potential problems with the implementation and develops a few suggestions for minimizing them.</p> <p><b>(24-26)</b></p>	<p>more alternative solutions;</p> <p>Recommendations are not fully supported by the analysis;</p> <p>Acknowledges potential problems with implementation, but does not adequately address mitigation;</p> <p>The link between the problem and the action plan is logically consistent.</p> <p><b>(21-23)</b></p>	<p>one (or no) alternative solution(s); Does not develop an action plan; or it is incomplete, vague, or unrealistic for implementing the proposed solution.</p> <p><b>(20 or Less)</b></p>
<p><b>Future Recommendations</b></p> <p>Students must provide future recommendations to prevent this issue in the future.</p> <p><b>Score:</b></p>	<p>Student provided several high-quality future recommendations to prevent this issue from occurring.</p> <p><b>(9-10)</b></p>	<p>Student provided several future recommendations to prevent this issue from occurring.</p> <p><b>(8)</b></p>	<p>Student provided a couple of future recommendations to prevent this issue from occurring.</p> <p><b>(7)</b></p>	<p>Student did not provide future recommendations to prevent this issue from occurring.</p> <p><b>(6 or Less)</b></p>
<p><b>Total Score:</b></p>	<p>___ out of 100</p>			