

# Readings in Fire Service Management

## Southern Illinois University at Carbondale

### FSM 350-3

#### FACULTY:

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Elmhurst, IL. 60126  
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#### FACULTY CONTACT:

The easiest and most efficient means of contacting the faculty member for this course, Hank Lehrer, is through e-mail. However, you may telephone the home number evenings and weekends. In most instances, e-mail and telephone messages will be answered within 24 hours. However, some situations may require more time for a response.

If at all possible, completed assignments should be sent to [Mkopp@siu.edu](mailto:Mkopp@siu.edu) as an e-mail attachment. Prior to attaching your assignment to e-mail, save it as a Word document in your word processing program.

All assignments must be received no later than the prescribed due date. Assignments received after the prescribed due date will have their grade reduced as per instructions in this syllabus. Most assignment due dates are Sundays at 2400. Assignments received by the prescribed due date will usually be graded within the next four days following the due date. Graded papers will then be mailed directly to you following grading.

#### I. FSM MISSION STATEMENT:

Fire Service Management is a broad based fire management educational program designed to augment and develop managerial skills necessary for a career in the fire service or continued advancement within the field.

#### II. COURSE DESCRIPTION:

The use of written and electronic media resources relevant to Fire Service Management and the development of a Fire Service Management research bibliography. The use of bibliographic resources to produce written descriptive or persuasive research reports.

**III. PREREQUISITE:** FSM 301-3 and Fire Service Management major or consent of department.

**PREREQUISITE TO:** FSM 401-3 Analysis of Issues in the Fire Service Industry

#### IV. TEXTBOOKS:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Aaron, J. E. , (2006) . *The Little, Brown compact handbook* (6th). New York: Addison-Wesley.

## V. COURSE OBJECTIVES:

Objective	Percent of Topical Coverage
The student will use written and electronic media resources to find, select, and document a bibliography that includes books, government documents, journal articles, periodical articles, Fire Service industry produced information, Fire Service industry association produced information, and newspaper articles on assigned topics of interest to the Fire Service industry.	30%
The student will prepare two proposals. One each for a descriptive review article and a persuasive article to be produced by the student using references included in the above bibliography.	15%
The student will analyze, write, and document one descriptive and one persuasive review article based on the faculty approved organizational proposals.	45%
The student will use the technical, writing style, and documentation of the Publications Manual of the American Psychological Association when producing the bibliography and writing the proposal and two articles.	10%

**VI. METHOD OF INSTRUCTION:** Students will complete the following assignments through independent study and research. Specific and detailed instructions for each assignment are provided in a separate document.

<b>Be sure to check the class website for the current semester's due dates.</b>	Points Possible	Due Date
Assignment #1: Complete a Fire Service Management bibliography.	20	About Week 6
Assignment #2: Two review article proposals. One for a descriptive article, the other for a persuasive article.	20	(same due date as for the Bibliography)
Assignment #3: A descriptive review article on a faculty approved topic	30	About Week 11
Assignment #4: A persuasive review article on a faculty approved topic.	30	About Week 14

## VII. COURSE GRADING and ACADEMIC POLICIES:

Assignment #1: The bibliography is worth up to 100 grade points. It must be complete and must comply with the criteria and procedures of the APA. One point will be deducted for each error. The grade point score then becomes a percentage which is multiplied by the weight of the assignment to arrive at assignment points.

Assignment #2, #3, and #4.

The two proposals as well as the descriptive and persuasive papers are each worth a total of 100 grade points. The grades are the average of individual scores in six different categories; each category has a different weight. The numerical score for each category will be from 10

(high) to 5 (low).

The 6 categories are:

- \$ Technical/Content (25%) - How well do you demonstrate knowledge of this subject?
- \$ Grammar (15%) – Is grammar usage correct?
- \$ Format/ APA (15%) - Have you followed the outlined format and observed APA requirements?
- \$ References (10%) – Are the references current, varied, and closely related to the subject and do they match with those submitted with your proposal?
- \$ Writing Skills/Internal Logic (15%) - Does your writing have a clear storyline and is there an internal logic to your thoughts? and
- \$ Overall (20%) - What is the overall quality of the paper? How does it compare with the work of others in the class?

The point award for each category will be anchored by following descriptive terms:

- \$ 10 - Well documented, few if any errors, well crafted, skillfully done, and an outstanding example.
- \$ 9 - A convincing effort, some avoidable mistakes but still a superior piece of work.
- \$ 8 - Gaps in the coverage, some annoying and troublesome errors, more attention needed to details, and just an above average effort.
- \$ 7 - A very superficial approach, little substance, many errors, disjunct internal logic, and a very pedestrian view of things.
- \$ 6 – You did not follow the directions and/or you have serious problems that require immediate attention before attempting any more such work.
- \$ 5 - Failing in all aspects.

The scores for each category will be totaled to arrive at a percentage score. Then, that percentage is multiplied by the weight of each assignment to arrive at an assignment total.

## **GRADING SCALE:**

Final course grades will be based on the total number of grade points remaining after all assignments have been completed and will be based on the following scale:

Grade Points	Grade
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
59 or less	F

## **DUE DATES:**

Assignments may be sent as an e-mail attachment or via regular, first-class mail service. Students relying on surface mail delivery of assignments must place the assignment in the mail a minimum of seven calendar days prior to the prescribed due date. The date on which the assignment is received (in the hands of) by the faculty member will determine the date the assignment was submitted for grade.

One grade point will be deducted for each day past the prescribed due date that Assignments #1, Assignments #2, and/or Assignments #3 are received by the faculty member. If Assignment #1, Assignment #2, and/or Assignment #3 are received over 14 days past the prescribed due date, they will be assigned a grade of zero. There is no allowance for Assignment #4 to be received past the prescribed due date. Any student's Assignment #4 that is not in the faculty member's hands by the prescribed due date will be assigned a grade of zero.

## **DUE DATE EXTENSIONS:**

Students who experience unique, unusual, emergency and/or totally unexpected situations that prevent them from working on Assignments #1, Assignments #2, or Assignments #3 may request an extension of a due date. Such requests will be granted only if the request is made in writing (e-mail messages are acceptable, FAX is not), is received prior to the due date, and the reason for the request is beyond the control of the student. Approval of such requests is not automatic and is subject to the faculty member's best judgment. The maximum extension permitted is 14 calendar days beyond the prescribed due date. Assignments received more than 14 days past the prescribed due date will be assigned a grade of zero. There is no allowance for extending the due date for Assignment #4.

**INCOMPLETE (INC)** An INC is assigned when for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. Students are **required** to apply, **in writing**, to the faculty member for an INC within two weeks of the last class day of the course. Students are also required to contact the instructor by phone or email to inform the instructor that they (the student) will miss the last class weekend and will be requesting an INC. This contact will not replace the written request. Students who fail to inform the instructor and fail to request the incomplete in writing will receive the grade earned for the course or a WF whichever is most appropriate.

**VIII. EXIT COMPETENCIES:** Upon completion of this course, the student will be able to:

1. Prepare several research papers that are grammatically and syntactically correct.
2. Correctly utilize a standard scholarly writing format guide for all written assignments; extended ability and use of more sophisticated formats is expected.
3. Complete an extensive library research project that supports selected topics as well as uses multiple locations and varied electronic/database resources.
4. Develop proposals for research papers based on varied topical focus.
5. Formulate a strategy for the use of a very varied set of reference sources in the course assignments.
6. Follow a very specific set of instructions for executing the course's written assignments.
7. Write two scholarly papers that are based on credible reference sources.

**IX. EVALUATION:** To ensure that the student meets the exit competencies above, the following grade scale and descriptors for the course work will be utilized:

A = A skillful and well-crafted piece of work with few if any errors. An outstanding example that exhibits an exemplary effort in all facets of the writing.

B = An above average effort but with some avoidable mistakes and errors. More attention to detail is required and there are gaps in the coverage of the topics.

C = Average work that is acceptable but just meets the minimum requirements for passing work. Some disjunct internal logic may exist and there are a number of grammatical and stylistic errors present but the work shows promise. In general, a very pedestrian approach to the work is evident with minimal reference support.

D = Below the minimum acceptable level for passing work. Repeated errors, directions not followed, and a superficial approach to the work and the topics. There is little substance to the assertions and the work is poorly crafted and executed.

F = Failing in technical knowledge, grammatical construction, format/style, and writing ability.

**X. ATTENDANCE POLICY:** This is an independent study course with no class meetings. Students will have an opportunity to meet privately with the instructor during the term and are encouraged to make email and telephone contact at any time during normal working hours.

**XI. ACADEMIC DISHONESTY POLICY:** This course is an independent study course and all work is to be the product of the individual student's efforts only for this class alone. Papers or assignments from previous classes can not be used as any part of assignments for this class except with the professor's permission. There are no group assignments in this course. The sharing of previously completed work from any other student is in direct violation of the SIU Student Conduct Code and such action, in most cases, will be treated as an Act of Academic Dishonesty.

## **XII. ADA STATEMENT FOR STUDENTS REQUIRING SPECIAL**

**ACCOMMODATIONS:** As per Section 504 of the Vocational Rehabilitation Act of 1973 and the American Disabilities Act (ADA) of 1990, if accommodations are needed, inform your instructor as soon as possible.

April 14,2008

Title of Paper

Your Name

Southern Illinois University Carbondale

Street Address  
City, State Zip Code  
Phone Number  
e-mail address

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Course number and Title  
Assignment #  
Semester, Year  
Program location