

**A430 Characteristics of Domestic Incidents  
Syllabus**

**Spring 2013**

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*Work Experience:* During my last operational assignment I served as the Deputy CJ-4 for Combined Task Force -Horn of Africa (CJTf-HOA) supporting Operation Enduring Freedom. Recently I returned (March-April 2011), from a tasking as an Individual Augmentee Joint Logistics Planner to AFRICOM planning operations for JTF-Odyssey Dawn supporting enforcement of UNSCR 1970 and 1973 in Libya. I have instructed at CGSC in both a military and civilian capacity since 2001. My military experience of combat and stability operations includes Desert Shield/Desert Storm and Joint Guardian in Kosovo, overseas assignments in Germany and Korea and a number of stateside assignments. Most of my logistics experience is at the operational and strategic levels of sustainment, and includes special operations logistics.

*Research Interests:* My research interests include domestic threat groups as they relate to Homeland Security, agroterrorism, and graduate degree program planning. I have taught, given presentations, and published in the area of agriculture and agricultural threats. I also am interested in strategic level defense sustainment, operational level sustainment, and homeland security operations.

*Contacting me:* Please feel free to call me at the office, email me, or stop by my office if you have any questions or concerns about this course. I check my email regularly and often. I will give you my business card that has my civilian email address and cell phone number.

*Course Assessments:* The student's overall course assessment is comprised of the following learning activities:

Classroom Participation - 50% of total course assessment/this includes one in class assignment (see page 3) Classroom Introductions and one out of class assignment (see page 9) Meal tracking sheet. The student will receive a CGSC 1009 C (see pages 12-13) to assess their classroom participation.

Student Project - 50% of total course assessment (see pages 4-8). Students will submit electronic copy of project either through email (<5 MBs in size) to course author or post to AAP Student SharePoint A430 repository.

*Course Rules of Engagement:* You are expected to participate in each class meeting and contribute to the classroom discussion. You should notify me in person and definitely by email if you cannot attend class. If you are going to miss 3 or more of the 12 meetings your makeup work includes completing a second student project.

*Learning Resources:* A430 Characteristics of Domestic Incidents Reading Book Part I and II, March 2011

A430 Characteristics of Domestic Incidents Advance Book, March 2011

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Cupp, O. Shawn LTC, Walker, David E. II, and Hillison, John, Dr., “Agroterrorism in the U.S.: Key Security Challenge for the 21st Century,” *Biosecurity and Bioterrorism*, (June 2004), (National Biosecurity Policy Periodical, published by Mary Ann Liebert, Publishers).

Unclassified CD published (with current course contributions) distributed during Meeting 12

*Additional in class learning resources:* Students will use the “Elements of Thought” handout (see page 11) to review film clips shown during this course.

*Lesson Instructors and Office Number:*

Meetings 1-6 & 12	Dr. O. Shawn Cupp, Room 2173B
Meeting 7	Mr. Al Boyce, Room 2179C
Meeting 8	MAJ Ray Ferguson, Room 2186A
Meeting 9	Mr. Bill Knight, Room 2172A
Meeting 10	Mr. Don Myer, Room 2183A
Meeting 11	Mr. Greg Beck, Room 2172B

ELF Info Website

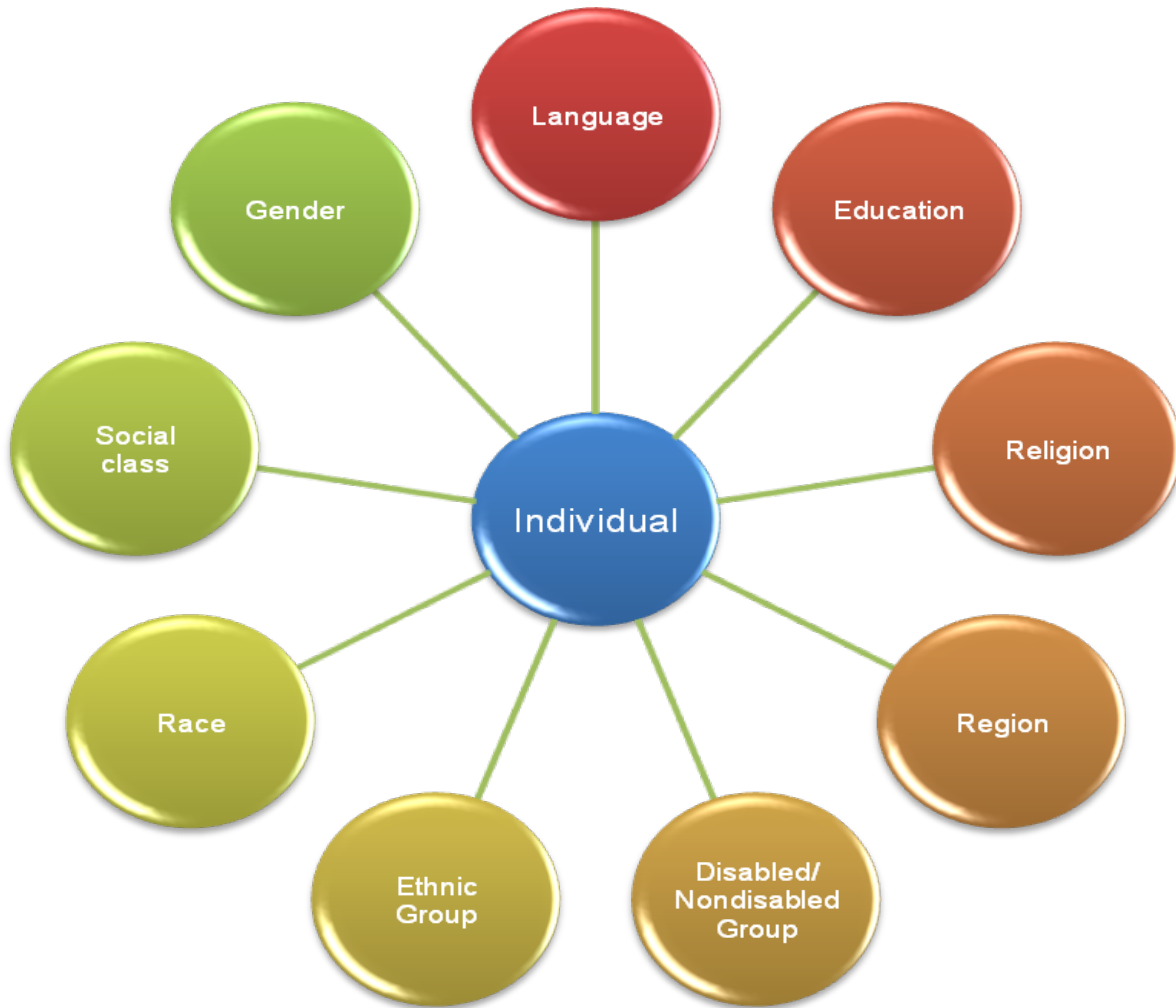
<http://www.targetofopportunity.com/elf.htm>

**Classroom Introductions**  
(Inside the classroom assignment)

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Students will be expected to introduce themselves using the diagram below. The instructor will introduce himself first in order for the students to understand the level of detail necessary for this assignment. This assignment is part of the 50% classroom participation assessment.



**Class Requirements:** Student will select one of the following choices in order to fulfill the project required by each student within this course. This project will count for 50% of the student's course assessment.

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**Option #1 Student Topic Presentations**

Student may select from a list (attached) of subjects and provide **an 8-10 minute** presentation to the class. The presentation will answer at a minimum the following: Who? What? When? Where? Why? How? And So what? Of the topic selected as it pertains to the US and Homeland Security or Homeland Defense. Student's will also discuss and describe the second and third order effects of the subject upon the US. The presentations will take place sometime from class meeting 6 to class meeting 10. Students will provide handouts to the class during their presentation.

**Option #2 Chapter Reviews/Options #2a Book Review**

Students may select from a list (attached) of various books concerning issues surrounding Homeland Security and Homeland Defense. Students will review the selected chapter(s) from one of the listed books. Students will use the "Elements of Thought" (page 11) from the C121 Critical Thinking block of instruction to assess the selected chapter(s). Students will summarize their analysis into a 3 page paper turned in sometime between the class meeting 6 to class meeting 10.

**Option #3 Prior Incident Analysis (PIA)**

Students may choose a domestic incident from the past and proved the cause, effect, and response of local, state, tribal, and federal agencies. Students will present **an 8-10 minute (only)** presentation to the class. At a minimum the presentation will provide analysis at the levels stated above with any legislative, operational, organizational, or any other lasting effects of the incident. Students will present PIA presentation sometime between the class meeting 6 and class meeting 10.

**Option #4 Compare and Contrast Historical Incident**

Students may choose a domestic incident from the past and one from more recent history and compare and contrast the mitigation, response, and recovery efforts undertaken. Analysis should include those actions that were prudent and prevented loss of life, limb, and/or property and those actions that may have increased the negative effects of the incident. Students will present **an 8-10 (only) minute** presentation to the class. Students will present Compare and Contrast Historical Incident presentation between the class meeting 6 and class meeting 10.

**Option #5 Research a Topic Student Selected for Future Use**

Students may choose a topic that the course or lesson authors deemed as necessary and/or contributes to the course ware and future iterations of this course. That topic can be the subject of a presentation or paper. The length of presentation or paper will be decided between the course author or lesson author and the student. This assignment is still required to be completed between class meeting 6 and class meeting 10.

**Option #1 Student Presentation Topics**

Role of DoD during an Agricultural Incident

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Role of the DoD during Pandemic Influenza

NORTHCOM and Natural Incidents

Anhydrous Ammonia: A Necessary Ingredient for U. S. Agriculture and Methamphetamine production?

National Security Presidential Directive – 44: What does it have to do with Domestic Incidents?

Department of Homeland Security (DHS)

Posse Comitatus: What can the Military really do?

Insurrection Act: What does it mean?

Quarantine Act: Its impact on Domestic Incidents?

Stafford Act: Is it current enough to respond to Domestic Incidents?

Role of Department of Health and Human Services (DHHS) in a Pandemic Influenza

Role of Department of Agriculture (USDA) in an Agricultural Event

What is a Super EMP and how could it impact the United States?

Does the National Response Plan (NRF) Work?

How do victims respond to a terrorist or natural disaster?

Does the Federal Emergency Management Agency (FEMA) work?

Can we respond to Domestic Incidents better since Hurricane Katrina?

What are geomagnetic storms and how can they affect the United States or the globe?

What have we learned from Waco, Oklahoma City bombing, and Hurricane Katrina?

Are Gangs Domestic Threats?

What is the MS-13?

*Additional Note:* Other topics may be selected and presented upon coordination and approval of the course author.

**Option #2 Chapter Reviews**

1. Liddick, D.R. (2006). Eco-terrorism: radical environmental and animal liberation movements. Westport, CT: Praeger.

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(Chapters 1-4/54 pages total)

2. Singer, P. (2002). *Animal liberation*. New York: Harper Collins.  
(Chapters 1, 4/55 pages total)
3. Best, S. & Nocella, A.J II. (2004). *Terrorists or freedom fighters? Reflections on the liberation of animals*. New York, New York: Lantern.  
(Chapters 14-19/62 pages total)
4. Rosebraugh, C. (2004). *Burning rage of a dying planet: speaking for the Earth Liberation Front*. NY, NY: Latern Books.  
(Chapters 10-14/77 pages total)
5. Smith, B.L. (1994). *Terrorism in America: pipe bombs and pipe dreams*. Albany, New York: State University of New York Press.  
(Chapters 4-5/60 pages total)
6. Long, D. (2004). *Library in a book: eco-terrorism*. New York, New York: Facts on File.  
(Chapter 1/60 pages total)
7. White, J.R. (2004). *Defending the homeland: domestic intelligence, law enforcement, and security*. Belmont, CA: Wadsworth.  
(Chapters 1-4, 58 pages total)
8. Mauroni, A. (2006). *Where are the wmds? The reality of chem.-bio threats on the home front and the battlefield*. Annapolis, MD: Naval Institute Press.  
(Chapters 3-4/53 pages total)
9. Flynn, S. (2007). *The edge of disaster: rebuilding a resilient nation*. New York, New York: Random House.  
(Chapters 2-5/60 pages total)
10. Jessop, C. (2007). *Escape*. New York: Broadway Books.  
(Page 107-229/ 122 pages total)
11. Durham, M. (2007). *White rage: the extreme right and American politics*. New York, New York: Routledge.  
(Chapters 2-5/ 63 pages total)
12. Dyer, J. (1998). *Harvest of rage: why Oklahoma City is only the beginning*. Boulder, Colorado: Westview Press.  
(Chapters 8-12/108 pages total)
13. Dunayer, J. (2004). *Speciesism*. Derwood, Maryland: Ryce Publishing.  
(Chapters 1-4/72 pages total)
14. Barry, J. M. (2005). *The great influenza: the story of the deadliest pandemic in history*. New York, New York: Penguin Books.  
(Chapters 32-Afterword/84 pages total)

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15. Churchill, R. H. (2009). To shake their guns in the tyrant's face: libertarian political violence and the origins of the militia movement. Ann Arbor, Michigan: University of Michigan Press.  
(Part III, 185-273/88 pages total)
16. Wright, S. A. (2007). Patriots, politics and the Oklahoma City bombing. New York: New York: Cambridge University Press.  
(Chapters 7-9/79 pages total)
17. Quarles, C. L. (2004). Christian identity: the Aryan American bloodline religion. Jefferson, North Carolina: McFarland & Co. Publishers.  
(Chapters 4-6/61 pages total)
18. Zeskind, L. (2009). Blood and politics: the history of the white nationalist movement from the margins to the mainstream. New York, New York: Farrar, Straus, and Giroux.  
(Chapters 37-46/81 pages total).

Other books are available for student use. Students are also encouraged if they have a book that covers a topic within the course parameters to seek the instructor's permission to complete this assignment on that book.

**Option #2a Book Review**

Student will read an agreed upon book that is topical to the course. The student will prepare a book review for publication. This could be used in order to meet the requirement for publication of an article under the strategic communication program outlined in CGSC Policy Memorandum #8 dated 31 March 2008.

**Option #3 Prior Incident Analysis (PIA)**

Some possible incidents include:

World Series California Earthquake 1989

California Fire 2008

Greensburg Tornado of 2007

Chinese Melamine contamination 2008

E. Coli contamination 2007

Salmonella contamination (lettuce) 2006 and (peanut butter) 2009

Hurricane Andrew 1992

World Trade Center attack 1993

Tylenol Poisoning 1982

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**Option #4 Compare and Contrast Historical Incident**

Some possible compare and contrast historical incidents include:

Salmonella contamination 2006 and 2009

Flooding of Red River in 1996 and possibly 2009?

Flooding of Missouri and Mississippi Rivers in 1993 and 2008

Galveston Hurricane 1900 and Hurricane Ike 2008

Watts Riots of 1965 and Rodney King Riots of 1992

**Option #5 Research a Topic Student Selected for Future Use**

The length of the presentation or paper, depth, analysis, and relevance of the topic will be determined by the student with discussions between the course author and lesson authors. The student will conduct research within the time frame of the course.

**Meal Tracking Sheet**  
(Outside the classroom assignment)

The meal tracking sheet is for student use between Meeting 1 and 5. The student will fill out the appropriate data and blocks and bring the completed copy to Meeting 5. This assignment is part of the 50% classroom participation assessment.



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<b>Meal Tracking Sheet</b>				<b>A430 Characteristics of Domestic Incidents</b>		
<b>Date</b>	<b>Consumed at Home</b>	<b>Consumed outside home</b>	<b>What was on menu?</b>	<b>If eaten out, how much \$?</b>	<b>If you purchased groceries how much did you spend?</b>	<b>If purchased at a whole sale food store how long will the purchases last for your family?</b>
Breakfast --						
Lunch --						
Dinner --						
Breakfast --						
Lunch --						
Dinner --						
Breakfast --						
Lunch --						
Dinner --						
Total Spent Outside Home						

This is the specific course rubric used to assess the student's project. Each student will receive this rubric and a CGSC 1009 S or W (see pages 14-17) for feedback and assessment purposes on their individual course projects.

Student Name \_\_\_\_\_

Project \_\_\_\_\_

<b>A430 Rubric</b>	<b><i>Exemplary</i></b>	<b><i>Competent</i></b>	<b><i>Developing</i></b>
	Presenter spoke clearly, slowly and	Presenter was understood but	Presenter mumbled, spoke too fast

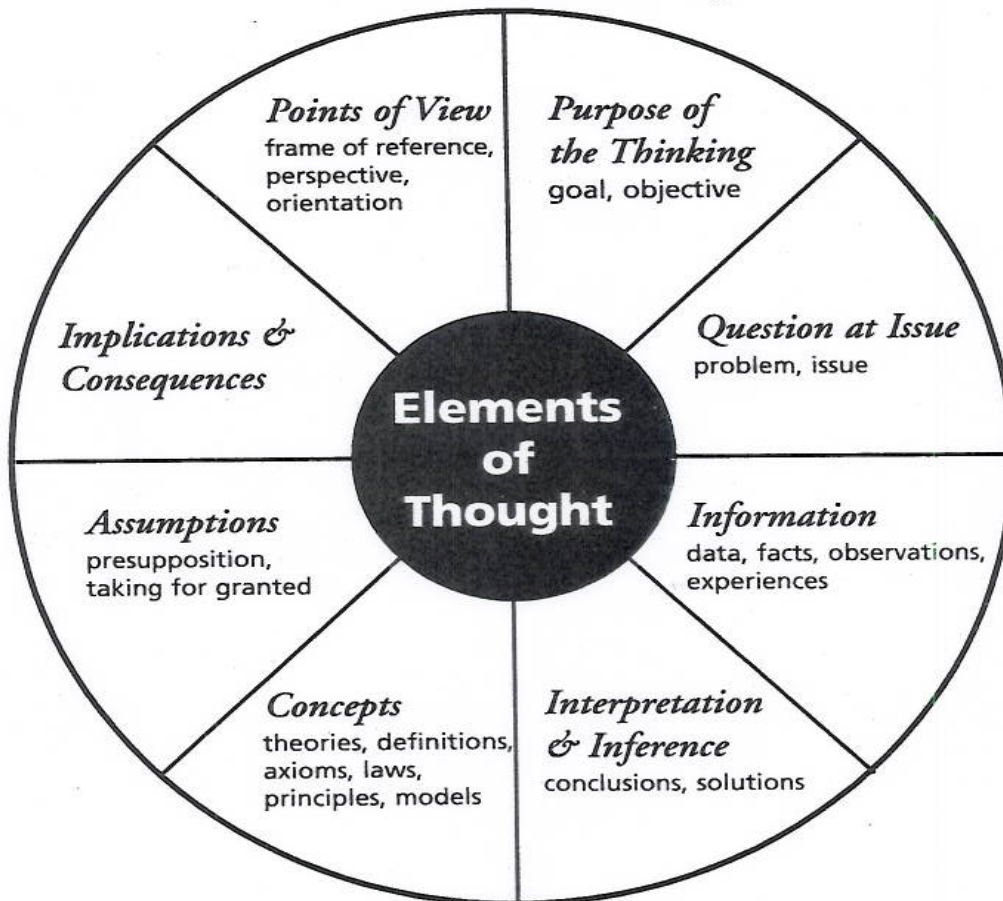
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<p><b>Presentation/Writing Skills</b></p>	<p>loud enough to be heard. Presenter used expressive, appropriate body language and maintained eye contact with the audience Presenter used all the time but did not speak too long Presenter used humor</p>	<p>mumbled, spoke too fast or too slow, whispered, or droned but intelligibility was not compromised. Presenter's body language did not distract significantly, but the presenter fidgeted, remained rigid, never looked at the audience. Presenter's timing was too long or too brief. Humor was used but it was inappropriate.</p>	<p>or too slow, whispered or shouted, or droned to the point where intelligibility was compromised. Presenter fidgeted, remained rigid, never looked at the audience, or engaged in other body language that distracted seriously from the content. The presenter barely used the time allotted or used much too much time. Lack of humor made presentation dull.</p>
<p><b>Organization</b></p>	<p>The individual presentation or written product was well organized in itself with an introduction, body, and conclusion. That organization was emphasized and made clear to the audience through the use of appropriately captioned Power Points, overheads, or handouts.</p>	<p>The individual presentation or written product was mostly well organized, but there were problems with the introduction, body, or conclusion. The presenter used PowerPoint overheads, or handouts, but these were too wordy or too vague to help the audience follow the organization.</p>	<p>The presentation rambled with little evidence of the introduction, body, or conclusion. Power Points, overheads or handouts either were not used or did not assist the audience in following the organization in any significant way.</p>
<p><b>Content</b></p>	<p>Facts were necessary and valid. Theories referenced were accurately described and appropriately used. Analyses, discussions, and conclusions were explicitly linked to examples, facts, and theories.</p>	<p>Facts and examples were mostly detailed, accurate, and appropriate, but there were lapses. Theories were referenced but they were either not accurately described or not appropriately used. The connection between analyses, discussions, and conclusions is evident or implied, but it is not explicitly linked to examples, facts, and theories.</p>	<p>Facts and examples were seriously lacking in detail, inaccurate, or inappropriate. Theories referenced were inaccurately described and inappropriately used or not referenced or used at all. There is no clear connection between analyses, discussions, and examples, facts, and theories.</p>
<p><b>References</b></p>	<p>References were posted or given during presentation. Additional information was provided by describing references used.</p>	<p>References were partially posted or some given during presentation. Additional information was partially provided by describing references used.</p>	<p>References were not posted or given during presentation. Additional information was not provided by describing references used.</p>

This is the elements of style handout that students will use to assess the content of film clips shown in class.

## The Elements of Thought



Used With Sensitivity to Universal Intellectual Standards

Clarity → Accuracy → Depth → Significance  
Precision  
Relevance

### ASSESSING CLASSROOM PARTICIPATION CGSC Form 1009c

PARTICIPANT:

DATE:

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**ASSIGNMENT/COURSE TITLE:**

**INSTRUCTOR/DEPARTMENT:**

**ASSESSMENT OF (select one):**  **Single Activity**  **Multiple Activities or Course**

**ARMY STANDARD** *Supports the attainment of individual and group goals*

**GRADE:**

<b>A+</b>	<b>A</b>	<b>B+</b>	<b>B</b>	<b>C</b>	<b>U</b>

**Instructor Comments:**

**COGNITIVE LEVEL  
ATTAINED**

(Higher levels include characteristics of lower levels.)

**EVALUATION** (Judging or weighing by building and using criteria and standards.)

**SYNTHESIS** (Integrating parts into a new whole.)

**ANALYSIS** (Breaking material down into component parts to determine structures and relationships.)

**APPLICATION** (Use of knowledge to solve problems.)

**COMPREHENSION** (Understanding of the material.)

**KNOWLEDGE** (Recall of specific information.)

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Assignment									

Quantitative Assessment (Activity)									
low								high	
Qualitative Assessment (Results)									

**Your Behavior:**

reserved								assertive
competitive								collaborative

**Your Reasoning: (5 is high and 1 is low)**

**Elements of Reasoning**

	Purpose	Question	Point of View	Assumptions	Information	Concepts	Conclusions	Consequences
5								
4								
3								
2								
1								

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**Intellectual Standards**

	Clarity	Accuracy	Precision	Relevance	Depth	Breadth	Logic	Significance
5								
4								
3								
2								
1								

**ASSESSING SPEAKING and PRESENTATIONS  
CGSC Form 1009s**

SPEAKER: \_\_\_\_\_

DATE: \_\_\_\_\_

ASSIGNMENT/COURSE TITLE: \_\_\_\_\_

INSTRUCTOR/DEPARTMENT: \_\_\_\_\_

ARMY STANDARD: Transmits a clear, concise, organized message that communicated the speaker's intent.

GRADE:

A+	A	B+	B	C	U



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Assignment for Speaking/Presenting				
Performance Level				
1	2	3	4	5
<b>Student Assessment</b>				
<b>Faculty Assessment</b>				
<b>Introduction</b>				
	No attention step.	Attention step vague or not tied to briefing.	Attention step grabs audience's attention.	
	No clear thesis.	Thesis is not focused or relevant to the purpose.	Thesis is clearly stated and focused.	
	No introduction of major points.	Vague introduction of major points.	Clearly introduces major points that are relevant to the thesis.	
<b>Development</b>				
	Major points do not support thesis.	Major points partially support thesis.	Major points fully support thesis.	
	Fails to consider multiple viewpoints.	Presents multiple viewpoints but does not reason through them.	Clearly and fairly discusses multiple viewpoints.	
	Fails to show how evidence supports main points/thesis.	Weak analysis of evidence to show how it supports main points/thesis.	Clear reasoning that shows how evidence supports main points/thesis.	
	Presentation fails to consider audience's prior knowledge.	Presentation generally considers the audience's prior knowledge of the topic.	Presentation considers the audience's prior knowledge, biases, and agendas.	
	Does not address implications/consequences of the assertion or recommendation.	Partially addresses implications/consequences of the assertion or recommendation.	Fully develops implications/consequences of the assertion or recommendation.	
	Fallacies abound within the presentation.	Some fallacies exist within the presentation.	Presentation is free of fallacies.	
	No transitions.	Transitions are not always clear or smooth.	Transitions are smooth and effectively connect major/minor points.	
	Graphics distract from the speaker's main points/assertion or overload the audience.	Graphics partially support the speaker's main points/assertion.	Graphics effectively support the speaker's main points/assertion.	
<b>Conclusion</b>				
	No conclusion or one that does not support the thesis.	Conclusion partially supports thesis.	Conclusion is clear and reinforces thesis and major parts.	
	Conclusion is disconnected from the evidence and reasoning, or it introduces new ideas.	Conclusion is not strongly linked to the evidence and reasoning, or it is not concise.	Conclusion is fully justified by the evidence and the reasoning, and it is concise.	
<b>Style and Mechanics</b>				
	Speaker's words/tone are not appropriate to audience and/or purpose.	The speaker's words/tone are generally appropriate to audience and/or purpose.	Speaker's words/tone draw the audience into the presentation.	



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	Body language is inappropriate.	Body language does not always enhance the presentation.	Body language enhances the presentation.	
	Does not anticipate or respond to questions.	Does not fully answer questions. Does not answer the questions that were asked.	Anticipates questions. Answers questions with clarity, accuracy, and precision.	
	Speaker has some difficulty using equipment/setting.	Speaker's use of equipment/setting is not effective or smooth.	Speaker effectively uses equipment/setting.	

**ASSESSING WRITING  
CGSC Form 1009w**

WRITER: \_\_\_\_\_

DATE: \_\_\_\_\_

ASSIGNMENT/COURSE TITLE: \_\_\_\_\_

INSTRUCTOR/DEPARTMENT: \_\_\_\_\_

ARMY STANDARD defines good writing as "understandable in a single, rapid reading and generally free of errors in grammar, mechanics, and usage."

GRADE:

A+	A	B+	B	C	U

<b>COGNITIVE LEVEL ATTAINED</b>	
↓ (Higher levels include characteristics of lower levels.)	
	EVALUATION (Judging or weighing by building and using criteria and standards.)
	SYNTHESIS (Integrating parts into a new whole.)
	ANALYSIS (Breaking material down into component parts to determine structures and relationships.)
	APPLICATION (Use of knowledge to solve problems.)
	COMPREHENSION (Understanding of the material.)
	KNOWLEDGE (Recall of specific information.)

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Instructor Comments:

Student Comments:

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Writing Assignment				
Performance Level				
1	2	3	4	5
Student		Assessment		
Faculty		Assessment		
Introduction				
	No stated purpose.	Purpose for writing is vague or not clearly stated.	Purpose for writing is clear and specific.	
	No clear thesis.	Thesis is not focused or not relevant to the purpose.	Thesis is clearly stated and focused.	
	No introduction of major points.	Vague introduction of major points.	Clear introduction of major points that are relevant to the thesis.	
Development				
	Major points do not support thesis.	Major points partially support thesis.	Major points fully support thesis.	
	Fails to consider multiple viewpoints.	Presents other points of view but does not reason through them.	Clearly and fairly discusses multiple points of view.	
	Does not address implications or consequences of the proposed assertion (thesis).	Partially addresses implications or consequences of the proposed assertion (thesis).	Addresses implications or consequences of the proposed assertion (thesis).	
	Sequencing of major/minor points does not support writer's purpose.	Sequencing of major/minor points partially supports writer's purpose.	Sequencing of major/minor points effectively supports writer's purpose.	
	Fails to show how evidence supports main points/thesis.	Weak analysis of evidence to show how it supports main points/thesis.	Clear reasoning that shows how evidence supports main points/thesis.	
	Does not anticipate questions.	Identifies but does not answer anticipated questions.	Identifies and answers anticipated questions.	
	Fallacies abound within the essay.	Some fallacies exist within the essay.	Essay is free of fallacies.	
	No transitions.	Transitions are not always clear.	Transitions effectively connect major/minor points.	
Conclusion				
	No conclusion or one that does not support the thesis.	Conclusion partially supports thesis.	Conclusion is clear and reinforces thesis and major parts.	
	Conclusion is disconnected from the evidence and reasoning, or it introduces new ideas.	Conclusion is not strongly linked to the evidence and reasoning, or it is not concise.	Conclusion is fully justified by the evidence and the reasoning, and it is concise.	
Style and Grammar				
	Numerous wordy and vague sentences.	Some sentences are not always clear.	Clear, concise sentences.	
	Paragraphs contain sentences not relevant to the topic.	Some paragraphs are confusing or vague.	Clear, concise paragraphs that include topic sentences.	
	Primarily passive voice.	Some passive voice - not	Primarily active voice.	

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		excessive.		
	Numerous errors in grammar, punctuation or spelling.	Only a few errors in grammar, punctuation or spelling.	Only one or two errors in grammar, punctuation, or spelling.	