Memo

March 10, 2015

From: The President of the United States

To: The Secretary of __________________________

Re: The Zombie Apocalypse

After several weeks of rumors, it has been confirmed that “zombies” exist in the United States. My national security advisor informs me that by “zombie,” we mean the dead are coming back to life and infecting the living, who in turn become zombies themselves. The presence of zombies has been reported from various parts of the United States, but the numbers of zombies is hard to confirm. That is all that is known at this time.

Your task is to brief the President via a memo with the following information:

- What is your department’s response to a zombie invasion of the US?
  - What are your department’s responsibilities related to a zombie invasion?
  - What actions will your department take related to a zombie invasion?
  - Will your department need to coordinate with other bureaucratic departments?
  - What additional information do you need so your department can properly respond to a zombie invasion?
  - What recommendations does your department have for the President?

The end result of this problem-based learning activity will be a two page memo from you, the Secretary, to the President. Ensure you conduct research on your department’s responsibilities in order to make educated and realistic recommendations.
How to Approach a Problem Based Learning Assignment

Problem based learning activities are open-ended situations for which you need to propose a solution. In order to create a good answer to the problem, you should do the following.

1. What information do you know?
2. What information do you **not** know?
3. How will you go about finding the information you need?
4. How will you organize the information you find?

Memo requirements:
The memo you create should be no longer than two pages, double spaced, 12 font.

Historic memo example:

Zombie Bureaucracy Rubric
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of bureaucratic agency</td>
<td>Student demonstrates an advanced understanding of their bureaucratic agency's responsibilities.</td>
<td>Student demonstrates an complete understanding of their bureaucratic agency's responsibilities.</td>
<td>Student demonstrates a basic understanding of their bureaucratic agency.</td>
<td>Student demonstrates a superficial understanding of their bureaucratic agency.</td>
</tr>
<tr>
<td>Proposes realistic solution/recommendation to problem</td>
<td>Student’s solution is realistic, employing creative answers to the PBL.</td>
<td>Student’s solution is realistic, presenting workable answers to the PBL.</td>
<td>Student’s solution addresses the basics of the problem or presents a partially realistic solution.</td>
<td>Student's solution barely addresses the problem or presents an unrealistic solution to the PBL.</td>
</tr>
<tr>
<td>Quality of Writing</td>
<td>PBL Memo is written professionally with no spelling or grammatical errors.</td>
<td>PBL Memo is written professionally with few spelling or grammatical errors.</td>
<td>PBL Memo is written with several spelling or grammatical errors.</td>
<td>PBL Memo is written with many spelling or grammatical errors.</td>
</tr>
</tbody>
</table>