

# Course Title    Public Policy Analysis

## Course Information

Course Number: POL 5413 CRN 15582

Classroom & Building: UCO Online

Meeting days, dates and times Semester and year: 8/19/19-12/11/19 (8 or 16 weeks)

Department: Political Science

Final Examination: TBA

Chapters 4-5-6: Taken at student's discretion

## Instructor Information

Instructor's name: Elizabeth S. Overman, Ph.D.

Office telephone number: 405.974.5530

Office location: LAN 101G

UCO E-mail address: eoverman@uco.edu

Office hours: Tuesdays, LAN 101G 1 p.m. - 6 p.m.

Email Dr. Overman (eoverman@uco.edu) for an appointment.

## UCO Graduate Catalog Course Description:

POL 5413 Public Policy Analysis is designed to equip students to become independently capable policy analysts. The methods and procedures of policy analysis are learned and practice and examples of analysis of policies on the local, state and national levels are studied.

## Course Objectives:

As the flagship public service program for Oklahoma's metropolitan university, the University of Central Oklahoma MPA serves diverse communities by preparing ethical, transformational leaders who creatively and analytically inform public dialogue and manage policy through collaborative action. The values that we espouse and that we want to see reflected in your coursework and beyond are professionalism, ethical leadership, diverse and global perspectives and social and environmental justice.

This course examines in the academic concepts and professional skills of policy analysis. Policy analysts are responsible for defining and framing public problems, identifying and evaluating

possible strategies for addressing problems, and recommending solutions that make the most sense. The goals of this course are to provide students with an understanding of the role that analysis plays in the policymaking process, to make students critical consumers of policy analysis, and to equip students with the basic skills necessary to write and present a professional policy analysis paper.

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Upon completion of the course, students will be proficient in the tools of policy analysis. They will be able to identify and define public problems, identify and evaluate policy solutions, and make educated recommendations to policymakers.

Students will be able to cull, interpret, and evaluate policy-relevant information. This includes the ability to distinguish fact from fiction, assess the accuracy and completeness of information, and identify the values and perspectives inherent in such information.

Students will be able to explain the strength and limitations of policy analysis; describe the relationship between policy analysis, politics and the policy process in democracy as well as define a range of economic, social, organizational and political factors influencing policy.

Transformative learning goals (the "Central Six") have been identified as:

Discipline Knowledge Leadership; Problem Solving (Research, Scholarly and Creative Activities); Service Learning and Civic Engagement; Global and Cultural Competencies; and Health and Wellness.' This course concentrates on the transformative learning goal of problem solving which includes research, scholarly and creative activities.

#### Textbooks

##### Required:

Kraft, Michael and Scott Furlong, *Public Policy: Politics, Analysis, and Alternatives*, 5th edition, Los Angeles: Sage and CQ Press, 2017.

Skidmore, Max J. (editor), *Poverty in America: Urban and Rural Inequality and Deprivation in the 21st Century*, Washington, D.C.: Westphalia Press, 2015.

Stone, Deborah, *Policy Paradox: The Art of Political Decision Making*, 3rd edition, New York: W. W. Norton & Company, 2012.

Review any two books book below:

Gerber, David A., A Very Short Introduction to Immigration, New York: Oxford University Press, 2011.

Steeger, Manfred, A Very Short Introduction to Globalization, New York: Oxford University Press, 2013.

Other REQUIRED resources:

The New York Times freely available on campus Monday-Friday. As students of the analysis of public policy, you would do well to follow policy issues as delineated in the media.

Course Outline, Grading and Participation Requirements:

The instructor reserves the right to revise the syllabus is there are any problems with the implementation of the course.

Course Outline:

Weeks I, II and III: Introduction to Public Policy Analysis (Kraft & Furlong)

Chapters 1, 2, 3, 7, 8, 9, 10, 11, 12, 13

Read each chapter, watch the power point, answer the narrative essay questions. Take the test for each chapter as often as you need to until you achieve a score of 92% .

This learning is formative and optional.

These scores will not be calculated into your final grade. Taking these tests helps you measure your learning.

Note: When that when answering the narrative essay questions, you should

open the folder, copy the questions and upload to a word document and proceed to answer each question with a full narrative. Than you can submit your answers for that chapter.

Chapters 4,5,6

ALERT: These chapters are key to understanding how to analyze public policy. Follow the same protocol as that above and be aware that you will have one oppmiunity only to take the exam for each chapter. This learning is summative. Your test scores will be calculated into your final grade.

Week IV: Theoretical Underpinnings (Stone)

Policy Paradox

Read Stone's book. Select any chapter and prepare a 10-minute descriptive

narrative power point on one chapter and upload it to your D2L file. Your essay will be scored and calculated into your final grade.

#### Week V: Structuring Public Problems (Skidmore)

##### Poverty in America

Read Skidmore's book. Select any chapter from one of the three sections and prepare a 10-minute descriptive narrative power point on the single chapter

Upload your power point to the D2L file. Your essay will be scored and calculated into your final grade.

#### Week VI: Informing Background

##### Book Reviews

Read any two of the following books, review the rubric, type up two book reviews and download into your D2L file.

Steeger, Manfred, *A Very Short Introduction to Globalization*, New York: Oxford University Press, 2013.

Gerber, David A., *A Very Short Introduction to Immigration*, New York: Oxford University Press, 2011.

#### Week VII: Structuring Policy Arguments & Acquiring Ethical Research Credentials

##### The Policy Issue Paper & Policy Issue Memorandum

Complete UCO IRB research certificate and upload it in your D2L file

Select two different public policy issues from Kraft and Furlong or from Skidmore and write up a policy issue paper and a policy issue memorandum on each using the rubrics below as a guide. Upload your final papers so that they may be scored and calculated into your final grade.

#### Evaluation of Assignments

(All assignments must be completed in order to receive a final letter grade.)

- Exams from Kraft on chapters 4, 5, 6: 25%
- Two 10-minute descriptive narrative essays based on one chapter from Stone and one chapter from Skidmore (These are the narrative power point presentations): 15%
- Narrative Essays from Kraft & chapters 1 – 13: 30%
- Book Reviews - any two from those listed: 10%
- Policy Issue Paper (5 pages) & Policy Memorandum (2 pages): 15%
- IRB Certificate: 5% ((Mandatory: no final letter grade can be assigned until all assignments have been completed.))

#### Grade categories

Scale: A 92-100; B 915-8; C 84-79; D 60-69; F 0-59 (See Evaluation Rubrics below.)

## Participation Requirements

1. Complete readings, narrative essays and examinations of all chapters in Kraft & Furlong.
2. Examination from Chapters 4, 5, and 6 in Kraft & Furlong will be scored for final grades.
3. Read Stone, *Policy Paradox* and Skidmore, *Poverty in America* and from one chapter in each, develop a 10-minute descriptive narrative power point. (Narrative means that you will use the audio function and address the audience as they are looking at the power point.)
4. Identify two public problems from any of the readings. Study the rubrics and develop a 5 page policy issue paper for one and a 1-2 page policy issue memorandum for the other. You must present the problem and use reason to develop solutions, address competing claims and make an argument for one solution to each problem using criteria from Stone.
5. Acquire the IRB certification

## Rubric Policy Memorandum

• Rubric Policy Issue Memorandum Criteria Reasoning	5	4	3	2	1
• Use of Appropriate Concepts	5	4	3	2	1
• Brevity (1 - 2 pages)	5	4	3	2	1
• Sound analysis	5	4	3	2	1
• Points out contrasting/competing claims	5	4	3	2	1
• Explicit criteria (Stone) for suggested policy solution	5	4	3	2	1
• Reader understands origin of support data	5	4	3	2	1
• Defends choice of particular data	5	4	3	2	1
• Quality of writing	5	4	3	2	1
• States "bottom line" in first paragraph	5	4	3	2	1
• Clear prose/narrative	5	4	3	2	1
• Transitions guide reader through memo	5	4	3	2	1
• Topic sentences clear, provide guidance and direction with appropriate support in all paragraphs	5	4	3	2	1
• NO jargon	5	4	3	2	1
• External sources cited using Chicago Style Manual	5	4	3	2	1
• Uses 12 point font	5	4	3	2	1

## Rubric BOOK REVIEW ESSAY

### Criteria:

- Excellent Work 90-100%
- Good Work 80-89%
- Unacceptable Work 79% or lower

### Themes and ideas

Excellent Work: The student writes a book review that includes the main ideas and main points of the book.

Good Work: The student writes a book review that includes some of the main ideas and main points of the book.

Unacceptable Work: The student's book review does not cover the main ideas and main points of the book. It is difficult to understand what the student is writing about in the paper.

### Organization of review

Excellent Work: The student organizes the book review in a way that is appropriate and makes sense. The ideas flow nicely together.

Good Work: The student has some organization to his or her book review, but is lacking a sense of flow and transition from one idea to the next.

Unacceptable Work: The review lacks organization and structure. There is little or no flow or transition from one idea to the next. The organization does not make sense to the reader.

### Mechanics

Excellent Work: The student writes with a variety of sentence types and sentence structures. College level vocabulary is evident.

Good Work: The student writes with many simple sentences. There is evidence of few other types of sentences and very little college level vocabulary used.

Unacceptable Work: The student writes with most simple sentences and vocabulary is very simple (not on the college level).

### Fluency

Excellent Work: The student presents the review with fluency and expression.

Good Work: The student presents with some fluency and expression.

Unacceptable Work: The student presents with little or no fluency and expression.

### Editing

Excellent Work: The book reviews has been edited and completely corrected for grammar, mechanics, and spelling.

Good Work: The book review has been proofread, but not completely corrected for grammar, mechanics, and spelling.

Unacceptable Work: The book review has not been edited for grammar, mechanics, and spelling.

### Rubric The Policy Issue Paper

Good: 30 pts

Fair: 21 pts

Poor: 16 pts

Define the Problem: 5 pts

- Good: (100% credit) The problem is defined in a way that is easily evaluated and can be quantified.
- Fair: (70% Credit) The problem statement is adequate.
- Poor: (59% credit or less) The problem statement contains many errors of assertion and/or has been omitted altogether. The solution has been defined in the problem.

Assemble the Evidence: 10 pts

- Good: Excellent discussion of laws and public policy issues relevant to the topic. An answer at this level provides clear statements of the thoughts being asserted in a logical order that builds to the final conclusion. Each thought is accompanied by sufficient reasonable evidence to support it.
- Fair: Adequate discussion of laws and public policy issues relevant to the topic. An answer at this level provides few arguments, but the ones that are presented are reasonable. There is evidence offered for each thought, although the paper may be overlooking some of the more minor supporting assertions.
- Poor: Poor discussion of laws and public policy issues relevant to the topic. No evidence is given or the evidence is incorrect or unrelated to the assertion.

Construct the Alternatives: 10 pts

- Good: Each thought also considers and counters reasonable arguments against it.
- Fair: Several of the more obvious counterarguments are raised and refuted.
- Poor: No attempt or a weak attempt is made to introduce or refute counterarguments.

Technical Style and Chicago Style Manual: 5 pts

- Good: The thoughts proposed in the policy analysis are clear, stand together and are internally consistent with one another. Adequate number of citations from peer reviewed and or other respected sources. Correct citation style as defined by Chicago Style Manual.
- Fair: The order of presentation is adequate. Transitions between thoughts are adequate. Minor amount of grammar and punctuation errors; some minor problems with APA format use.
- Poor: The order of presentation is confusing, and is not logical or convincing. Lots of grammar and punctuation problems, paper does not follow APA format.

## Rubric Presentations

4= exemplary

3= accomplished

2=developing

1= beginning

### Time Limit

4: Student's presentation is within the allotted time limit.

3: Student's presentation is within 1 minute +/- of the allotted time limit.

2: Student's presentation is within 2 minutes +/- of the allotted time limit.

1: Student's presentation too long or too short. Whole group presentation is 5 or more minutes above or below the allotted time.

### Organization

4: Strong and engaging introduction provides overview of presentation; presentation supports introduction; conclusion reinforces main points in memorable fashion.

3: Introduction provides overview of presentation; presentation supports introduction and ends with appropriate conclusion.

2: Some overview IS given; connection between introduction and presentation is sometimes unclear; conclusion is limited.

1: Introduction does not give overview; organization is unclear or presentation ends without conclusion.

### Content/Preparedness

4: Content throughout the presentation is well researched and presented succinctly; presentation is well prepared and has obviously been rehearsed.

3: Content is presented succinctly for the most part. Research and preparation are evident.

2: Content shows problems with research and succinct presentation; more preparation of the material is necessary.

1: Presentation of content disjointed and incoherent; little evidence of preparation

### Evidence/Sources

4: Main ideas are presented with depth and effectively supported with facts, vivid details, and engaging examples. All key elements are included. Several sources (3 +) are used, mentioned, and cited.

3: Main ideas are supported with appropriate facts, examples, and details. One or two key elements may be missing; 2-3 sources are used, mentioned, and cited.

2: Some main ideas are supported with facts, examples, or details. More than two key elements are missing; only 1-2 sources are used OR mentioned/cited inappropriately.

1: Main ideas are unclear; facts, examples, and details are lacking or fail to support ideas; presentation lacks several key elements or contains inaccuracies; no sources are used, mentioned or cited.

### Speaking Skills/Voice

4: Poised, clear articulation, pronunciation; proper volume, speaking rate, and pauses. Presenter shows enthusiasm through emphasis.

3: Clear articulation, pronunciation but not as polished; volume, rate, and pauses mostly appropriate. Presenter's show of enthusiasm through emphasis is adequate.

2: Some mumbling; uneven rate and volume; little enthusiasm and emphasis.

1: Volume too high or too low; rate too fast or slow; speaker seemed uninterested and used monotone; articulation, and pronunciation often not clear.

### Verbal Expression (grammar, vocabulary, summarizing and paraphrasing)

4: Presenter effectively explains content specific terms and concepts. Presenter always speaks in complete sentences that are easy to understand and follow. Presenter summarizes or paraphrases source material.

3: Presenter uses content-specific terms and concepts, speaks mostly in complete sentences and is easy to understand and follow. Most source material is summarized or paraphrased.

2: Presenter uses mostly general terms and has difficulty speaking in complete sentences OR has difficulty pronouncing key words or phrases; some source material may not be summarized or paraphrased.

1: Presenter does not use

content- specific terms and rarely speaks in complete sentences OR uses sentences that are difficult to understand and follow OR does not summarize or paraphrase source material.

### Physical Expression

4: Presenter communicates interest in topic with energy and poise, maintains eye contact with audience, uses facial expressions and gestures effectively; posture and appearance convey confidence and credibility.

3: Presenter communicates interest in topic, maintains eye contact for the most part, uses appropriate facial expressions, gestures, and posture. Appearance is appropriate.

2: Presenter has difficulty communicating interest in topic and maintaining eye contact. Some facial expressions, gestures, posture, or appearance may not be appropriate.

1: Presenter does not communicate interest in topic; maintains little eye contact; does not use facial expressions and gestures effectively; inappropriate posture and/or appearance.

## Visuals

4: Visuals are attractive and effectively enhance the presentation; show considerable originality illustrate important points.

3: A few visuals are not attractive but all support the theme and or content of the presentation.

2: All visuals are attractive but a few do not seem to support the theme or content of the presentation.

1: Visuals are unattractive AND detract from the content of the presentation.

## Mechanics/Formatting

4: Background, font formats (colors, size, type), and graphics significantly enhance the presentation; no misspellings or grammatical errors.

3: Background, font formats, and graphics generally support the readability and content of the presentation; only 1-2 misspellings or grammatical errors.

2: Some interference of background, font formats, or graphics with readability and content of the presentation; several misspellings or grammatical errors.

1: Background, font formats, or graphics make reading and understanding the material difficult OR detract from the presentation; many misspellings or grammatical errors.

## Question/Answer Techniques

4: Presenter answers questions confidently and completely.

3: Presenter is able to respond to questions.

2: Presenter has difficulty responding to questions.

1: Presenter's answers to questions are incorrect or incomplete.

## Rubric Narrative PowerPoint

### Critical thinking

Excellent (4): Thoughtfully and accurately interprets results, shows in-depth understanding of major ideas

Good (3): Identifies relevant arguments, justifies results, offers reasons

Poor (2): Usually justifies results and offers reasons

Unacceptable (1): Misinterprets data, gives unjustified arguments

## Quality of information

Excellent (4): Covers topic thoroughly, includes details that support the topic

Good (3): Includes essential information, includes some supporting details

Poor (2): Includes most essential information, details are somewhat sketchy

Unacceptable (1): Lacks essential information

## Organization

Excellent (4): Well organized and coherent, topics are in logical sequence, includes clear introduction and conclusions

Good (3): Organized, some topics are out of logical order, conclusions are generally clear

Poor (2): Some organization, topics jump around, conclusions are unclear

Unacceptable (1): Not organized, topics make no sense

## Grammar and spelling

Excellent (4): All grammar and spelling are correct

Good (3): Only one or two errors

Poor (2): More than two errors

Unacceptable (1): Very frequent grammar and/or spelling errors

## Visual design

Excellent (4): Visually appealing, clean simple layout, text is easy\_ to read, graphics enhance understanding of ideas

Good (3): Visually attractive, text is easy to read, colors enhance readability, graphics and special effects do not distract from understanding ideas

Poor (2): Text is sometimes hard to read, sometimes graphics or special effects distract from understanding

Unacceptable (1): Text is very difficult to read, layout is cluttered and confusing

## Oral presentation (see rubric for presentations for further guidance)

Excellent (4): Well prepared, speaks clearly, makes eye contact with audience, delivers with ease, invites questions

Good (3): Engages audience, fluid delivery, uses different approach other than simply reading screen, invites questions

Poor (2): Clear and understandable, uses limited delivery techniques

Unacceptable (1): Not clear, not understandable

## Participation Requirements

Perfect Attendance; In class mid-term and final exam; Four book reviews; Policy Memo; Two or more presentations; Small group/Team assignments; Peer Review; In class presentations; Essays on ethics; IRB certificate; Public Policy issue essays from videos; Final Paper.

## Class Management Information

Attendance Policy: Success in college is tied to class preparation and attendance. It is imperative that each student participates in all class sessions and completes all activities and requirements in order to successfully pass this course. Policy for late assignments, make-up work and missed exams: The grades for late assignments will be dropped by one letter. Those for missed exams will be dropped by two letters. Turnitin.com Plagiarism Syllabus Statement: UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism prevention tools and methods which may be utilized by your faculty instructor during the terms of the semesters. In the UCO Student Handbook, there is a process for contesting any plagiarism allegations against you.

## UCO Policies' Additional Information:

More data for each item listed below is provided by the [UCO Office of Academic Affairs](#).

- a. Academic Integrity Statement
- b. Uconnect Statement
- c. ADA Statement
- d. Incomplete Grade
- e. Withdrawing from All Classes
- f. Emergency Individual Class Drop or Complete Withdrawal
- g. Important Dates
- h. Semester Holidays
- i. Library Hours
- j. Weather Related Information
- k. Emergencies During Finals Statement
- l. Final Exam Daily Limits
- m. How to Contact a Faculty Member
- n. Class Attendance
- o. Oklahoma State Board of Regents
- p. Helpful Numbers
- q. Course Evaluations
- r. Contact Dr. Overman: [everman@uco.edu](mailto:everman@uco.edu)