Public Policy 613
Fall Semester 2011
Section 1: 1145 SWKT on F at 09:00 am - 11:50 am

Instructor: Hinckley Jones-Sanpei
Office: 832 SWKT
Office Hours: M 1-2  Th 10-11
Office Phone: 801-422-6410
Email: hinckley_jonessanpei@byu.edu

Texts & Materials

<table>
<thead>
<tr>
<th>Required</th>
<th>Vendor</th>
<th>Price (new)</th>
<th>Price (used)</th>
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<tbody>
<tr>
<td>Effective Problem Solving</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>By Eugene Bardach</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ISBN: 9780872899520</td>
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<tr>
<td>Style: Lessons in Clarity and Grace (9th Edition)</td>
<td>BYU</td>
<td>$49.20</td>
<td>$36.90</td>
</tr>
<tr>
<td>By Joseph M. Williams</td>
<td></td>
<td></td>
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<tr>
<td>ISBN: 9780321479358</td>
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Description
Public Policy 613 is a “field experience” course, meaning you will conduct a real public policy analysis or evaluation project “in the field” for a real client. You will work with others in a small group to plan and complete your project. Through this project, you will have the opportunity to apply the knowledge and skills you have acquired in your other Public Policy courses. As a field experience course, we will spend almost all of our time and energy this semester selecting, planning, and working on your project.

Learning Outcomes

- Throughout this course, you will have the opportunity to:
- Blend historical, quantitative and normative information to provide a summary of a contemporary public policy problem.
- Successfully implement the technical tools of policy analysis in the analysis of a specific policy problem.
- Frame the public policy problem.
- Identify the ‘product’ required to facilitate the public policy making process (e.g. analysis, policy recommendation, program evaluation).
- Effectively communicate client-focused analysis in a real-world, professional environment. Write effectively for a public policy analysis client.
- Present your findings in a clear, compelling manner.
- Work effectively on a project team.
- Lead your team’s efforts on one major aspect of a project.
- Apply sound project management methodology to public policy analysis.
- Assess your own work and that of team members to improve and refine the group’s final research product as it is being developed.
- Learn and apply effective professional, workplace communication and conflict resolution skills.
## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>F - Sep 2</td>
<td>Introduction to Projects</td>
<td>2 pm, 793 SWKT, Rep. Sanpei</td>
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<tr>
<td>F - Sep 9</td>
<td>Project management</td>
<td>Read: Ragsdale, Chap. 14</td>
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<tr>
<td>F - Sep 16</td>
<td>Policy Analysis</td>
<td>Review: Bardach</td>
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<td>Email by 5pm: Weekly journal</td>
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<tr>
<td>T - Sep 20</td>
<td>TBA</td>
<td>Email by 5pm: Project Management Overview</td>
</tr>
<tr>
<td>F - Sep 23</td>
<td>Discuss schedules &amp; plan next two months</td>
<td>Email by 5pm: Weekly journal</td>
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<tr>
<td>F - Sep 30</td>
<td>TBA</td>
<td>Email by 5pm: Weekly journal</td>
</tr>
<tr>
<td>F - Oct 7</td>
<td>Editing</td>
<td>Read: Williams, Chapters 1-6</td>
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<td>Email by 5pm: Weekly journal</td>
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<tr>
<td>F - Oct 14</td>
<td>TBA</td>
<td>Email by 5pm: Weekly journal</td>
</tr>
<tr>
<td>F - Oct 21</td>
<td>Conflict Resolution</td>
<td>Email by 5pm: Weekly journal</td>
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<td>F - Oct 28</td>
<td>TBA</td>
<td>Email by 5pm: Weekly journal</td>
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<td>F - Nov 4</td>
<td>More Editing</td>
<td>Read: Williams, Chapters 7-12</td>
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<td>Email by 5pm: Weekly journal</td>
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<td>F - Nov 11</td>
<td>TBA</td>
<td>Email by 5pm: Weekly journal</td>
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<tr>
<td>F - Nov 18</td>
<td>TBA</td>
<td>Email by 5pm: Weekly journal</td>
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<tr>
<td>T - Nov 22</td>
<td>TBA</td>
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<tr>
<td>F - Nov 25</td>
<td>Thanksgiving Break</td>
<td>No class</td>
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<tr>
<td>T - Nov 29</td>
<td>TBA</td>
<td>Email by 5pm: Weekly journal</td>
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<tr>
<td>F - Dec 2</td>
<td>Granite District Presentation 9:30 am</td>
<td>Email by 5pm: Weekly journal</td>
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<tr>
<td>F - Dec 9</td>
<td>Exam Preparation Day</td>
<td>No class</td>
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<tr>
<td>F - Dec 16</td>
<td>-</td>
<td>Personal Introspection Paper Due</td>
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## Point Breakdown

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Group Assignments:</td>
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<tr>
<td>Project management overview</td>
<td>5</td>
</tr>
<tr>
<td>Interim Reports</td>
<td>35</td>
</tr>
<tr>
<td>Written Report</td>
<td>25</td>
</tr>
<tr>
<td>Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Personal Assignments (Weekly Journals, Peer Feedback, Class Participation,</td>
<td>20</td>
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<tr>
<td>Personal Introspection Paper)</td>
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<td><strong>Total Percent</strong></td>
<td><strong>100</strong></td>
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Assignment Descriptions

Project management overview:
The first assignment is to create a project schedule or timeline for your project. The primary tasks should include, but not be limited to, policy background and problem statement memo, data collection, data analysis, and report writing. Each member of the team should assume leadership responsibilities for a primary task, which should be indicated in the project management overview. Each task should have a deadline for written documentation and/or drafts of the final report. These deadlines will then be incorporated into the course syllabus. Email your project management overviews to Dr. Jones by 5 pm on Tuesday, September 21.

Weekly Journal:
Keep an (almost) weekly journal documenting your group’s work. Take advantage of this to ‘get on the balcony’ and look at the overall picture. Email weekly journal entries to Dr. Jones by 5 pm on Fridays.

- **Week 1.** What are your past experiences working in groups? How might those experiences influence your expectations starting a new group project?
- **Week 2.** What is your group’s plan to complete the project during the time frame given? Describe how this plan was created.
- **Week 3.** Is there a ‘natural leader’ in your group who would take charge if no other structure was imposed? What about two? How might that lead to conflict? What is your group doing to deal with potential conflict?
- **Week 4.** How does your group function? How could it function better?
- **Week 5.** What did you learn when it was your turn to “lead” a portion of the project?
- **Week 6.** How do different leadership styles influence the meetings? What style are you most comfortable with? Why?
- **Week 7.** Discuss progress & continue conversation with Dr. Jones.
- **Week 8.** How might your group functioning and decision-making influence your project—process, analysis, outcome?
- **Week 9.** Discuss progress & continue conversation with Dr. Jones.
- **Week 10.** Thinking about your future career plans/goals, how might your experience working with your group influence your plans.

Interim Reports:
The specific Interim reports and their due dates will be determined in class on Sept. 23.

- Background/problem statement: Concise problem statement and summary of background research (5-6 pages).
- Analysis framework: Thinking about your policy area, prepare a 1 page document that summarizes the stakeholders/criteria/issues that a state legislature would need to think through prior to analyzing any bill in this policy area. This document can be graphic, flow chart, bulleted list, but care should be taken to make it accessible and engaging.
- Methodology/data analysis report: Report on data collected, data collection methods used, analytical strategy, and necessary assumptions. (3-5 pages)
- Rough draft: The rough draft should contain all the sections of the final report.

Peer Feedback:
Prior to turning in specific sections, you will get together with your group to give feedback to the writer(s).

Ground Rules

- The writer is in charge.
- This is a draft in process.
- Be specific.
- Be both positive and challenging.
- Remember, this is part of a final project you will author.
- **Seek first to understand and only then to improve.**
Process

1. Read each paragraph aloud while others follow on their copies and make notes.
2. Ask: What comments or questions do you have? Everyone responds and writer takes notes.
3. Ask: What do you like about this section? Everyone responds and writer takes notes.
4. Ask specific questions of your own, such as the following:
   - Is the purpose of this section clear and appropriate to the audience?
   - Is the content specific enough to convince the audience of the purpose?
   - Is the overall structure of the section effective for the purpose?
   - Is the style appropriate to the audience?
   - Is the section clearly written?
   - Is there content that should be included in this section that is not?
   - Is there content that should be in a different section that I’ve included here?
   - How does this section connect with the rest of the paper?
   - Is the content clearly connected to the overall purpose?
   - Is the style and tone similar to the rest of the paper?

Written Report:
The group’s written policy analysis/evaluation/recommendation report should be professional and tightly written. It should flow well and should present relevant, important information succinctly and clearly. Your reader is likely to have a low tolerance for rambling, superfluous detail. As such, your report should be impeccable in its organization and presentation (there should be NO spelling or grammatical errors). Write it early and edit it often. If you wait until the day before it’s due to write it, you will almost certainly receive a poor grade.
The report should include the following:

- A cover sheet and table of contents
- An executive summary (2-3 pages)
- An overview of the project (1 page)
- Policy background (5-6 pages)
- Detailed data analysis/policy evaluation strategy description (3-5 pages)
- Summary of findings (8-10 pages)
- Conclusion & recommendations (3-5 pages)
- References
- Appendices (including relevant data, tables, memos, etc.)

The page numbers in parentheses are suggestions. Proportions are more important than the actual length of each section, i.e. the summary of findings section should be about a third of the entire report. The actual report should be 25-35 pages in length (not including appendices).

Presentation:
Each group should prepare and make a professional presentation summarizing their project. Each group member should participate equally in the creation and delivery of the presentation. The presentation should last approximately 30 minutes and it should generally follow this format:

- Introduction & overview (2 minutes)
- Background (3 minutes)
- Data analysis/policy evaluation strategy description (5 minutes)
- Summary of findings (15 minutes)
- Conclusion & recommendations (5 minutes)
- Questions & answers (5-10 minutes)

Personal Introspection Paper:
Write a short paper (<5 pages double spaced) summarizing what you learned this semester about working with groups and clients based on your weekly journal entries.
BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

Respectful Environment Policy

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional."

"I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010