PADM 5302: Policy Making & Public Administration

Prepared by:
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Course Overview & Syllabus

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Texas A & M – Corpus Christi
Course Syllabus for PADM 5302.001
Policy Making & Public Administration
Mondays, 7-9:30 pm
Spring, 2012

INSTRUCTOR:  Linda Kiltz, Ph.D.
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Office Phone: 361-825-2099  E-mail: linda.kiltz@tamucc.edu
Office Hours: Monday-3-6 pm; Wed. 3-5 pm; or by appointment

COURSE GOAL
To provide a variety of theories, conceptual tools and frameworks to help future public administrators to better understand the relationship of politics and administration in the public policy process in the United States.

COURSE DESCRIPTION
The critical issues addressed in public policymaking inevitably involve political and moral choices. Public policy is a core course in the MPA program in part because this is where those choices—and the core values of public service and good governance informing them—are confronted most directly. Our attention to the values and choices central in policy making will proceed in four stages. The initial weeks comprise an overview of public policy in a constitutional democracy as practiced in the U.S. The second segment takes up the making of public policy, addressing how complex systems of governance actually function. Third, we will explore the practice of policy analysis and evaluation. The final weeks of the course will trace some of the principal tensions in democratic public policymaking through the analysis of cases from a broad range of policy domains.
LEARNING OBJECTIVES

- To analyze the role of public administrators in the analysis, formulation, implementation and evaluation of public policies at the national, state and local level of government.
- To explain the major stages of the policy process, and the actors involved in the policy process at all levels of government.
- To evaluate public policy issues (strengths and weaknesses) and to think critically about the criteria used for evaluation.
- The learning objectives will be measured through a combination of exams, policy research papers and analysis of case studies and course readings.

REQUIRED READING


On-line reading materials that will include:

- Government Reports
- Scholarly articles
- Case Studies

Students will be able to access the on-line reading material by going to the Blackboard site for this course. Students can access the readings by going to the course contents page where they will find key topics that are covered each week.

SUPPLEMENTARY RESOURCES

Supplementary resources can be found in the course Blackboard site in the Learning Modules folder for each week. Here students will find additional readings for each topic discussed each week as well as web resources to obtain more in-depth information on a specific topic.
STUDENT PERFORMANCE EVALUATION

Grade Proportion

1. Book Review 20%
2. Policy Position Paper 15%
3. Policy Analysis Paper & Presentation 35%
4. Weekly Reflections 20%
5. Class Participation 10%

STUDENT PERFORMANCE REQUIREMENTS

1. Book Review

Students will write a critical book review on the book Winner Take All Politics by Hacker and Pierson (2010). A book review is a description, critical analysis, and an evaluation on the quality, meaning, and significance of a book, not a retelling. It should focus on the book's purpose, content, and authority. A critical book review is not a book report or a summary. It is a reaction paper in which strengths and weaknesses of the material are analyzed. It should include a statement of what the author has tried to do, evaluates how well (in the opinion of the reviewer) the author has succeeded, and presents evidence to support this evaluation. Students are expected to analyze this book with an understanding of human resource challenges in the public sector. Information on how to write a critical book review is in Appendix A. This paper will be worth 20 points or 20% of the final grade.

2. Policy Position Paper

Students will select a policy issue and write a position paper based on the topics in the text, Issues for Debate. The purpose of this paper is to have a critical awareness of your own position and that of others, and to be able to write a reasoned and logical argument for your position. In this paper, students will identify the problem and issue, and argue their position using facts and evidence for this position. This evidence can come from government reports, scholarly articles, and public opinion polls. Information on how to write this paper can be found in Chapter 5 of the Smith book, Writing Public Policy. This paper should be 4-6 double spaced pages, in APA format, in 12-point Times New Roman font, and include at least 6 scholarly references.
3. *Policy Analysis Paper*

Students will identify one policy in which they will write a policy analysis paper. The policy analysis paper will be a detailed and comprehensive paper that is no less than 15 pages and no more than 20 double spaced pages that will include the following components: (See Appendix B on how to write a policy analysis paper). This paper will be 30% of your final grade. Students will give an 6-8 minute presentation on their paper that is worth up to 5 points. Total points for the paper and presentation are 35 points or 35% of the final grade.

1. Defining the Problem or Issue and providing the key historical aspects of the issue
2. Theoretical framework and Literature Review
3. Identification of Policy Alternatives and establishing and evaluating this criteria
4. Recommendations
5. References

This paper must include a minimum of 15 scholarly references. In addition it is expected that students go beyond the points of view presented in the CQ reports to include discussions from at least three other perspectives that can be drawn from:

- Position papers from policy institutes or think tanks such as the American Enterprise Institute, Center for American Progress, Cato Institute, Brookings Institution, Heritage Institute, Public Citizen, Hoover Institution, and Council on Foreign Relations.
- Scholarly journals, and long form essays from magazines such as *The Atlantic, The New Republic, The Economist, and National Review*.
- Government Reports, Congressional hearings & testimony, Supreme Court decisions.

4. *Weekly Reflection Papers*

On selected weeks students will be required to write a weekly reflection on the assigned readings for that week. Students are required to prepare four weekly reflections that should be 3-4 page typed, double spaced analysis of the readings as identified in the syllabus. Each reflection will be worth five points for a total of 20 points or 20% of your final grade.

These reflections are more than descriptive summaries of the readings or how one is feeling about a set of readings. Reflection papers should pages have the following components:

Part A: Describe in detail and as objectively as possible the reading for the week.

Part B. Examine the reading in light of the content of this course. What is the nature of the significance of this issue to you as a public administrator and why? Consider your feelings, your
values and your knowledge and experience, and further explicate the concepts in the readings and what they mean to you. How do you feel about it? What are the implications to public administrators?

Part C. Articulate Learning: From the above two steps answer tone of the following questions:

1. What did I learn about myself as a public administrator or about government agencies?
2. Why is this learning important to me as a developing public administrator?
3. What will I do in my future practice in light of this learning?

5. Informed Class participation

A great deal of information will be presented in this course, thus it is critical that students not only attend all classes but also read the assigned readings before class and be prepared to discuss the readings and case studies both as a large group and in small group discussions. This course is designed to have you acquire a significant portion of the material through your readings, which consists of textbooks, as well as scholarly articles that will be available on the course Blackboard site. Class participation will make up 10% of your grade and will be evaluated weekly by the instructor. Student participation is important because we will be using class time to work through concepts, processes, issues and new developments that go beyond the reading itself.

See Appendix C for Grading Rubrics

GRADING SCALE:

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<td>60-69</td>
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<tr>
<td>F</td>
<td>59 or below</td>
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SYLLABUS DISCLAIMER AND CHANGES.

The instructor reserves the right to make changes in the syllabus. Such changes will be announced in class.
COPYRIGHT

All federal and state copyrights in my lectures and course materials (ie. Syllabus, handouts, powerpoints) are reserved by me. You are authorized to take notes in class for your own personal use and for no other purpose. You are not authorized to record my lectures or to make any commercial use of them or to provide them to anyone else other than students currently enrolled in this course without my prior written permission. In addition to legal sanctions for violations of copyright law, students found in violation of these prohibitions may be subject to University disciplinary action under the Code of Student Conduct.

ACADEMIC HONESTY

All written work done for this course is to be the product of a student’s own efforts with proper academic attribution to sources. Students are expected to do their own work and abide by the Texas A & M Corpus Christi Student Code of Conduct.

Students will be expected to provide the proper identification of source data including language, ideas, and products of another author using APA style in all written assignments. Plagiarism, which includes the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment, or the purchase and selling of academic papers, or cutting and pasting items from the internet without proper citation will not be tolerated in this course. Students found to be plagiarizing will be given a minimum of 0 points for the assignment and will be reported on the Student Misconduct Form and reported to the Vice Provost of Student Affairs in accordance with TAMUCC policies. (See Appendix D).

ASSIGNMENT INFORMATION

All assignments are due the day given on the syllabus. Please make a copy (or electronic backup) of your assignments before submitting them to me. Please submit assignments in hard copy the day they are due in class or to my mailbox at room 305 Bay Hall, or e-mail them to me via Blackboard. Please do not fax assignments to me.

Excused late papers will be allowed only for significant and verifiable personal emergencies (serious personal illness, etc.) Unexcused late assignments will be penalized a half of a full letter grade for each day it is late. (Ex. After 2 days a paper goes from an A to a B).

Please contact the instructor if you will not be able to complete an assignment on time. If you are not able to attend class, you still must turn in the assignment via e-mail by the due date. No un-
penalized extensions will be granted due to pressures of academic life (such as work due in other classes). Extra credit will not be given in this class.

ASSIGNMENT FORMATTING

For the written assignments, please use standard fonts (times new roman, size 12) and 1-inch margins and double spacing. If you send a paper via e-mail, please make sure to get a confirmation message from me to ensure that I was able to download the file and read it. Sometimes there are difficulties with software or system compatibility. Please send all documents to me in MS Word. Please submit them in word (.doc) format. Do not use doc.x as Blackboard and many computers cannot read those types of word documents.. Do not assume I have received an assignment unless I send you a confirmation message that I was able to download your material. Please ensure your name is on all documents submitted to me.

For most paper assignments students are expected to use APA style formatting and include proper citations, title sheet, list of references, and page numbers. Papers are expected to be written using proper English grammar and have minimum spelling errors. References or sources of information for papers must consist of scholarly articles or journals, government reports or legal citations, or the readings for the class. The use of Wikepedia or other Internet encyclopedia for any paper is not acceptable for graduate level work and will not be accepted. There will be other types of in class writing assignments that will use other formatting and will be described by the instructor.

COMMUNICATIONS

Over the past two decades there has been a dramatic expansion in electronic mail, cell phones and PDAs. While these devices are helpful they have also created some communications issues with which we are all familiar. First, when writing e-mails please use normal syntax and avoid e-speak. Second, avoid sending controversial e-mails. If you have a difference of opinion please discuss it in person with the individual or, if that is not possible, by telephone. There is a tendency these days with e-mails to say things in ways one would not say in face-to-face conversation and to use excessively sharp or harsh language. Related to those problems is a tendency to become overly familiar or simply unprofessional. Professionalism and respect are as essential in e-mail as they are anywhere else.

Please be aware that I access e-mail in Blackboard every weekday to answer e-mails, provide feedback to students and answer questions. If you do send e-mails in the evening, please be aware that they may not be read and no response provided until the next day at the earliest.
Finally, do not assume that I have received an e-mail because you sent one. There are numerous system problems in software and in Internet Service Providers that can mean that e-mails do not reach their intended destination. I will acknowledge e-mail when I receive it.

All information for this course will be distributed via Blackboard. Class readings, discussion forums, and additional course resources are available on the Blackboard site for this course. It is your responsibility to monitor your e-mail account regularly to obtain these materials. Please let me know if your e-mail account changes or if you have difficult accessing Blackboard.

SPECIAL INSTRUCTIONS FOR THE USE OF BLACKBOARD

This class will be a web-enhanced course that meets each week in the classroom but will utilize Blackboard Technology to disseminate course information such as the syllabus, readings, and course materials, to deliver the midterm exam and other course assignments, to send and receive e-mails, to promote discussions about course topics, and to disseminate course announcements. Since most course information will be disseminated through Blackboard, students will be expected to login at least three times per week to receive information. The instructor will monitor the Blackboard site each week day, except holidays, during the semester to answer e-mails, grade assignments and respond to student posts. The same academic standards apply in the Blackboard environment as in the classroom.

1. Technical Support Information & Requirements

To get to the login page for Blackboard 9.1, students should go to:

https://bb9.tamucc.edu/webapps/login/

2. Students will need to have access to a computer with software that is able to read word and pdf documents. IOL runs on a web based application called Blackboard through a web browser. If your computer can successfully run Microsoft Internet Explorer or any of its alternatives, then you will be able to use IOL. Please note that your web browser must be configured properly to work with IOL by installing Sun Java Runtime Environment, ensuring Javascript, pop-up blockers, and cookies settings are properly configured.
Getting started with your Web Supported Class

Your online class will be using the new Blackboard platform. Blackboard is an easy point and click interface that has replaced WebCT. You cannot get access to the full class until the term begins. Don’t worry if you have not taken an online class before or used Blackboard. It is incredibly easy to navigate! To access Blackboard and get around in the course follow the steps below:

1. Follow the link to TAMUCC island online:

https://iol.tamucc.edu/

2. On the lower right hand side of the screen you will see a log-in for Blackboard. Click next to Blackboard and then enter your log-in in formation. Your log-in is your E-Mail Login (name) and Password.

3. Once in Blackboard you should have all of the classes you are currently taking listed in the middle of the screen.

4. The first thing you will see in Blackboard is a welcome announcement from your instructor. Click on the course information page to get to the syllabus and other course information.

5. The course content is found by clicking in the learning modules tab on the left hand side of the screen. In each of the learning modules for each week, you will find a weekly discussions and activities folder, assignments folders and resources folder.

6. In the tools folder you will find the icon for e-mail, calendars, my grades and other items.

7. Mail: send a message to your instructor or classmates click on the mail icon in the tools folder. To send a message click “create message”, “browse for recipients”, now click the recipient of your message – choose “all section instructors” to send a message to your professor).

For more assistance on how to use Blackboard go the student tutorials at:

http://ondemand.blackboard.com/students.htm#WorkingInYourCourse
STUDENTS WITH DISABILITIES

Texas A & M University-Corpus Christi complies with the American with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in CCH 116, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

ACADEMIC ADVISING

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

GRADE APPEAL PROCESS

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures.

These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html.

For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
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<td>Note that classes begin on 1/11 but we have a holiday on 1/16/11 so our first class meets on this day.</td>
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<td>Policy Formulation &amp; Analysis</td>
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<td>7</td>
<td>Assessing Policy Alternatives Workshop on Policy Papers</td>
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Appendix A: Writing Book Reviews

Every book makes different demands on the reviewer. No single approach is right for all books. The suggestions that follow are just that; suggestions. Use as many of them as seem pertinent, but remain responsive to the book under consideration.

1. Reading the book

When you read, your critical faculty should be alert, but that doesn't mean you are poised for attack. You can do your best if you read in a spirit that is at once critical and sympathetic.

Read the whole book thoroughly and carefully. Reread what you don't understand. Don't skip forewords, prefaces, and other parts that may not appear integral to the text. What you learn here might help you to understand the book better. If possible, it's best to read the book twice, the first time to get an overview, the second time to test your impressions and gather detailed evidence.

Take notes as you read. The list that follows will give you an idea of what to watch for. Taking notes also helps you stay alert as you read, and gives you the opportunity to mark effective passages for quoting.

2. Questions to ask as you read

   a. What are the author's subject and the broad field into which the work fits?

   b. What approach does the author take to the subject? What is the central thesis? What are the author's assumptions? What methodology is used?

   c. What are the author's primary sources? How comprehensive is the research?

   d. For whom is the book written? Fellow scholars? Non-academics? Is the book appropriate to its audience?

   e. How is the book structured? Is its development orderly and logical? Is it clear?

   f. Is the author's prose readable? Exceptionally good?

   g. Does the book have illustrations? An index? Bibliography? What other features does it have? Are they effective and useful?

   h. How appropriate is the book's title? Does it promise essentially what the book delivers?

   i. Are you aware of factual errors in the book? Oversights? Faulty assumptions?
j. Why was the book written? Has the author met these objectives?


3. Writing the review

Writing a book review is much like writing any other short essay. There is no universal formula, but following a few basic guidelines can simplify the task.

Review your notes and list the points you'd like to make.

Arrange those points in a logical order. Time spent now on organization not only produces a strong, clear structure, but also allows you to concentrate on phrasing during the writing of the first draft. One possible way of setting up the essay is like this:

1. A brief description of the subject, aim, and scope of the book

2. An outline of its thesis and its bias

3. A detailed assessment of the author's main contentions

4. An evaluation of the book's major strengths and weaknesses

5. A survey of topics not yet covered (sources, illustrations, indexes, etc.)

6. An assessment of the book's place in the literature of its subject

Write the first draft, not stopping to fine tune the phrasing, but aiming to get onto the paper all that you have to say.

After some time has elapsed, read the draft critically, noting where it is ambiguous, incomplete, overwritten, etc.

Read the second draft, checking for errors in grammar and punctuation, and making sure that you have said just what you meant.

Type the final draft.

Proofread the typed copy, and correct as necessary to ensure that it is free from errors.
Appendix B: Policy Analysis Research Paper Outline

A policy analysis paper should generally include the following components:

I. Executive Summary. A 100 – 200 word summary of your topic and the plan of your paper.

Part One

I. Issue Definition.

Begin your analysis with a short section introducing the problem/issue you wish to research. The purpose of this section is to give the reader an immediate indication of the issue you are addressing and why it is significant. Be very explicit about the subject matter and define the terms of your analysis.

II. Background. This section should describe the key historical aspects of your issue in order to place the topic within an historical context. You should be to include the policy networks that have arisen in connection with your issue. A typical policy network might include elected or appointed officials, concerned citizen groups, interest groups, public agencies, think tanks and private entities (such as regulated industries). The policy network will contain very different groups depending on the nature of the issue. In this section you should also identify who you believe to be the major stakeholders.

Part Two

III. Literature Review.

This section ties together the historical background on your topic and the key concerns identified in your theoretical framework by examining in more detail the nature of your particular issue. It is here that you may wish to discuss the immediate and future repercussions of your topic. In this section, you may draw from a variety of sources (newspaper articles, scholarly journals, books, government documents, legislation, previous analyses) to describe the reasons why this issue may be difficult to resolve. You may wish to focus on the different values and interests of the actors involved in the policy network, the resources (money, personnel, time, media) being used, the institutions involved (legislative bodies, executives, public agencies, the courts, public opinion), and the degree to which consensus on the issue is either present or lacking. It will also be important to identify the “facts” surrounding the issue, and to what extent there is agreement across the different actors.
Part Three

IV. Identification of Policy Alternatives.

This is the main section of your paper. This is where analysis of what is currently being done is compared to the possible actions that government might take to resolve the issue. It is not appropriate, for example, to focus on alternatives such as broad societal changes or new economics systems that are beyond feasible limits. Identifying alternatives, establishing criteria and evaluating these criteria should be based on the Kraft and Furlong textbook.

Part Four

V. Recommendations.

Your analysis should conclude with a summary of the central knowledge you have gained from research. Here you will provide your recommended alternative to key policymakers, with a brief summary outlining how you arrived at this point.

VI. References
Appendix C: Grading Rubrics

1. Weekly Reflections & Activities

Students will receive a maximum of 5 points for each weekly reflection that is turned in for a maximum total of 30 points. The scoring will be as follows and be based in part on the Rubric described below for Paper assignments.

- 5-Superior Paper
- 4-Good
- 3-Fair
- 2-Poor
- 0-1-Failure

2. Grading Rubric for Paper Assignments (policy papers and book review)

A. The Superior Paper (A/A-)
   a. Follows Directions: Responds fully and appropriately to the assignment in a timely fashion.
   b. Thesis: Easily identifiable, clear and concise, insightful, and appropriate for assignment
   c. Use of Evidence: Appropriate source information (from scholarly journals, PA textbooks, and other scholarly sources) used to support thesis and buttress all arguments made in the essay; excellent integration of course materials into the writing with few quotes. Uses APA formatting correctly.
   d. Analysis, Logic and Argumentation: All ideas progress logically from identifiable thesis; compelling justifications are offered to support thesis; counter-arguments are anticipated and addressed. Accurately interprets evidence and statements. Identifies the salient arguments (pro and con). Draws warranted, judicious, non-fallacious conclusions.
   e. Organization: Coherent and clear. All paragraphs support thesis statement; each paragraph supports its topic sentence. Excellent transitions.
   f. Mechanics (Grammar, Spelling, Sentence Structure): Excellent command of language; proper use of grammar with few or no spelling mistakes. Correct word choice, excellent variety and complexity of sentence structure.

B. The Good Paper (B+/B)
   a. Follows Directions: Responds reasonably well to assignment in a timely manner
   b. Thesis: Identifiable, clear and appropriate
   c. Use of Evidence: Appropriate source information (from scholarly journals, PA textbooks, and other scholarly sources) used to support thesis and buttress most
arguments made in the essay; Some evidence not support the point or not appropriate; good integration of sources/course materials into the writing with quotes used appropriately. Uses APA format mostly correctly with some minor errors.

d. **Analysis. Logic and Argumentation:** Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged. Accurately interprets evidence and statements. Identifies relevant arguments, reasons and claims both pro and con. Justifies some results or procedures, explains reasons.

e. **Organization:** Mostly coherent, generally supports thesis, good transitions.

f. **Mechanics:** Generally proper use of grammar, minimum spelling mistakes, some variety and complexity in sentence structure.

C. The Fair Paper (B-/C+)

a. **Follows Directions:** Responds fairly well to assignment in a timely manner

b. **Thesis:** Identifiable but vague or not clear

c. **Use of Evidence:** Appropriate source information (from scholarly journals, PA textbooks, and other scholarly sources) is used some of the time to support thesis and buttress most arguments made in the essay. Other references are not scholarly sources. Evidence sometimes not support the point or is not appropriate. Fair integration of sources/course materials into the writing with quotes used appropriately some of the time. Uses APA format at times with major errors.

d. **Analysis. Logic and Argumentation:** Argument of paper is not always clear, and does not flow logically and make sense. Some evidence that counter-arguments acknowledged. Accurately interprets evidence and statements some of the time. Identifies some relevant arguments, reasons and claims both pro and con. Justifies some results or procedures, explains reasons.

e. **Organization:** Lacks coherence at times, generally supports thesis, fair transitions.

f. **Mechanics:** Many grammar and spelling errors. Little variety and complexity in sentence structure. Use of two many quotes with little or no explanation.
C. The Borderline Paper (C/C-)

a. Follows Directions: Some significant failure to complete assignment as directed or untimely.

b. Thesis: Very weak, unclear or difficult to identify, or inappropriate for assignment

c. Use of Evidence: Very weak use of source information (from scholarly journals, PA textbooks, and other scholarly sources) used to support thesis. Uses inappropriate references from the Internet (i.e., Wikipedia). Fails to buttress most arguments made in the essay; evidence is weak or does not support the point or not appropriate; Little integration of sources/course materials into the writing with quotes used excessively with no analysis or explanation. Uses APA format incorrectly with many errors.

d. Analysis. Logic and Argumentation: Argument of paper is not clear, and often does not flow logically or makes sense. No evidence that counter-arguments acknowledged. Accurately interprets some evidence and statements but some not interpreted incorrectly. Ignores or superficially evaluates obvious alternative points of view. Seldom explains reasons or justifies results.

e. Organization: Incoherent, lacks support for thesis, weak or no transitions.

f. Mechanics: Poor grammar, numerous spelling mistakes make the paper almost impossible to read and understand. No variety and complexity in sentence structure.

D. The Failing Paper (C- or below)

Student fails to complete assignment or is turned in more than 5 days late. Writing is very difficult to understand owing to major problems with mechanics, structure, and analysis. Paper fails to use sources appropriately or uses no scholarly sources, fails to relate evidence to thesis, and is generally incoherent. Paper is mostly strung together quotes with no analysis by the student.
APPENDIX D: STATEMENT ON ACADEMIC ATTRIBUTION

Naturally, students are expected to do their own work as provided by TAMUCC policy. The vast majority do precisely that. However, because some students either do not understand the accepted rules of professional practice or because it is sometimes necessary to respond to a problem, this statement is provided. This way, everyone understands the concepts and rules.

Most students who have difficulties do not intend any dishonest action. They simply do not understand precisely those situations in which attribution of sources is required. In fact, for professionals working in public organizations, documents are often group projects rather than individually authored materials. A return to an academic setting is a bit different and requires some attention to the basic guidelines. Consider the following examples of unacceptable borrowing prepared by the Georgia State University Department of History based upon Burkhardt's Civilization and Renaissance in Italy.

Text: “We must insist upon it as one of the chief propositions of this book, that it was not the revival of antiquity alone, but its union with the genius of the Italian people, which achieved the conquest of the western world.”

Unacceptable actions:

(a) Author's words [underlined] without quotations marks and footnote.

The Renaissance resulted not from the revival of antiquity alone, but from its union with the genius of the Italian people.

(b) Author’s words without quotation marks and with footnote:

The Renaissance resulted not from the revival of antiquity alone, but from its union with the genius of the Italian people.

(c) Use of an idea or interpretation originated by the author without credit.

The Renaissance resulted from the combination of classical revival and Italian national Character.

Three of the most often encountered problems are covered by the following general guidelines.

1. A footnote at the end of a paragraph which is primarily or completely borrowed is not adequate attribution. When you borrow someone else's words, you must use both quotation marks and a reference note.

2. Rearranging words from someone else's prose does not change the fact that it is not the student's own work.
3. **A paper which consists of numerous quotations strung together does not qualify as one's own work. The fact that there are quotation marks and footnotes is not a substitute for the requirement that a piece of work turned in on an assignment is to be basically a product of the student's own mind.** The use of large block quotes on exams or papers will result in a score of 0 for that assignment.

These are some general suggestions to avoid the most common mistakes. If you are not sure, ask!

Obviously, no one wants to run into a problem of plagiarism or any other type of academic integrity issue. Plagiarism is the act of appropriating the literary composition of another, or parts or passages of his writings, or the ideas or language of the same and passing them off as the product of one's own mind. If a student quotes someone, he or she is expected to use quotation marks. Paraphrased or borrowed ideas are to be identified by footnotes or references using APA format. Students with questions concerning the proper format for citations should consult a competent style manual.

Plagiarism and other forms of academic dishonesty (such as sharing answers on an exam, cutting and pasting paragraphs or papers from the Internet without attribution, or the purchasing of essays or papers) will result in the grade of zero for the piece of work involved and may, if in the judgment of the instructor the particular case warrants it, result in the grade of “F” for the course and/or referral for university action.

The best protection against such problems is to start written assignments early and avoid that last minute pressure. The attempt to do the work the night before the assignment is due leads to a lack of time for thoughtful composition, writer’s block, lost references, and the temptation to use someone else’s work improperly.