



Oregon State University

Ecampus

Course Name: Policy Analysis

Course Number: PPOL 422

Term Offered: Spring

Credits: 4

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Course Description

Overview of common policy analysis approaches, methods and tools used to identify, assess, present and select public policy. Assignments include reading, reflection, exercises and a multi-stage policy analysis memo project using analyses conducted in PPOL 421. **PREREQ:** You must have also received at least a C in PPOL 421.

Course Goals and Learning Objectives

This course provides an overview of approaches, methods and tools commonly used by policy analysts to identify, assess and present alternative policies for addressing public policy problems. The main goals of the course are to learn how to 1) think critically about the role of the policy analysis and decision-making process; 2) identify sources of evidence for defining public policy problems and potential policy options; and 3) assess and present policy alternatives to key stakeholders in the decision-making process. As such, the course is designed to balance practical instruction and hands-on application with introduction to the theoretical contexts from which they are drawn. The course is also a Writing Intensive Course (WIC) and requires substantial formal and informal writing consistent with the professional field of public policy.

As a result of taking this class, you will be able to:

1. Describe key elements of public policy analysis and evaluation processes
2. Discuss the role(s) and responsibilities of policy analysts and their client(s)
3. Describe alternative approaches to policy analysis and decision-making
4. Identify and describe a variety of common tools used by policy analysts
5. Apply common policy analysis and evaluation tools
6. Use extant research to identify policy alternatives
7. Consume and respond to policy analysis materials thoughtfully and critically
8. Prepare a well-organized policy memo and related presentation

The course will not emphasize any particular substantive policy area (e.g., environment, education, etc). Rather, you are encouraged to select instructional materials and assignment topics that reflect your policy interests. Some of the learning activities rely on a set of instructional materials (selected from a short list of options) that will be used for multiple assignments. If you have a very specific substantive interest area that is not reflected in the instructional materials, you are free to propose an alternative topic area, and I will work with you to identify relevant materials. However, I retain the option to decline your request if

it the existing instructional materials is (generally) reflective of your specific interest. I am far more likely to allow flexibility on topic area for the memos (interim and final) than for other, shorter assignments.

Communication

Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email the instructor directly for matters of a personal nature. I will reply to course-related questions and email within at least 36 hours, although I will make an effort to respond within 12 hours. I will return your assignments and grades for course activities to you within seven days of the due date. I will also offer on-line office hours from TBD.

Course Credits

This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits. Prerequisites include BSPP prerequisites (Economics 201, Political Science 201, and Sociology 204, plus Math 245, Statistics 201 or Statistics 351), and BSPP program admission.

Technical Assistance

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the [OSU Computer Helpdesk](#) online.

Learning Resources and Materials

For this course, the following textbooks are required:

Clemons, R. S., and McBeth, M. K. (2017). *Public Policy Praxis: A Case Approach for Understanding Policy and Analysis* (3rd ed). Routledge.

Patton, C. V., Sawicki, D.S. and Clark, J. (2013). *Basic Methods of Policy Analysis and Planning* (3rd ed.). Upper Saddle River, NJ: Pearson.

Jenkins-Smith, H.C. et al (2017). *Quantitative Research Methods for Political Science, Public Policy and Public Administration with Application in R* (3rd edition). University of Oklahoma (Available on Canvas)

Additional materials will be posted on Canvas as needed.

You will need the capacity to record and post audio content for presentation purposes (e.g., a computer with microphone, a personal recorder that generates audiofiles, etc). You may also use video-recording for the presentation and other interactions, but the capacity to do so is not required. Finally, you may also find it useful to scan materials and upload content, but that capacity is not strictly necessary. You will not need access to any software other than basic Microsoft Office programs (Word, Excel,

Powerpoint), although you may find that other on-line software are useful in assignment completion (e.g., Jing, ScreenR, Audacity, Audioboo, Adobe Presenter, Articulate, Glogster, Prezi, Zoho Notebook).

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll ([OSU Bookstore Website](#) or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas

This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, and projects. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

Fulfillment of BSPP/ WIC Requirements

This course fulfills a methods core requirement for the BS in Public Policy (BSPP), and is expected to meet the learning objectives for the BSPP, as follows:

1. Apply social science methods and policy analysis to practical problems of government, communities, regions, and/or global issues.
2. Demonstrate the ability to apply oral and written communication skills in public appearances, written reports and documents.
3. Follow ethical principles for citing sources, using human subjects, serving the public, and working with colleagues.
4. Develop critical thinking about public policy issues and the ability to conduct professional analyses of social, political, and economic structures and bureaucratic processes.

The following table shows the alignment between BSPP and PPOL 422 learning outcomes:

PPOL 422 Learning Outcomes	BSPP Learning Outcomes
Describe key elements of public policy analysis and evaluation processes	1,2,4
Discuss the role(s) and responsibilities of policy analysts and their client(s)	1,2,4
Describe alternative approaches to policy analysis and decision-making	1,2,4
Identify and describe a variety of common tools used by policy analysts	1,2,4
Apply common policy analysis and evaluation tools	1,2,3,4
Use extant research to identify policy alternatives	1,2,3,4
Consume and respond to policy analysis materials thoughtfully and critically	1,2,3,4
Prepare a well-organized policy memo and related presentation	1,2,3,4

This course fulfills the Baccalaureate Core requirement for the Writing Intensive Curriculum (WIC). It does this by critical thinking writing assignments on current policy issues, interactive discussion board topics on critical policy issues, succinct writing summaries of the readings to practice policy memo

writing, and a final 2,000 word policy analysis memo on an important policy issues that will go through two drafts with feedback (see below).

WIC Learning Outcomes: At the completion of this course students will be able to:

1. Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing. This will be done through weekly Canvas discussion postings and responses, written summaries of instructional materials, interim policy memo drafts, peer reviews, and the Policy Analysis Memo (see below).
2. Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline. This will be done through weekly Canvas discussion postings and responses, written summaries of instructional materials, interim policy memo drafts and written peer reviews, and the final policy analysis memo.
3. Demonstrate the ability to compose a document of at least 2000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft. *This will be accomplished through the writing of the final policy memo with feedback provided on two drafts for improvement.*

Evaluation of Student Performance and Learning Outcomes

Your performance will be assessed through a variety of activities, including discussion board posts and responses, assignments, memos and a presentation. The following table shows the activities and associated occurrences and points. A brief description of each activity type is provided in the table below; more information and instructions will be available via Canvas.

Activity	PPOL 422 Learning Outcomes	WIC Learning Outcomes	Number of Occurrences	Points per Occurrence	Total Points
Discussion board posts	1,2,3,4,5	1,2	10	5	52
Discussion board responses	1,2,3,4,5	1,2	10	5	50
Written summaries	1,2,3,4	1,2	10	10	100
Lab Assignments	4,5,6	1,2	10	10	100
Draft Policy Memo 1	1,4,5,6,8	1,2,3	1	60	60
Draft Policy Memo 2	1,4,6,7,8	1,2,3	1	60	60
Final Policy Memo	1,4,6,7,8	1,2,3	1	60	100
Final Presentation	1,4,6,7,8	1,2	1	30	50
Total	1,2,3,4,5,6,7,8	1,2,3			572

Critical Thinking and Policy Analysis: According to the National Council for Excellence in Critical Thinking (1987), critical thinking involves:

“...the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness” (Source: <https://www.criticalthinking.org/pages/defining-critical-thinking/766>; accessed May 25, 2015).

The informal and formal writing assignments in PPOL 422 described below will directly involve critical thinking, as it is the core of policy analysis. For example, the required Policy Analysis Memo will have you identify a policy problem that needs scientific research. This process involves identifying what the “problem” is and what possible policies may be used to address the problem or what the current policies addressing the issues are. Often there is typically little societal consensus on what a problem is and how it should be addressed through policy. Therefore, you will need to think critically on how different political interests and constituencies define policy issues. Next, you will need to think critically about how to conceptualize the policy issue (e.g., how to define key concepts such as “prejudice” or “hate” for affirmative action or crime policy). The next step involves “operationalizing” concepts (i.e., how to measure concepts), which will involve critical thinking about what data and variables are needed to “measure” these concepts (e.g., verbal statements, behaviors, etc.). You also will need to identify, understand and apply existing research and theories on the topic through a review of the existing literature. There are no dominant perspectives or theories on most public policy topics, just conflicting causal explanations and methodological differences. You will need to review these different perspectives and critically think about the most robust/representative explanations for your topics, even if they challenge your own preconceived notions of society and politics you have been taught. Finally, you will need to think critically about what policy or policies are appropriate for your chosen issues and how best to pass and implement them.

Discussion board postings and responses. Discussion board postings and responses are intended to offer you opportunities to critically reflect on the material and engage in the material with other students. Discussion board posts and response opportunities will be offered during all 10 weeks of the class, but you need only participate in 8 discussions. Each discussion posting is worth 2 points and each response to another student’s posting (2 required) are worth 1 point each to encourage “minimally graded writing to articulate content knowledge and think critically about course material” per WIC requirements. Discussion board postings and responses must be submitted by the specific due date or you will not receive credit for that week. [16 points total]

Written Summaries. In general, written summaries are intended to assess your comprehension of course reading materials. The summaries are intended to accomplish two goals. The first goal is to help students distill the intricate and complex policy analysis approaches covered in class into manageable and memorable core concepts. I want each of you to be able to return to these summaries and quickly remember what it is about this or that approach/framework that was important. Second, each of the summaries will be written on actual policy analysis research. This is important (and we will learn in this

class) because policy people rarely use academic research to make policy. My hope is that when you go out into the policy world, you will be better equipped to bridge the aloof ivory tower and the messy political world of actual public policy making (including analysis, evaluation, and implementation).

Written summaries will be offered during 5 weeks of the class, but only the top 4 scores will be used to determine your grade (i.e., you only have to complete 4 summaries, or you can do all 5 and the highest 4 scores will contribute to your overall grade). You may use any of the course materials to help you respond to the questions, but you must complete the summary within the assigned timeframe. You may not consult with other students on summary responses. Summaries must be submitted by the specified due date or you will not receive credit for that week. Detailed grading rubrics will be posted in Canvas. [40 points total]

Assignments. Assignments are intended to offer opportunities to practice selected course material content, and will take the form of short essays, problem sets, peer feedback and preparation for longer-term assignments. Six homework assignments will be offered, and you must complete all six in order to receive credit. You are welcome and encouraged to correspond with other students and receive peer review, but you must prepare and submit your work independently. If you work with other students, you must name the other students with whom you corresponded. Assignments submitted on time will receive full credit; assignments submitted late will receive only half credit. Detailed grading rubrics will be posted in Canvas. [160 points total]

Policy Memo and Presentation. Draft Memos 1 and 2, as well as the Final Policy Memo and Presentation are intended to provide opportunities to integrate the course material in a longer-term, individualized and creative context. In many ways, these tasks are cumulative – for example, the Final Policy Memo and Presentation will reflect a revised, polished version of the content submitted in Memos 1 and 2. Your grades will reflect your ability to incorporate instructor and peer feedback into subsequent iterations. You must complete both draft memos, the final policy memo and the presentation in order to receive credit for them. You are welcome to correspond with other students on these tasks, but you must prepare and submit your work independently. Late submission for Memos 1 and 2 will result in a 10-point penalty for each day overdue. The Final Policy Memo and Presentation must be submitted on time; no credit will be awarded for late submission. The Final Policy Memo grading rubric is included below and will be used for Draft Memos 1 and 2 to provide feedback for improvement. [240 points total]

Policy Analysis Memo Format: This assignment usually works best if the topic is relevant to your own interests and/or policy specializations in BSPP (e.g., rural policy, social policy, environmental policy, etc.) and uses the analyses you conducted in PPOL 421. The first two drafts of the memo should be 1,500 words (double-spaced, normal font, standard margins, numbered, etc.). The final revised memo will need to be at least 2,000 words. Policy Analysis Memos should use a consistent citation format, have proper grammar and spelling, and presents a proper introduction.

Your Policy Analysis Memo should include the components below. In each case it is essential that you draw on and cite relevant course and other external sources/materials (at least 7 external refereed sources):

1. **Introduction:** This section introduces your chosen policy area or problem. In this section you want to briefly establish why your policy area is important, how your paper addresses the policy area or problem, and tell us where your paper is going and how it plans to get there.

2. **Literature Review of Your Policy Area/Problem:** In this section you want to have an extended discussion of what was introduced in the introduction about your policy area/problem (a rule of thumb here is that a sentence in the intro usually equals a paragraph in the body of the paper, but this is only a rule of thumb). In this section will overview your policy area by detailing what has happened (e.g., on the agenda, passed, being implemented; or put on agenda but failed to pass), the emergence of key issues/concerns/etc., and the current status of your policy area or problem. Most importantly, however, your literature review will tell us what we already know in terms of extant research (when it comes to sources academic presses and peer-reviewed journals are best. Focus on these where possible—but other sources can and should be consulted, such as government agency reports, trade books from trustworthy sources, etc.)
3. **Theories of the Policy Process and Your Policy Area/Problem:** In this section you will need to determine what the various theories, policy sub-fields, and policy process frameworks have to say about your policy area or problem. You do not need to cover every single theory, sub-field, or framework that we covered in class. In most cases what you pay attention to will be dictated by what has been done; in some cases, however, (such as if you picked the broad area of environmental policy), you might find you have too many sources. In those cases, pick the best of what you find.
4. **Analyze Current Policy Addressing the Issue, or the Lack of Adequate Policy:** What aspects of your policy or problem have been addressed extensively? To what end? Where is work needed? Ultimately, how this section is structured will depend on what you found in the previous section. The important part here is that you need to think synthetically (synthesize what you found), comparatively (compare findings, approaches, etc.), and analytically (argue and write well).
5. **Moving Forward:** In this final section, you have the opportunity to map where you would like to see policy changes to better address your policy area/problem. You can focus on whatever you like here: solutions, gaps in our knowledge, a specific research design that you would like to employ, etc.

WIC Assessment:

To achieve the required minimum of 5,000 words of writing in the course and the 2,000 word of revised work, the following course assignments will require the following amount of words:

Assignments	Will writing be graded or ungraded?	Number of words	Individual or group assignment?	Will students revise the assignment?	Total word count
Discussion Board Posts	Minimal Grading	150 each	Group discussion	No	150 X 10=1,500
Discussion Board Responses	Minimal Grading	75 each for 2 responses	Group discussion	No	150 X 10=1,500
Written Summaries	Graded	300 each	Individual	No	300 X 10=3000
Draft Policy Memo 1	Graded	1,500	Individual	Yes	1,500
Draft Policy Memo 2	Graded	1,500	Individual	Yes	1,500

Final Policy Memo	Graded	2,000	Individual	No	2,000
TOTAL				8,000 (including Draft Policy Memo 1 and 2 would be 11,000)	

Grading Scale

The points earned in this course correspond to the following letter grades:

Proportion of Possible Total Points	Points	Letter Grade
93-100%	532 - 572	A
90-92%	515 - 531	A-
87-89%	498 - 514	B+
83-86%	475 - 497	B
80-82%	458 - 474	B-
77-79%	440 - 457	C+
73-78%	418 - 439	C
70-72%	400 - 417	C-
67-69%	383 - 399	D+
63-66%	360 - 382	D
60-62%	343 - 359	D-
Below 60%	0 - 342	F

Course Content

The course will be based primarily on material from the textbooks shown below, but will also be supplemented by lectures, external content and a series of related activities.

Clemons, R. S., & McBeth, M. K. (2017). *Public Policy Praxis: A Case Approach for Understanding Policy and Analysis (3rd ed)*. Routledge.

Patton, C. V. (2013). *Basic methods of policy analysis and planning (3rd ed.)*. Upper Saddle River, NJ: Pearson.

Jenkins-Smith, H. C. et al. (2017). *Quantitative Research Methods for Political Science, Public Policy and Public Administration with Applications in R. 3rd Edition: (Links to an external site.) University of Oklahoma.*

All supplemental materials indicated by an asterisk (*) will be provided as PDF files or HTML links in Canvas. The following table provides an outline of topics, activities and deadlines by week. Please be sure to double-check assignment instructions in Canvas in case of slight modifications.

Week	Topic	Instructional Materials	Learning Activities	Due Dates
1	Introduction to Public Policy Analysis	<p>Introduction to class (video)</p> <p>Lecture</p> <p>Video clips: Select one of 3 series of video clip series. Immigration policy; Social Security policy; Energy policy</p> <p>Clemons and McBeth: Chapter 1 (Public Policy, Power, the People, Pluralism, and You)</p> <p>Patton, Sawicki and Clark: Chapter 1: The Need for Simple Methods of Policy Analysis and Planning Chapter 2.1-2.2, pp. 21-27 (The Policy Analysis Process / The Role of the Analyst)</p> <p>Smith and Larimer: Chapter 1*</p>	<p>Introduction Post: Introduce yourself to your classmates.</p> <p>Lab Assignment 1: Follow instruction on Canvas</p> <p>Summary 1: Summarize the key points from the readings. (at least 300 words)</p> <p>Discussion Board Post 1: Select and view one of the video clip series. Describe 1) your understanding of the main policy problem, 2) the key actors or institutions (public and/or private), and 3) reflections on what makes it a public problem. (at least 150 words)</p> <p>Discussion Board Responses 1: Read and respond to at least two classmates' posts (at least 75 words each).</p>	<p>Introduction Post: TBD</p> <p>Discussion Board Post 1: By Thursday of Week 1</p> <p>Discussion Board Response 1: By Monday of Week 2</p> <p>Lab Assignment 1: TBD</p> <p>Summary 1: TBD</p>
2	The Role of Government and Overview of Policy Analysis Methods	<p>Lecture</p> <p>Video clips: Review the video clip series you selected in Week 1.</p> <p>Clemons and McBeth:</p>	<p>Lab Assignment 2: Follow instruction on Canvas</p> <p>Summary 2: Summarize the key points from the readings. (at least 300 words)</p>	<p>Discussion Board Post 2: By Thursday of Week 2</p> <p>Discussion Board Response 2: By Monday of Week 3</p> <p>Lab Assignment 2: TBD</p>

Week	Topic	Instructional Materials	Learning Activities	Due Dates
		<p>Chapter 2 (The Rational Public Policy Method) Chapter 4 (Critiques of the Rational Approach) Chapter 5 (The Nonrational (Political) Approach) Chapter 6, pp. 196-217 (A Pragmatic Public Policy Analysis Method)</p> <p>Patton et al: Chapter 2, pp. 40-57 (The Policy Analysis Process)</p>	<p>Discussion Board Post 2: Review the video clip you selected in Week 1. Go through this week's readings and evaluate the problems based on the rational and the nonrational (political) approaches. Make sure to elaborate on how each approach helps you to comprehend the problem differently. (at least 150 words)</p> <p>Discussion Board Responses 2: Read and respond to at least two classmates' posts (at least 75 words each).</p>	<p>Summary 2: TBD</p>
3	Defining the Problem	<p>Lecture</p> <p>Video clips: Review the video clip series you selected in Week 1.</p> <p>Clemons and McBeth: Chapter 7 (Problem Definition, Mixed Methodologies and Praxis)</p> <p>Patton et al: Chapter 3.1, pp. 66-89 (Identifying and Gathering Data)</p> <p>Chapter 4 (Verifying, Defining and Detailing the Problem)</p>	<p>Lab Assignment 3: Follow instruction on Canvas</p> <p>Summary 3: Summarize the key points from the readings. (at least 300 words)</p> <p>Discussion Board Post 3: Go through policy analysis readings; that explain substantially two different approaches and write an answer to the below topics. How does quantitative or qualitative track help you define the problem that you</p>	<p>Discussion Board Post 3: By Thursday of Week 3</p> <p>Discussion Board Response 3: By Monday of Week 4</p> <p>Lab Assignment 3: TBD</p> <p>Summary 3: TBD</p>

Week	Topic	Instructional Materials	Learning Activities	Due Dates
			<p>selected from the video clips in week 1? Which approach are you more likely to use for your research project to define the problem? Can you apply both methods (quantitative and qualitative) to your topic area, why and why not? (at least 150 words)</p> <p>Discussion Board Responses 3: Read and respond to at least two classmates' posts (at least 75 words each).</p>	
4	Identifying Evaluative Criteria	<p>Lecture</p> <p>Clemons and McBeth: Chapter 6, pp. 202-208 (A Pragmatic Public Policy Analysis Method)</p> <p>Patton et al: Chapter 5 (Establishing Evaluation Criteria)</p>	<p>Lab Assignment 4: Follow instruction on Canvas</p> <p>Summary 4: Summarize the key points from the readings. (at least 300 words)</p> <p>Discussion Board Post 4: This week's readings highlight various criteria to evaluate policies. In your opinion, are there some criteria's which are heavily emphasized and dominate the evaluation process, why and why not? Is there disparity among them? If yes, how does that help or</p>	<p>Discussion Board Post 4: By Thursday of Week 4</p> <p>Discussion Board Response 4: By Monday of Week 5</p> <p>Lab Assignment 4: TBD</p> <p>Summary 4: TBD</p>

Week	Topic	Instructional Materials	Learning Activities	Due Dates
			<p>challenge the policy evaluation? (at least 150 words)</p> <p>Discussion Board Responses 4: Read and respond to at least two classmates' posts (at least 75 words each).</p>	
5	Generating Policy Alternatives	<p>Lecture</p> <p>Policy Analysis Document: Review your Week 4 policy analysis document selection.</p> <p>Clemons and McBeth: Chapter 6, pp. 208-210 (A Pragmatic Public Policy Analysis Method)</p> <p>Patton et al: Chapter 6: Identifying Alternatives</p>	<p>Policy Memo 1. The first memo should include the introduction, literature review, and hypotheses sections of your final paper. (at least 1,500 words).</p> <p>Lab Assignment 5: Follow instruction on Canvas</p> <p>Summary 5: Summarize the key points from the readings. (at least 300 words)</p> <p>Discussion Board Post 5: Policy changes are consistent; navigating policy alternatives is a critical step in the policy process. Therefore, what strategies do you prefer to use to generate policy alternatives? Are the primary considerations for selecting policy alternatives the same for all policy areas or not? If</p>	<p>Discussion Board Post 5: By Thursday of Week 5</p> <p>Discussion Board Response 5: By Monday of Week 6</p> <p>Lab Assignment 5: TBD</p> <p>Summary 5: TBD</p> <p>Memo 1: TBD</p>

Week	Topic	Instructional Materials	Learning Activities	Due Dates
			<p>not, what are your central criteria for choosing a policy alternative in your area of interest (at least 150 words)</p> <p>Discussion Board Responses 5: Read and respond to at least two classmates' posts (at least 75 words each).</p>	
6	Analyzing Policy/Tools	<p>Lecture</p> <p>Clemons and McBeth: Chapter 3 (The Positivist Toolbox)</p> <p>Patton et al: Chapter 3, pp. 89-124 (Crosscutting Methods)</p> <p>Chapter 7 (Evaluating Alternative Policies)</p>	<p>Lab Assignment 6: Follow instruction on Canvas</p> <p>Summary 6: Summarize the key points from the readings. (at least 300 words)</p> <p>Discussion Board Post 6: This week's readings outline various tools that a policy analyst could use to understand and explore policy problems. In your opinion, what are the major limitations for a policy analyst concerning the usage of these tools? How crucial are the credibility of data, information, and statistical inferences? What new insight does the interview approach bring to the toolbox? (at least 150 words)</p>	<p>Discussion Board Post 6: By Thursday of Week 6</p> <p>Discussion Board Response 6: By Monday of Week 7</p> <p>Lab Assignment 6: TBD</p> <p>Summary 6: TBD</p>

Week	Topic	Instructional Materials	Learning Activities	Due Dates
			<p>Discussion Board Responses 6: Read and respond to at least two classmates' posts (at least 75 words each).</p>	
7	Analyzing Policy / Tools (cont'd)	<p>Lecture</p> <p>Clemons and McBeth: Chapter 6, pp. 209-210 (A Pragmatic Public Policy Analysis Method)</p> <p>Patton et al: Chapter 8 (Displaying Among Alternatives and Distinguishing Among Them)</p>	<p>Lab Assignment 7: Follow instruction on Canvas</p> <p>Summary 7: Summarize the key points from the readings. (at least 300 words)</p> <p>Discussion Board Post 7: Provide a very brief abstract on your policy memo/area of interest. Consequently, elaborate on what policy tools are the most effective strategies for gathering data and information concerning your topic of interest. Furthermore, explain on what analysis method might better answer your questions. (at least 150 words)</p> <p>Discussion Board Responses 7: Read and respond to at least two classmates' posts (at least 75 words each).</p>	<p>Discussion Board Post 7: By Thursday of Week 7</p> <p>Discussion Board Response 7: By Monday of Week 8</p> <p>Lab Assignment 7: TBD</p> <p>Summary 7: TBD</p>
8	Communicating Findings and Selecting Policies	<p>Lecture</p> <p>Clemons and McBeth:</p>	<p>Lab Assignment 8: Follow instruction on Canvas</p>	<p>Discussion Board Post 8: By Thursday of Week 8</p>

Week	Topic	Instructional Materials	Learning Activities	Due Dates
		<p>Chapter 8 (Doing Democracy: A New Fifth Step)</p> <p>Patton et al: Chapter 3.6, pp. 125-130 (Communicating the Analysis)</p>	<p>Summary 8: Summarize the key points from the readings. (at least 300 words)</p> <p>Discussion Board Post 8: In your opinion, what does make a policy analysis/evaluation more impactful? 1. A well-grounded analysis; 2. A well-communication of findings with policy actors and decision-makers. Does either one of them could solely produce an impactful outcome, why or why not? Concerning your interest area, how does the outcome will look like if you use the combination of both (well-analysis and -communication)? (at least 150 words)</p> <p>Discussion Board Responses 8: Read and respond to at least two classmates' posts (at least 75 words each).</p>	<p>Discussion Board Response 8: By Monday of Week 9</p> <p>Lab Assignment 8: TBD</p> <p>Summary 8: TBD</p>
9	Evaluating Adopted Policy	<p>Lecture</p> <p>Clemons and McBeth: Chapter 6, pp. 210-215(A Pragmatic Public Policy Analysis Method)</p>	<p>Policy Memo 2. The second policy memo should outline your research paper data and methods, empirical findings, conclusions sections. (at least 1,500 words)</p>	<p>Discussion Board Post 9: By Thursday of Week 9</p> <p>Discussion Board Response 9: By Thursday of Week 10</p>

Week	Topic	Instructional Materials	Learning Activities	Due Dates
		<p>Patton et al.: Chapter 9 (Monitoring and Evaluating Implemented Policies)</p> <p>Smith and Larimer: Chapter 6 (Impact Analysis and Program Evaluation) *</p>	<p>Lab Assignment 9: Follow instruction on Canvas</p> <p>Summary 9: Summarize the key points from the readings. (at least 300 words)</p> <p>Discussion Board Post 9: This week's reading explores the necessity of continuous evaluation of policies and models that we could utilize to perform the task. What stages of policy evaluation continuum described by Patton et al. on page 346 are most critical concerning your policy interest area? Would you more likely to focus on one stage relative to others? (at least 150 words)</p> <p>Discussion Board Responses 9: Read and respond to at least two classmates' posts (at least 75 words each).</p>	<p>Lab Assignment 9: TBD</p> <p>Summary 9: TBD</p> <p>Memo 2: TBD</p>
10	Concluding Thoughts: Practice and Ethics	<p>Lecture</p> <p>Clemons and McBeth: Chapter 9 (Praxis)</p> <p>Patton et al.:</p>	<p>Lab Assignment 10: Follow instruction on Canvas</p> <p>Summary 10: Summarize the key points from the readings. (at least 300 words)</p>	<p>Discussion Board Post 10: By Thursday of Week 10</p> <p>Discussion Board Response 10: By Monday of Final Week</p>

Week	Topic	Instructional Materials	Learning Activities	Due Dates
		Chapter 2, pp. 27-39 (The Policy Analysis Process/Ethical Considerations)	<p>Discussion Board Post 10: How ethical evaluation of policies differ relative to previous methods covered in this course? Does ethical consideration increase complexities or simplifies policy-making processes and analysis? What are the primary ethical considerations that you would like to acknowledge in your area of interest? (at least 150 words)</p> <p>Discussion Board Responses 10: Read and respond to at least two classmates' posts (at least 75 words each).</p>	<p>Lab Assignment 10: TBD</p> <p>Summary 10: TBD</p>
Finals			<p>Final Memo: Review, revise and combine Memos 1 and 2 into a concise final memo with a brief Executive Summary. (at least 2,000 words, with Exec Summary no more than 250 words). Follow instruction on Canvas</p> <p>Final Presentation: Record a video presentation of the key takeaway points from your memo. No more than 5 minutes.</p>	<p>Final Policy Memo: TBD</p> <p>Final Presentation: TBD</p>

Course Policies

Your timely participation in this class is critical to your progress and understanding of the material.

Policies on late submissions vary by activity, as follows:

- Discussion board postings and responses must be submitted by the due date; no credit will be awarded for late submission.
- Summaries submitted late will receive no credit.
- Assignments submitted late will receive only half credit.
- Memos 1 and 2 submitted late will receive only half credit.
- The Final Memo and Presentation must be submitted on time; no credit will be awarded for late submission.

Please communicate early about any issues that you anticipate with participation. Exceptions to these policies will be rare and will only occur with advanced agreement with the instructor or under very unusual circumstances. Late submissions will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other common ailments.

Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course, and you will be expected to participate in all discussion board postings and responses as instructed.

Proctored Exams

This course does not include any proctored exams.

Incompletes

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth/adoption of a child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities

"Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations."

Accessibility of Course Materials

All materials used in this course are accessible, with the exception of video clips series. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the OSU Code of Student Conduct: <http://studentlife.oregonstate.edu/code>

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

- a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated

information in any academic work or research, either through the Student's own efforts or the efforts of another.

- b) It includes:
- i) **CHEATING** - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
 - ii) **FABRICATION** - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
 - iii) **ASSISTING** - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
 - iv) **TAMPERING** - altering or interfering with evaluation instruments or documents.
 - v) **PLAGIARISM** - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
- c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Conduct in this Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#).

Turnitin Plagiarism Prevention

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit [Academic Integrity for Students: Turnitin – What is it?](#)

Tutoring

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

OSU Student Evaluation of Teaching

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Human Services Resource Center (HSRC) for support (hsrc@oregonstate.edu, 541-737-3747). The HSRC has a [food pantry](#), a [textbook lending program](#) and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Getting Help

We all go through times in life when we need help. Learn about counseling and psychological resources for Ecampus students. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255). There are additional resources if you are located near campus: Access counseling through [OSU Counseling and Psychological Services \(CAPS\)](#), where you can get group counseling, individual therapy, or relational counseling. **Website:** <https://studentlife.oregonstate.edu/hsrc>

**PPOL 422 - Policy Analysis
Policy Memo Rubric**

Student _____

Brief Instructions:

Final Memo. Review, revise and combine Policy Analysis Memos 1 and 2 into a concise final memo with a brief Executive Summary of at least 2,000 words.

I. Meeting Assignment Goals

1. The identified problem is clear and appropriate. Score _____

Sophisticated 5	Competent 3	Unsatisfactory 1
The problem statement and definition are clear and policy relevant.	The problem statement and definition are adequately clear and policy relevant.	The problem statement and definition are not clear and/or is not policy relevant.

2. The problem is described and measured using relevant theory and empirical evidence. Score _____

Sophisticated 5	Competent 3	Unsatisfactory 1
The problem description and measurement approach show a strong understanding of the role of government, alternative policy analysis approach(es) and appropriate sources of empirical evidence.	The problem description and measurement approach show an adequate understanding of the role of government, alternative policy analysis approach(es) and appropriate sources of empirical evidence.	The problem description and measurement approach lack an adequate understanding of the role of government, alternative policy analysis approach(es) and/or appropriate sources of empirical evidence.

3. Appropriate evaluative criteria and alternative policy options are identified. Score _____

Sophisticated 5	Competent 3	Unsatisfactory 1
The evaluative criteria and policy options demonstrate a strong understanding of the problem, the "client" and potential approaches to addressing the problem.	The evaluative criteria demonstrate an adequate understanding of the problem, the "client" and potential approaches to addressing the problem.	The evaluative criteria suggest a lack of understanding of the problem, the "client" and potential approaches to addressing the problem.

4. The assessment approach and recommendations are based on an appropriate analysis of available empirical evidence. Score _____

Sophisticated 5	Competent 3	Unsatisfactory 1
The assessment approach and resulting recommendations demonstrate a strong understanding of appropriate policy analysis methods.	The assessment approach and resulting recommendations demonstrate an adequate understanding of appropriate policy analysis methods.	The assessment approach and resulting recommendations suggest a lack of understanding about appropriate policy analysis methods.

II. Ideas and Content: Score _____

4. The writer uses the quality of the evidence and to make appropriate inferences about implications for policy options and recommendations. Score _____

Sophisticated 5	Competent 3	Unsatisfactory 1
The memo provides a strong assessment of the available evidence, including gaps in the evidence and inferences.	The memo provides an adequate assessment of the available evidence, including gaps in the evidence and inferences.	The memo neglects to provide an assessment of the available evidence, gaps in the evidence and/or inferences.

5. The memo is clear, logical, focused and interesting, with insights specific to the author. Score _____

Sophisticated 5	Competent 3	Unsatisfactory 1
The memo is clear, logical, focused and interesting. The writer makes connections, excellent transitions, and presents insights into the topic.	The memo is adequately clear, logical, and focused, but lacks interesting insight specific to the author.	The memo lacks a central idea, purpose, and idea development.

6. The memo strikes an appropriate balance between client responsiveness and the presentation of clear and objective information and conclusions.

Sophisticated 5	Competent 3	Unsatisfactory 1
The memo strikes a strong balance between the client's interests and position, and the	The memo strikes an adequate balance between the client's interests and position, and the presentation	The memo is heavily biased by the client's interests and position, and/or presents

presentation of objective information and conclusions.	of objective information and conclusions.	unclear and biased information.
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7. The final memo reflects evolution of ideas and content between Memo 1, Memo 2 and the Final Memo.

Sophisticated 5	Competent 3	Unsatisfactory 1
The final memo shows strong evolution of ideas and content, and clearly draws on feedback (including peer review) from previous memo assignments.	The final memo shows adequate evolution of ideas and content, and clearly draws on feedback (including peer review) from previous memo assignments.	The final memo shows no evolution of ideas and content and fails to incorporate feedback (including peer review) from previous memo assignments.

III. Support: Score _____

8. The writer supports the analysis with details, citations and relevant information. Score _____

Sophisticated 5	Competent 3	Unsatisfactory 1
The writer supports the analysis well with relevant details, citations or other pertinent, well-chosen information. Good use of primary and secondary evidence overall.	The writer provides some support, but it is too limited, insubstantial, or too general/vague. Limited use of primary and/or secondary evidence.	Details are sketchy or evolve from clichés or stereotypes. Information is limited or simply unclear. Poor or limited use of primary and secondary evidence.

9. The writer supports the analysis with appropriate visual presentation of evidence. Score _____

Sophisticated 5	Competent 3	Unsatisfactory 1
The memo includes highly relevant visuals (e.g., graphics, tables, etc) that correctly represent evidence, with a strong connection to the text.	The memo includes relevant and correct visuals (e.g., graphics, tables, etc), but the connection to the text is somewhat unclear.	No use of visuals, incorrect visual representation of evidence or use of visuals (e.g., graphics, tables, etc) is excessive and/or described incorrectly in the accompanying text.

IV. Writing/Mechanics: Score _____

Criteria	Sophisticated 5	Competent 3	Unsatisfactory 1
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10. Organization Score_____	The memo is well-organized, uses appropriate formatting and an easy-to-read structure.	The memo is somewhat well-organized, but formatting and/or structure hinder the reader from an easy read.	The memo is not well-organized, lacks formatting and/or structure.
11. Word Choice Score_____	Words convey the intended message in an interesting, precise and natural way. The writing is interesting, but concise.	The language conveys the message adequately, but is not precise or interesting. Lacks detail and precision.	The language is vague, redundant, or lacks detail. Excess use of non-descriptive nouns, verbs, or pronouns.
12. Sentence Fluency Score_____	The writing has an easy flow and rhythm when read aloud. Sentences are consistently strong and have varied structure.	The text works for the most part, but there are occasional awkward sentences that force the reader to slow down or reread text.	The paper is difficult to read aloud. Sentences are choppy, incomplete, and/or very awkward.
13. Executive Summary	The memo includes a concise Executive Summary that clearly identifies the main points of the memo.	The memo includes an Executive Summary, but it is somewhat unclear and/or misses the main points of the memo.	The memo lacks an Executive Summary.

14. Paragraphs Score_____	Paragraphs are logical using a simple topic sentence clearly supported by other sentences.	Paragraphs are logical using a simple topic sentence, but many have disjointed supported sentences.	Sentences in paragraph are not clearly related. Sentences may be choppy, incomplete, or very awkward.
15. Conventions Score_____	The writer demonstrates a good grasp of standard writing conventions such as grammar, capitalization and punctuation.	There are few errors in grammar, capitalization, and punctuation.	There are frequent errors in grammar, capitalization, and punctuation.
16. Spelling Score_____	There are no spelling errors	There are few spelling errors	Spelling errors are frequent

17. Citations Score _____	Sources are cited appropriately.	There are few errors in citing references and sources.	Sources are not properly cited.
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Final Score _____