

PUBPL 6950 – APPLIED POLICY PROJECT/CAPSTONE
Thursdays from 6:00 pm to 9:00 pm
GC 1560
Spring 2019

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Office Hours: By arrangement

COURSE DESCRIPTION

This course consists of a faculty-supervised project applying the Master of Public Policy curriculum to the analysis of real-world policy issues and partnering with a policy-oriented agency or faculty member. In this course, we utilize some the public policy skills you've learned throughout your program of study and apply those skills to your capstone master's degree project. Students meet in class and online to learn and practice skills in policy research and policy development, to discuss their projects, challenges they encounter, obtain individual assistance, and learn from guest speakers from the world of public policy and policy analysis.

EXPECTED LEARNING OUTCOMES

By the end of the course, you should be able to:

- Review and refine skills learned through the MPP course of study
- Create effective presentations based on the capstone project and targeted to policymakers and other audiences who have limited time and focus
- Do real-world professional policy research and to share that research publicly
- Work effectively in dynamic policy organizations
- Apply what has been learned in the MPP program to new personal and professional situations
- Bring research evidence to real world policy challenges and how to assess policy-relevant evidence
- Apply policy research in shifting policy contexts – political, economic, social, global

ASSIGNMENTS

Assignments	Points
Summary of Project Concept	5
Project Outline and Methodology	10
Peer Review of a Classmate's Outline	5
Post of Current Progress and Feedback	10
Legislative Testimony	10
Elevator Speech and Feedback	10
Rough Draft of Project	10
Final Project Presentation	20
Class Participation	20
TOTAL	100
Extra Credit: Op-Ed	5

ASSIGNMENTS IN DETAIL

Summary of Project Concept (5 Points): One- to two-page Project Concept paper that should include:

- Organizational client, if any
- Faculty committee chair and members
- Two-paragraph summary of project concept
- Whether IRB approval is required and date of approval (or expected date)
- How the project may be useful to a client, policymakers, and other readers

Project Outline and Methodology (10 Points): The document should include:

- A rough outline of your project, showing preliminary organization of report and a description of expected tables and figures
- Statement of the primary research question
- Description of activities needed to gather information (interviews, compiling/analyzing data sets, readings, etc.). Be as specific as possible: whom will you interview? What data are available and from which sources? What documents/reports will you read?
- If you are performing an empirical study, include information about your quantitative methods and why you chose your approach. If you have preliminary data findings, include a brief summary

Peer Review of a Classmate's Outline (5 Points): Write a review as comments on your classmate's Project Outline and Methodology, as assigned by me, as a Word or PDF file. Submit to me through Canvas and email the classmate your comments as well. When reviewing the outline, please consider the following:

- How sound is the primary research question? Are there any adjustments to the question that could strengthen the project?
- Are the research methods adequate to addressing the research question?
- Is the outlined paper organized effectively to convey the importance of the issue and the public policy implications of the work?

Current Progress of Project (10 Points)

- **Post Current Progress of Project - Post a 500-word current progress of your project through Canvas (5 points):** The post should include:
 - A description of any difficulties you are having
 - Questions you have about how to address these difficulties
 - Description what's going well with your project
 - A general update on its level of completion
- **Online Feedback - Feedback on Feb 6th posts and In Class Presentations posted on Canvas (5 points):** Your feedback can include:
 - Advice or ideas about some of the challenges your classmates might be having
 - Feedback on the project in general
 - Identifying ideas that might be unclear or accolades about the project

Legislative Testimony (10 Points): Write a short memo (about two pages, single spaced) designed for busy legislators or local government officials, based on your project findings. Include:

- Who you are and why you are testifying
- A brief statement of your findings
- Why these findings are relevant to a policy question that is before this committee
- Your recommendation for action

Elevator Speech and Feedback (10 Points)

- **Elevator Speech (5 points):** Videotape yourself giving a one-minute “elevator speech” about your project and receive feedback; focus on quick, persuasive statements about your findings, ensure that the issue topic is clear and concise and encourage a listener to read your work or take action on the issue
- **Online Feedback (5 points):** Provide meaningful feedback on two of your classmates video submissions focusing on the characteristics listed in the bullet point above

Rough Draft of Project (10 Points):

- Submit your rough draft of the entire project report, with tables, graphs, and a complete (though rough) draft of the text
- Be prepared to offer and receive guidance on your project and others' projects

Op-Ed Article (5 Points – EXTRA CREDIT):

- Write 500-750 words, based on your project findings, designed to be published on the opinion page of a recognized newspaper
- Use your subject knowledge to convince readers to take some action, whether that is to study the issue, ask elected officials for change, contribute to a cause, engage in a public process, or so on

Final Project Presentation (20 points):

- Submit a Power Point Presentation that provides a coherent outline of your project in its rough draft form, incorporating feedback from the rough draft submission, and any preliminary recommendations or findings from your project
- You will have 20 minutes to present your project with a 5 to 10-minute Q&A

Online Discussion Rubrics – This class has several classes online and provides opportunities to post comments and participate in discussion. The table below gives you a guide on how your online participation will be assessed

	Full Marks			Least Marks
Quality of Post	Appropriate comments; thoughtful, reflective, and respectful of other's postings	Appropriate comments and responds respectively to other's postings	Responds, but with minimum effort (i.e. “I agree”)	No posting
Relevance of Post	Posts are related to discussion topic; prompts further discussion of topic	Posts are related to discussion content	Posts are not related to discussion content; makes short, irrelevant remarks	No posting
Contribution to the Learning Community	Presents creative approaches to the feedback that help with learning	Presents relevant viewpoints for consideration	Does not try to provide relevant feedback	No feedback provided

Participation and Attendance (20 points)

It is expected that you will attend each class. We meet in class 11 times during the semester, so if you miss more than two classes during the semester, it will reduce your participation and attendance grade. five absences or more will impact your final grade, up to failing the class. The table below gives you rubrics on the expectations of participation in class.

ABOVE STANDARD 18-20 Points	STANDARD 15-17 Points	APPROACHING STANDARD 12-14 Points	BELOW STANDARD Below 12 Points
<ul style="list-style-type: none">• Demonstrates consistently excellent preparation for class discussion and online and in-class activities• Contributes in a very significant way to ongoing discussion: responds very thoughtfully to other students' comments, suggests alternative ways of approaching material• Demonstrates ongoing very active involvement during online and in-class activities.	<ul style="list-style-type: none">• Demonstrates good preparation for class discussion and online and in-class activities• Contributes to class discussion in an ongoing way: responds to other students' points, supports suggestions that may be counter to the majority opinion.• Demonstrates consistent involvement during online and in-class activities.	<ul style="list-style-type: none">• Demonstrates adequate preparation: knows the basics of class material• Does not offer to contribute to discussion, but contributes to a moderate degree when called on.• Demonstrates sporadic involvement during online and in-class activities.	<ul style="list-style-type: none">• Present, not disruptive.• Tries to respond when called on but does not offer much knowledge about the class materials.• Demonstrates very infrequent involvement during online and in-class activities.

GRADING CRITERIA

Late assignments will result in grade reductions unless alternate arrangements are made *prior* to the deadline. The grading scale for the course will be:

- A = Outstanding (93% and above)
- A- = Very Good (between 90% and 93%)
- B+ = Above Average (between 88% and 90%)
- B = Average (between 83% and 88%)
- B- = Below Average (between 80% and 83%)
- C+ = Poor (between 78% and 80%)
- C = Marginal (between 73% and 78%)
- C- = Unsatisfactory (below 73%)

Assignments have a set of rubrics that will determine the points given. For all the writing assignments in this class, you are expected to produce graduate level writing: error-free with proper punctuation, spelling, grammar, sentence structure, logical organization, proper documentation, and appropriate supporting evidence.

THE AMERICANS WITH DISABILITIES ACT:

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

ADDRESSING SEXUAL MISCONDUCT:

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

GENDER PRONOUNS:

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays. https://lgbt.utah.edu/campus/faculty_resources.php

STUDENT WELLNESS:

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776.

ACADEMIC MISCONDUCT:

Academic honesty is expected, and academic misconduct will not be tolerated. The University of Utah's Student Code defines *academic misconduct* "to include, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information..." It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

Cheating involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it.

Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of this instructor.

Plagiarism means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. Cutting and pasting text from online sources without proper citation is the most common form of plagiarism in college. In this class, such cutting and pasting will result in a failing grade for the assignment. The writing you submit for an assignment must be your work. You may consult other works, to inform yourself and spur your thinking, but, if you borrow any language from other works, you **MUST** enclose it in quotation marks and indicate where it came from. All of your writing will be submitted through Canvas and will be screened by Turnitin for plagiarism.

Fabrication or falsification includes reporting experiments or measurements, or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results."

An act of academic misconduct may result in an academic sanction. The Student Code defines *academic sanction* as "a sanction imposed on a student for engaging in academic or professional misconduct. It may include, but is not limited to, requiring a student to retake an exam(s) or rewrite a paper(s), a grade reduction, a failing grade, probation, suspension or dismissal from a program or the University, or revocation of a student's degree or certificate. It may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record." Thus, for example, I might give an assignment grade or a course grade of E and also recommend additional academic sanctions to the Chair of the Political Science Department. In the event of suspected academic dishonesty, I may substitute an examination or assignment for the work in question.

COURSE SCHEDULE

PLEASE NOTE –The course syllabus and calendar are subject to change and modification at the discretion of and by the professor, with reasonable prior notice to the students of those changes and modification.

THURSDAY JANUARY 10TH

In Class Discussion: Course Overview; 2019 Utah Legislative Session

Guest Speaker: Morgan Lyon Cotti (Invited)

- Introductions, discuss syllabus, discuss student goals for this class and your careers, discuss your projects;
- Debriefing your experience in the MPP program
- Discussion of assignment due on January 17th.

THURSDAY JANUARY 17TH

*****Assignment Due - Summary of Project Concept** - Submit through Canvas no later than January 17th at 11:59 pm***

In Class Discussion: Discussion of your projects

In Class Presentation: Present your Summary of Project Concept to the class

THURSDAY JANUARY 24TH

*****Assignment Due: Project Outline and Methodology** - Submit through Canvas no later than January 24th at 11:59 pm***

In Class Discussion: Policy Innovation – Salt Lake County Pay for Success

Guest Speakers: Caroline Ross – Sorenson Impact; Shawn McMillen – First Step House; Michelle Flynn – The Road Home; Dr. Rob Butters, PhD, LCSW - Assistant Professor, U of U College of Social Work

In Class Presentation: Current progress of your project

THURSDAY JANUARY 31ST

*****Assignment Due: Peer Review of Classmate's Outline** - Write a review as comments on your classmate's outline and submit to me through Canvas no later than January 31st at 11:59 pm. Please email the classmate your comments as well.***

Readings: Ethics Case Studies (to be provided)

In Class Discussion: Ethics issues and concerns in research, policy analysis and advocacy

Guest Speaker: Dr. Rick Green

- Dr. Green will discuss a range of ethical issues in public policy analysis, policy implementation, etc.
- Be prepared to discuss ethical dilemmas or concerns related to the policy areas associated with your project

THURSDAY FEBRUARY 7TH

*****Assignment Due: Post current progress of your project** - Submit this online post through Canvas no later than February 7th at 11:59 pm***

In Class Discussion:

We will watch the Utah State of the State address in class and have discussion on the following questions:

- What policy issues took priority in the State of the State address?
- How adequate are the proposed solutions?
- Which policy issues were omitted that should have been addressed?
- What are some of the advantages and disadvantages of proposing public policies in a setting like this address?

Present your progress report to the class

THURSDAY FEBRUARY 14TH – ONLINE CLASS

*****Assignment Due: Online feedback on Feb 7th posts** - Your comments on others' reports must be posted on Canvas no later than February 14th at 11:59 pm***

Online Discussion: Feedback on the posts submitted on Feb 7th and the presentations last week

THURSDAY FEBRUARY 21ST

In Class Discussion: Policy Analysis as a Career

Readings: Teater, Barbra, "Influencing State Legislators: A Framework for Developing Effective Social Work Interest Groups" Journal of Policy Practice, 8:1, 69-86

Guest Speakers: Anna Thomas, Policy Analyst, Voices for Utah Children

THURSDAY FEBRUARY 28TH

*****Assignment Due: Legislative testimony** – Submit through Canvas no later than February 28th at 11:59 pm***

In Class Discussion: Communicating Policy to Policymakers

Guest Speakers: Danny Harris, Director of Advocacy at AARP Utah

In Class Presentation: Present your Legislative Testimony to the class for feedback

THURSDAY MARCH 7TH – ONLINE CLASS

*****Assignment Due: Elevator Speech** - Elevator speech video is due through Canvas no later than March 7th at 11:59 pm***

*****Assignment Due: Feedback** - Feedback on classmate's elevator speech videos due no later than March 14th at 11:59 pm***

THURSDAY MARCH 14TH –NO CLASS, SPRING BREAK

THURSDAY MARCH 21ST – OPTIONAL CLASS SESSION

Topic: Individual assistance with your rough drafts - I will schedule time slots during class if you would like some individualized help with your methodology, format, scope, and/or want discussion on preparing and organizing your rough draft

THURSDAY MARCH 28TH

*****Assignment Due: Rough draft of entire project report** - Submit rough draft through Canvas no later than March 28th at 11:59 pm***

In Class Discussion: Discussion of Rough Drafts

- What did you learn so far that was a surprise?
- What elements of the project are presenting a challenge to you?
- What is going well?
- Questions on how to proceed

Data Visualization

Reading: Chapter 5 -The Data Visualization Slide, Better Presentations: A Guide for Scholars, Researchers and Wonks, Schwabish, Jonathon, 2017

Discussion of Data Visualization chapter that you can use as a reference for creating presentations. The reading has a lot of quality tips and ideas for creating focused and uncluttered slides that communicate the story you want to convey.

THURSDAY APRIL 4TH

*****EXTRA CREDIT Assignment: Op-Ed** – Submit through Canvas no later than April 4 at 11:59 pm***

In Class Discussion: Policy Analysis in Action

Guest Speaker: Gary Syphus, Senior Fiscal Analyst, Office of the Legislative Fiscal Analyst

Additional In Class Discussion:

- Final project paper and presentation
- Feedback on this class

THURSDAY APRIL 11TH

*****Assignment Due: ALL FINAL PROJECT PRESENTATIONS DUE** – Submit through Canvas no later than April 11th at 6:00 pm.***

In Class Presentation: First half of the class alphabetically present Capstone project. Each of you will participate in grading others' projects

THURSDAY APRIL 18TH

In Class Presentation: Second half of the class alphabetically present Capstone project. Each of you will participate in grading others' projects