

PUBPL 6950 – MPP Capstone Survey Course

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Classroom: TBA
Day/Time: TBA
Office: GC-3050 (PPA Office)

Required Readings

1. Aines, Roger D. & Amy L. Aines (2019). Championing Science: Communicating Your Ideas to Decision Makers, 1st Ed. Oakland, CA: University of California Press. ISBN: 978-0520298098

Course Description

This course consists of a faculty co-supervised project applying the Master of Public Policy (MPP) curriculum to analysis of real-world policy issues. In this course, we utilize some the public policy skills you've learned throughout your program of study and apply those skills to writing and communicating your capstone master's degree project (MRP). Students meet in class to learn and practice skills in policy research, policy development, to communicate their projects to decision makers, overcome challenges encountered along the way, obtain individual writing assistance, and perfect their professional skills from the world of public policy and policy analysis.

Expected Learning Outcomes

- Review and refine skills learned through the MPP course of study
- Create effective presentations based on the capstone project 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 personal and professional situations
- Bring research evidence to real world policy challenges to communicate policy-relevant evidence and solutions
- Apply policy research in shifting policy contexts – political, economic, social, global, etc.

Assignments

1. MRP-Executive Summary (Due: TBA)
 2. MRP-Introduction (Due: TBA)
 3. MRP-Literature Review (Due: TBA)
 4. MRP-Research Design and Methodological Approach (Due: TBA)
 5. MRP-Analysis of Data (Due: TBA)
 6. MRP-Findings (preliminary or otherwise) (Due: TBA)
 7. MRP-Conclusion and Recommendation(s) (Due: TBA)
 8. MRP-Final Written Document (80 points) (Due: TBA)
 9. Final In-Class MRP-Project Presentation (20 points) (Due: TBA)
- **TOTAL 100 points Completion MRP-Final Written Document & In-Class Presentation

Final Assignments in Detail

1. MRP-Final Written Document (80 Points):

- Submit your completed final writing of the entire project as a report, with tables, graphs
- Be prepared to offer and receive guidance on your project throughout the writing process

2. Final In-Class Project Presentation (20 points)

- Develop a Power Point Presentation that provides a coherent outline of your MRP project in its rough draft form, incorporating feedback from the rough draft submissions, and any preliminary recommendations or findings from your project
- You will have 20 minutes to present your project (in-class) with a 5 to 10-minute Q&A
- Be prepared to offer and receive guidance on your project and others' projects

In-Class Discussion(s)

This class has several discussion elements and provides opportunities to share thought, comments, and participate in discussion regarding organizing, composing, and communicating your MRP Project in public settings to varied audiences. The information below gives you a guide on how your participation will be assessed:

- Appropriate Comments; thoughtful, reflective, and respectful of other's contributions
- Relevance of Comments: related to discussion topic; prompts further discussion
- Contribution to the Communal Learning Approach; creative approaches to feedback that help with learning; provides relevant viewpoints for consideration

Course Grading Policy

Students are credited with points earned on assigned class participation, essays, and research paper. Each assignment is graded on a point scale and weighted by percentage. Final grades are calculated on a total point scale as a total percentage of completed assignments. Thus, final letter grades are distributed on the following total point/percentage scale: 100-97% (A+), 96-94 (A) 93-90% (A-), 89-87% (B+), 86-84% (B), 83-80% (B-), 79-77 (C+), 76-74 (C), 73-70 (C-), 69-67 (D+), 66-64 (D), 63-60 (D-), 59-0 (F).

I do not round up, nor do I round down should a student's weighted final grade percentage fall within the range of two points on the final point/percentage scale. Example: if a final calculated point/weighted percentage for all completed semester assignments falls between 87.00% and 89.99%, a final letter grade of B+ is entered. The distribution of final letter grades is the same throughout the grading scale. There are no exceptions to this grading policy.

University Policy on Grades of Incomplete Policy

Grades of “Incomplete” are guided by university policy and instructors’ discretion. University policy limits “Incomplete” to documented exceptional circumstances of a student’s inability to complete the course requirements. Information regarding this policy and your rights and responsibilities as a student is available at: <https://regulations.utah.edu/academics/6-100.php>

English Language and Writing Resources: There are several resources on campus that will support English language learners with language and writing development, as well as general writing support for all students. These resources include the Writing Center (<http://writingcenter.utah.edu/>), the Writing Program (<http://writing-program.utah.edu/>), and the English Language Institute (<http://eli.utah.edu>)

Class Participation- Attendance-Behavior Policy

All students are expected to maintain professional behavior in online and classroom settings, according to the Student Code, spelled out in the Student Handbook. Students have specific rights as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to the Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible online and classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Students are required to actively attend and participate in class discussions. Given the sometimes complex and challenging nature of the material in the class, students are strongly encouraged to ask questions for clarification and/or make pertinent contributions to class lectures and discussions. This course is highly discursive and exploratory. Emphasis is placed upon the joint contributions of students and instructors.

Attending class is your responsibility. We do not take attendance, nor do I accept anything short of a circumstance of tragic proportion as an excuse for missing class. It is my experience that students who attend class on a regular basis pass the course; those who do not attend on a regular basis typically fail the course.

Students are required to read the assignments before the class session for which they are assigned. We will assume your knowledge of the material in the readings, and you will have great difficulty following lecture or participating in discussion if you are insufficiently prepared. Please read the assignments prior to class.

Disruptive or disrespectful behavior during the lecture period is prohibited and is not tolerated. Students are expected to arrive to class on time, turn off cell phones (unless necessary) and remain until the class is formally dismissed.

Statement on Academic Dishonesty Policy

Academic honesty is expected in all courses. This statement means, among other things, that the written work you submit in this course must be your own. Any work you submit should be the product of your individual effort and not the work of others. Work for this course must not have been submitted in a previous course nor may it be submitted in any course being taken concurrently without the knowledge and approval of all instructors concerned. As such, an act of academic dishonesty may result in a failing grade for this course and may result in a recommendation to university officials for additional disciplinary action. Academic dishonesty includes but is not limited to cheating, misrepresenting one's own work, inappropriately collaborating, plagiarism, & fabrication or falsification of information. It also includes facilitating academic dishonesty by intentionally helping or attempting to help another commit an act of academic dishonesty. Definitions of these terms as well as information regarding your rights & responsibilities as a student are available at: (<https://regulations.utah.edu/academics/6-400.php>)

Academic dishonesty is a serious breach of ethics, as public service is a calling that requires students - future and current administrators - to understand the importance of ethical behavior in all facets of their work, including their academic coursework. The University of Utah and the Program in Public Administration expect students to adhere to generally accepted standards of academic conduct. Academic misconduct is defined in the University's student code as follows: *Academic dishonesty includes, but is not limited to cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information.*

Cases of academic misconduct will be dealt with immediately and will result in failure of the class. It is expected that you will cite for every assignment—give credit where credit is due! Any student found engaging in plagiarism of any type will fail the course and a report with recommendation for academic sanction will be submitted to the upper administration at The University of Utah.

Statement(s) on Conduct, Communication, and Available Resources

Addressing Equity, Diversity, and Inclusion: Respectful behavior, communication, and interaction is expected. This course centers on topics and issues on which individuals may hold strong opinions based on their personal values, beliefs, and interests. Some lecture topics and class discussions will challenge students to not only respect perspectives that differ from their own, but they may also call on students to challenge their own opinions and beliefs, and “step into” another person's perspective to consider the strengths and limitations of their own views. To best facilitate this process and ensure a socially, emotionally, and psychologically safe environment, respectful behavior, communication, and interaction in and out of the classroom setting is expected. Arguments and ideas may rightly be challenged, but personal attacks and disrespectful behavior and/or attitudes towards people or groups of people will not be tolerated.

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).

Individual Communication with Faculty: This course calls on students to exercise considerable discipline in regularly accessing and digesting content, and in completing assignments. You are encouraged to reach out to me should you encounter roadblocks, find yourself uncertain of a course element or requirement, or simply feel you would benefit from one-on-one communication. Outside normal office hours, students are encouraged to schedule a Zoom conversation or questions can be asked directly via email: robert.forbis@poli-sci.utah.edu

Office Hours (Virtual) with Faculty: I am available for open or private chat(s) with students to discuss questions about issues, concerns, and questions regarding course content and/or requirements. If you think other students will be interested in answers to your questions, then I will announce and arrange an open, group Zoom session. If you want to arrange a private conversation with me, please do not hesitate to contact me by email: robert.forbis@poli-sci.utah.edu

General Wellness Resources: 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 at www.wellness.utah.edu or 801-581-7776.

ADA Resources: 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 the class, reasonable prior notice needs to be given to the instructor, as well as to the Center for Disability Services, 162 Oplin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to facilitate actionable arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services: <https://disability.utah.edu/>

Equity, Diversity, and Inclusion (EDI) Resources: I am unequivocally committed to equity, diversity, inclusivity, and respect for all students in the classroom. The University of Utah has incredible resources available to all students. The Center for Equity and Student Belonging located in the Oplin Union Building, Room 208. Their website contains more information about the support they offer, list of events, and importantly: a comprehensive list of affiliated Campus-EDI Organizations with links to their respective websites. All of which have additional information for student engagement/activism: <https://diversity.utah.edu/cesb/>.

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

Veterans Resources: The University of Utah has a Veterans Support Center located in the Olpin Union Building, Room 161. Their website contains information about what support they offer, a list of ongoing events, and links to outside resources: <http://veteranscenter.utah.edu/>.

Course Schedule

Schedule Changes

Content and scheduled lecture dates, assignments, and dues dates are subject to change. Should a change become necessary, that change will be announced in class.

Part I: Fundamental Concepts for Championing Science

Week One

Part One: Welcome and Introductions

Part Two: Syllabus Review, Discussion: MPP Program Experience(s), Student's Class and Career Objectives, MRP Research Topics

Part Two: Lecture: Historical Development of Empirical Research
 Lecture: Rationalism v Interpretivism

Week Two

Assigned Reading: Aines & Aines; Preface and Part One: Sections 1, 2, & 3 (pgs. 1-26)

Due: Assignment #1 (MRP-Executive Summary)

Week Three

Assigned Reading: Aines & Aines; Part One, Sections 4 & 5 (pgs. 27-56)

Returned: Assignment #1 (MRP-Executive Summary)

Part II: Mechanics of Championing Science

Week Four

Assigned Reading: Aines & Aines; Part Two, Sections 6 & 7 (pgs. 57-84)

Due: Assignment #2 (MRP-Introduction)

Week Five

Assigned Reading: Aines & Aines; Part Two, Sections 8 & 9 (pgs. 85-126)

Returned: Assignment #2 (MRP-Introduction)

Week Six **No Class**

**Revise MRP-Executive Summary & MRP-Introduction

**Draft MRP-Literature Review

Part III: Honing Your Communication, Influence, & Emotional Intelligence Skills

Week Seven

Assigned Reading: Aines & Aines; Part Three, Sections 10 & 11 (pgs. 127-158)

Due: Assignment #3 (MRP-Literature Review)

Week Eight

Assigned Reading: Aines & Aines; Part Three, Section 12 (pgs. 159-174)

Returned: Assignment #3 (MRP-Literature Review)

Week Nine No Class

**Revise MRP-Literature Review

**Draft: Assignment #4 (MRP-Research Design & Methodological Approach)

Week 10: No Class: Spring Break

Part IV: Honing Your Communication, Influence, & Emotional Intelligence Skills

Week Eleven

Assigned Reading: Aines & Aines; Part Four, Sections 13 & 14 (pgs. 175-192)

Due: Assignment #4 (MRP-Research Design & Methodological Approach)

Week Twelve

Assigned Reading: Aines & Aines; Part Four, Sections 14, 15, & Appendix (pgs. 193-230)

Returned: Assignment #4 (MRP-Research Design & Methodological Approach)

Part V: Effective Policy Analysis That Makes An Impact/Difference

Week Thirteen

Guest Speakers: TBA

Instructor PowerPoint Presentations (Examples of Varied Audience-Based Communication of Social Science Research)

Due: Assignment #5 (MRP-Analysis of Data)

Week Fourteen Optional Class Session: Personalized Assistance by Appointment

Individual assistance with rough drafts - Scheduled time slots (10-15 minutes) for individualized assistance with your MRP's Progress

Returned: Assignment #5 (MRP-Analysis of Data)

**Due Assignments #6 & #7 (MRP-Findings & MRP-Conclusion & Recommendation(s))

Week Fifteen No Class

**Returned Assignments #6 & #7 (MRP-Findings & MRP-Conclusion & Recommendation(s))

**Revise Entire MRP to Final Written Document

**Create Assignment #9 (In-Class 15-20 Minute MRP-Project Presentation)

Week Sixteen

Due: Assignment #8 (MRP-Final Written Document)

Due: #9 (In-Class 15-20 Minute MRP-Project Presentation; 5-10 minute Q&A)