THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

THE GLENN COLLEGE CAPSTONE EXPERIENCE
Policy Analysis & Applications
PUBAFRS 4011
Spring 2017
Wednesday & Friday, 2:20 – 3:40 PM
Mendenhall Lab room 174
Faculty Guide: Dr. Caroline Wagner.911
210U Page Hall
614-292-7791 (office) 614-206-8636 (cell)
Office hours: 8:30 – 10:30 AM T/Th and by appointment

Course Description: Synthesis of the theory and application of the US public policy process through a review of key tools and contemporary issues culminating in a final capstone paper. Students refine critical review, analysis and communication skills through detailed case studies and an individual data-driven capstone research project.

Learning Objectives: By the end of this course students will be able to:

- Refine a public problem into a researchable policy issue.
- Analyze data for policy analysis and apply it to a real-world case.
- Identify and choose from among relevant theories and tools used in public affairs decision making.
- Apply data, theories, and tools to an actual policy case.
- Write a policy analysis describing a workable solution to a public problem.

Required Texts: Bardach, Eugene. 2012. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. 4th ed. CQ Press/Sage. (ISBN 978-1-60871-842-9)

Strunk & White, *The Elements of Style*, any recent edition, ISBN-10: 0205313426, Longman Publishing.

Carmen: Slides, additional readings and interesting links, announcements, grades, dropbox, and other information as needed. You will need a recent version of an adobe/pdf reader.

Expectations: You are invited to fully engage in a Capstone Experience by working either in an internship or work experience with which you are already engaged, or with a regional client arranged by the instructor, to address a real public policy issue. This could involve meeting with and possibly spending time working in a local nonprofit or government office on a specific case study, gathering, cleaning, and analyzing useful data, identifying and applying analytical tools, interviewing staff at the office, and writing a case study/policy analysis of your experience. You have the option of spending one class time per week (usually Friday) at the capstone experience office or otherwise working on your capstone

project. You may also conduct a research-based project in which you conduct deep inquiry and analysis into a policy topic without the external engagement. These options will be discussed with the instructor. *You are expected to be reading about 10 hours per week for your capstone.*

Your attendance and involvement in class is vital, **be prepared to discuss the reading material or assignment**. In-class engagement and comprehension is important; your progress will be assessed though writing assignments. You will engage with classmates to provide support to each other's projects. There are no exams.

Writing Center. Plan to make full use of the university writing center to help with each of your submissions. Make appointments for at least 2 visits with the writing center for assistance.

Meet with instructor. Plan to make and keep one appointment to meet with the instructor to discuss your project. The appointment can be during office hours, or other times, including weekends, by appointment.

Policy Analysis: You will conduct an in-depth analysis of a policy issue. This can be a suggestion for a new policy or a change to an existing policy. Any policy issue (at local, state or federal level(s)) can be considered. Regardless, your paper will need to be based on data analysis and forward a recommendation on how to improve and better address/meet your **policy goal**. To move through this project, your work has been broken down into these 9 required components:

1. **"Dream Sheet":** (UG) A 2-5 page (~1,000 words) outline of the policy issue, stakeholders, research question(s) that you hope to address in your capstone. Include a simple single sentence stating the goal of the policy.
2. ***Written homework assignments-annotating readings*** (2 points each, total 6 points) Three assignments to read two substantial outside sources (books or academic articles) for each assignment and annotate them for your project.
3. ***Concept paper*** (10%) Expand upon case study plan up to 6 pages (total) with details about how you will conduct your case study, what theories are being used, and what methods you will draw upon. Due February 23.
4. ***Annotated bibliography*** (10%) An annotated bibliography of studies (theoretical and applied) from a diverse set of sources including journal articles, media sources, etc. that will serve as your literature review. Include 2-3 bullet points describing what you learn from each resource and how it helps direct or inform your research. Due March 1.
5. ***Data/method*** (5%) ~1,000 word description of the data/method you are using including the criteria to assess your data within specific policy alternatives, along with preliminary findings. Due March 8.
6. ***Draft paper*** (10%) Building from and updating the prior elements (dream sheet, bibliography, data plan, and stakeholder analysis), prepare a fuller narrative of your policy alternatives and decision criteria up to 25 pages. Due March 22.
7. ***Presentation*** (10%) A 10 minute (10 slides) talk and a 2 minute Q&A session in class. Describe the policy issue, alternatives, analysis approach and findings/recommendations including how to implement and evaluate the policy. Due April 5.
8. ***Final Paper*** (30%) Building from the materials created through the term, as well as addressing feedback in class and on each prior element, update the project and complete the final paper to be ~10,000 words of text plus supporting material (references, tables, appendix of technical material, etc.). Due April 29.

	Assignment	Grade Share	Description	Due Date(s)
1	Dream sheet	10	A 2-5 page (~1,000 words) outline of the policy issue, stakeholders, research question(s) that you hope to address in your capstone. Include a simple single sentence stating the goal of the policy.	1/13/2016
2	Annotations homework	6	Read two books or academic articles related to your topic and annotate them in 200 words with key concepts for your capstone. Two sources per homework. 2 pts each	1/18, 1/20, 2/8
3	Concept paper	10	Detailed concept paper with your guiding question, expectation, approach, data, alternatives, and stakeholders described	2/22/2016
4	Annotated bibliography	10	List materials and sources that will constitute your literature review. Between 18 and 20 external sources, annotated with 150-200 each	2/28/2016
5	Data plan	10	Description of your data plan and how you will be acquiring, analyzing, and presenting the data for your capstone	3/8/2016
6	First draft of capstone	10	A first draft, which can be too long, containing all parts of your project in a first cut	3/22/2016
7	Presentation	10	A 10 minute talk (up to 10 slides) about your project for class presentation and discussion due to instructor for comment	4/7/2016
8	Final paper	30	Complete your project in a 20 page, 10K word document	4/29/2016
9	Participation	4	Come to seminar, meet with instructor, pursue resources within community	all term

The Ohio State University grading system will be used.

Academic Integrity (Academic Misconduct):
From: http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement
The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's *Code of Student*

Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's *Code of Student Conduct*, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct. Other sources of information on academic misconduct (integrity) to which you can refer include The Committee on Academic Misconduct web page: http://oaa.osu.edu/coam.html
Ten Suggestions for Preserving Academic Integrity:
http://oaa.osu.edu/coamtensuggestions.html
Eight Cardinal Rules of Academic Integrity: www.northwestern.edu/uacc/8cards.html

Course Policies:
Academic and personal misconduct are defined and dealt with according to the procedures in the Code of Student Conduct located at the following link – http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf. Your work should be original. Avoid excessive quotation and paraphrasing of other's work with or without citation. While timely indication of one's intent to be absent is expected, when possible, this does not waive the obligation to submit assigned work on time. Late work will be accepted up to one week late with a penalty. Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. If I re-grade the assignment, I will re-grade the *entire* assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade. Appeal for changes to the final grade will be handled through the Glenn School Curriculum Committee.

Mental Health Statement:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, sexual issues, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance
or reduce your ability to participate in daily activities. These problems are not uncommon. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building. 24-hour emergency help is also available**

through the National 24/7 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

The Collegiate Recovery Community (CRC) supports students who are in or seeking recovery from drug and alcohol addiction. It is a supportive peer community on campus that helps students to have an authentic college experience while maintaining their recovery. The CRC is located in room 1230 of Lincoln Tower at 1800 Cannon Drive. Visit go.osu.edu/recovery or email recovery@osu.edu for more information.

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 614-292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/

W	D	Date	Topic	Reading	Activity	Assignments	Notes
			Planning a policy analysis paper				
1	W	11-Jan	Welcome and introduction	Syllabus	Getting to know you		
	F	13-Jan	Defining project and schedule	Bardach xiii-15	Class activity on planning	**Case study plan idea due ("dream sheet")**	
2	W	18-Jan	Stakeholders and clients			**Annotations for 2 readings due**	
	F	20-Jan	Meet with clients, leaders, or mentor	Bardach 15-35		**Annotations for 2 readings due**	
			Conducting data analysis				
3	W	25-Jan	Developing a case study and policy analysis (discussion)		Case study plan draft due	First draft of case study outline (UG) - bring to class	
	F	27-Jan	Client work	Bardach 35-59			
4	W	1-Feb	Preparing for data analysis		Meet with writing center instructor	Case study outline due for class discussion (UG)	
	F	3-Feb	Client work	Bardach 61-76			
5	W	8-Feb	Conducting data analysis		Building a bibliography workshhop	**Annotations for 2 readings due**	
	F	10-Feb	Client work	Bardach 76-105			
6	W	15-Feb	Reminder about regression analysis		Data workshop	First draft of data plan- bring to class	
	F	17-Feb	Client work	Readings to be assigned			
7	W	22-Feb	Cross-referencing data		Data plan discussion	**Concept paper due**	
	F	24-Feb	Client work	Readings to be assigned			
8	W	28-Feb	Visualizing data		Visualization workshop	**Annotated bibliography due**	
	F	2-Mar	Client work	Readings to be assigned		Data description done for class discussion	
			Conducting policy analysis				
9	W	8-Mar	Developing alternatives		Class meetings and discussions	**Data, methods paper due**	
	F	10-Mar	Client work				
10	W	15-Mar	Break		*Writing, writing, writing*		
	F	17-Mar	Break				
11	W	22-Mar	Team internal presentations and discussion		Meet one-on-one with Dr. Wagner this week	**Expanded outline/draft paper due**	
	F	24-Mar	Client work				
12	W	29-Mar	Team internal presentations and discussion		Meet one-on-one with Dr. Wagner this week		
	F	31-Mar	Client work				
			Writing a final thesis				
13	W	5-Mar	Team internal presentations and discussion		Meet one-on-one with Dr. Wagner this week		
	F	7-Apr	Client work			**First draft of presentation due to instructor**	
14	W	12-Apr	Writing time		Meet one-on-one with Dr. Wagner this week		
	F	14-Apr	Presentations			Final presentation due	
15	W	19-Apr	Presentations				
	F	21-Apr	Presentations		Appointments with instructor as needed		
16	W	26-Apr	Final group meetings with client(s) if needed, for presentations and feedback				
	F	29-Apr			**Final paper due, midnight, April 29, 2016!!!!!!!!!**		
	Notes:						

Final Paper

Overview
There are different purposes and audiences for policy analysis or issue papers, and thus different formats. In this class, the purpose of the final paper is to *inform* stakeholders about a particular policy issue including strategic recommendations that can be implemented by a local, state, or federal government organization.

The content of your final paper will be derived from a literature review of related research and best practices linked to original quantitative or qualitative analysis of evidence supporting a policy recommendation.

Literature Review of Related Research and Best Practices
In addition to your own analysis, you are expected to situate your contribution within the broader literature and practice related to your policy issue. This includes previous research on your policy issue, historical development of the issue and recent events (such as new or pending legislation), and best practices previously identified as they relate to your issue. Any *consistent* citation format is acceptable. A good final paper will incorporate ~10 substantial references, including a mix of scholarly and practitioner sources.

Original Analysis
The analysis will be the focal point of the paper, highlighting your original contribution. Draw from a variety of data sources for your final paper, including publicly available data sources at a local, state or national scale. You are not expected to run any multivariate models (i.e., regression analysis); however, you should present descriptive/summary statistics.

Outline
Feel free to change the headings below, and/or add sub-headings as appropriate. This outline provides the "framework" that should be used to shape your final paper which should be about 5,000 words.

1) Title
   - Descriptive yet catchy; hooks the reader.
2) Aim/Summary
   - 2-4 short paragraphs
   - Provides the punch-line for the rest of the paper; describes the policy issue, identifies the analytical approach taken in this paper, and highlights the recommendations. All of the pertinent information should be clearly communicated in this "elevator" summary.
   - No statistics or data provided here; no citations of previous research.
3) Issue Context
   - Defines the issue of relevance to key stakeholders.
   - Convinces the target audience that this is an issue that they should care about
   - Reviews previous literature (research, news articles, policy briefs) on the issue. Visual aids such as tables and graphs can be used to replace text, where appropriate.
   - Clearly identifies the policy implications of this issue. Conveys a sense of urgency.
4) Analysis
   - Provides a descriptive quantitative (or qualitative) "unique" analysis of the policy issue.
5) Recommendations & Conclusion

- Communicates specific, actionable implications.
- Concludes re-emphasizing the importance and relevance of the issue to key stakeholders.
6) Key Sources
    - Cite all sources including weblinks.

Final Presentations

10% of your final grade
10 minutes of presentation + 2 minutes Q&A

Content of your presentation:

1. Institution. Which decision-makers are you targeting?
2. Issue. Why is it a POLICY problem?
3. Stakeholders. Who is affected by this problem? Who should care?
4. What do we already know? Best practices, literature review of prior research.
5. Tool. What is your proposed policy solution? Why this recommendation?
6. Implementation and evaluation. How will you do this, and how will you know it has worked?
7. Critique of your solution. No solution is without its disadvantages/trade-offs or concerns raised by a sensitivity analysis of key assumptions. Discuss these.

Grading: This activity is worth 10% of your overall grade. The break-down for the grading of the briefing will be as follows, out of 100 points:

Non-verbal	Excellent 15 pts	Good 12 pts	Satisfactory 9 pts	Poor 6 pts	No points
Eye contact, body language, use of visual aids & poise	No room for improvement	Some room for improvement	Needs improvement	Needs much improvement	Needs major improvement
Verbal	Excellent 20 pts	Good 17 pts	Satisfactory 13 pts	Poor 9 pts	No points
Articulate; proper volume; steady rate; enthusiasm; confidence; practiced	No room for improvement	Some room for improvement	Needs improvement	Needs much improvement	Needs major improvement
Timing	Excellent 15 pts				No points
Complete presentation on time	Completes briefing on time				Does not complete briefing on time
Content	Excellent 40 pts	Good 33 pts	Satisfactory 25 pts	Poor 17 pts	No points
Institution, Issue, Stakeholders, Background, Tool, Implementation, Limitations	Meets all content requirements with no room for improvement	Meets most all content requirements with some room for improvement	Does not meet a few of the requirements and needs much improvement	Does not meet a many of the requirements and needs major improvement	Does not meet any of the requirements and needs major improvement
Q&A	Excellent 10 pts		Average 5 pts		No points
Demonstrates a comprehension of project	Engages with audience in open discussion		Has difficulty completing answers		Does not answer questions