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**Fall 2023**

***In-Person***

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# PPD 555

*Public Policy Formulation and  
Implementation*

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### Course Description

This course engages students in critical reflection and analysis of the manner in which institutions, policy actors, and political/organizational processes influence policy change. We consider the factors that shape political processes and outcomes, investigating agenda setting, formulation of the alternatives that enter debate, implementation, and the evolution of public policies over time.

Set against the background of the formulation stage, the course focuses mostly on the implementation stage as the lens through which to understand the possibilities and constraints on policy making. It provides critical reflection on the way political practices, institutions, and stakeholders influence the framing of issues, the alternatives that enter debate, and the evolution

of public policies over time, and their ultimate impacts on society. It is, in effect, about problem solving and critical thinking in pursuit of the public purpose. The course draws from the American political experience and provides an overview of the field of policy studies suited to the needs of master's-level students and doctoral-level students unacquainted with the field.

Through application of theoretical concepts to historical and current policy cases, students will develop the capacity to assess factors that influence policy formulation and implementation and to conduct strategic analysis of political/organizational opportunities and constraints. The course primarily focuses on American policies and political institutions but incorporates international cases as appropriate and encourages students with international interests to explore them in the policy project.

This course is an elective, required to earn the Public Policy Certificate, and an advanced course, which is a companion to the PPD 554 Foundations of Public Policy Analysis course (and generally follows after PPD 554 is completed.)

## **Course Objectives**

By the end of this course, you will be able to:

- Analyze processes of policy formulation and implementation and consider challenges to effective policy making in a complex, diverse democratic governance system.
- Conduct strategic political analysis to design and assess feasible solutions to the issues facing communities.
- Conduct implementation analysis to improve workability of policy alternatives and promote effective operation of policy on the ground.
- Consider, consult, and/or engage diverse stakeholder interests in policy formulation and implementation.
- Work collaboratively with colleagues on team projects.
- Individually or in teams, produce high-quality policy formulation and implementation analysis, presented in professionally formatted analytic reports and oral briefings.

## Textbooks & Materials

- Baumer, Donald C., and Carl E. Van Horn. (2014). *Politics and Public Policy: Strategic Actors and Policy Domains*. Sage, Congressional Quarterly Press.
- Sandfort, Jodi, and Stephanie Moulton. (2015). *Effective Implementation in Practice: Integrating Public Policy and Management*. Jossey-Bass.
- Manuel Pastor, Chris Benner, and Martha Matsuoka. 2009. *This Could Be the Start of Something Big: How Social Movements for Regional Equity Are Reshaping Metropolitan America*. Cornell Press.
- Additional required readings and case materials are identified in the weekly course schedule and posted in the relevant week. These electronic reserves are for personal use and not to be circulated widely. You may print one personal copy.

## Recommended:

- Overview of basic policy analysis methods: Eugene Bardach, *A Practical Guide for Public Policy Analysis: The Eightfold Path to More Effective Decision Making*, CQ Press College; 4th edition (October 12, 2011). (NB: Core text in PPD554; will serve as reference in this class.)
- Overview/review of American government. Students who have not taken an undergraduate-level course in American politics also are encouraged to review a basic American government/politics textbook. Some options include the following, all of which are available for rent and/or used purchase on Amazon. Any edition is fine.
  - Welch, Gruhl, Comer, and Rigdon. *Understanding American Government: The Essentials* (2008).
  - Ginsberg, Lowi, and Weir. *We the People: An Introduction to American Politics* (shorter Eighth Edition without policy chapters); paperback.
  - Mona Field. *California Government and Politics Today*.

## Grading

This course uses a [points/percent] based grading schema, as shown below.

Assignments	Weighting
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<p><b>Case Analyses/Discussion Forums</b></p> <ul style="list-style-type: none"> <li>• Case Analysis Forums (8)</li> <li>• Long Beach Implementation Analysis (4)</li> </ul>	<b>15%</b>
<p><b>Initiative Analysis Testimony (Individual)</b></p>	<b>15%</b>
<p><b>Team Conceptual Briefings</b></p> <ul style="list-style-type: none"> <li>• Conceptual Briefing #1 (15%)</li> <li>• Conceptual Briefing #2 (15%)</li> </ul>	<b>30%</b>
<p><b>Policy Formulation Project (Individual)</b></p> <ul style="list-style-type: none"> <li>• Initial Draft Staff Report (5%)</li> <li>• Peer Review Feedback (5%)</li> <li>• Final Staff Report (20%)</li> </ul>	<b>30%</b>
<p><b>Participation</b></p> <ul style="list-style-type: none"> <li>• In Class Participation</li> <li>• Live Session Participation</li> <li>• Policy Interest Area Submission</li> <li>• Course Engagement</li> <li>• End of Course Reflection</li> </ul>	<b>10%</b>
<b>TOTAL</b>	<b>100%</b>

### **Course Context**

This course is an elective, required to earn the Public Policy Certificate, and an advanced course, which is a companion to the PPD554 Foundations of Public Policy Analysis course (and generally follows after PPD554 is completed.)

### **Course Structure & Contact Hours**

The course is taught in a fifteen-week, hybrid format including two weekend in-person modules. The structure incorporates a combination of small group discussion and exercises, individual discussions and research, and presentation. In addition, portions of the course are structured as a workshop to engage students in collaboration on exercises that apply readings to the group policy formulation assignment. Group participation scores will be in large part based on group exercise presentations.

<b>In-Class Modules</b>	<b>28</b>
Two 2-day in-person meetings 9:00am - 5:00pm, 1 hour lunch	
<b>4 Mandatory Live Sessions (Zoom)</b>	<b>6</b>
1.5 hours each, throughout semester	
<b>6 Recorded Online Lectures</b>	<b>3</b>
30 mins each, throughout semester	
<b>Asynchronous Activities</b>	<b>16</b>
Discussion Boards (8), Team Meetings (4), Directed Case Study (4), Other Topical Assignments	
<b>Total Contact Hours:</b>	<b>53</b>

### **Preparation and Participation**

Students must come to the course meetings and live sessions prepared to participate in class, including engagement in group projects and team settings. In addition, students must participate in class by viewing the weekly instructional media and responding to any questions embedded in the media.

## Individual Work

### **Case Analyses/Discussion Forums (15%)**

Students complete a weekly discussion forum assignment during most weeks. This assignment consists of a one-page case analysis and formulation memo that applies readings to a specific case or cases, posted in the discussion forum. Week One allows everyone to make personal introductions, with a shared goal of increasing comradery and professional engagement in future forums. As part of this assignment, a four-module case analysis outlining the Long Beach Civic Center public-private partnership will also be examined.

### **Initiative Analysis Testimony (15%)**

Students will offer a political perspective on a previously proposed initiative to establish a public health fund enacting dedicated statewide tax. The analysis, which will be given in class in the form of a testimonial presentation, should be conducted from the standpoint of an assigned stakeholder and produce a summary of testimony to be presented in a mock legislative hearing. The learning objective of this assignment is to critically analyze proposed public policy from differing stakeholder vantage points. This exercise simulates a legislative hearing, offering an applied perspective to public policy formulation. You will submit a paper for credit and offer your testimony in-class during Module I.

### **Policy Formulation Project (30%)**

From a standpoint that is politically informed from the perspective of a specific organization, students are asked to analyze a policy issue, typically focusing on a proposed or recently enacted policy, producing actionable recommendation(s) conveyed in a professionally written, drafted and peer edited report. This may include one of the following types of reports:

- a. A draft staff report arguing in support or opposition to a proposed measure. It should speak to a specific proposal (as in an initiative measure or specific legislative measure). The argument must be based on valid social science research and analysis.
- b. A draft staff report providing a neutral analysis and discussing the arguments for and against a specific proposal, again, based on valid social science research and analysis.

- c. A report that provides recommendations for proposed amendments to improve a particular policy initiative, or a specific set of recommendations to solve a problem in the absence of current action.
- d. An implementation feasibility assessment that considers likely obstacles to implementation of a specific proposal or recently enacted policy.
- e. An implementation strategy analysis that considers “effective practice” in recommending how to improve implementation.
- f. A formative evaluation/implementation assessment design that establishes a design for researching implementation of a particular proposal. The composition of this paper will take place in three stages, of which, each will receive separate evaluation and grading. Students will start with a draft in Week 11, participate in a Peer Review process in Week 12 during class, and finally integrate all feedback and further research into a polished final version due Week 14.

The analysis should be action- and client-oriented. Identify a “client” and assess the sources of the problem, conduct strategic political and/or implementation analysis, and make recommendations as appropriate. Each student will prepare an individual analysis and draft staff report assessing the issue, although they may share information gathered during the weekend and are encouraged to share research sources. The staff report may take the form of a “prospective” policy design report or a “retrospective” implementation assessment or some other approach discussed with instructor. The project is expected to include the following components: 1. Executive Summary; 2. Issue diagnosis; 3. Project objectives and scope; and finally 4. Analysis and recommendation.

### **Participation (10%)**

Participation in our course is essential to fostering a sense of community and learning together. The topic of our course encourages discussion and scholarly discourse, which is why participation is a fundamental factor. Attendance and participation at all course meetings and live sessions is mandatory and the primary determinant of these points. The course reflection, policy interest discussions and group engagement are also elements associated with this grade. Faculty holds the right to deduct participation points for lack of effort or engagement demonstrated in other assignments and modules throughout the course of the semester.



## Group Work

### Team Conceptual Briefings & Research Presentation (30%)

In teams, students prepare a big-picture policy formulation or implementation report on a current or proposed policy, regulatory system, or other program, through a combination of cumulative assignments: Two conceptual briefings (asynchronous submission) will be completed by each team.

- In week 2, the instructor will assign students to teams of two. Each team will agree on an issue to be analyzed and will collaborate on research that will be shared as a basis for class briefings and individual writing. Students will work collaboratively to collect readings and research, to establish project goals and benchmark assignments and deadlines, and to create, record, draft, edit, revise and post final work product of the team and for each assignment related to the team issue topic.
- Students are encouraged to utilize NVivo and Zotero, two companion technologies, for the collection, tagging and citing of reference materials throughout the course. The student teams are intended to help leverage the amount of research required for each topic to be fully developed, for data collection and the rudimentary analysis steps such as creating literature reviews and best practice studies. It is recommended that the members of each team organize themselves in advance, and weekly, to avoid duplicating effort and to maximize the ability to (a) find unique and relevant sources and data, as well as (b) dig deep and seek a breadth of information, all of which will be relevant in the critical analytic thinking and writing required to produce solid policy formulation and implementation briefings, memorandums, and white papers.
- Students will work together to prepare 2 presentation submissions (no more than 10 slides and 12 minutes) that will highlight how the case illustrates or can be understood through application of key theoretical constructs. These team presentations will serve in lieu of examinations on the readings and must combine both research on the policy issue and class readings. VoiceThread will be used to record the presentations for the conceptual briefings along with the original slide deck to be submitted for grading and available for viewing by classmates. A real-time in-class presentation of group research will also be completed during the final module of the course.

**Week 02**

- Teams assigned

**Week 05**

- Team Conceptual Briefing 1 Due Day 07

**Week 07**

- Team Conceptual Briefing 2 Due Day 07

**Weeks 03 through 15**

- Shared resources and collaboration tools

**Policies*****Weekly Structure***

Each day of the week is numbered (please see below). Day 1 is Wednesday, the first day of the beginning of each weekly session.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday

Due dates for all assignments are stated in day numbers. Assignments are due no later than **11:59 p.m. in the Pacific Time zone** on the day that is stated within the assignment page and the weekly activity table.

***Form and Style***

All memorandum assignments must be single-spaced, in 12-point font, with 1-inch margins and a single space between paragraphs. Write in plain, concise prose, as described in Strunk and White's Elements of Style. Referencing should use APA format. Do not forget to include page numbers in written assignments. Err on the side of being too inclusive in your citations of facts and ideas included in your work. It is good professional practice to guide your readers to your source materials, and liberal citations will avoid plagiarism allegations.

### **Paper Guidelines**

Each submission should be proofread and written for clarity. It should be organized in a helpful way and should begin with a brief overview, a clear focus on your analysis (not a recitation of research) and argumentation; then conclude with a summary of the paper and its claims. Support assertions of fact, argue your position and provide insightful analysis supported in all cases with research and evidence useful for documentation. Use an appropriate academic citation format (e.g. APA Style Guide) in a consistent manner to document your sources. Citation expectations are very high so make sure to include both footnotes, endnotes, or an inclusive bibliography depending upon the format of the assignment submission. These criteria will all be considered in determining your grade.

All papers should be single-spaced in 12-point font with one inch margins and submitted in a Word document format and NOT as a .pdf file format to allow for feedback and faculty annotations unless otherwise noted in the assignment instructions. Appropriate use of white space is encouraged: graphics, figures and extensive organizational titling and subtitling should be incorporated into your analytic writing to allow the viewer greater understanding of your argumentation. Papers will also be evaluated for format, supporting use of graphic and textual elements and data visualizations. These criteria will all be considered in determining your grade.

### **Recordings**

Recording a university class without the express permission of the instructor and announcement to the class is strictly prohibited. Recording can inhibit future free discussion and thus infringe on the academic freedom of other students as well as the instructor. For your reference, all live sessions are recorded and available for viewing on the course Blackboard page.

### **Submission Protocol**

All file submissions will be handled electronically through submission and return of electronic documents using the Turnitin function on the class LMS / Moodle site. **NO material submitted via email or in hard copy to faculty will be acceptable for grading; however, in the case of electronic submission problems via the LMS / Blackboard, you may provide duplication**

***submissions in a timely fashion to faculty via direct email as a matter of record for your timely submission. All grading will be done from submissions via the electronic course portal.***

### ***Labeling Protocol***

Please label all files submitted via Blackboard by your last name and name of assignment (e.g., Wheeler\_memo1.doc).

### ***Team Assignments and Team Deliverables***

Faculty reserves the right to reassign students within project teams; and at the discretion of faculty, to remove any student from a team in order to assign individual work in lieu of team assignments and deliverables for required course completion. Team workability issues are a serious consideration, all students should participate equally and focused on individual strengths, contribute equally to the success of the team and the high quality of team deliverables and assignments.

### ***Individual Grading for Team Assignments***

The assignment of grades for a team submission generally will be consistent among teammates; however, faculty reserves the right to grade team assignments with individual scores reflecting the timeliness, accuracy and relevance of individual contributions to each assignment or project component. Group grades for team assignments and presentations should not be assumed to be universal, and may be individualized for the team member and/or assignment at the discretion of faculty. Grading criteria will be as reflected in the grading rubric with documented participation and intellectual contributions shared among teammates in equal proportion to earn a consistent final score for any team assignment.

### ***Late Policy***

Because the asynchronous online framework allows considerable flexibility for completing the work required in this course, and all syllabus requirements and assignments are available at the beginning of this course for students who wish to work ahead of schedule. NO assignments are accepted after their due dates. If an assignment is not completed, the student receives zero points for it. There can be no exceptions to this policy except with written permission granted by faculty PRIOR to the original due date.

Please make sure to allocate sufficient time to complete all of your assignments in your schedule. If you have questions about the readings, how to locate resources you need to complete an assignment or have an inquiry about the assignment prompt, you are encouraged to reach out to your faculty member as early as possible to get information and help well in advance of any deadline.

### **Grade of Incomplete**

Only when work is not completed because of documented illness or other "emergency" occurring after the twelfth week of the semester (or 12th week equivalent for any course scheduled for less than 15 weeks), may the professor may assign a grade of incomplete, INC. An "emergency" constitutes a situation or event which could not be foreseen and which is beyond the student's control and which prevents the student from taking any final paper, exam or completing other work during the final weeks of class. A student may not request an INCOMPLETE (INC) before the end of the twelfth week (or 12th week equivalent for any course scheduled for less than 15 weeks).

Course work which is not completed on time does not meet the eligibility requirements for being considered "incomplete work" and will instead receive zero credits in the grade book. Please review the assignment late policy if you have questions about late versus incomplete coursework.

### **Syllabus Revisions**

Faculty will assess progress and elicit student feedback regarding the course. If necessary, the Course Director will revise the syllabus during the course run to make it more suitable.

## **Statement on Academic Conduct and Support Systems**

### **Academic Integrity:**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the

perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

### ***Students and Disability Accommodations:***

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as

early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### **Support Systems:**

[Counseling and Mental Health](#) - (213) 740-9355 - 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages - 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 - 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 - 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

## **Academic Integrity**



The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

### **In-Person Meetings (Sacramento)**

Our class will come together in-person at the USC State Capital Center, 1800 I Street, Sacramento for two, two-day weekends.

- **Module I:** Saturday, September 16, 2023 & Sunday, September 17, 2023
- **Module II:** Saturday, October 21, 2023 & Sunday, October 22, 2023

We will meet from 9:00am - 5:00pm each day.

Students should come to class prepared to engage with faculty and other students having completed previously assigned readings and course work. Attendance at our in-person meetings is required and there is NOT an option for a make-up assignment.

### Live Sessions

Please check the course Blackboard page for Live Session days and times. At time of printing, Live Sessions were scheduled for **Day 1 (Wednesdays) from 5:30 - 7:00pm in Weeks 2, 7, 11, and 14.**

Live Sessions will be held using **Zoom**. The link to Live Sessions will be sent in advance of our initial course meeting.

### Live Session Make-Up Option

Attendance at all four Live Sessions is a mandatory component of the course, however; should a student miss a live session, a make-up option is available. Following every Live Session, a link to the recording will be made available as a course announcement. Within 10 days of the Live Session, simply view the full recording and email a one-page summary to [mwheeler@usc.edu](mailto:mwheeler@usc.edu). Participation in the Live Sessions is critical to student success within the course, so this option may not be used in lieu of attending real-time Live Sessions.

### Weekly Activities

<b>Week 01</b> <i>Introduction and Course Overview</i>		
Learning Activity	Due Date	Point Value
<b>Reading</b> <ul style="list-style-type: none"> <li>■ Required                             <ul style="list-style-type: none"> <li>○ May, Peter. (1986). "<a href="#">Politics and Policy Analysis</a>," <i>Political Science Quarterly</i>, Vol 101, No. 1, pp. 109-125.</li> <li>○ Majone, Giandomenico. (1988). "<a href="#">Policy Analysis and Public Deliberation</a>," in Robert</li> </ul> </li> </ul>	Day 07	Ungraded

Reich, ed., <i>The Power of Public Ideas</i> , Harvard University Press.		
<b>Week 01 Discussion 01:</b> <i>Introductions</i>	<i>Initial Post:</i> Day 04 <i>Response:</i> Days 05 & 07	10
<b>Week 01 Discussion 02:</b> <i>Policy Issue Interests</i>	<i>Initial Post:</i> Day 04 <i>Response:</i> Days 05 & 07	10
<b>Week 02</b> <b>Collective Action, Bounded Rationality &amp; Norms</b>		
Learning Activity	Due Date	Point Value
<b>Reading</b> <ul style="list-style-type: none"> <li>■ Required           <ul style="list-style-type: none"> <li>○ Smith, Kevin B., and Christopher Larimer. (2013). "Who Makes Decisions.... Actors and Institutions," <i>The Public Policy Theory Primer</i>, Ch. 2, pp. 25-47.</li> <li>○ Jones, Bryan. (2002). "Bounded Rationality and Public Policy: Herbert A. Simon and the Decisional Foundation of Collective Choice." <i>Policy Sciences</i>, September, 2002, Vol. 35:3, pp. 269-284.</li> <li>○ Congress.gov Resources; <a href="#">The Federalist Papers</a> <ul style="list-style-type: none"> <li>■ <a href="#">Federalist No. 10</a></li> <li>■ <a href="#">Federalist No. 51</a></li> </ul> </li> <li>○ The Cobra Effect: A New Freakonomics Radio Podcast</li> </ul> </li> </ul>	Day 07	Ungraded

<ul style="list-style-type: none"> <li>○ The Cobra Effect: A New Freakonomics Radio Podcast Transcript</li> <li>■ Recommended             <ul style="list-style-type: none"> <li>○ Of Rats, Rice, and Race: The Great Hanoi Rat Massacre, an Event in French History," <i>French Colonial History</i> Vol. 4, 2003, pp. 191-204 ISSN 1539-3402.</li> </ul> </li> </ul>		
<p><b>Week 02 Live Session #1</b></p>	<p>Refer to the <a href="#">Course Overview and Live Session Schedule</a></p>	<p>Ungraded</p>
<p><b>Week 02 Discussion 01:</b> Case Analysis Forum - <i>Bounties</i></p>	<p><i>Initial Post:</i> Day 04 <i>Response:</i> Days 05 &amp; 07</p>	<p>10</p>
<p><b>Week 02 Checkpoint:</b> Policy Team Assignments</p>	<p>Day 07</p>	<p>Ungraded</p>
<p><b>Week 03</b> <b><i>The American Political Context</i></b></p>		
<p>Learning Activity</p>	<p>Due Date</p>	<p>Point Value</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>■ Required             <ul style="list-style-type: none"> <li>○ Baumer, Donald C., and Carl E. Van Horn. (2014). <i>Politics and Public Policy: Strategic Actors and Policy Domains</i>. Sage, Congressional Quarterly Press.                 <ul style="list-style-type: none"> <li>■ Ch. 1 - 4, pp. 1 - 122</li> </ul> </li> <li>○ Grossman. (2012). "<a href="#">Interest Group Influence...</a>" <i>Interest Groups &amp; Advocacy</i> Vol. 1, 2, 171-192.</li> </ul> </li> </ul>	<p>Day 07</p>	<p>Ungraded</p>

<ul style="list-style-type: none"> <li>○ Congress.gov Resources; <a href="#">The Federalist Papers</a> <ul style="list-style-type: none"> <li>■ <a href="#">Federalist No. 10</a></li> <li>■ <a href="#">Federalist No. 51</a></li> </ul> </li> <li>○ This American Life story on the politics of universal preschool, "<a href="#">Pre K-O, " Act Four of Episode 477, "Getting Away With It,"</a>"</li> <li>○ Teachable Moments, " Rachel Maddow Show clip on universal preschool:             <ul style="list-style-type: none"> <li>■ <a href="https://www.youtube.com/watch?v=sze1YIXvIAE">https://www.youtube.com/watch?v=sze1YIXvIAE</a></li> <li>■ <a href="https://www.washingtonpost.com/news/wonk/wp/2013/02/14/is-oklahoma-the-right-model-for-universal-pre-k/?noredirect=on&amp;utm_term=.1be6572e11a5">https://www.washingtonpost.com/news/wonk/wp/2013/02/14/is-oklahoma-the-right-model-for-universal-pre-k/?noredirect=on&amp;utm_term=.1be6572e11a5</a></li> <li>■ <a href="http://gppreview.com/2013/05/06/oklahomas-universal-preschool-program-better-than-o-k/">http://gppreview.com/2013/05/06/oklahomas-universal-preschool-program-better-than-o-k/</a></li> </ul> </li> <li>○ "<a href="#">Universal Preschool: Silver Bullet.. or Waste of Money?</a>" A debate on universal preschool from libertarian-leaning Reason Foundation</li> </ul>		
<p><b>Week 03 Discussion 01:</b> Case Analysis Forum - <i>Oklahoma Preschool</i></p>	<p><i>Initial Post:</i> Day 04 <i>Response:</i> Days 05 &amp; 07</p>	<p>10</p>
<p><b>Week 04</b> <b><i>Political Constraints &amp; Policy Change</i></b></p>		
<p>Learning Activity</p>	<p>Due Date</p>	<p>Point Value</p>
<p><b>Reading</b></p>	<p>Day 07</p>	<p>Ungraded</p>

<ul style="list-style-type: none"> <li>■ Required             <ul style="list-style-type: none"> <li>○ Baumer, Donald C., and Carl E. Van Horn. (2014). <i>Politics and Public Policy: Strategic Actors and Policy Domains</i>. Sage, Congressional Quarterly Press.</li> <li>○ Ch. 5 - 8, pp. 123 - 254</li> <li>○ Congress.gov Resources; <a href="#">The Federalist Papers</a> <ul style="list-style-type: none"> <li>■ <a href="#">Federalist No. 10</a></li> <li>■ <a href="#">Federalist No. 51</a></li> </ul> </li> </ul> </li> <li>■ Recommended             <ul style="list-style-type: none"> <li>○ Detwiler, Peter. (2007). "<a href="#">An Approach to Analysis</a>," Senate Local Government Committee.</li> </ul> </li> </ul>		
<p><b>Module I: In-Person Meeting</b> September 16-17, 2023 in Sacramento</p>	<p>Refer to the <a href="#">Course Overview and In-Person Meeting Session Schedule</a></p>	<p>Ungraded</p>
<p><b>Week 04 Assignment 01:</b> Initiative Analysis Testimony</p>	<p>Day 04 (In Class)</p>	<p>100</p>
<p><b>Week 05</b> <b>Race, Class &amp; Representation</b></p>		
<p>Learning Activity</p>	<p>Due Date</p>	<p>Point Value</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>■ Required             <ul style="list-style-type: none"> <li>○ Hochschild, Jennifer, and Vesla Weaver. <a href="#">Is the significance of race declining in the political arena? Yes, and no.</a> <i>Ethnic and Racial Studies</i>, 38:8, 1250-1257.</li> </ul> </li> </ul>	<p>Day 07</p>	<p>Ungraded</p>

<ul style="list-style-type: none"> <li>○ Hutchings, Vincent L., and Nicholas Valentino. <a href="#">The centrality of race in American politics</a>. <i>Annu. Rev. Polit. Sci.</i> 2004. 7: 383-408.</li> <li>○ Musso, Juliet, and Chao Guo. <a href="#">Representation in nonprofit and voluntary associations</a>. <i>Nonprofit and Voluntary Sector Quarterly</i>, vol. 36, no. 2: 308-326. June 2007.</li> <li>○ Wilson, William Julius. <a href="#">New perspectives on the declining significance of race: a rejoinder</a>. <i>Ethnic and Racial Studies</i>, 38:8, 1278-1284.</li> </ul>		
<p><b>Week 05 Assignment 01:</b> Group Conceptual Briefing 1</p>	<p>Day 07</p>	<p>100</p>
<p><b>Week 06</b> <b>Policy Tools &amp; the Politics of Design</b></p>		
<p>Learning Activity</p>	<p>Due Date</p>	<p>Point Value</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>■ Required             <ul style="list-style-type: none"> <li>○ Schneider, Anne, Helen Ingram, and Peter de Leon. (2014). "Democratic Policy Design: The Social Construction of Target Populations." <a href="#">Ch. 4 in Sabatier and Weible, Theories of the Policy Process</a>, 3rd edition.</li> <li>○ May, Peter. (1981). "<a href="#">Hints for Crafting Alternative Policies</a>," <i>Policy Analysis</i>.</li> <li>○ Varvarovszky, Z., and Brugha, R. (2000). <a href="#">How to do (or not to do) a stakeholder analysis</a>. <i>Health Policy and Planning</i>, 15(3), 338-345.</li> <li>○ <a href="#">The Advent of Aids case study (PDF)</a></li> </ul> </li> <li>■ Supplemental Materials</li> </ul>	<p>Day 07</p>	<p>Ungraded</p>

<ul style="list-style-type: none"> <li>○ View the film <i>And the Band Played On</i> (available in CD format from Amazon) or read the book (especially Part IV-VII).</li> </ul>		
<p><b>Week 06 Discussion 01:</b> Case Analysis Forum - <i>Advent of Aids</i></p>	<p>Initial Post: Day 04 Response: Days 05 &amp; 07</p>	<p>10</p>
<p><b>Week 07</b> <b>Federalism &amp; Intergovernmental Politics</b></p>		
Learning Activity	Due Date	Point Value
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>■ Required             <ul style="list-style-type: none"> <li>○ Weingast, Barry. (2009). <a href="#">Second generation fiscal federalism</a>, <i>Journal of Urban Economics</i>, Volume 65, Issue 3, May, Pages 279-293.</li> <li>○ Colan, Timothy J. (2017). <a href="#">The Changing Politics of American Federalism</a>, <i>State and Local Government Review</i>, Volume 49, Issue 3, Pages 170-183 (PDF).</li> <li>○ Ley, Aaron J. (2014). <a href="#">The Costs and Benefits of American Policy-Making Venues</a>, <i>Law &amp; Society Review</i>, Volume 48, Number 1, Pages 1-36 (PDF).</li> <li>○ Nathan, Richard P.. (2006) <a href="#">There will always be a New Federalism</a>, <i>JPART</i> 16:499-510.</li> </ul> </li> </ul>	<p>Day 07</p>	<p>Ungraded</p>
<p><b>Week 07 Live Session #2</b></p>	<p>Refer to the <a href="#">Course Overview and Live Session Schedule</a></p>	<p>Ungraded</p>



<b>Week 07 Assignment 01:</b> Group Conceptual Briefing 2	Day 07	100
<b>Week 08</b> <b>The Design/Implementation Linkage</b>		
Learning Activity	Due Date	Point Value
<b>Reading</b> <ul style="list-style-type: none"> <li>■ Required                             <ul style="list-style-type: none"> <li>○ Matland, Richard. (1995). "<a href="#">Synthesizing the Implementation Literature: The Ambiguity-Conflict Model of Policy Implementation</a>," <i>Journal of Public Administration Research and Theory</i>.</li> <li>○ Sabatier and Mazmanian. (1979: Fall). <a href="#">The conditions of effective implementation: A guide to accomplishing policy objectives</a>. <i>Policy Analysis</i>, 5:4.</li> </ul> </li> </ul>	Day 07	Ungraded
<b>Week 08 Assignment 02:</b> Long Beach Implementation Analysis: Module 1	Day 07	10
<b>Week 09</b> <b>Organizations &amp; Street-level Implementation</b>		
Learning Activity	Due Date	Point Value
<b>Reading</b> <ul style="list-style-type: none"> <li>■ Required                             <ul style="list-style-type: none"> <li>○ May, Peter, and Soren Winter. (July 2009). "<a href="#">Politicians, Managers, and Street-Level Bureaucrats: Influences on Policy Implementation</a>," <i>Journal of Public Administration Research and Theory</i>., Vol. 19, #3.</li> </ul> </li> </ul>	Day 07	Ungraded

<ul style="list-style-type: none"> <li>○ Riccucci, Norma, Marcia Meyers, and Irene Lurie Jun Seop Han. (July/August 2004). "<a href="#">The Implementation of Welfare Reform Policy: The Role of Public Managers in Front-Line Practice</a>," <i>Public Administration Review</i>.</li> <li>○ <a href="#">Lofstram, M. and Martin, B. (2015). Public Safety Realignment: Impacts So far. Public Policy Institute of California (PDF).</a></li> <li>○ <a href="#">Ledger, A.B. (Dec. 30th, 2014). Street Vending Guidelines Under Consideration by City. Los Feliz Ledger.</a></li> </ul>		
<p><b>Module II: In-Person Meeting</b> October 21-22, 2023 in Sacramento</p>	<p>Refer to the <a href="#">Course Overview and In-Person Meeting Session Schedule</a></p>	<p>Ungraded</p>
<p><b>Week 09 Assignment 01:</b> Long Beach Implementation Analysis: Module 2</p>	<p>Day 07</p>	<p>10</p>
<p><b>Week 10</b> <b>"Smart Practice" Research &amp; Policy Development</b></p>		
<p>Learning Activity</p>	<p>Due Date</p>	<p>Point Value</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>■ Required             <ul style="list-style-type: none"> <li>○ Bardach Part III (review)</li> <li>○ Bretschneider et al. (2005). "<a href="#">Best Practices Research: A Methodological Guide for the Perplexed</a>," <i>JPART</i>, 5: 307-323.</li> </ul> </li> </ul>	<p>Day 07</p>	<p>Ungraded</p>
<p><b>Week 10 Discussion 01:</b> Case Analysis Forum – <i>Microfinance and Feasible Manipulations</i></p>	<p><i>Initial Post:</i> Day 04 <i>Response:</i> Days 05</p>	<p>10</p>

	& 07	
<b>Week 10 Assignment 01:</b> Long Beach Implementation Analysis: Module 3	Day 07	10
<b>Week 11</b> <b>Accountability &amp; Performance</b>		
Learning Activity	Due Date	Point Value
<b>Reading</b> <ul style="list-style-type: none"> <li>■ Required                             <ul style="list-style-type: none"> <li>○ Baumer, Donald C., and Carl E. Van Horn. (2014). Politics and Public Policy: Strategic Actors and Policy Domains. Sage, Congressional Quarterly Press.                                     <ul style="list-style-type: none"> <li>■ Ch. 9 - 10, pp. 255 - 318.</li> </ul> </li> </ul> </li> </ul>	Day 07	Ungraded
<b>Week 11 Live Session #3</b>	Refer to the <a href="#">Course Overview and Live Session Schedule</a>	Ungraded
<b>Week 11 Assignment 01:</b> Draft Staff Report	Day 07	50
<b>Week 11 Assignment 02:</b> Long Beach Implementation Analysis: Module 4	Day 07	10
<b>Week 12</b> <b>Social Movement Politics</b>		
Learning Activity	Due Date	Point Value
<b>Reading</b> <ul style="list-style-type: none"> <li>■ Required</li> </ul>	Day 07	Ungraded

<ul style="list-style-type: none"> <li>○ Pastor, Manuel, Chris Benner, and Martha Matsuoka. (2009). This Could Be the Start of Something Big: How Social Movements for Regional Equity Are Reshaping Metropolitan America. Cornell Press.</li> <li>○ Black Lives Matter: <a href="#">The Politics of Race and Movement in the 21st Century</a></li> <li>○ <a href="#">One Slogan, Many Methods: Black Lives Matter Enters Politics</a></li> </ul>		
<p><b>Week 12 Discussion 01:</b> Case Analysis Forum - <i>Black Lives Matter</i></p>	<p>Initial Post: Day 04 Response: Days 05 &amp; 07</p>	<p>10</p>
<p><b>Week 12 Assignment 01:</b> Peer Review Feedback to Draft Staff Report</p>	<p>Day 07</p>	<p>50</p>
<p><b>Week 13</b> <b>Civic Engagement &amp; Participation in Policymaking</b></p>		
<p>Learning Activity</p>	<p>Due Date</p>	<p>Point Value</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>■ Required             <ul style="list-style-type: none"> <li>○ Bogason, P., &amp; Musso, J. (2006). <a href="#">The Democratic Prospects of Network Governance</a>; <i>American Review of Public Administration</i>, 36(1), March.</li> <li>○ Musso, J. A., &amp; Weare, C. (2015). <a href="#">From Participatory Reform to Social Capital: Micromotives and the Macrostructure of Civil Society Networks</a>. <i>Public Administration Review</i>, 75(1):150-164.</li> </ul> </li> </ul>	<p>Day 07</p>	<p>Ungraded</p>

<ul style="list-style-type: none"> <li>○ Renn, O., Webler, T., Rakel, H., Diemel, P., &amp; Johnson, B. (1993). <a href="#">Public participation in decision-making: A three-step procedure</a>. <i>Policy Sciences</i>, 26(3), 189-214.</li> <li>○ The Clarkson Airport Authority. <a href="#">The Electronic Hallway</a>. www.hallway.org</li> <li>○ Wheeler, M. (2018). <a href="#">Lobbyists should act more like advocates (and vice versa)</a>.</li> </ul>		
<p><b>Week 13 Discussion 01:</b> Case Analysis Forum - <i>Airport Noise / Civic Engagement</i></p>	<p>Initial Post: Day 04 Response: Days 05 &amp; 07</p>	<p>10</p>
<p><b>Week 14</b> <b>Civic Engagement &amp; Implementation Research</b></p>		
<p>Learning Activity</p>	<p>Due Date</p>	<p>Point Value</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>■ Required             <ul style="list-style-type: none"> <li>○ Mischen, Pamela, and Thomas Sinclair. (2009). "<a href="#">Making Implementation More Democratic through Action Implementation Research</a>, <i>Journal of Public Administration Research and Theory</i>, (Jan), pp. 145-164.</li> <li>○ Musso, J., Weare, C., Bryer, T., and Cooper, T. L. (2011). <a href="#">Toward Strong Democracy in Global Cities? Social Capital Building, Action Research, and the Los Angeles Neighborhood Council Experience</a>. <i>Public Administration Review</i>, Theory to Practice.</li> </ul> </li> </ul>	<p>Day 07</p>	<p>Ungraded</p>
<p><b>Week 14 Live Session #4</b></p>	<p>Refer to the <a href="#">Course Overview</a></p>	<p>Ungraded</p>

	<a href="#">and Live Session Schedule</a>	
<b>Week 14 Assignment 01:</b> Final Policy Staff Report Final	Day 07	100
<b>Week 15</b> <b><i>Back to the Future? Feasibility, Strategy &amp; Policy Change</i></b>		
Learning Activity	Due Date	Point Value
<b>Reading</b> <ul style="list-style-type: none"> <li>■ Required                             <ul style="list-style-type: none"> <li>○ Meltzer, Arnold. (1972). "<a href="#">Political Feasibility and Policy Analysis</a>, Public Administration Review, Vol. 32, No. 6 (Nov. -Dec.), pp. 859-867.</li> <li>○ Knott, Jack and Aaron Wildavsky. (1980). "<a href="#">If Dissemination is the Solution, What is the Problem?</a>" <i>Knowledge, creation, diffusion, utilization.</i></li> </ul> </li> </ul>	Day 07	Ungraded
<b>Week 15 Assignment 01:</b> Course Reflection	Day 07	100

**COURSE RUBRICS**

<b>Individual Papers Rubric</b>				
<b>Initiative Analysis Testimony &amp; Policy Formulation Project</b>				
Objective/Criteria	Insufficient	Partially Proficient	Proficient	Objective/Criteria

<p>Quality of research and evidence</p> <p><b>___/10 points</b></p>	<p>Submission does not meet minimal grading criteria. (0)</p>	<p>There is partial success in applying research; may be biased or over-reliant on sources such as popular news or advocacy sources. (4)</p>	<p>There is reasoned application of client-oriented research to the topic; some sources may be unreliable or irrelevant. (7)</p>	<p>Excellent in integrating and applying high-quality, project-oriented research to the topic of the assignment. (10)</p>
<p>Quality of analysis</p> <p><b>___/15 points</b></p>	<p>Submission does not meet minimal grading criteria. (0)</p>	<p>Rudimentary application of skills and frameworks that partially address the purpose of the assignment. (7)</p>	<p>Uses skills and frameworks to address purpose of the assignment, but some depth of analysis or logical gaps are evident. (12)</p>	<p>A very high-quality analysis that uses skills and frameworks learned in the program to address the purpose of the assignment. (15)</p>
<p>Presentation mechanics and style</p> <p><b>___/15 points</b></p>	<p>Submission does not meet minimal grading criteria. (0)</p>	<p>Multiple errors or patterns of error; too rhetorical or conversational a style. (7)</p>	<p>Some errors present, or style or syntax is faulty; professional style needs polish. (12)</p>	<p>A clean product with no errors and a highly professional, neutral writing / presentation styles. (15)</p>
<p>Sequencing of</p>	<p>Submission does not meet minimal</p>	<p>Poor transitions; inconsistencies in</p>	<p>Organized but may have minor</p>	<p>Briefing is organized within paragraphs and</p>

argument  <b>___/10 points</b>	grading criteria. (0)	coherence; may lack executive summary. (4)	lapses; transitions evident; usually has clear focus; poor executive summary. (7)	across sections to support argument. Submission creatively fulfills guidelines. (10)
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**Group Conceptual Briefing Rubric**

**Group Assignments & Presentation**

Objective/Criteria	Insufficient	Partially Proficient	Proficient	Superior
Quality of research and evidence  <b>___/20 points</b>	Submission does not meet minimal grading criteria. (0)	There is partial success in applying research; may be biased or over-reliant on sources such as popular news or advocacy sources. (10)	There is reasoned application of client-oriented research to the topic; some sources may be unreliable or irrelevant. (15)	Excellent in integrating and applying high-quality, project-oriented research to the topic of the assignment. (20)
Quality of analysis  <b>___/30 points</b>	Submission does not meet minimal grading criteria. (0)	Rudimentary application of skills and frameworks that partially address the purpose of the assignment. (15)	Uses skills and frameworks to address purpose of the assignment, but some depth of analysis or logical	A very high-quality analysis that uses skills and frameworks learned in the program to address the



			gaps are evident. (25)	purpose of the assignment. (30)
Presentation mechanics and style <b>___/30 points</b>	Submission does not meet minimal grading criteria. (0)	Multiple errors or patterns of error; too rhetorical or conversational a style. Little preparation evident. (15)	Some errors present, or style or syntax is faulty; professional style needs polish. (25)	A clean product and presentation with no errors and highly professional, neutral styles. (30)
Sequencing of argument <b>___/20 points</b>	Submission does not meet minimal grading criteria. (0)	Poor transitions; inconsistencies in coherence; marginal presentation skills and styles. (10)	Organized but may have minor lapses; transitions evident; usually has clear focus; sufficient written work and presentation styles. (15)	Presentation and visuals are well organized with recognizable styles. Submission creatively fulfills guidelines. (20)

**Case Analysis Forum Rubric**

**Discussion Boards & Long Beach Implementation Analysis**

Objective	Insufficient	Partially Proficient	Proficient	Superior
Relevance,	Fails to address the	Addresses the	Addresses the	Addresses the

<p>Application, Originality</p> <p><b>___/4 points</b></p>	<p>question posed, non-serious or not contemplative response, lacks value-added information, thought patterns difficult to follow.</p> <p>(1)</p>	<p>question, some relation to topic, inconsistencies in unity and / or coherence. (2)</p>	<p>question, uses ideas from project research, adds some content, usually has clear focus. (3)</p>	<p>question, uses ideas from project research, offers a unique perspective and clear focus, is fluent and cohesive. (4)</p>
<p>Insight, Observation, Analysis</p> <p><b>___/3 points</b></p>	<p>No clear concept addressed, lacks clarity of ideas, minimal understanding of the assignment.</p> <p>(1)</p>	<p>Addresses concepts already highlighted, rudimentary development of ideas, some understanding of the assignment.</p> <p>(2)</p>	<p>Offers a concept worth thinking about, develops ideas, demonstrates understanding of assignment. (3)</p>	<p>Offers significant concept or idea worth thinking about, ideas developed in depth, shows clear understanding of the assignment. (4)</p>
<p>Details/Evidence</p> <p><b>___/2 points</b></p>	<p>Details are random, inappropriate, or barely apparent.</p> <p>(0)</p>	<p>Details lack elaboration or are repetitive. (0)</p>	<p>Details are elaborated and pertinent to the course. (1)</p>	<p>Details are effective, explicit, and pertinent to the course. (2)</p>
<p>Grammar, usage, mechanics</p> <p><b>___/1 point</b></p>	<p>Errors are frequent and severe. (0)</p>	<p>Multiple errors and / or patterns of errors are evident. (0)</p>	<p>Some errors are present. (1)</p>	<p>Few, if any, errors are present. (1)</p>

<b>Participation Rubric</b>			
<b>Objective/Criteria</b>	<b>Incomplete</b>	<b>Proficient</b>	<b>Superior</b>
Commitment to the course ____/30 points	Misses meetings or does not engage fully in project tasks and activities; does not participate fully in live sessions or meet all deadlines; reactive rather than proactive (10)	Reasonable level of activity and involvement in course tasks and activities; engages in team interactions and class live sessions; meets deadlines (20)	High level of activity and proactive involvement in course tasks and activities; constructive engagement in class interactions and live sessions; always meets deadlines. (30)
Intellectual contributions on point for this course ____/30 points	Provides some contributions that advance the understanding of class members and addresses the objectives of the course. (10)	Regularly contributes conceptual ideas that advance the goals and tasks of fellow students and advances the end objectives of the course. (20)	Provides particularly useful citations, research, and original ideas that make particularly insightful contributions to the understanding of fellow students and offers instructive contributions during the course. (30)
Professional teamwork and positive relationships	Communications in team meetings; live time; and other interactions absent or sometimes lacking professionalism or do	Communications and team interactions are mostly constructive and professional; listening skills are present;	Displays leadership in keeping teams cohesive and on task during group work. Communications and interactions in all meetings, live time, email,

<p><u>    </u>/40 points</p>	<p>not help keep class cohesive and working constructively. (10)</p>	<p>communications are always professional. (20)</p>	<p>and other interactions are consistently constructive and highly professional. (40)</p>
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