

PPA 220A: APPLIED ECONOMIC ANALYSIS

**MASTER'S PROGRAM IN PUBLIC POLICY AND ADMINISTRATION
MASTER'S PROGRAM IN URBAN LAND DEVELOPMENT**

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

FALL 2015

Professor: Su Jin Jez, Ph.D.

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Office: Room 3035, Tahoe Hall

Class Location: Monday, 6 - 8:50 p.m., 1007 Academic Resource Center (ARC)

Office Phone: (916) 278-5955

Office Hours: TBD (will vote in class); and by appointment

Required Texts:

(1 - Primary Textbook) *Contemporary Policy Analysis*, 2011, Michael Mintrom, Oxford University Press, available for purchase on web at amazon.com

(2 - Secondary Textbook) *Analyzing Policy: Choices, Conflicts, and Practices*, 2000, Michael Munger. Norton, available for purchase on web at amazon.com

(3 - Reader) *The Economics Anti-Textbook*, 2010, Rod Hill and Tony Myatt, Fernwood Publishing, available for purchase on web at amazon.com

(4 - Review of undergrad microeconomics) *The Economics Companion*, 2011, Graham Mallard, Palgrave Macmillan Publishing, available for purchase on web at amazon.com

(5 - Reader also used in PPA 200) *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 4th Edition, Eugene Bardach, CQ Press, available for purchase on web at amazon.com

Course Objectives:

The Department of Public Policy and Administration has established 10 learning objectives for this course. These are part of a broader set of learning objectives for the MPPA or MSULD. In column one, in the table below, is the general learning objective for the PPA Program. Column two contains its application in this course.

LEARNING OBJECTIVE	HOW APPLIED IN PPA 220A
1 a. Construct clear definition of problems	Using the methods of Bardach and CAM analysis, learn to effectively construct and use a clear definition of a policy problem.
1 b. Identify reasonable alternatives to address problems	Using the methods of Bardach and CAM analysis, identify reasonable alternatives to address a clearly defined policy problem.
1 c. Analyze and evaluate alternatives and offer solutions	Using the methods of Bardach and CAM analysis, identify and use appropriate criteria to evaluate these alternatives.
1 e. Draw upon multiple disciplines to understand and address policy and administrative problems	Understand the important role of economic concepts (i.e., supply, demand, markets, perfect competition, monopoly, consumer and producer surplus, externalities, public goods) in public policy.
2 e. Write clearly and succinctly as appropriate to various audiences	Practice writing clearly and succinctly as appropriate to various audiences to summarize the application of economic concepts to policy issues.
3 c. Understand the difference between analysis and advocacy	Understand that the role of the policy analyst is to offer advice to policymakers on the desirability of alternative solutions to a policy problem. Both ethical and value neutrality are desired in policy analysis. If personal values enter a policy analysis, note them.
Writing intensive: Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline	Understand the major research and/or professional conventions, practices, and methods of inquiry used in economics for policy analysis.
Writing intensive: Understand the major formats, genres, and styles of writing used in the discipline	Understand the major formats, genres, and styles of writing used in economics for policy analysis.
Writing intensive: Practice reading and writing within the discipline	Understand the major research and/or professional conventions, practices, and methods of inquiry of economics for policy analysis.
Writing intensive: Practice reading and writing as a learning process that involves peer and instructor	Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.

feedback, revision, critical reflection, and self-editing	
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A survey at the end of the semester will gather your opinion on how well this course has satisfied the learning goals in column two. I will refer to these goals throughout the course.

Graduate Writing Intensive Course

Anyone receiving a B or better in this course automatically satisfies his or her graduate writing intensive requirement at Sacramento State.

Internet and SacCT 9.1 (Blackboard) Access:

Before 5 pm, on the Tuesday before the week before covered in class, I will post on SacCT the PowerPoint slides covering material to be discussed in the following week's class. Information on SacCT is at <http://www.csus.edu/sacct/student/sacct-ready.stm> . Please visit the site after you have secured a SacLink account number and password from Sacramento State. I will also correspond with you by e-mail through SacCT and ask you to read material from the Internet. Thus, access to the Internet and SacCT use is required for this class. If you do not have Internet access at work or home, the University's Library and its various computer labs offer access to students. You can even check out laptops for use in ARC.

Student Name Placards:

I ask that each of you create a first name placard (with material I will provide on first day of class), bring it to class each week, and place it in front of you for each class meeting. I know this will help me greatly in learning your names. I hope it will also assist you in a quicker learning of your classmates' names.

I will also take a digital snapshot of everyone the first night of class and post this with names on SacCT to assist in you attaching a name to a face of your fellow classmates. We will also post these at the PPA website with your undergrad institution and major to publicize where our students come from. (If you strongly object to this, please let me know.)

Overview:

The course continues your exposure to the basic concepts and tools of microeconomics (from your previous introductory microeconomics course) as they apply to public policy (and urban land development) analysis. We will study how economists think about household decisions, business decisions, and government decisions. We spend much of our time understanding the role that government can play in altering these economic decisions for the betterment of society.

The prerequisite for this course is the receipt of a B grade or above in a previous introductory (undergraduate) course in microeconomics. **If your microeconomics is a bit rusty, review your undergraduate microeconomics text or the microeconomics portion of *The Economics Companion* or Chapter 9 in *Contemporary Policy Analysis*.**

Microeconomics offers many insights into understanding how business, government, and people interact. Some of the most serious challenges that individuals and society face are economic based. An understanding of economics is therefore an essential part of deriving solutions to these challenges. As future public policy (and urban land development) gurus, an understanding of the economic principles taught in this course is essential to your ability to offer good analysis and advice in your chosen professions.

A goal of mine has always been to try to improve the teaching of economics to university students. I would consider myself a success if I could get you to learn some economics, appreciate its value to the career choice you have made, and to have a **part** of your brain think like an economist. Note that I emphasize only a part of your brain. Good analysts have to consider relevant political and administrative issues, and the social/equity ramifications of proposed public and urban land development policies. We accomplish the development of these other parts of your brain through the other courses you take in your master's program; however, at the same time, I do not fully ignore it here.

I encourage you to share with me, even before teaching evaluations are given, your opinion on any of my teaching methods and offer constructive suggestions on how to improve them. I truly appreciate such input and use it to try and continually improve the way I teach this course. To help in achieving this goal, I ask in week seven (October 19) of the course that you complete the teaching evaluation instrument that you will again fill out at the end of the course. Using the responses, I can consider adapting my pedagogy to address your concerns in the remaining portion of the course.

PPA 220A consists of one 175 minute meeting a week for 14 weeks. Each week you should also devote at least 4.5 hours of study outside of the classroom to this course. A 15-minute break occurs in the middle of each class. If I go past 7:30 p.m. without giving you the break, please remind me that it is due.

To measure your attendance and prepare you for participation in class discussions, I ask that you submit a typed, double-spaced, two-page maximum answer to the numbered discussion question (that corresponds to the first letter of your last name) that are posted on SacCT Power Point slides the Tuesday before they are due. I will look them over and return them to you by the next class meeting.

If there are concepts or ideas covered in a Monday night session that you did not understand, it is important to your overall success that you get these misunderstandings resolved before the next time we meet. You can do this by: (1) talking to your fellow classmates (I encourage you to form study groups or electronic study networks), (2) visiting me in my office hours, (3) sending an e-mail question to me at jez@csus.edu (please do not send by SacCT because it is difficult for me to reply to SacCT messages), or (4) phoning me at my cell phone M-F 9a-5p (or other times by appointment) 415-786-8846.

Questions, comments, and discussion about material assigned for a Monday night class are always encouraged during that class. In office hours I am pleased to discuss a suggestion on pedagogy, economics or policy analysis in general, the MPPA Programs, or your career plans.

A well-prepared student for class will complete all reading and listening assignments, look over my PowerPoint notes, formulate answers to the discussion questions posed each week (you should think about all of the questions asked and not just the one assigned to you that week), and prepare to **actively participate** in the class discussion. I will call upon those who do not participate willingly.

Given that you are graduate students, have done the assigned readings before coming to class, have looked over my Power Point notes that summarize the important concepts from the reading, and all desire to become working professionals that can apply the concepts covered in the readings to real world situations in California state and local government, the appropriate pedagogy is not <https://www.youtube.com/watch?v=uhiCFdWeQfA> . Thus, I will do my best to conduct this class in an active-learning, discussion-based, and full-participatory format. This means I will not run through the Power Point slides one-by-one. We will instead rely upon classroom discussions of your prepared answers to the weekly questions, additional discussion questions I pose in class, and the “murky concept” question that you print out at the start of each class.

The “murky concept” practice I use is that each receives a page of lined paper at the start of class. **PRINT** your name and date at the top of this page, and **PRINT** out a question from the week’s reading or listening on a concept, idea, institution, theory, application, term, etc. that that requires greater explanation from me in class. It will then be your responsibility to ask this question at the appropriate time in our classroom meeting. Turn these sheets into me at the end of our meeting, and I will record your doing this for the partial basis of your participation grade.

Revision, Reflection, and Self-Editing:

This course qualifies for Graduate Writing Intensive approval only if a component of it involves you receiving comment on your written work from the instructor and a peer, you reflecting on these comments, and you self-editing your previously written material. We fulfill this requirement in your final paper assignment. For the final paper, you will be assigned a partner. You will review your partner’s paper, providing substantive feedback. You will receive substantive feedback from your partner on your own paper. After receiving your partner’s comments, you will revise your paper. You will submit to me: your final paper, the draft you sent to your partner for comments, the comments you received from your partner, and a short cover letter discussing how you revised your paper based on your partner’s comments. I will provide much more information on this in class, along with examples of this.

Academic Honesty

When you do any writing for this class, or any class at Sacramento State, it is important that you are aware of what plagiarism is, and how its practice can become grounds for dismissal from the university. Details are available at the University Policy Manual found at <http://www.csus.edu/facs/about%20us/plagiarism.html> . The following is from earlier version of this manual and highly relevant:

Plagiarism: Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporation of another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical

because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to:

The act of incorporating into one's own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work without giving appropriate credit thereby representing the product as entirely one's own. Examples include not only while, in essence, copying another's work), the paraphrase (i.e., rewriting another's work while still using the other's fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another's work as one's own) and failure to include quotation marks on material that is otherwise acknowledged; and

Examination Procedure:

I will take material for the midterm exams out of assigned reading, class time, and homework. I may provide a sample midterm exam early in the semester. If you have an illness or emergency, I expect notification before the midterm exam takes place. If you fail to show up for this exam without contacting me, or if you cannot provide adequate written documentation of why you missed, you will receive a zero.

Midterm: The first 90 minutes of class on November 2 is devoted to taking an in-class and closed-book midterm exam. More details and an example of a previous midterm will follow.

Final: Details on the final paper are below. We will discuss this assignment in further detail on December 1 in class. It is due on December 14 at the absolute latest, but I encourage you to get it in earlier.

Grading Procedure:

Where appropriate, I base grades on the following table:

<u>Percent Correct</u>	<u>Letter Grade</u>	<u>Number Grade</u>
100-97	A+	4.3
96-93	A	4.0
92-89	A-	3.7
88-85	B+	3.3
84-81	B	3.0
80-77	B-	2.7
76-73	C+	2.3
72-69	C	2.0
68-65	C-	1.7

64-61	D	1.0
<61	F	0.0

I assign a number grade to everything you do. Your overall course grade comes from these number grades. Anything above a B- (2.7) in the course is a passing grade for credit towards your MPPA or MSULD (but be aware you need to earn an overall GPA of 3.0 (B) to remain in good standing). The composition of your final grade is as follows:

Midterm Exam: 30%

Final Paper: 30%

Average Grade Earned on Seven Weekly Required Assignments: 25%

Class Participation: 15%

Final paper assignment is at the end of the syllabus. Grading rubric for weekly writing assignment is at the end of the syllabus (prompt for first week of class is in the reading list below). We will discuss throughout the class how to best structure these assignments for different audiences. Your seven highest grades will count towards your final course grade.

I strictly follow University policy for dropping and receiving an incomplete for this course. You must complete both the midterm and final paper to receive a passing grade.

The following schedule lists the topics covered and the assigned reading that accompanies them. I reserve the right to make minor changes and additions to the schedule. Underlined material is hyperlinked and obtained by clicking on it from your web browser. **With the exception of the first week, the discussion questions are in the SacCT Power Point slides on the Tuesday before they are due. You are to only submit an answer to the question that corresponds to the first letter of your last name, but think about answers to all questions as you are doing the reading related to it.**

You need to also print out and review the PowerPoint slides I have prepared for each week. They are on SacCT and will be available (at the latest) by the Tuesday evening before the following Monday's meeting.

Schedule:

Week 1 (August 31): Course Introduction and Economics Re-Introduction

(1) Syllabus

(2) "Economics: What it's all about and how to study it," Mallard, Part 1, pp. 1-54

Question from this reading for last names beginning with A-D:

Your boss learns that you have decided to pursue a Master's in Public Policy and Administration instead of a Master's in Public Administration. She asks the difference between the two degrees and you state more economics in a MPPA than

a MPA. She then asks what does economics have to do with public policy? Compose a short essay in response to her question.

- (3) “What is economics: Where you start influences where you go,” Hill and Myatt, Chapter 1, pp. 9-26

Question from this reading for last names beginning with E-Ne:

From the “Anti-Text” portion of this chapter, choose only one of the criticisms mentioned and in a short essay describe what it is, whether your previous microeconomics course ever mentioned it, and whether you agree to the importance of the oversight as given.

- (4) “What policy analysts do,” Mintrom, Chapter 2, pp. 15-26

Question from this reading for last names beginning with Ni-Z:

In a memo to the human resource person at your (real or fictional) employer, describe the specific tasks of a new policy analyst position that you would like to hire. What are the specific requirements, skills, experiences, etc. that should be listed as qualifying somebody for this position. What do you anticipate they will accomplish in your office?

- (5) “The one-page plan to fix global warming,” PlanetMoney Podcast,
<http://www.npr.org/blogs/money/2014/06/04/318458373/episode-472-the-one-page-plan-to-fix-global-warming>

*** no class September 7 (Labor Day) ***

Week 2 (September 14): Consumers in Economics

- (1) “What consumers buy,” Mallard, Chapter 5, pp. 57-86
- (2) “People as consumers,” Hill and Myatt, Chapter 4, pp. 74-92
- (3) “Munger on the sharing economy,” EconTalk Podcast,
http://www.econtalk.org/archives/2014/07/michael_munger.html
- (4) “Why you should bribe your kids,” Freakonomics Podcast,
<http://freakonomics.com/2014/07/17/why-you-should-bribe-your-kids-a-new-freakonomics-radio-podcast>

Week 3 (September 21): Producers in Economics

- (1) “How much producers make and sell,” Mallard, Chapter 6, 87-107
- (2) “The firm,” Hill and Myatt, Chapter 5, pp. 93-117
- (3) “When consumers and producers interact,” Mallard, Chapter 7 (partial), pp. 108-117

- (4) “How markets work in an imaginary world,” Hill and Myatt, Chapter 3, pp. 46-73
- (5) “Pontiff-icating on the free market system,” PlanetMoney Podcast,
<http://freakonomics.com/2013/12/19/pontiff-icating-on-the-free-market-system-a-new-freakonomics-radio-podcast/#comments>

Week 4 (September 28): Market Structure in Economics

- (1) “When consumers and producers interact,” Mallard, Chapter 7 (partial), pp. 117-132
- (2) “Market structure and efficiency – or why perfect competition isn’t so perfect after all,” Hill and Myatt, Chapter 6, pp. 118-149
- (3) “Satz on markets,” EconTalk Podcast,
http://www.econtalk.org/archives/2011/08/satz_on_markets.html

Week 5 (October 5): A Role for Government (Market Failure)

- (1) “When the interaction goes wrong,” Mallard, Chapter 8, pp. 133-150
- (2) “Externalities and the ubiquity of market failure,” Hill and Myatt, Chapter 7, pp. 150-168
- (3) “Mavericks, monopolies and beer,” PlanetMoney Podcast,
<http://www.npr.org/blogs/money/2013/02/23/172724026/episode-438-mavericks-monopolies-and-beer>

Week 6 (October 12 **yes, we do have class on Columbus Day****): Munger’s Triangle**

- (1) “Deciding how to decide: Experts, the people, and the market,” Munger, Chapter 2, pp. 30-53
- (2) “What governments do,” Mintrom, Chapter 3, pp. 27-42
- (3) “Things government do,” Bardach, Appendix B, pp. 141-149
- (4) “CAL Facts,” CA Legislative Analyst’s Office,
http://www.lao.ca.gov/reports/2013/calfacts/calfacts_010213.pdf

Week 7 (October 19): Reasons for Government Intervention

- (1) “Objectives of government policy actions,” Mintrom, Chapter 4, pp. 43-62
- (2) “Choice of regulatory reform: Efficiency, equity, or politics,” Munger, Chapter 8, pp. 238-270
- (3) “How the burrito became a sandwich,” Planet Money Podcast,
<http://www.npr.org/blogs/money/2014/07/18/332612643/episode-554-how-the-burrito-became-a-sandwich>

Preliminary teaching evaluation done at end of class

Week 8 (October 26): Market Failure in Detail

- (1) "Analysis of Market Failure," Mintrom, Chapter 10, pp. 149-188
- (2) "Who owns the air?," Planet Money Podcast,
<http://www.npr.org/blogs/money/2014/05/23/314915583/episode-541-who-owns-the-air>

Week 9 (November 2): Midterm and Taxation

Midterm for the first 90 minutes of class

- (1) "Government, taxation, and the (re)distribution of income: Is a just society just too expensive," Hill and Myatt, Chapter 9, pp. 196-218
- (2) "Trouble with poverty line," Planet Money Podcast,
<http://www.npr.org/blogs/money/2013/09/20/224511346/episode-487-the-trouble-with-the-poverty-line>

Week 10 (November 9): Government Failure

- (1) "Analysis of Government Failure," Mintrom, Chapter 11, pp. 189-208
- (2) "Munger on private and public rent seeking," Econ Talk Podcast,
http://www.econtalk.org/archives/2010/08/munger_on_priv.html
- (3) "Why it's illegal to braid hair without a license," PlanetMoney Podcast,
<http://www.npr.org/blogs/money/2012/06/22/155596305/episode-381-why-its-illegal-to-braid-hair-without-a-license>
- (4) "Sex, drugs and regulation," PlanetMoney Podcast,
<http://www.npr.org/blogs/money/2010/06/11/127772998/the-friday-podcast-sex-drugs-and-regulation>

Week 11 (November 16): Process of Policy Analysis I

- (1) "Policy analysis as a profession and a process: An overview," Munger, Chapter 1, pp. 3-29
- (2) "The eightfold path: Steps one through four," Bardach, Part 1 (partial), pp. 1-62
- (3) CIWMB Tire Study, Wassmer, Chapters 1-4, pp. 1-48,
<http://www.calrecycle.ca.gov/Publications/Documents/Tires%5C62002006.pdf>
- (4) "You say repugnant, I say ... let's do it!," Freakonomics Podcast,
<http://www.freakonomics.com/2010/12/30/freakonomics-radio-you-say-repugnant-i-say-lets-do-it>

Week 12 (November 23): Process of Policy Analysis II

- (1) "The eightfold path: Steps five through eight," Bardach, Part 1 (partial), pp. 63-78
- (2) "Managing policy projects," Mintrom, Chapter 5, pp. 63-79
- (3) "Presenting policy advice," Mintrom Chapter 6, pp. 80-94
- (4) CIWMB Tire Study, Wassmer, Chapters 5-7, pp. 49-81,
<http://www.calrecycle.ca.gov/Publications/Documents/Tires%5C62002006.pdf>

Week 13 (November 30): Policy Analysis in Practice

- (1) "O'Neil on Wall Street and Occupy Wall Street," Econ Talk Podcast,
http://www.econtalk.org/archives/2013/02/cathy_oneil_on.html
- (2) "Fighting poverty with evidence," Freakonomics Podcast
<http://freakonomics.com/2013/11/27/fighting-poverty-with-actual-evidence-a-new-freakonomics-radio-podcast>
- (3) "Obesity epidemic for real?," Freakonomics Podcast
<http://freakonomics.com/2010/02/26/freakonomics-radio-fat-edition-is-the-obesity-epidemic-for-real>
- (4) "How to make people quit smoking," Freakonomics Podcast
<http://freakonomics.com/2014/04/03/how-to-make-people-quit-smoking-a-new-freakonomics-radio-podcast>

Week 14 (December 7): Ethics and Income

- (1) "Doing ethical policy analysis," Mintrom, Chapter 7, pp. 95-108
- (2) "Marginal productivity theory of income distribution or you're worth what you can get," Hill and Myatt, Chapter 8, pp. 169-195
- (3) "Epstein on happiness, inequality, and envy," Econ Talk Podcast,
http://www.econtalk.org/archives/2008/11/richard_epstein.html
- (4) "Lebron James is underpaid," Planet Money Podcast,
<http://www.npr.org/blogs/money/2013/01/04/168627825/episode-427-lebron-james-is-underpaid>
- (5) "Caplan on college, signaling, and human, capital" Freakonomics Podcast,
http://www.econtalk.org/archives/2014/04/bryan_caplan_on.html

Final Paper Due at 6 p.m. (December 14)

Name: _____ Grade: _____

Grading Rubric for Weekly Discussion Questions

PPA 220A

Fall 2015

Excellent = 10, Good = 9, Acceptable = 8, Needs Improvement = 7, Poor = 6, Absent = 0

Required Content	10	9	8	7	6	0
Include your full name and reproduce the complete discussion question on a separate cover page. Document is double-spaced, no more than one typed page long, with one-inch margins and 12 font.						
Begins with an appropriate introductory paragraph that describes topic and layout of write-up.						
Finishes with an appropriate concluding paragraph that summarizes answer to discussion question asked.						
Paragraphs and transitions between them flow smoothly.						
Appropriate writing style and language use for a college-educated reader not familiar with the topic.						
No grammar or spelling errors.						
Answer appropriately draws upon at least one piece of outside material relevant to the discussion question and cites this material using APA style (see Hacker style manual from PPA 200).						
Answer appropriately addresses discussion question by drawing upon assigned reading related to it (three times other value).	<u>30</u>	<u>27</u>	<u>24</u>	<u>21</u>	<u>18</u>	<u>0</u>

Total score (100 possible)

Final Paper Assignment

PPA 220A - Fall 2015 - Professor Su Jin Jez

Due December 14, 2015 at 6 p.m.

One Grade Deduction for Every Day Late

CAM Analysis

Your final paper, marked up draft, and paragraph addressing your reviewer's comments are due 12/17/15 at 6p *via email only!* jez@csus.edu

You head a problem-solving firm that focuses on education. A potential client has asked you to submit a proposal to solve a major education policy problem (you get to choose). The client wants to know how you would go about solving her problem. This assignment is for you to write that proposal and pitch using a CAM analysis as your problem-solving tool.

The client wants no more than a five-page, typed, double-spaced, and double-spaced proposal that represents how you would conduct a Criteria-Alternatives-Matrix (CAM) analysis -- note that this is a proposal; you are not actually doing a CAM analysis. I suggest you review the sections we covered in Bardach's book, Hacker's style guide, the class PowerPoints, and your notes from class before beginning this assignment. I will base your grade on how well you satisfy the suggestions offered by these authors for completing such an analysis.

I will use the rubric contained on the next page to score your assignment and assign it a grade. Pay careful attention to what this rubric is asking for and the further instructions offered below.

Instructions

Your proposal should contain:

- an introduction that describes what is in the proposal,
- section headings for each section that cover the requested material, and a concluding section,
- a reference list at the end (and citations must be in APA style, see <http://library.osu.edu/sites/guides/apagd.php>)

Tables and figures should be included in the body of the essay and they count toward your five-page limit. Your client is busy and you should count on her not reading anything beyond five pages (your references are not counted in the five page limit).

Other than these constraints, and including the mandatory components described below, the remaining form of the proposal is up to you.

Specifics That Need to Be Included

1. Your client is unfamiliar with the process of CAM analysis, as such you need to describe it in your proposal. What is it and exactly what is it trying to accomplish? Mention that this document represents a proposal to conduct such an analysis for them and describe at the close of your introduction how your write up is structured into specific sections. Use section headings throughout paper.

2. Place in bold in your introduction a one-sentence problem statement in the form suggested by Bardach (as you did in your problem statement paper). Also, include additional paragraphs that describe the magnitude of the policy problem you have chosen, the magnitude of change required for a solution, and why the problem warrants public intervention. (AKA a shortened version of your problem statement paper.)
3. Offer information on how you plan to go about gathering evidence to conduct the cell-by-cell analysis that is required for a CAM. This should include at least three sources that contain information, case studies, statistical analysis, best practices, etc. relevant to the production of your CAM. Citations are required for this, and they should be in APA form. NOTE: You are not actually doing the CAM analysis. You're just showing what sources you would use it to do it.
4. Consider alternative zero to be let present trends continue (the status quo) and choose three other alternatives that could solve the policy problem. Describe each of these alternatives in more detail in a paragraph or more.
5. Use five different criteria. Some ideas for criteria are: cost effectiveness (biggest bang for the buck), market efficiency (least disruption to the market), sustainability, equity, political feasibility, and administrative acceptability. Describe each criterion in a paragraph or two. Do you plan to weight criteria differently?
6. Briefly describe the methods you anticipate using to project outcomes and confront tradeoffs that are inherent to a CAM analysis.
7. Proofread and edit your work for typos, grammar, style, logic, clarity, and flow.

If you'd like an example of a full-blown CAM analysis (which you are *not* doing) see Professor Wassmer's tire study at: <http://www.csus.edu/indiv/w/wassmerr/tirestudy.pdf>

Peer review process

And since reviewing the work of your classmates enables us to work as we work in the real world (and also lets us read others' papers, which is just fun to do!). Before submitting your final paper to me, you will participate in a peer review process. I will assign partners for you, and you will swap a draft of your paper with your partner. You and your partner will provide each other with feedback. You will set up the swap and return dates with your partner (let me know if your partner is late or doesn't follow through). You will then revise your paper to turn in a final draft to me. When you submit your final draft, you will include three items: (1) your final paper as a Word document; (2) a copy of the draft you sent to your partner that has his/her comments; (3) a paragraph *in the text of your email* explaining how you addressed, or chose not to address, your reviewer's feedback. You'll see that being a conscientious participant in this process is a part of the paper's grade.

Grading Rubric

Required content	Exceptional	Adequate	Inadequate	Absent
Introduction: paper clearly and accurately described in introduction (worth 10 points)	Clearly describes what is in the proposal such that the client could read just the introduction and have a clear sense of the proposal	Describes what is in the proposal but the client would still need to read the entire proposal to have a clear sense of what is being proposed	Does not describe what is in the proposal	Introduction is absent
Public policy problem statement: what is the problem and its magnitude? What is the justification for public intervention into this problem? (worth 10 points)	Problem statement clearly outlines the problem that you seek to solve; uses evidence to explain the problem, its magnitude; and makes a compelling argument for why we need public intervention to address the problem	Problem statement falters on one of the following: clearly outlines the problem to be solved; uses evidence; explains the magnitude of the problem; justify why public intervention is necessary	Problem statement falters on two or more of the following: clearly outlines the problem to be solved; uses evidence; explains the magnitude of the problem; justify why public intervention is necessary	Problem statement is absent
Layperson's description of what CAM analysis is and why it is the best tool to solve this problem (worth 5 points)	The CAM analysis process is clearly explained and could be easily understood by someone who has never heard of it before	The CAM analysis is explained and could be understood by a layperson	The explanation of the CAM analysis process is unclear and/or inaccurate	Description of the CAM analysis process is absent
Alternatives: choice and write up of alternatives to solve policy problem (worth 20 points)	Four alternatives presented, including one alternative that lets present trends continue (the status quo); each alternative is briefly and clearly described,	Four alternatives presented, including one alternative that lets present trends continue (the status quo), but the descriptions are unclear	Fewer than four alternatives and/or no alternative explicitly represents the status quo; or four alternatives (including the status quo) are presented but	Alternatives are missing

	including why it is included as an alternative		are not described	
Criteria: choice and write up of criteria to evaluate alternatives, including how you plan to weight them (or your plan for figuring out the appropriate weight) (worth 7 points)	Five distinct criteria are briefly and clearly described, including why they are included and how the weights for each criterion will be decided	Five distinct criteria are described	Fewer than five distinct criteria are described (or the criteria are not distinct)	Criteria are absent
What evidence will be used to evaluate alternatives on each criterion and how will this evidence be gathered? (worth 15 points)	Evidence used to evaluate alternatives on each criterion are briefly and clearly described; are the best data available (and this is explained to the client, who is not an expert in this area); and how the evidence will be gathered is explained	Evidence used to evaluate alternatives on each criterion are described but may not be the best data available (or are not explained to be the best available data) OR how the evidence will be gathered is not explained	Evidence used to evaluate alternatives on each criterion are poorly described, missing the critical components of why this evidence is being used and how the evidence will be gathered	No discussion of what evidence will be used to evaluate alternatives on each criterion
CAM table (see page 50 of Bardach for a sample CAM table, although note that you will not be executing the CAM analysis, so you won't have numbers inside the table. Inside the table, you should list the evidence that you will use to evaluate that alternative on that criteria for each cell; see pages 62-3 for details on formatting a table) (worth 15 points)	CAM table accurately reflects the CAM analysis described in the proposal, is clearly labeled, presents the data clearly, and includes any notes or sources as necessary	CAM table accurately reflects the CAM analysis described in the proposal, but either does not clearly labeled, does not present the data clearly, or is missing necessary notes or sources	CAM table incorrectly presents the CAM analysis proposed	CAM table is absent
Description of methods used to confront tradeoffs and, ultimately, make a decision	Clearly describes how you will confront tradeoffs and make a	Describes how you will confront tradeoffs and make a decision	Describes how you will either confront tradeoffs or make a decision, but	Does not describe how you will

(worth 5 points)	decision; demonstrates a in-depth understanding of the public policy problem and the CAM analysis		not both	confront tradeoffs and make a decision
Writing mechanics: grammar, word choice, and sentence structure (worth 5 points)	Proposal is free of grammatical errors, poor word choice, and awkward sentence structures; writing is clear, simple, and, most importantly, moves smoothly, enabling the client to read with ease	Proposal has few grammatical errors and is generally, well-written. The client has no trouble understanding what the writer is trying to say	Understanding the proposal is more difficult due to the writing style – grammatical errors, typos, poor word choice, etc. get in the way	The client is distracted by the poor writing quality and has difficulty reading the proposal
Presentation: appropriate and attractive format (worth 5 points)	Excellent, consistent, continuous use of headings (and subheadings, if necessary); formatting is pleasant to the eye; double-spaced, 12-point traditional font; APA style	Consistent use of headings (and subheadings, as needed); formatting is not distracting	Inconsistent use of headings (and subheadings, as necessary); formatting is awkward	Formatting is distracting and makes the proposal more difficult to follow and read
Citations: accurate citations and listing of references using APA style (worth 3 points)	Citations are used as necessary, are APA style, and are accurate. No second-hand references	Citations are used with some mistakes	Citations are frequently missing or are used incorrectly	Citations are absent
Swapped a draft of the paper with your assigned classmate (worth 10 points)	You left thoughtful and useful comments on your partner's draft and gave careful consideration to the feedback you received.	Late either giving your paper to your partner or returning his/her paper. You submitted your draft with comments that you received from	Either did not give your paper to your partner or did not give feedback to your partner. If you gave your partner your draft, you submitted	Did not swap at all. (0 points)

	<p>You gave your paper to your partner by pre-determined date and returned your partner's paper with comments by pre-determined date. You submitted your draft with comments that you received from your partner when you turned in your final draft.</p> <p>(10 points)</p>	<p>your partner when you turned in your final draft.</p> <p>(5 points)</p>	<p>your draft with comments that you received from your partner when you turned in your final draft.</p> <p>(2 points)</p>	
<p>Addressing reviewer's comments (worth 5 points)</p>	<p>In the text of your email when you send in your paper, you included a paragraph that explains how you addressed, or chose not to address, your reviewer's comments.</p> <p>(5 points)</p>			<p>Did not explain how you addressed, or chose not to address, your reviewer's comments.</p> <p>(0 points)</p>

Total: /100

One Grade Deduction for Every Day Late