

California Judicial Administration Fellowship Program
PPA 298A: Judicial Administration Fellows Introductory Seminar
Fall 2018 Course Syllabus

California State University, Sacramento
Center for California Studies
Office – 3038 Tahoe Hall
Office Hours: By Appointment

Faculty Advisor: Professor James Brighton
Email Address: james.brighton@csus.edu
Work Phone: (510) 693-1808
PPA 298 Materials via Dropbox

Welcome: The purpose of this course is to provide academic perspective and to complement what the fellows are learning from their placement in one of ten trial courts or judicial branch offices. The fall seminar blends academic theory with practice. The academic component will focus on judicial branch administrative history, structures, governance and judicial process supported by experiential learning. The overall goal is to acquire the knowledge needed to understand, evaluate and analyze the policies, practices, procedures and institutional role of the California judicial system. This will enhance the fellows' contribution to the judicial branch and their court placement. Academic Seminar is held one full day each month either on campus or off-campus and requires written and oral projects and papers as well as participation in a weekly online discussion forum. The fall semester provides both a pragmatic and theoretical foundation for the spring semester that culminates with a Capstone Project – see below.

Catalog Description:

Critical examination and analysis of the administrative operation of the California judicial system and its structures, policies and practices. Note: Open only to students admitted to the Judicial Administration Fellowship Program.

Expected Learning Outcomes:

Students will be able to:

1. Understand the basic features of judicial branch institutional history, structure, governance, management and administration;
2. Describe and explain distinctive aspects of the California judicial system with particular focus on trial courts, trial court culture, court unification, state trial court funding, and judicial independence;
3. Understand and apply key institutional performance measures;
4. Employ research, writing and oral presentation skills.

Academic Seminar Format:

The Judicial Administration Fellowship Academic Seminar is conducted in part at the fellows' placement courts throughout California and in part on campus – an important factor which distinguishes this fellowship from other Capital Fellows programs. The seminar itself encompasses one full day each month, augmented by weekly online issues forums. Seminar begins at 9:00 a.m. and concludes at 4:00 p.m. with a 45 to 60 minutes recess for lunch (depending on seminar location). Seminar is not a lecture class, although there is typically a short introduction to the material and a review of the class agenda. The seminar is discussion-based guided by study questions, presentations, and role-playing exercises utilizing the assigned readings, case studies, and weekly forum issues. Fellows must come prepared to share their ideas and engage intellectually with each other. And, most critically, they must demonstrate their ability to synthesize course content and link it to their fellowship experiences.

Academic Seminar Participation:

Active participation is vital to the learning environment and it is therefore required. And student engagement is heavily weighted towards the final grade. Oral presentation also provides opportunities to personally develop a key professional skill and to build self-confidence. Students should be mindful that presentations and participation are enhanced when information is presented in a concise, logical and interesting sequence that can be easily followed. Students are expected to demonstrate knowledge of the seminar subject or topic by asking

California Judicial Administration Fellowship Program
PPA 298A: Judicial Administration Fellows Introductory Seminar
Fall 2018 Course Syllabus

relevant questions, answering questions, and providing reasonable explanations and elaboration. Presentations must be made with a clear voice and correct, precise pronunciation and use of terms and technical vocabulary. Writing during the online forums should be clear, concise, and well-reasoned. Group exercises or team interactions will be respectful and collegial.

Academic Weekly Online Discussion Forum Participation:

Why an Online Discussion Forum? The Online Discussion Forum is intended to promote student interaction, deepen student learning, build class community, and increase student engagement. (Trujillo, 2017; Poll, Widen, and Weller, 2014). The role of courts in our society is evolving rapidly and on a daily basis some aspect of the judiciary appears in the news. The Online Discussion Forum provides a structured opportunity to identify and explore current (and sometimes perennial) issues involving courts and by inference their administration.

What will you do? There are three parts to the Discussion Forum. This semester you will post relatively recent court related articles that you find in the news and ask at least one question about another's post that is well thought-out and shows a depth of knowledge and understanding beyond the obvious. You will also answer at least one question posted by another. The best questions are clear, relevant, specific, and require an open-ended response. Points will be deducted if your question seems shallow or poorly thought-out, is a simple "yes-no" question, or is not a question at all. Note that you cannot post a question to your own news article. Similarly, answers should be succinct, thoughtful, responsive, and as may be appropriate, raise a further question.

Instructions for Online Discussion Forum

Part 1: Making a Post. This Discussion Forum entails making a post with any new and interesting court-related information from a news story (article, opinion piece, or editorial) that you come across this semester – whether federal, state, local or international in scope. Your initial post about the news story must be posted by Sunday 6 p.m. of your assigned week to allow time for others to read and respond. We will use Google Groups as our platform – to be established after our first seminar. Forum grading criteria is posted to PPA 298.

- The name of the news article and the date it was posted (note that the news story must be accessible online and reported by a reliable news source.)
- A link to the news document;
- In your own words, a 1-paragraph summary (100 words minimum) with details about the article;
- Your thoughts about how it relates to courts or judicial administration or public management, using appropriate terminology, theories, and readings;
- Give your post a catchy title to make other students (and me) want to read it.
- You cannot make an initial post about the same article that someone has already posted, but you may make a post about the same news event from a different or more recent source.

Part 2: Making a Reply in the Form of a Question. To receive full credit, you must make at least 1 reply in the form of a question to someone else's post. Your question must be well thought-out and show a depth of knowledge and understanding beyond the obvious. The best questions are clear, relevant, specific, and require an open-ended response. Points will be deducted if your question seems shallow or poorly thought-out, is a simple "yes-no" question, or is not a question at all. Note that you cannot post a question to your own news article.

Part 3: Answering a Question. If someone in class posts a question about your post, you owe that person an answer. If nobody posts a question about your news article, you must fulfill this requirement by answering any other student's question that was posted to another student's post.

**California Judicial Administration Fellowship Program Seminar
PPA 298A: Judicial Administration Fellows Introductory Seminar
Fall 2018 Course Syllabus**

Course Final Grades: Letter grades (A – F) are based on the following assignments:

Students are required to research and produce a minimum of 25 pages of written material for the fall semester.

(1) A series of papers on various seminar topics and issues	20%
(2) A mini-capstone policy paper and presentation on individually assigned topic	30%
(3) A detailed Capstone Project proposal and presentation	10%
(4) Seminar participation	20%
(5) Weekly online discussion forum participation	<u>20%</u>
	100%

Grading scale:

A:	≥ 94%
A-:	90 – 93.9%
B+:	87 – 89.9%
B:	84 – 86.9%
B-:	80 – 83.9%
C+:	77 – 79.9%
C:	74 – 76.9%
C-:	70 – 73.9%
D+:	67 – 69.9%
D:	64 – 66.9%
D-:	60 – 63.9%
F:	≤ 59.9%

Attendance and Participation Policy:

Attendance and participation in seminar and completion of all academic assignments are mandatory. Acceptance of admission into the Judicial Administration Fellowship Program is a commitment to attend each class session and a commitment to be prepared for active discussion. Failure to fulfill the terms of the academic program, failure to perform in a professional manner, plagiarism, unauthorized absences, and chronic tardiness at seminar or office placement will be cause for prompt administrative review and may result in forfeiture of stipend or salary, termination from the program or other sanctions. In addition to attendance and “seat time,” the quality of preparation for and participation in class discussions will be reflected in grading.

Required Texts - Fall Semester:

Understanding and Managing Public Organizations, 5th Edition - Rainey
Trial Courts as Organizations - Ostrom, et al.
The Art and Practice of Court Administration – Aikman
American Court Management – Saari
Overview of Court Administration in the United States – Tobin
These Estimable Courts: Understanding Public Perceptions of State Judicial Institutions and Legal Policy-Making – Cann and Yates
A Practical Guide for Policy Analysis - Bardach

**California Judicial Administration Fellowship Program Seminar
PPA 298A: Judicial Administration Fellows Introductory Seminar
Fall 2018 Course Syllabus**

Required Selected Readings: See Monthly Seminar Readings and Assignments posted to PPA 298.

Paper Instructions

At least one paper will be due for each fall seminar – the length will vary from 3 to 5 or more pages depending upon the material to be covered. The Capstone policy-oriented or issue oriented or operational paper has different requirements – details to be posted in late September. The Mini-Capstone Policy Paper instructions are treated separately below and Policy Paper Guidelines are posted to PPA 298.

Seminar papers and other writings are due on or before Monday at 6:00 p.m. of seminar week.

Papers are to be emailed to the address on the first page of this syllabus. Late papers will not be accepted but for extenuating circumstances. All papers will have an introduction, a thesis statement if appropriate, argumentation and discussion (explanation) of relevant points, and a conclusion. Writing is a craft and requires practice. Just stick to the topic or title that has been assigned, draw from the material in the course, marshal your evidence, and draft and redraft and redraft again. Here are the drafting and format requirements to adhere to (details matter).

1. Double-space the paper with 1.25” margins.
2. 12 point Times New Roman font.
3. Upper left corner of the first page single-spaced: Your Name, Title of Course: PPA 298 - CSUS, My Name, Title of Paper: _____, Date Submitted: September XX, 2018.
4. If a title page or citation page is used, do not count it towards the length of the essay or paper.
5. Citation style for all seminar papers: Endnotes using Modern Language Association of America (MLA) format or whatever MS Word provides you with.
6. Electronic format is MS Word. Other formats will be rejected.

Critical Writing Guidelines for All Assignments:

Bearing in mind the importance of the written word in the court setting (and academia), the following evaluative criteria are used when marking seminar papers. Note that content is heavily weighted and plagiarism is grounds for dismissal. The best papers demonstrate that the writer has thought hard and seriously about the subject - matter readings, has come to conclusions that reflect relevant information and ideas, and make a logical connection between these and the writer’s own carefully considered opinions.

Organization (25 points)

1. Introduction clear (i.e., I know what this paper will tell me);
2. Clearly worded thesis statement early in paper (e.g., first or second paragraph);
3. One main point per sentence;
4. Topic sentences in paragraphs (one main point per paragraph) that together will support your thesis;
5. Support (body) paragraphs fully developed and unified;
6. Smooth, logical transition between paragraphs;
7. Conclusion summarizes main points and restates thesis.

Content (50 points)

1. Appropriate title;
2. Supporting paragraphs strongly support the thesis with evidence such as facts, statistics, experiential examples, and, importantly, connections and reference to assigned readings;
3. Paper content is the assigned length;
4. Appropriate word choice and technical vocabulary are used.

California Judicial Administration Fellowship Program Seminar
PPA 298A: Judicial Administration Fellows Introductory Seminar
Fall 2018 Course Syllabus

Format, Grammar, Mechanics (25 or more points)

1. Sentence completeness (no run-ons, comma splices, split infinitives or sentence fragments, etc.);
2. Paragraph completeness (no run-ons or incoherent thoughts strung together);
3. Comma usage as necessary in compound sentences;
4. Apostrophe usage correct;
5. Usage of semi-colon vs. colon;
6. Verb usage;
7. Spelling;
8. Language usage;
9. Numbers and calculations used correctly in text.

A good writing aid is Diana Hacker's *A Pocket Style Manual*, 5th or 6th edition. As well, Richard Wydick's *Plain English for Lawyers* is an excellent guide.

The Mini Capstone Policy or Research Paper or Literature Review (Due End of Fall Semester)

The Mini Capstone policy paper will provide you with an early opportunity to independently study an area of interest that you identified either in your application to the Fellowship or in your interview. At first seminar be prepared to identify three topics or areas of personal interest. This will enable you to immediately delve into a policy arena generally reflective of your expressed interest. At first seminar we will discuss the Mini Capstone further and mini-capstone topics will be assigned. The Mini Capstone research and writing experience will serve as an important first step towards your Capstone Project described more fully below. As noted below, some students may find that there is a connection between both of these projects and they may be able to incorporate or repurpose aspects of the mini - capstone paper in their Capstone Project.

What is Expected of the Policy Paper? A 10 to 15 page paper in the form of a memorandum to me. Your analytical framework will be guided by Bardach's eight-fold path and materials by Luciana Herman from a Stanford Law School workshop on writing policy papers (posted to PPA 298). For example, Herman's checklist on drafting an Executive Summary beginning at page 5 may be helpful to you. As you will note in reading Bardach, not every step of the eight-fold path need be followed. Likewise, Herman's policy paper guidelines need not be slavishly adhered to but shaped to meet the time available and the length of your paper. Be advised, primary research (surveys, interviews, facilitated expert meetings, etc) can be quite time consuming and should be avoided for this paper. You will decide which research elements best meet the needs of your paper - a review of literature is a good starting point. One challenge we all face is the discontinuous nature of our seminar schedule and our infrequency of contact. For some this may be a contributing factor to the pace with which the mini capstone paper will progress. To help address this specific issue, a telephone evening office hours schedule from 7:00 p.m. to 8:00 p.m. will be offered according to instructions posted to PPA 298.

Mini Capstone and Capstone Papers: You may use (reuse, repurpose) whatever content of your mini capstone paper that is relevant to the capstone paper due in May.

Mini Capstone Paper Section Headings and Content: I have prepared the following list of seven headings and **general content descriptions** for each section of your mini capstone paper. The specific content and headings will vary from paper to paper according to your topic and the direction you have taken your paper.

**California Judicial Administration Fellowship Program Seminar
PPA 298A: Judicial Administration Fellows Introductory Seminar
Fall 2018 Course Syllabus**

I. Title

II. Abstract (short summary of what you did, what question or questions you were seeking answers to - less than 100 words)

III List of Contents: The list (or table of contents) should follow the section headings below or otherwise contained in your paper. Include sub-headings or sub-sections if you are using them.

IV Introduction: This is an expansion of the abstract. It should also include whether you have changed the original direction or focus of your paper and what caused that to occur. (Time, lack of information, lack of support, change in interest, and so forth.)

V. Literature Review Chapter: One or multiple sections depending on the number and complexity of topics covered - probably only one section for most papers. You are encouraged to use our textbooks and seminar material as part of the literature review. Your informal bibliographies appear to be fairly robust.

- Describe what is already known about the subject or topic of your paper.
- Evaluate the literature (is it superannuated (old), irrelevant, non-existent, differentiated in some way, is it from an out of state court, not a trial court, a different discipline, etc).
- Describe the relationship of your paper to this earlier material: studies, reports, texts, articles, etc. For example, if the material is out of date, your work is likely to bring some aspect of it up to date, or create new information, or correct old information, or bring new insights.

VI. Methodology and Data Chapter

- If you collected data, what kind of data (secondary sources, interviews, records, surveys, etc. did you collect)? If you did not collect data, then do not have a methodology and data chapter!
- Why was this data selected (it addressed the question by _____, it was available, I had access and consent, I was limited in time, it appeared to be representative, it had been used by others, etc.).
- What additional data would you have preferred but did not have access to or time to collect?
- If you collected data, how was it analyzed, and what conclusions, if any, did you form regarding the data?

VII Final Chapter (Conclusion)

- What questions did you answer and what are the answers? Both the questions and answers may be very different from the ones you began with. Describe any phenomenon or information that surprised you or caused you to reconsider preconceptions or early hypothesizes (pretty much these would be your initial questions or focus).
- Are you able to link your answers to the literature review (previous knowledge)? Pound, Saari, Aikman, Tobin, Yates, Ostrom, and others that we have studied clearly fall into the category of previous knowledge.

**California Judicial Administration Fellowship Program Seminar
PPA 298A: Judicial Administration Fellows Introductory Seminar
Fall 2018 Course Syllabus**

- What have you learned from your experience preparing the mini-capstone paper? And if you were pursuing a policy issue or practice - are there implications or recommendations? Perfection is not expected - but you are expected to have learned from this experience and to apply those lessons in the future. Some of those lessons are likely to include the degree of difficulty you encountered in obtaining information, in scaling the scope of your paper, the paucity of literature on the subject, the reliability of and access to certain categories of data, e.g., juvenile justice, mental health, drug treatment, data external to the court, and private or confidential or protected information. These experiences should influence the approach you will take with your capstone paper due in May.

The Capstone (Due End of Spring Semester)

There are two parts to the Capstone (**The Project** and **The Paper**). The Capstone Project will be formulated by each fellow and mentor to address a real-world problem in the placement court or entity. The project is intended to provide the fellow with an opportunity to produce a professional level work-product that is relevant and of value to the placement entity. The final content and form of the Capstone Project will be determined by each mentor as the needs for each placement court or entity vary widely. That said, it is important that the initial Project Proposal itself (due at the November seminar) covers some basic information as outlined below. The Proposal will be weighted as a paper.

The Capstone Paper will be a lengthy policy-oriented or issue oriented or operational paper which is intended to demonstrate academic evidence of learning, synthesis, research, and engagement with the project and the course contents. Experience suggests that your papers will range in length from 20 to 50 pages including appendices. It will be presented at the final spring seminar session in May. I will work with each fellow to guide identification of relevant academic issues or other topics covered in seminar that may relate to the Capstone Project. You are advised to take effective notes during or after each seminar session and retain all handouts – they will be needed for your Capstone Paper. You will also turn again to Luciana Herman’s excellent set of guidelines with focus on The Basic Structure of a Policy Paper beginning at page 7 as you prepare the Capstone Paper.

The Capstone Paper in final form will be due two weeks before the May seminar. At the May seminar you will present your Capstone Paper to the class allowing for 30 minutes of presentation and 5 minutes of group discussion. Please note that the seminar schedule provides for continuous check-in points to ensure sufficient support for the project and the paper. Here are the important Capstone milestones:

Due	Deliverable
PPA 298A	
October Seminar	One paragraph Capstone Project Description.
November Seminar	Capstone Project Proposal
December Seminar	Capstone Check-in

Due	Deliverable
PPA 298B	
January Seminar	Capstone Paper Policy Issues List due at Seminar
February Seminar	Capstone Paper Outline and Initial Peer Review/Meet with Professor
March Seminar	Capstone Paper First Draft – Second Peer Review/Meet with Professor
April Seminar	Capstone Paper Second Draft – Meet with Professor
May TBA	Capstone Final Paper Due One Week Before Last Seminar
May TBA Final Seminar	Presentation

**California Judicial Administration Fellowship Program Seminar
PPA 298A: Judicial Administration Fellows Introductory Seminar
Fall 2018 Course Syllabus**

Capstone Proposal Guidance (Proposal Due in November)

Here is general guidance on what the written proposal should include. Bear in mind that the Proposal is prepared in conjunction with the fellow and mentor or supervisor.

1. Abstract or Summary: It should be a brief, clear and informative statement of what the project intends to accomplish and why.

2. Background and Purpose: Here you should expand upon the portion of the summary that explains why the project needs to be done. Your goal in this section is to make a compelling case for the work that you wish to do and to lay the foundation for doing it. Stating goals and objectives here will enable you to elaborate further in the Plan of Work section below

3. Project Initiation or Extension: If you are extending or expanding on work that has already begun, you would want to show what gap or gaps need to be filled and how your project is relevant to that end. If you are replicating work that has already been done elsewhere or previously in your placement, i.e., a sequel, be certain to note that as well.

4. Plan of Work: In this part you should go into some detail about the methods and procedures you will use, e.g., primary research, secondary research. Identify as many known or anticipated tasks that you can. Your project is likely to have some data or information collection requirements (interviews, data extraction, reference material and so forth). Identify resources, sources of information, data access permissions, cooperation or involvement of others within and outside the court, and other items that might need negotiation or approval should be noted. Do not underestimate the challenges to locating information. You should also provide estimates of time and a basic schedule that will take you to no later than the end of April (project duration) since the Capstone Paper is due one week before final seminar in May. **But keep in mind that not everyone's Capstone Project is likely to be completed by end of spring seminar – the judiciary tends to move glacially slow.** This is why the **Capstone Project** (Part 1 – the placement deliverable) and the **Capstone Paper** (Part 2 – the academic deliverable) are treated differently. **The expectation is that your Capstone Paper will permit you to discuss the course curriculum in the context of your project - without regard to whether the project is completed by the paper's due date.**

5. Resources: Time, personnel, access to data, access to subject matter experts. There is a tendency to understate these resources. Avoid doing so by being realistic and pragmatic in your approach and seek input from your mentor or professor.

6. Concept Approval: Please indicate whether the proposal has been consented to by your mentor or other authority within the court. If not, then describe where those discussions stand.