

EdD 602 – POLICY AND PRACTICE FOR EDUCATION LEADERS I

DOCTORAL PROGRAM IN EDUCATION LEADERSHIP

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Fall 2019

Professor: Rob Wassmer, Ph.D.

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Class Location and Times: ARC 3006
Nov. 8 (Fri.) 5:30 to 9:30 p.m.
Nov. 9 (Sat.) 8:00 a.m. to 5:30 p.m.
Nov. 22 (Fri.) 5:30 to 9:30 p.m.
Nov. 23 (Sat.) 8:00 a.m. to 5:30 p.m.
Dec. 6 (Fri.) 5:30 to 9:30 p.m.
Dec. 7 (Sat) 8:00 a.m. to 5:30 p.m.

We will begin class at the scheduled start time and remain in class until the scheduled end time. Please plan appropriately.

Office: Room 3037 Tahoe Hall

Office Phone: (916) 278-6304 campus or (916) 278-4556 downtown

Office Hours: Mon. 3:30 - 5:30 pm in my Sac State Downtown (3rd and S) office in room 230;
Fri. 4:00 to 5:15 in my Tahoe Hall office in room 3037; also,
break and lunch time during class, after class, and by appointment.

Required Texts:

(1) *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 2012, Third Edition, Sage, purchase at [Amazon.Com](https://www.amazon.com), or another internet bookseller, or bookstore (used paperback ~ \$6).

(2) *Talking Politics: What You Need to Know before Opening Your Mouth*, Sheila Kennedy, 2012, Georgetown University Press, purchase at [Amazon.com](https://www.amazon.com), or another internet bookseller, or bookstore (electronic version ~ \$4; paperback ~ \$10).

(3) *Economics of Education*, Michael Lovenheim and Sheila Turner, 2018, Worth Publishers, purchase at [Amazon.com](https://www.amazon.com) (only electronic version), or another internet bookseller, or bookstore (rent electronic version ~ \$42; used paperback ~ \$130).

Read (1) and (2) before class starts.

There are also supplemental podcasts and readings assigned throughout the semester. These are in the schedule below. Access these readings directly from the hyperlink provided or Canvas.

Structure of Class:

Class will begin at the time posted in the university schedule. That is 5:30 pm on Friday and 8 am on Saturday. It will also end at the posted times of 9:30 pm on Friday and 5:30 pm on Saturday. I do this to provide you the class time paid for. To make these extended learning times bearable, we will need to take scheduled breaks. I want to make this routine, so we all know when it is time for a break. Thus, I establish the following schedule. Of course, you are free to get a drink or use the bathroom at any time. We can also talk on a given day about eliminating the last break to get out 15 minutes early.

Friday

- | | |
|--------------------|------------|
| (1) 5:30 - 6:45 pm | Class time |
| 6:45 - 7:00 pm | Break |
| (2) 7:00 - 8:15 pm | Class time |
| 8:15 - 8:30 pm | Break |
| (3) 8:30 - 9:30 pm | Class time |

Saturday

- | | |
|----------------------|------------|
| (1) 8:00 - 9:45 am | Class time |
| 9:45 - 10:00 am | Break |
| (2) 10:00 - 11:45 am | Class time |
| 11:45 - 12:45 pm | Lunch |
| (3) 12:45 - 2:30 pm | Class time |
| 2:30 - 2:45 pm | Break |
| (4) 2:45 - 4:00 pm | Class time |
| 4:00 - 4:15 pm | Break |
| (5) 4:15 - 5:30 pm | Class time |

Because I wish active engagement by all in the discussion going on in class, I prohibit internet surfing/connection during time in class. The exceptions to this are during a class breakout session when information drawn from the internet needed, or when a question arises during class discussion that requires one of us to look up an immediate answer. I will not prohibit note taking on your laptop, but I will check if that is what you are doing. If electronic note taking is your method, consider recent evidence in an [Atlantic magazine article](#) that handwritten notes are better absorbed into memory.

Course Purpose:

Public policy at the national, state, and local levels continues to focus attention on improving the delivery of preK-12 and higher education. To further your goal of becoming transformative leaders in this area, you need some background on policy analysis and its application to the most pressing education challenges facing the Sacramento Area, California, and United States. Utilizing the basic insights of microeconomics and

political/institutional analysis, this course develops in EdD students the skills necessary for an informed analysis of education policy.

Learning Objectives:

At the end of EdD 602, a doctoral student that attends all meetings will be able to:

(1) Understand the difference between a “positive” and “normative” approach to education policy analysis.

(2) Explain the basic tenants of economics and their appropriate use in education policy analysis.

(3) Apply a formal systematic approach to effectively identifying an education policy concern, offer potential alternative solutions to it, and lay out the tradeoffs of one alternative solution compared to the others.

(4) Better comprehend some of major policy issues affecting K-12 and higher education and defend positions on them using a clear theoretical framework.

(5) Realize that the roots of many disagreements on education policy are the relative value that one places on “efficiency” and “equity”.

(6) Communicate more effectively in writing and in person on education policy issues.

Pedagogy:

I expect that you attend all scheduled class sessions. I realize that life may intervene and thus I allow the buffer of missing one four-hour session (either a Friday or half a day Saturday) if you can provide a documented and highly legitimate (as evaluated by me) for doing so. If choosing to exercise this undesirable option, you will receive a failing grade on homework due on that day and a reduction in your classroom participation grade. If you miss more than one approved four-hour session, you will receive a failing grade in the course.

To measure your attendance, and prepare you for participation in class discussions, I ask that you submit a typed, double-spaced, maximum two-page paper and electronic Word answer to the numbered discussion question (that corresponds to the first letter of your last name) that I post at Canvas at least two weeks before they are due. There will be one of these due for a Friday night meeting (**including the first night we meet**) and one of them due for a Saturday meeting. You can only turn the paper version in yourself and at the end of the meeting you attend. I will look over the electronic version you submit on Canvas and return it to you within a week of the class meeting with a grade based upon how well you satisfy the rubric (included below) I have established for these.

Note that I am asking for a specific form of writing in answering these questions. I will post at Canvas examples of this form. You can also discern this form from the rubric used to grade it at the end of this syllabus. Feel free to contact me in advance of our

first meeting if you wish to discuss what I am looking for. Note that an assignment is due the first Friday and Saturday nights we meet.

Please look over the writing tips, at the end of this syllabus, that I have borrowed from the gateway course taught to MPPA students. They are all relevant to how to write for this course, and any of education doctorate courses. *The one exception being that some EdD instructors may not want you to write in the first person and/or are less concerned about the use of passive voice.*

If there are concepts or ideas covered in a meeting 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 Monday/Friday or class-time office hours, (3) sending an e-mail question to me at rwassme@csus.edu, or (4) phoning me at (916) 278-6304. My promise to you is that if I am not in my office, I will respond to your Monday through Friday e-mail or phone call within 24 hours.

I encourage questions, comments, and discussion about material assigned for a meeting are during that class. I will discuss a suggestion on my pedagogy, education policy in general, the EdD Program, your career plans, and/or your planned dissertation topic in office hours, break, lunch, and/or after class. To ensure a high participation grade, please stop by to visit at least once during office hours or chat with me in class breaks.

A well-prepared student for class will complete all reading and listening assignments, look over my PowerPoint notes, formulate answers to the discussion questions poised each week (you should think about all 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 doctoral 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 education and government applications, the appropriate pedagogy for this class is not as displayed in this [“classic” movie scene](#)

I will do my best to conduct this class instead 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, the “murky concept” questions that I receive from you at the start of every four-hour class session, and various class discussion strategies described at <https://www.cultofpedagogy.com/speaking-listening-techniques> .

Homework Question Feedback, Revision, Reflection, and Self-Editing:

One of the goals of a doctoral program is to raise the level of written communication of those attending it. To earn the EdD, you will need to complete a doctoral dissertation that will take a higher level of writing skill than what you have already demonstrated in your master’s

program. Thus, I will offer a bit of assistance in this area through an additional requirement described next.

If you receive less than an “A-” (3.7) grade from me on the assignments required for every day’s meeting, I require you to rewrite it after reflecting upon the comments I have given you on it, and upon the comments you will solicit from a writing partner among your peers. When you submit your revision back to me, please include with it the original marked up version and grading rubric that I completed, and the same from your assigned writing partner. When requested to view someone’s writing assignment as a peer reviewer, you will have a maximum of one week to get your comments back. If it takes longer, and the person you are reviewing complains to me, you will receive a failing grade in one of your required writing assignments.

You may revise one assignment. The first assignment with less than an “A-” grade from me needs revision. The process of revision must begin the week after you receive less than an “A-” on any homework question. When you have feedback from your peer reader and me for your first revision, you must stop by my office hours or see me after class to discuss in person your planned revision.

In addition to the examples posted at Canvas before we meet, on the first night of class I will offer further instruction on writing your responses to the requested questions in a form that is appropriate to the applied professional discipline of education policy and administration. Also, see the rubric and tips at the end of this syllabus. Further instruction will come as needed throughout the semester. Submit your revised assignment to me within two weeks of receiving less than an “A-” on any of them. I will accept no revisions after December 14.

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 address you by your first name and you may do the same with me.

Canvas:

This course requires that you have access to Canvas. On Canvas I will post a PowerPoint outline of material covered in each meeting and the discussion questions you are responsible for. These will be available one week before the class meets. Submit your answer to discussion question answers in paper form by the end of class. Your grades will be accessible through SacCT. SacCT also allows e-mails to fellow students and chat rooms participation. Access is at <https://sacauth.csus.edu/csus.cas/login> .

Grades:

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.

I record all number grades in SacCT. If you see a recorded grade that is different from what I assigned, it is your responsibility to have me correct it by bringing back the assignment with the correct grade on it.

Course Grade = 0.50*(average of six HW assignment grades) + 0.15*(grade on your portion of final paper) + 0.15*(grade on entire group's final paper) + 0.20*(evaluation of your classroom participation)

I strictly follow University policy for dropping and receiving an incomplete for this course. You must complete the final paper to receive a passing grade of at least a B (3.0).

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*. The following is also helpful:

Plagiarism is a form of cheating. At Sacramento State 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 Sacramento State includes but not limited to:

1. 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 word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one's own words 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

2. Representing as one's own another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.

Survey Results

Recall that I asked your opinion on whether you are more interested in K-12 or higher education policy topics through a point system survey that 16 responded to. The results were a slightly higher preference for higher education.

*K-12 education policy issues **730** points (\$s)*

*Higher education policy issues **870** points (\$s)*

Within the specific K-12 education topics covered in the *Economics of Education* textbook, the point totals are below.

*(1) California's K-12 public school districts should have greater autonomy to raise local revenue and set specific curriculum than they currently do. **208** points (\$s)*

*(2) The achievement gap in K-12 education outcomes observed between other students and English-language learner, low socio-economic, and/or students of color could be overcome in California's public schools if we just spent more per-underachieving-student. **458** points (\$s)*

*(3) A potential solution to raising the "quality" of education delivered through publicly funded K-12 education is the allowance of more (or alternatively, less) charter schools. **298** points (\$s)*

*(4) If K-12 teachers in California are held more accountable for the educational outcomes they produce in a child in the academic year they have them in class, the quality of education delivered to students would rise and so would student educational outcomes. **253** points (\$s)*

(5) *The shortage of available K-12 teachers in many districts, in many disciplines, and among non-female and/or people of color would be solved if districts changed the way that teachers are hired/fired, compensated, and/or given tenure. 383 points (\$s)*

Based upon these results, we will only cover K-12 policy topics (2), (3), and (5) at our second Friday/Saturday meeting.

Within the specific higher education topics covered in the *Economics of Education* textbook, the point totals are below.

(1) *California's Master Plan for Education, which was formulated over 50 years ago and set up our State's current division between community colleges, California State University, and University of California; and differences in the admittance policies, degree offerings, fees/tuition charged, etc. among them; is severely in need of reform if the State is going to successfully increase the percentage of adults with a college degree. 515 points (\$s)*

(2) *Personal debt acquired in the pursuit of a higher education is a burden that students (particularly those from low-socio-economic backgrounds) should not have to bear because it lowers their future possibility to own a home and/or automobile; and discourages the high school grad from attending college. 555 points (\$s)*

(3) *The rate of transfer from California's community colleges to the California State University, and rate of students who attend a California State University and graduate, is far too low. More needs to be done to raise both these rates. 530 points (\$s)*

Based upon the stronger overall interest in higher education, and near equality of point voting among specific topics, we will cover all higher education policy topics at our third Friday/Saturday meeting.

Schedule:

Meeting 1, Friday, November 8, 5:30 - 9:30 p.m.

- (1) Introduction (15 minutes)
 - Review Syllabus
 - Review HW format

- (2) *Talking Politics* (90 minutes)
 - Introduction
 - Know about Constitution and Legal System
 - Know about American Economic System
 - Know about Science
 - Know about Politics

- (3) *Econ of Education* (90 minutes)
 - Chapter 1: Why Do Economists Study Education Policy?
 - Chapter 2: The Structure and History of Education Markets in the U.S.

- (4) [Cal Facts 2018](#), Education, LAO (45 minutes)

Meeting 2a, Saturday, November 9, 8:00 a.m. - noon

- (1) Murky Questions? (15 minutes)
- (2) *Econ Education* (60 minutes)
Chapter 3: Empirical Tools of Education Economics
[Planet \\$ Episode 453: What Causes What?](#)
- (3) *Econ Education* (90 minutes)
Chapter 4: The Human Capital Model
Chapter 5: The Signaling Model
EconTalk Podcast
[Bryan Caplan on College, Signaling and Human Capital](#)
- (4) My Favorite Education Policy Podcast
[The Education Exchange Podcast](#)
- (5) Some Sources of CA Education Policy Research (75 minutes)
[Legislative Analyst's Office](#)
[CA Budget and Policy Center](#)
[Public Policy Institute of CA](#)
[WestEd](#)
[PACE: Policy Analysis for CA Education](#)

Meeting 2b, Saturday, November 10, 1 – 5:30 p.m.

- (1) Murky Questions? (15 minutes)
- (2) *Econ Education* (75minutes)
Chapter 6: Returns to Education Framework
- (3) *Econ Education* (75 minutes)
Chapter 7: How Knowledge is Produced
- (4) *Practical Guide for Policy Analysis* (60 minutes)
Part I: Steps 1-8
Appendix B: Things Government Do
- (5) *What to Do about Scrap Tires? Options for Product Waste Management* (45 minutes)
Chapter 11, Applied Policy Research, (PDF @ Canvas)

Meeting 3, Friday, November 22, 5:30 - 9:30 p.m.

The achievement gap in K-12 education outcomes observed between other students and English-language learner, low socio-economic, and/or students of color could be overcome in California's public schools if we just spent more per-underachieving-student.

- (1) Murky Questions? (15 minutes)
- (2) *Econ Education*
Chapter 9: Does Money Matter?
- (3) [What are Public Schools For?](#)
Radio Atlantic Podcast
- (3) [Is America's Education Problem Really Just a Teacher Problem?](#)
Freakonomics Podcast
- (4) [Hanushek on Teachers.](#)
EconTalk Podcast
- (5) [What is the Local Control Funding Formula?](#)
[What Makes LCFF Different and Better?](#)
[Overview of the Local Control and Accountability Plan](#)
WestEd Videos
[Why School Funding Will Always Be Imperfect](#)
The Atlantic Magazine
- (6) [The Unwavering SES Achievement Gap: Trends in U.S. Student Performance](#)
Academic Paper

Meeting 4a, Saturday, November 23, 8:00 am to noon

A potential solution to raising the “quality” of education delivered through publicly funded K-12 education is the allowance of more (or alternatively, less) charter schools

- (1) Murky Questions? (15 minutes)
- (2) *Econ Education*
Chapter 10: School Choice
- (3) [Elizabeth Green on Education and Building a Better Teacher](#)
EconTalk Podcast
- (4) [The State of Parent Choice in 2019](#)
The Education Exchange Podcast
- (5) [Charter Schools are Overrated](#)
Intelligence² Debate
- (6) [Charter Schools: A Survey of Research on their Characteristics/Effectiveness](#)
Academic Paper

Meeting 4b, Saturday, November 24, 1:00 – 5:30 p.m.

The shortage of available K-12 teachers in many districts, in many disciplines, and among non-female and/or people of color would be solved if districts changed the way that teachers are hired/fired, compensated, and/or given tenure.

- (1) Murky Questions? (15 minutes)
- (2) *Econ Education*
Chapter 12: Teacher Labor Markets
- (3) [What Economists Think About Democrats' New Education Proposals](#)
Planet Money Blog
- (4) [Keeping Teachers](#)
APM Reports
- (5) [Keeping Black Teachers](#)
APM Reports
- (6) [Minority Teacher Recruitment, Employment, and Retention: 1987 to 2013](#)
Academic Paper

Meeting 5, Friday, December 6, 5:30 - 9:30 p.m.

California's Master Plan for Education, which was formulated over 50 years ago and set up our State's current division between community colleges, California State University, and University of California; and differences in the admittance policies, degree offerings, fees/tuition charged, etc. among them; is severely in need of reform if the State is going to successfully increase the percentage of adults with a college degree.

- (1) Murky Questions? (15 minutes)
- (2) *Econ Education*
Chapter 13: Market Dimensions of Higher Education in United States
- (3) [Eight Economic Facts on Higher Education](#)
Brookings Institution
- (4) [America's Higher Education Crisis](#)
Radio Atlantic Podcast
- (5) [Freakonomics Goes to College](#)
Freakonomics Podcast
- (6) [My Little Hundred Million](#)
Revisionist History Podcast
- (7) [Are America's Colleges Promising Social Mobility?](#)
APM Reports

- (8) [Beyond the Master Plan: The Case for Restructuring Baccalaureate Education in CA](#)
Academic Paper

Meeting 6a, Saturday, December 7, 8:00 a.m. – noon

Personal debt acquired in the pursuit of a higher education is a burden that students (particularly those from low-socio-economic backgrounds) should not have to bear because it lowers their future possibility to own a home and/or automobile; and discourages the high school grad from attending college.

- (1) Murky Questions? (15 minutes)
- (2) *Econ Education*
Chapter 14: Paying for College
- (3) [Why Grad Students are Taking on More Debt](#)
Planet Money Podcast
- (4) [Textbook Prices](#)
Planet Money Podcast
- (5) [College Degree Worth it?](#)
APM Report
- (6) [Overwhelmed by Debt](#)
APM Report
- (7) [Applying the Lessons of Behavioral Economics to Improve the Federal Student Loan Programs](#)
Lumina Foundation
- (8) [Do College Students Borrow Too Much?](#)
Academic Article

Meeting 6b, Saturday, December 8, 1:00 – 5:30 pm

The rate of transfer from California's community colleges to the California State University, and rate of students who attend a California State University and graduate, is far too low. More needs to be done to raise both these rates.

- (1) Murky Questions? (15 minutes)
- (2) *Econ Education*
Chapter 15: Economics of College Life
- (3) [What's Your Major?](#)
Planet Money Podcast
- (4) [Under a Watchful Eye](#)

APM Reports

- (5) [Still Rising](#)
APM Reports
- (6) [Food Fight](#)
Revisionist History Podcast
- (7) [Tortoise and Hare](#)
Revisionist History Podcast
- (8) What Drives the Vast Differences in California Community College Success Rates
Across Campuses and Time?
Wassmer Draft Academic Paper @ Canvas

Name: _____ Grade: _____

Grading Rubric for HW Essays
EdD 602
Fall 2019

**“A” Grade (20 to 18 points), “B” Grade (18 to 16 points), “C” Grade (16 to 14 points),
 “D” Grade (Less than 14 points), Absent (0 points)**

Required Content/Points	20	19	18	17	16	15	14	10	5	0
Submit through Canvas, in Microsoft Word form with: (1) cover page containing only your name, date due, and full HW assignment/question reproduced, (2) two-page maximum body of essay, and (3) separate final page with reference list in APA style. Use Times New Roman 11 Font only with one-inch margins all around. No footnotes or endnotes.										
Use the Editor function in Word with “passive voice” detection on. Eliminate all forms of passive voice in your writing. The best way to do this is to write in the first person. Also correct any other grammatical errors flagged by the Word Editor. I will run your essay through Editor and deduct points for flagged items not corrected.										
Begin your essay with an introductory paragraph that offers a brief background on the issue and concludes with a sentence like “[i]n this essay I will ...” that summarizes the content of the essay’s body paragraphs. Finish your essay with a final paragraph that states a conclusion drawn from the essay.										
Cite at least one reference used in your essay from the syllabus and at least one other reference drawn from a Google search. Use the APA citation method which is standard for all writing in EdD courses.										
Content of the essay answers the question/issue posed in HW assignment in a clear and concise manner that is appropriate for a college-educated reader with no expertise in microeconomics. It is practitioner friendly to read.										

Total Points (100 possible)

Final Assignment

EdD 602 – Fall 2019 – Professor Rob Wassmer

Due no later than Monday, December 16, 2019 at 6 p.m.

One Grade Deduction for Every Portion of a Day Late after 6 p.m.

Submit Only a Word electronic copy in one file containing all work of group to rwassme@csus.edu

I reserve the right to make slight modifications to this before December 1.

Overview

You are to write no more than a seven-page, typed, and double-spaced document (Times New Roman 11 Font, one-inch margins all around) that represents a briefing paper to your elected boss (CA Governor, Senator or Assemblyperson; CA County Supervisor; or CA City Mayor or Councilperson) on how to take a Bardach-based approach to thinking about, defining, and offering a solution to a variant of one of the six education-based (k-12 or higher) policy issues covered in this class. Before class begins, I will assign everyone to one of these topics (based upon your survey response), with three to four of you covering each topic. If you wish to change your assigned topic, please find another student willing to swap, and notify me of this change during the first weekend of class.

One of you will take responsibility of organizing the entire paper, which will consist of: (1) introduction that leads to education policy problem statement, (2) description of Bardach/CAM methodology, (3a) description of proposed alternative “a”, “b”, or “c” to solve education policy problem and how it is expected to satisfy each criterion selected, and (4) conclusion regarding desired policy alternative.

The person organizing the paper will do this and write sections (1), (2), and (4). The other two or three persons in a group will each choose a stand-alone and non-overlapping alternative policy intervention to deal with the identified policy problem. As noted in syllabus, your grade on this final project is based on both your own written portions and the entire final project document.

I will use the rubric contained on the next page to score your own section(s) and the overall paper when assign grades. Pay careful attention to what this rubric is asking for and the further instructions offered below. Think about writing a paper that incorporates as much of the concepts/approaches learned in this course as possible. Thus, write something that you would not have been able to do before taking this course.

Instructions

You should structure your answer as an essay with an appropriate cover page, introductory section that describes what is in the essay, section headings that cover the requested material, and a concluding section. You will need a reference list at the end and citations must be in APA style. Tables and figures should be in the appendix to the essay and do not count toward your seven-page limit. I will not read beyond seven pages. (Your cover page, tables/figures, and reference list are not part of this seven-page limit.) Other than these constraints and including the mandatory components described below, the remaining form of the write up is up to you.

Specifics That Need to Be Included

- (1) Identify the education official you are writing for. Be sure to write at a level of explanation and tone for someone in this position. (They are likely college educated, but do not assume any prior economic or policy analysis knowledge.)
- (2) Be clear on the purpose of this document in an introductory section and describe at the close of your introduction how you structure your write up into specific sections. The first paragraph should end with something like: "In this summary of a proposed policy analysis I will..." Use section headings throughout paper. End with a section that features your specific conclusion(s). Thus, a statement like: "In this summary of a proposed policy analysis I have..."
- (3) Place in bold in your introduction a one-sentence problem statement in the form suggested by Bardach, Step One. Also, include additional paragraphs that describe the magnitude of the policy problem you have chosen, and the magnitude of change required for a solution.
- (4) The section after the introduction should be at least two pages long and describe in appropriate detail the public policy problem within the context of the economics and policy framework learned in this class. Carefully look over your notes and describe the economic and policy concepts learned that will help your client better understand both why the government should get involved with this problem and the alternatives you are proposing. Consider this a section that you could not have possibly written before taking this class – so demonstrate to me what you have learned. Also, include at least one figure/diagram/chart/etc. to stimulate interest in your topic.

- (5) Choose two or three alternatives (depending on number in your group) that could help solve the policy problem. Describe each of these alternatives in more detail in a half-page or more. Appendix B in Bardach can help in your constructing of these alternatives. Note that one of these alternatives needs to be based in behavioral economics.
- (6) Choose and describe three different criteria (one being some measure of cost efficiency, the other some measure of equity, and the third related to administrability) to evaluate the desirability of the three alternatives put forward. Describe each criterion in a half-page or more. Address whether different weights apply to criteria when deciding the best alternative.
- (7) Conclude with your recommendation on what alternative to pursue to tackle the policy problem. Be sure to detail your justification for choosing this alternative through first a qualitative Criteria-Alternatives-Matrix (CAM) that then translates into a quantitative CAM.
- (8) Turn on the Editor in Microsoft Word (or use another one) and be sure to correct all issues. I will do the same when grading and grade you down for common grammar/spelling problems flagged. Eliminate the presence of passive voice.

**Grading Rubric for Final Paper
PPA 220A
Fall 2019**

“A” Grade (20 to 18 points), “B” Grade (18 to 16 points), “C” Grade (16 to 14 points), “D” Grade (Less than 14 points), Absent (0 points)

<i>Required Content</i>	20	19	18	17	16	15	14	13	5	0
Organization & Presentation done as asked for in instructions; grammar, punctuation, and spelling up to Word Editor standards and no passive voice; at least one appropriate table/figure; APA citation method used with reference list including class citations and at least three from outside of class										
Education Policy Problem Statement/Elaboration follows the principles laid out in Bardach and justification for govt intervention based upon what learned from microeconomics and Munger’s Triangle										
Choice & Description of Policy Alternatives follows the principles laid out in Bardach; justification for why would solve policy problem										
Choice & Description of Criteria & Weights follows the principles laid out in Bardach; justification for why using a criterion and weight applied to it; and political acceptability considered in final policy recommendation										
My Overall Impression as a Concise, Information Packed Prospectus to an Education Policymaker on the Use of Qualitative and Quantitative Criteria Alternative Matrix (CAM) Methodology										
Total Score (100 Possible)										

Writing an Analytical Paper for the PPA {EdD} Program

The following material borrowed (with slight editing) from Professor Venezia's Fall 2017 PPA 200 Syllabus.

The easier parts:

Use proper grammar, capitalization, punctuation, source citation, italics, etc.

Never use contractions (e.g., "we've" for "we have") in papers for this program or in professional writing.

Make sure you know the difference between a semi-colon and a colon and that you use them appropriately.

Always read through your papers once for content and once for grammar before you turn them in. Turn on Editor function in Word and make sure detection is set for passive voice. If Word is indicating that there is a grammar/space problem (when the red and green lines appear), pay attention and fix the problem. If you opt not to do so, have a good reason.

Do not mix singular and plural in one sentence. For example, do not write, "The student should complete the paper so that they can receive a grade." "The student" is singular and "they" is plural. This happens frequently when a writer is trying to avoid using she/he throughout a paper, so watch for it diligently! Just use he or she.

Avoid passive voice whenever possible ("The table will be set." "The paper will be graded."). Sometimes people think that using passive voice sounds more formal and academic, but it really makes writing convoluted, and it takes responsibility away regarding the action discussed in the sentence. (If you can add "by zombies" at the end of your sentence, that is an indication that it is in passive voice.)

On a related note, PPA faculty members believe it is acceptable to write in the first person, at least to a limited extent (this means using the pronoun "I"). This is especially the case when you want to clarify your own claims and distinguish them from those of others. Thus, it is perfectly acceptable to use something like the following in a paper, "While some scholars have argued that urban sprawl leads to X and Y, I will argue that it results in Z." Using the first-person pronoun often makes it easier to write in the active voice.

You can read more about passive voice online. See, for example:

http://www.slate.com/blogs/future_tense/2015/04/01/scientists_should_stop_writing_in_the_passive_voice.html.

Do not write that "someone feels" something when what you really mean is that someone "thinks" or "believes" something to be the case ("Students feel that there is too much homework."). Here's a NY Times Op Ed about this issue ("Stop Saying I Feel Like"):
http://www.nytimes.com/2016/05/01/opinion/sunday/stop-saying-i-feel-like.html?_r=0.

Good paragraphs have the following components: A topic sentence, usually at the beginning; Supporting evidence; and a transition to the next idea (but not an overly-simple transition, such as, “Now I am going to write about X.”).

Do not use the royal “we” if you are the sole author (“We will next discuss…”).

Answer the question asked. If it has multiple parts that are not rhetorical, answer all of them.

Tell the readers what you are going to say. It is much easier to read analytical work if you know where the author is going, and it is common to offer such direction in the very first paragraph. We will not be looking for you to write a mystery novel.

Note that writing for public policy and administration is much different than other types of writing in this regard. If you were in a fictional writing program, we (faculty members *and* fiction readers) might cringe if you gave away too much of the story on the first page. You are not in such a program. Rather, you are in a program that assumes the audience has much to do, limited amounts of time, and needs to understand the argument at hand quickly and accurately. So, get to the point.

Start at the beginning of the thought, not in the middle. (How much can you reasonably assume the reader knows? Who is audience and what is the purpose?)

Make statements that you can support with evidence as opposed to beliefs. Cite your evidence. Pick a method for citing references and use it consistently.

Every sentence should make or support a point—hopefully one that is connected to your overall argument.

Avoid long explanations of details that are irrelevant. This is probably not the time to dazzle someone with your specialized knowledge of a particular project.

Watch your choice of words. Both incorrect and unintended meanings can get you in trouble. Clarity is much more important than demonstrating such knowledge.

The harder parts:

Create a coherent framework for your papers—a line of thought and a structure that defines and answers the questions posed. **Use headings and subheadings.** This helps you make sure that your writing is logical and is flowing well and it creates a roadmap for the reader.

Use relevant literature (hopefully multiple authors) to ground your work.

Be analytical, not editorial or colloquial (unless your explicit task is to write editorial or present ideas in a colloquial manner). This means that you will have to analyze and synthesize information, using a critical lens.

Take the time to edit your papers to make the writing crisp, the flow coherent and logical, and the document shorter and clearer. I suggest re-reading your papers at least two times before submitting them. I know that this is challenging given everyone's responsibilities in life, but you cannot do high quality work at school or work without multiple reviews. I also suggest peer editing whenever possible.

Make it easy on the reader by using consistent language. In other kinds of writing, it might be more interesting to change it up a bit by substituting a synonym here and there in the attempt to avoid using the same word repeatedly. But doing so in analytical writing may lead the reader to think that you are introducing a new concept. For example, if you are discussing "underrepresented" populations, use that term consistently (presumably having defined it) rather than switching to "underserved," for example, so that the reader will not wonder if you are introducing a somewhat different category.

Make sure you use solid evidence, and that you know the difference between using evidence and advocating for an issue.

Tips:

Think about the question(s) asked for a few days.

Make an outline. Think about your headings and subheadings.

Write a draft. Edit it for content. Let it sit for a day (or at least a few hours). Do your headings and subheadings work now that you've written the paper? If not, move things around and do major editing. Read it again. Are you happy with it?

Once you are happy with the substance of your paper, read it again for grammar. Have someone proofread it.

Do a logic check (This is a topic sentence supported by the following evidence...This is the analytical tool I am using because...).

Reading for Comprehension for Graduate Students

The design of SQ4R technique helps you read for comprehension and understanding. The goal is not to read faster; it is to read more effectively the first time and retain the important concepts. You do not have to use this if you do not want to. SQ4R stands for:

Scan:

The first task is to scan the material you are about to read to determine the point of the piece. Review the title, the table of contents, the book jackets, the preface, introduction and conclusion if appropriate. Well-written books and articles *tell you what they are going to tell you*. As you scan, look for context, topic, main ideas, the author's(') perspective or bias, main arguments made, etc. Think about: how does this fit with other material you have read about this topic?

Questions:

What question(s) is this author trying to tell you? What question(s) is the author trying to answer? After reading the piece, what should you know or understand better?

Many books and most articles at the graduate level have a perspective. Textbooks, of course, are a bit different, since much of what is conveyed is information rather than a perspective or viewpoint. Some texts will contrast several theories. Articles and most books, however, are trying to address a question or theory, or convey an idea.

Write down any questions you have identified before you begin to read and then look for the answers to your questions.

The 4 R's:

Read: Once you have your questions identified, begin to do the reading. First, glance at the material. Is it organized into subsections that are logical? If it is, then it may make sense to scan them for content. Much of the reading assigned at this level has a main point and the author tells you what it is in an introduction or overview chapter. Skim the areas that make sense at first glance and read more in depth in the areas you did not understand as well. Look at graphs, charts and tables as sources of summary information as well.

Remember what your questions are. Read sections of material at a time, not the whole thing from beginning to end (unless it is short). As soon as you find yourself straying mentally, stop reading! Stretch, get up—do whatever you need to to get your focus back. Review where you left off to make sure you did not start to stray much earlier!

The zebra stripe problem... "Highlighting" can confuse you more than help you. Wait until you have completed the reading and answered any questions you made before you highlight. At that point, you will know what the important points are and you can annotate them with your own thoughts. Otherwise, you wind up with the dreaded zebra stripe... lots of yellow and white stripes with no real meaning.

Reflect: Think about what you just read. Can you answer your questions? A friend asks what you are reading. Can you say, "This chapter is about the way people behave in organizations; right now I am reading about how we motivate people," or would you need to say something very general (such as "I am reading about public affairs")?

Recite:

Saying things out loud can help you retain information. Tell someone the summary of what you just read or say it to yourself out loud. Think of examples that help illustrate this point. Ideally, join a study group and share your questions and answers (after all of the people in the group have done their initial reading).

Review:

Review what you have written down. Is it in your own words? Does it make sense to you? Can you make sense of it three days later? What about three weeks later? Notes that do not mean anything to you, either from class or from readings, are not worth the time it took to write them down. If your notes do not make sense now, they never will. One hint about notes is to use your own words 99% of the time. Putting information into your own words can help you figure out if you understand the main point(s).

Sources:

Petrie, Trent A., Lisa Pinkenburg Landry, and Kimberly Bobinski Edwards. (1999). Achieving Academic Success, Ron Jon Publishing. Lecture notes from Dr. Ross Clayton and Dr. John Kirlin, University of Southern California (via Mary Kirlin).