***PPA 220B – APPLIED ECONOMIC ANALYSIS II***

**GRADUATE PROGRAM IN PUBLIC POLICY AND ADMINISTRATION  
CALIFORNIA STATE UNIVERSITY, SACRAMENTO**

**SPRING 2021**

Professor: Rob Wassmer, Ph.D.

E-Mail: [rwassme@csus.edu](mailto:rwassme@csus.edu)

Zoom Class Meeting Time: Thursday, 6 to 8:50 pm, January 28 through May 13

Zoom Office Hours and Virtual "Water Cooler": TBD

Personal Cell Phone:(916) 752-2910

Prerequisite***:*** Grade of B- or higher in PPA 220A

Required Texts:

(1 - Required) *Cost-Benefit Analysis for Public Sector Decision Makers*, 1999, Diana Fuguitt and Shanton Wilcox, Quorum Books; purchase at [Amazon](http://www.amazon.com/exec/obidos/asin/1567202225/robwassmershomep) or another internet bookseller (used ~ $65).

(2 - Required) *The Cost-Benefit Revolution,* 2018, Cass Sunstein, MIT Press; purchase at [Amazon](http://www.amazon.com/exec/obidos/asin/0262538016/robwassmershomep) or another internet bookseller (used ~ $12).

(3 – Used in PPA 220A) *Policy Analysis as Problem Solving*, 2019, Rachel Meltzer and Alex Schwartz.

(4 – Used in PPA 220A) *Behavioral Economics (The Basics)*, 2018, Philip Corr and Anke Plagnol, Routledge.

This course requires that you have access to the Internet, Canvas, Zoom, and EXCEL. On Canvas I will post an outline of material covered, and homework due by the Friday evening before the class meets. Canvas will also have grades on every assignment you complete.

Course Objectives:

At the end of PPA 220B, if you attend all meetings, I expect that you will:

(1) Understand the basic process of how to conduct a cost-benefit analysis (CBA) and have a working knowledge of some of the specific techniques necessary to do it.

(2) Learn to apply the concepts of cost-benefit analysis (CBA) to a California public policy intervention (for example an infrastructure project) and to appreciate this policy tool’s relevance to gaining a better understanding of whether to pursue.

(3) Be able to apply a variety of rational public policy analysis “tools” to a California relevant public policy concern to gain a better understanding of how the tradeoffs involved by choosing one policy alternative over another to deal with it.

(4) Gain a greater comfort in your ability to make a public presentation and engage with an expert panel in a discussion on a public policy topic.

(5) Explore further how the framing of a policy problem in terms of “what is fair,” “what is efficient,” or “what is politically acceptable” can result in the choice of a different “best” solution.

(6) Compose an effective PowerPoint presentation on a public policy problem.

Following what you learned PPA 220A, this course further exposes you to the study and application of economics and CBA to public policy interventions relevant to California. You will learn and apply theoretical concepts. The goal in doing so is to increase your ability to better understand, analyze, modify, and advocate for existing and proposed public policies.

Method:

In this class we will continue to learn about and use the process of rational policy analysis that includes the methods of cost-benefit analysis (CBA). The plan is to do this through a further exploration of three broad public-policy concerns that all of you have identified as being of interest. I list these next along with the students initially assigned to each topic based upon your 220A final paper topics and responses to the survey I sent out in early January. Note that before Feb. 11 you may make a mutually agreeable shift between the three broad public policy topics.

**Policy Topic One: Climate Change**

Students: *Analisa, Eva, Karina, and Michael*

Suggested Topics (each student chooses one):

Cap and Trade,

Carbon Tax,

Regulation (Land Use, Electric Autos, etc.),

Nudging (Vegetarianism, Less Auto Use, etc.),

Subsidy (Green Energy),

Nuclear Power,

Carbon Sequestration.

**Policy Topic Two: Infrastructure**

Students: *Chris E., Chris Z., Connor, and Dianna*

Suggested Topics (each student chooses one):

Property Taxation,

User Charges,

Wi Fi,

Road/Bridge Repair,

Mass Transit,

Telemedicine,

Dams/Water,

Green Energy Generation/Distribution/Storage,

Hazardous Waste.

**Policy Topic Two: Poverty/Inequality**

Students: *Daniel, Maria, Sofia, and Vanessa*

Suggested Topics (each student chooses one):

More Progressive CA Tax Structure,

Earned Income Tax Credit,

Universal Basic Income,

Minimum Wage/Living Wage,

Health Care,

Preschool/Childcare/Head Start,

Cash Assistance to Immigrants,

SNAP/Food Assistance.

By Feb. 11, you should have committed to one of the specific policy alternatives listed under the possibilities above or suggested another that I have approved. This will become your focus for selected homework, the midterm, and the final assignments. I will also ask you to identify and secure a commitment from a stakeholder outside of Sac State familiar with and/or working on the specific policy alternative you have chosen. We will consider this person your “client” for the analysis produced and they will act as a sounding board for you throughout the class. They will also serve as part of the expert panel that observes and comments on all the presentations of a specific policy topic. I am pleased to help you secure such a person.

I will start the class by introducing you to cost-benefit analysis (CBA) and the above policy topics. We will then cover CBA in more detail with the intent of you producing a midterm CBA relevant to the specific policy alternative that you have chosen. In your learning and application of CBA, you will to have the EXCEL spreadsheet loaded onto your computer.

After the midterm, we will loop-back to the rational policy analysis considerations of evaluating policy alternatives based upon the criteria of effectiveness/cost, equity, and feasibility (administrative, political, and technical). The goal being an evaluation of your specific policy alternative presented in PowerPoint form.

If there are concepts or ideas covered in a Thursday night session that you did not understand, it is important to your overall success that you resolve these misunderstandings before the next time we meet. You can do this by talking to your fellow classmates (I encourage you to form study groups or electronic study networks), visiting me in the Zoom “water cooler” office hours, and/or sending an e-mail question to me at [rwassme@csus.edu](mailto:rwassme@csus.edu). I will respond to your Monday through Friday e-mail within 24 hours.

Please ask questions, offer comments, and engage in discussion about material assigned for a Thursday night class during that class. In office hours, I am pleased to answer any questions about material covered in class and discuss pedagogical suggestions, economics/public policy in general, the PPA/ULD Programs, and/or your career plans.  To ensure an adequate participation grade, visit group office hours regularly and visit me least once in a one-on-one Zoom.

Students should come well prepared to class in the form of completing all reading assignments and looking over my posted notes. This will guarantee your adequate preparation to participate in discussion. I will not hesitate to call on students who do not voluntarily participate. Remember, if I attach your name to a topic in notes, make sure you are extra prepared to discuss during class.

Each class meeting will begin with a discussion of HW in student groups and coming together as a class to share answers. After 90 minutes of class time, we will take a 15-minute break. I will devote class time to covering the use of the EXCEL spreadsheets for CBA. **Install EXCEL (if you do not have it) on the same computer you use for Zoom.**

Zoom Protocols:

For Zoom participation, please follow the standards of (1) video on and (2) audio on mute until you wish to ask a question or participate in the discussion. Change your Zoom identification to the first name I should refer to you in class. I am good with all of you referring to me as either Professor Wassmer or Rob. If a situation arises that you need to turn the Zoom video off until rectified, please do so. If exceptions to these protocols of Zoom participation desired, please contact me directly.

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 <https://csus.libguides.com/plagiarism> . 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 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.*

I will also use the *Turn-It-In* plagiarism check on Canvas for your midterm. So please run these papers through it before submitting final draft. Many times, plagiarism is inadvertent and this check flags potential sentences that when written, you may have not considered as potential plagiarism. Remember the job of an analyst is often to read the findings of others and put it in their own, more simplified, words for a client or the public. I desire that you to practice that here through your HW assignments and final paper.

Grading:

The grade you receive in this course comes from four different components. The first component counts 35 percent and is the average of highest grades received in nine of the 11 weekly homework (HW) assignments.

**Note that HW format for 220B is not a two-page essay, but instead a serious of questions that usually requires a one-paragraph answer for each. All answers should be in typed 11 font, with one-inch margins, and include a cover sheet with your name, date of class, and a reproduction of each of the numbered questions. The person completing them can only turn in a HW assignment on the night they are due in paper form. Since I allow you to miss two HW assignments/classes without hurting your overall HW grade, I will only accept HW on the same night you attend. If you must miss a Zoom session, I will not grade your HW for that week.**

The second component of your course grade counts 25 percent and is a midterm spreadsheet representation and written explanation of a CBA of your specific policy alternative.

The third component of your grade counts 30 percent and is based upon your specific presentation in PowerPoint form.

The fourth component of your overall grade counts 10 percent and is based upon the grade I assign for your participation during class and in office hours. You must complete all four components to receive a passing grade in this class. Thus:

**Course Grade = 0.35\*(average of 9 highest HW grades) + 0.25\*(grade on midterm CBA assignment) + 0.30\*(evaluation of PowerPoint presentation and content) + 0.10\*(evaluation of your classroom and office hour / “water cooler” participation)**

You will get the rubric for grading your midterm CBA at the time it assigned. See the end of this syllabus for the rubric used for grading your PowerPoint presentation.

Where relevant, grades are based on the following table:

|  |  |  |
| --- | --- | --- |
| **Percent Correct** | **Letter Grade** | **Number Grade** |
| 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 |
| 64-60 | D | 1.0 |
| <60 | F | 0.0 |

**Schedule:**

This class meets 15 times on Zoom throughout the semester. The readings for each meeting are below. I reserve the right to make minor changes or additions to these readings provided I notify you at least a week in advance of their scheduled discussion in class.

**Meeting 1 (Jan 28): What is Cost-Benefit Analysis (CBA)?**

FugWil (Chapter 1) - *A History of Application*

Federalist Society – <https://www.youtube.com/watch?v=lWo-_0Zug2M>

FugWil (Chapter 2) - *The Decision Maker, the Analyst, and Cost-Benefit Analysis*

Conservation Strategy Fund – <https://www.youtube.com/watch?v=7tdKkeNClPE>

FugWil (Chapter 3) - *Policy Advocates and Adversaries*

Marketplace – <https://www.marketplace.org/2015/03/17/life/mid-day-update/podcast-costbenefit-analysis-playing-nfl>

[[[**Meeting 2 (Feb 4)**](http://www.cato.org/pubs/regulation/regv23n3/hahn.pdf)](http://www.cato.org/pubs/regulation/regv23n3/hahn.pdf)](http://www.cato.org/pubs/regulation/regv23n3/hahn.pdf)**: Rational Prioritization and Climate Change**

Freakonomics Podcast - *Fixing the World, Bang-for-the-Buck Edition*

<https://freakonomics.com/podcast-tag/cost-benefit-analysis/>

**Climate Change**

National Geographic Society - *Climate 101 Video*

[*https://www.nationalgeographic.com/environment/global-warming/global-warming-effects/#close*](https://www.nationalgeographic.com/environment/global-warming/global-warming-effects/#close)

California Air Resources Board – *CA’s 2017 Climate Change Scoping Plan* and more

<https://ww2.arb.ca.gov/our-work/topics/climate-change>

California Legislative Analyst’s Office – *Assessing California’s Climate Policies*

[*https://lao.ca.gov/Publications/Report/3911*](https://lao.ca.gov/Publications/Report/3911)

*Revenue Alternatives*

Cal Matters – *Cap and Trade in Two Minutes*

[*https://calmatters.org/environment/2015/07/cap-and-trade-in-two-and-half-minutes-video/*](https://calmatters.org/environment/2015/07/cap-and-trade-in-two-and-half-minutes-video/)

Columbia SIPA – *Carbon Taxes, How They Work*

[*https://www.energypolicy.columbia.edu/our-work/topics/carbon-tax-research-initiative*](https://www.energypolicy.columbia.edu/our-work/topics/carbon-tax-research-initiative)

**Meeting 3 (Feb 11): Infrastructure and Poverty**

**Infrastructure**

CA Governor’s Budget Summary 2020-21 – *Infrastructure*

[*http://www.ebudget.ca.gov/2020-21/pdf/BudgetSummary/Infrastructure.pdf*](http://www.ebudget.ca.gov/2020-21/pdf/BudgetSummary/Infrastructure.pdf)

ASCE – *Report Card on CA’s Infrastructure*

[*https://www.infrastructurereportcard.org/wp-content/uploads/2018/10/FullReport-CA\_051019.pdf*](https://www.infrastructurereportcard.org/wp-content/uploads/2018/10/FullReport-CA_051019.pdf)

Council on Foreign Relations – *The State of U.S. Infrastructure*

[*https://www.cfr.org/backgrounder/state-us-infrastructure*](https://www.cfr.org/backgrounder/state-us-infrastructure)

Vice on HBO – *America’s Infrastructure is Crumbling*

[*https://www.youtube.com/watch?v=EdvJSGc14xA*](https://www.youtube.com/watch?v=EdvJSGc14xA)

Bipartisan Policy Center – *Infrastructure*

[*https://bipartisanpolicy.org/policy-area/infrastructure/*](https://bipartisanpolicy.org/policy-area/infrastructure/)

Urban Institute – *California’s Infrastructure Challenges*

[*https://www.urban.org/sites/default/files/publication/102585/californias-infrastructure-challenges\_1.pdf*](https://www.urban.org/sites/default/files/publication/102585/californias-infrastructure-challenges_1.pdf)

Center on Budget and Policy Priorities – *It’s time for States to Invest*

[*https://www.cbpp.org/research/state-budget-and-tax/its-time-for-states-to-invest-in-infrastructure*](https://www.cbpp.org/research/state-budget-and-tax/its-time-for-states-to-invest-in-infrastructure)

*Revenue Alternatives*

How to Pay for Infrastructure?

<https://www.rollcall.com/2020/01/28/how-to-pay-for-infrastructure-ways-and-means-will-count-the-ways/>

<https://www.cato.org/sites/cato.org/files/serials/files/regulation/2018/3/regulation-v41n1-7.pdf>

<https://unece.org/fileadmin/DAM/trans/main/wp5/publications/ECE_TRANS_264_E_Web_Optimized.pdf>

**Poverty**

PPIC – *Just the Facts: Poverty in California*

[*https://www.ppic.org/publication/poverty-in-california/*](https://www.ppic.org/publication/poverty-in-california/)

[*https://www.ppic.org/interactive/whos-in-poverty-in-california/*](https://www.ppic.org/interactive/whos-in-poverty-in-california/)

PPIC – *Reducing Child Poverty in California*

[*https://www.ppic.org/wp-content/uploads/r\_1117sbr.pdf*](https://www.ppic.org/wp-content/uploads/r_1117sbr.pdf)

ITEP – *Background on EITC*

[*https://costoflivingrefund.org/eitc-background*](https://costoflivingrefund.org/eitc-background)

VOX – Basic Income: The world’s simplest plan to end poverty

<https://www.vox.com/2014/9/8/6003359/basic-income-negative-income-tax-questions-explain>

*Revenue Alternatives*

How to Pay for Poverty Policy Interventions?

<https://calmatters.org/explainers/the-open-secret-about-california-taxes/>?

<http://nextca.org/topics/entry/taxation-fiscal-policy>

<https://www.theatlantic.com/ideas/archive/2020/10/if-you-soak-rich-will-they-leave/616863>

[[**[Meeting 4 (Feb 18)](http://ase.tufts.edu/gdae/about_us/ackerman_nr_march04.html)**](http://www.ncpa.org/studies/s224.html)](http://ase.tufts.edu/gdae/about_us/ackerman_nr_march04.html)**:**

FugWil (Chapter 4) - Economics and Cost-Benefit Analysis

Sunstein (Introduction) Where We Are, (Chapter 1) Triumph of Technocrats, (Chapter 2) Foreign Language

Cost-Benefit Analysis 101 for Policymakers & Public Managers: An Interview with Henry Levin, Professor, Columbia University, <http://govinnovator.com/henry_levin/>

Red Tape Rising, <https://www.heritage.org/government-regulation/report/red-tape-rising-2016-obama-regs-top-100-billion-annually>

Reckoning With Conservatives’ Bad Faith Cost-Benefit Analysis, <https://www.americanprogress.org/issues/democracy/reports/2020/08/14/489336/reckoning-conservatives-bad-faith-cost-benefit-analysis/>

[[[**Meeting 5 (Feb 25)**](http://www.ppic.org/content/pubs/JTF_BudgetJTF.pdf)](http://www.waterforum.org/PUBLIC.HTM)](http://www.waterforum.org/PUBLIC.HTM)**, What is CBA?**

Sunstein (Chapter 4) Welfare: The Master Value

FugWil (Chapter 5) - Economic Valuation of Individual Preferences

FugWil (Chapter 6) - Who is Society?

FugWil (Chapter 7) - With and Without Analysis

[[[**Meeting 6 (March 4)**](http://www.ppic.org/content/pubs/JTF_BudgetJTF.pdf)](http://www.waterforum.org/PUBLIC.HTM)](http://www.waterforum.org/PUBLIC.HTM)**,** **Basic Methods of CBA**

FugWil (Chapter 8) - Aggregate Benefits and Costs

MeltzerSchwartz (Chapter 5, pp. 148-151) – How to Value the Benefits of Voting

MeltzerSchwartz (Chapter 5, pp. 151-163) – What is CBA, Steps 1-3

Sunstein (Chapter 5), Knowledge Problem

[[[**Meeting 7 (March 11)**](http://www.ppic.org/content/pubs/JTF_BudgetJTF.pdf)](http://www.waterforum.org/PUBLIC.HTM)](http://www.waterforum.org/PUBLIC.HTM)**, CBA over Time**

FugWil (Chapter 9) - Present Value of Benefits and Costs Over Time

FugWil (Chapter 10) - Decision Criteria

FugWil (Chapter 11) - Discount Rate

MeltzerSchwartz (Chapter 5, pp. 141-148, 151, 163-172) – Discounting and CBA

CBA Discounting, <https://www.youtube.com/watch?v=Mol1yT7tczY>

[[[**Meeting 8 (March 18)**](http://www.ppic.org/content/pubs/JTF_BudgetJTF.pdf)](http://www.waterforum.org/PUBLIC.HTM)](http://www.waterforum.org/PUBLIC.HTM)**, CBA and Uncertainty**

Will College Pay Off?: A Surprising Cost-Benefit Analysis, <http://knowledge.wharton.upenn.edu/article/will-college-pay-off-a-surprising-cost-benefit-analysisision-youll-ever-make/>

Putting a price tag on your descendants, <https://www.npr.org/sections/money/2012/07/20/157105414/episode-388-putting-a-price-tag-on-your-descendants>

FugWil (Chapter 12) – Inflation

FugWil (Chapter 13) - Time Horizon

FugWil (Chapter 14) – Uncertainty and Risk

[[[**Meeting 9 (April 1)**](http://www.ppic.org/content/pubs/OP_703MBOP.pdf)](http://www.cbp.org/2004/0404whopaystaxes.pdf)](http://www.ppic.org/content/pubs/JTF_TaxBurdenJTF.pdf)**, CBA and the Value of Life**

**Midterm CBA Due**

Sunstein (Chapter 6), Moral Commitments

Sunstein (Chapter 3): WTP and the Value of Life

FugWil (Chapter 21) -Valuation of Human Life

What is QALY? – <https://www.futurelearn.com/info/courses/valuing-health/0/steps/5312>

<https://aheblog.com/2019/09/20/are-qalys-ableist/>

<https://www.youtube.com/watch?v=n7R6NOj7fpM>

<https://www.youtube.com/watch?v=RSBaEz10sQk>

[[[**Meeting 10 (April 8)**](http://www.ppic.org/content/pubs/OP_703MBOP.pdf)](http://www.cbp.org/2004/0404whopaystaxes.pdf)](http://www.ppic.org/content/pubs/JTF_TaxBurdenJTF.pdf)**, CBA and Contingent Valuation**

FugWil (Chapter 19) - Travel Cost Method

FugWil (Chapter 18) - Contingent Valuation

FugWil (Chapter 20) - Hedonic Pricing Method

Valuation of ecosystem services: travel cost method, <https://www.youtube.com/watch?v=AjcQpzIBu1I>

Valuation of ecosystem services: contingent valuation, <https://www.youtube.com/watch?v=__xzmIG4L8s>

Valuation of ecosystem services: hedonic pricing method,

<https://www.youtube.com/watch?v=LkXVCQam5kw>

Wassmer, The value of proximity to a vacation home rental in a resort community, @ Canvas

[[[**Meeting 11 (April 15)**](http://www.lao.ca.gov/2001/tax_primer/0101_taxprimer.pdf)](http://www.lao.ca.gov/2001/tax_primer/0101_taxprimer.pdf)](http://www.lafollette.wisc.edu/publications/policyreports/policyReport14_2.pdf)**, Presentation Resources**

MeltzerSchwartz (Chapter 4) – Objectives and Criteria

MeltzerSchwartz (Chapter 6) – Analysis and Making Recommendations

Corr and Plagnol (Chapter 7) – Sell Behavorial Science…

[[[**Meeting 12 (April 22)**](http://www.chcf.org/documents/insurance/CaliforniaUninsuredSnapshot2003.pdf)](http://www.educationnext.org/20014/68.html)](http://www.opinionjournal.com/editorial/feature.html?id=65000243)**, Examples of CBA**

Benefit-Cost Analysis Databases,

<https://www.benefitcostanalysis.org/benefit-cost_analysis_database.php>

COVID-19 Benefit-Cost Analysis,

<https://www.benefitcostanalysis.org/covid-19_benefit_cost_analysis.php>

Bjorn Lomborg on BCA of Attacking Climate Change,

<https://www.econtalk.org/bjorn-lomborg-on-the-costs-and-benefits-of-attacking-climate-change/>

Bent Flyvbjerg on Megaprojects,

<https://www.econtalk.org/bent-flyvbjerg-on-megaprojects/>

Does More Money = Less Poverty?

<https://www.econtalk.org/extra/does-more-money-less-poverty/>

**Meeting 13 (April 29) – Climate Change**

6:00-6:30: Student 1 Presentation and Stakeholder Response

6:35-7:20: Student 2 Presentation and Stakeholder Response

7:20-7:30: Break

7:30-8:00: Student 3 Presentation and Stakeholder Response

8:00-8:30: Student 4 Presentation and Stakeholder Response

8:30-9:00: Stakeholder Panel Discussion

**Meeting 14 (May 6) - Infrastructure**

6:00-6:30: Student 1 Presentation and Stakeholder Response

6:35-7:20: Student 2 Presentation and Stakeholder Response

7:20-7:30: Break

7:30-8:00: Student 3 Presentation and Stakeholder Response

8:00-8:30: Student 4 Presentation and Stakeholder Response

8:30-9:00: Stakeholder Panel Discussion

**Meeting 15 (May 13) - Poverty**

6:00-6:30: Student 1 Presentation and Stakeholder Response

6:35-7:20: Student 2 Presentation and Stakeholder Response

7:20-7:30: Break

7:30-8:00: Student 3 Presentation and Stakeholder Response

8:00-8:30: Student 4 Presentation and Stakeholder Response

8:30-9:00: Stakeholder Panel Discussion

[[[***Final Powerpoint Due (May 20)***](http://www.ppic.org/content/pubs/RB_1003HRRB.pdf)](http://www.ppic.org/main/publication.asp?I=258)](http://www.immigrationdebate.com/)

**Presenter Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grading Rubric for Student PowerPoint Presentations on ZOOM**

**PPA 220B – Applied Economic Analysis II**

**Spring 2020**

**See References on Next Page**

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Required Content** | **10** | **9** | **8** | **7** | **6** | **0** |
|  |  |  |  |  |  |  |
| Use of an appropriate PP template consistent across all presentations.1, 7  No more than 15 slides. |  |  |  |  |  |  |
| Simple slides that are clear and efficient (stand alone only make sense to you), with empty space, no flashy transitions, no unnecessary pictures, not text heavy.5, 6, 7 |  |  |  |  |  |  |
| Presentation started and ended smoothly. Well-timed presentation using full 13 minutes, with 1 minute of clarifying questions at end or during  handled appropriately.2,4,5 |  |  |  |  |  |  |
| Look directly into computer camera. Sit up straight. Head takes up most of frame. Speak clearly and comfortably in a conversational tone.3 |  |  |  |  |  |  |
| Command of the material / appropriate knowledge of the subject  (Five times other values) | **50** | **45** | **40** | **35** | **30** | **0** |
|  |  |  |  |  |  |  |
| **Total score (100 possible)** |  |  |  |  |  |  |

Comments for Student (Three Positive and One Area to Work On):

1.

2.

3.

4.

Effective PowerPoint Presentations on Zoom References

(1) PP Template: <https://www.toastmasters.org/resources/resource-library?t=powerpoint%20template>

(2) Starting PP Slide Presentation in ZOOM: <https://op.toastmost.org/2019/10/01/how-to-start-your-slides-more-smoothly-in-zoom/>

(3) Online Meeting in ZOOM: <https://www.toastmasters.org/magazine/magazine-issues/2020/mar/its-time-to-meet-online>

(4) Sharing a PP Slide Presentation in ZOOM with different # monitors: <https://support.zoom.us/hc/en-us/articles/203395347-Screen-Sharing-a-PowerPoint-Presentation>

(5) Online Presentation Tips: <https://www.inc.com/kevin-daum/10-tips-for-giving-great-online-presentations.html>

(6) Three PP Tips: <https://www.youtube.com/watch?v=XA1o5rvy8r4>

(7) NCSL PP Tips: <http://www.ncsl.org/legislators-staff/legislative-staff/legislative-staff-coordinating-committee/tips-for-making-effective-powerpoint-presentations.aspx>