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| **PADM 7331 Writing for Public Policy — Fall 2021 Schedule for Assignments and Deadlines** | | | | |
| **Dates** | **Reading and Pre-class Processing Assignments** | **Assignments to Submit** | | |
| Since our class is a technical writing class, you will have writing assignments that we begin in class and that you complete between classes. You will have readings to process prior to class and make Discussion Board postings about what you read. In class we will discuss and reply to what classmates wrote.  And, since our class period is so long, we have a mixture of some lecture, discussion of Smith’s chapters, and times when we explore examples of a policy writing genre online - looking for exemplars of the genre, how to use visual evidence, and how to format a document that will be published for a policy audience.  In terms of grading, we have formative evaluation week-by-week with proficiency-based grading and my feedback. Your summative evaluation is based on your longer writing assignments, which you will revise for “publication” in a shared google doc folder at the end of the semester. The MPA program uses your revised assignments to assess learning in this class and MPA students skills as part of the NAASPA accreditation review of UA Little Rock’s MPA program.  I provide lots of detail in the sections below telling you what to do before class, what I plan to do in class, and where your assignments are located in Blackboard. Since we have so many days between our formal meetings, please don’t hesitate to use “Ask Dr. Scranton” and Bb messages to get your questions answered. | | | | |
| **Module 1** | **Introduction to Writing for Public Policy** | | | |
| Aug. 23 | **Read prior to Aug. 23th Class located in START HERE**   * Brian A. Ellison, “Teaching Writing in Public Administration Education,” *Teaching Public Administration* 26:1 (Spring 2006), 25-31 – a review of Smith’s textbook- .pdf in Bb at Start Here * Read Syllabus, review Weekly Schedule and handout on Netiquette * Take survey about your writing experience - 20 pts * Sign UALR Code of Student Conduct - 10 pts * Start Indiana University Plagiarism Tutorials and Quizzes   **In Class, Aug. 23 - located in Go to Class Here: Module 1**  ***Main Theme: Policy as words in action and aspects of technical language in policy writing; review of what “public” means***  Orientation/Get Started Assignments in Class   * Discussion of Syllabus and Policies, Weekly Schedule * Dr. Scranton’s Introduction to Smith’s textbook, course tour, and preview of Smith * Charts comparing academic and policy writing * Discussion: Why MPA students need technical writing skills, based on Ellison’s review   **Preparation for next class: located in Module 2**   * About processing [Kerner Commission Report](http://www.eisenhowerfoundation.org/docs/kerner.pdf) as an exemplary technical report - a .pdf file also in Bb * Review instructions for Discussion posting on comparing the Kerner Commission report and the DOJ report, [Investigation of the Chicago Police Department](https://www.justice.gov/opa/file/925846/download), January 13, 2017. | **Submit during class, Aug. 23**   * Class Discussion comments to classmates: Why MPA students need technical writing skills – 25 points * What makes the Kerner Commission Report – full version—an exemplary technical report – 25 points   *Assignments have detailed written instructions and grading rubrics you can view in MyGrades*  **DUE by Aug. 29, end of day**   * Sign the Code of Conduct in Bb * Discussion Posting comparing of Kerner Commission and DOJ reports – 25 points * Survey about your writing experience – 10 points * Submit Plagiarism Assignment in Bb -- 40 points * **Write and submit before class:** comparisons of Kerner Commission and DOJ report’s evidence, findings, methods, and recommendations and as exemplars of task force reports and White Papers - copy and paste your posting at the Discussion Board in Bb * **Read for next class:** * Kerner Commission report: Executive Summary, and * DOJ Chicago Police Investigation report: Executive Summary, Background, and Recommendations.   *Use “Ask Dr. Scranton” or a Bb message if you have questions about assignments and about the content of the readings* | | |
| **Module 2** | **Analyzing Sample Technical Documents** | | | |
| Aug. 30  ***No class on Sept. 6, Labor Day*** | ***Main theme: how policy documents for wide public circulation are written (language, tone, style) and formatted (executive summary, organization, presentation of findings, evidence and conclusions)***  In class on Aug. 30:   * Class Discussion of your postings comparing the Kerner Commission and DOJ reports * Discussion of Executive Summary as policy writing based * Overview of Technical Reports to select for your “How to Write a Report in Brief” assignment * Review the Technical Reports in Bb (Module 2) and select 1 to write about - we will use this document in other assignments, so pick a report that you want to spend time with! | **Due by Aug. 29th**   * Your Posting at Class Discussion of Kerner Commission and DOJ Report as policy writing (25 points)   **Prepare for Sept. 13th Class - Read**   * Juliet Musso, Robert Biller, and Robert Myrtle, “Tradecraft: Professional Writing as Problem Solving,” *Journal of Policy Analysis and Management*, 19:4 (2000), 635-646. (in Bb) – for **Discussion Board assignment due Sept. 13** * The technical report you select (in Bb) | | |
| Sept. 13 | **In class on Sept. 13**   * Discussion your postings about “Tradecraft…” article, answering “What is new in this reading that we haven’t already heard from Ellison? And “What are the qualities of a good technical report?” * Overview of Plain Language, Language Standards and Public Sector Writing (links in Bb) * Understanding the public and public interest   **Before class next Monday**  **Read and Process**   * Smith, Ch 1, ”Public Policy is Language Use” | **Due by noon, Sept 13th submit:** posting in Bb Discussion Board comparing the language, organization and narrative you found in the technical report you selected to the standards and recommendations made by Ellison and by Musso, Biller, and Myrtle. | | |
| **Module 3** | **The Public Policy Process, Political and Policy Language, Policy Communication, and Nature of a Public** | | | |
| Sept. 20 | **In Class, Sept 20**   * Class Discussion of your Report in Brief first drafts and using plain language * Concept of a political system with environments * Stages of the policy making process * Watch and Process Dr. Scranton's Presentation on Smith, Ch 1, ”Public Policy is Language Use” * Framing the Problem and Problem Application * Instructions for the Virginia Election policy memo writing assignment: review the guidelines, news reports, and technical document, including how to use visual evidence to reinforce and supplement text * Watch and discuss - Video on Policy Memo Writing – link in Bb * Writing work period – getting started on both memos   **Before class next Monday, Sept. 27**  Read and Process Ch, 2, Communicating in Policy Making” | **Due by Sept. 20:**  First draft of your Report in Brief – apply Plain Language and Public Sector Writing standards to your brief on the Kerner Commission Report – I will provide feedback by Wednesday, Sept. 22 | | |
| Sept. 27 | **By Sept. 27: Read and Process**  In Class, Sept. 27   * Watch and Process Dr. Scranton's Presentation on Smith, Ch 2, “Communicating in Policy Making” * Peer reviews of Handbook Memo on Virginia Election - 25 points | **Due by Sept. 27:**   1. Your two policy memos on the Virginia Election - post both at Bb Discussion Board - we will do peer-reviews in class of your Handbook memos, so submit each one with a clear title: Memo to the Governor or Handbook Memo 2. Final version of your Report in Brief | | |
| **Module 4** |  | | | |
| **Unit 1** | **Writing associated with stages of the policy process** | | | |
| Oct. 4 | In Class on Sept. Oct. 4   * Watch and Process Dr. Scranton's Presentation on Smith 3, “Definition: Describe the Problem” * Watch and Discuss Video on Memo writing   Before Class on Oct. 5  **Read**   * Smith's Chapter 4, “Evaluation: Analyze and Advise” and Appendix A (tips on writing clearly) * Open Dr. Scranton's annotations of the Senate hearing Illustration in Smith, pp. 64-67 - have this document open as you read this section of Smith's chapter so that you will understand how she made the assessments she puts forward in this section. | Due by Oct. 4: | | |
| Oct. 11 | **Evaluation: Analyze & Advice and Application**  In Class on Oct. 5:   * Process Smith's Chapter 4, “Evaluation: Analyze and Advise” * Smith, Appendix A (tips on writing clearly) * Dr. Scranton's Presentation on Chapter 4 * Dr. Scranton's annotations of the Senate hearing Illustration in Smith, pp. 64-67 - have this document open as you read this section of Smith's chapter so that you will understand how she made the assessments she puts forward in this section. * Review Resources on Discourse Analysis and Discursive Features of Descriptions   Before class on Oct. 4  Definition: Read: Smith, Chapter 5, “Legislative History: Know the Record | Due by Oct. 11:   * Brief Writing Assignment: Find the Frame in the Agroterrorism statements- 25 points * Submit a Discourse Analysis, similar to Smith’s Agroterrorism’s section of Chapter 4 on the new hearing illustration, located in the Chapter 4 folder. Use the handout on Analyzing the Agroterrorism as your format for this 100-point assignment. * Upload your final version of your Report in Brief to your Google Drive folder for MPA assessment | | |
| Module 5 | **Types of Public Policy Writing = Genres** | | | |
| **Unit 1** | **Legislative History** | | | |
| Oct. 18  ***Oct.19 by 5:00 pm is drop deadline*** | **Legislative History: Know the Record and Application**  Before Class on Oct. 12   * Smith, Chapter 5 * Dr. Scranton's Presentation on Chapter 5 * Find 5-6 more documents for your 1st longer writing assignment and send Dr. Scranton a Bb messages with bibliographic citations and attach .pdfs of the documents   In Class on Oct. 12th   * Discussion of Congress’s legislative power, how legislation is passed, and the genre “legislative history” * Review guidelines for Legislative History assignment and begin drafting sections in class. | Due by Oct. 18th   * Complete: Reflective Learning Survey #1 * Submit Legislative History Assignment - 100 points - Given testimony of a congressional witness at an oversight or investigatory hearing, you will select 10-12 pages of testimony to analyze according to Smith's model in the "Illustration" section of chapter 4. * Make revisions in your previous weeks’ writing assignments and post those assignments in your Google Doc Portfolio | | |
| Unit 2 | **Position Paper** | | | |
| Oct. 25 | **Position Paper: Know the Arguments and Application**  Before class on Oct. 19th   * Read: Smith, Chapter 6 * Watch: Dr. Scranton's Presentation on the chapter * Review: Material for gun control/school safety writing assignment   In Class on Oct. 19th   * Find the remaining documents you need for the 1st Longer Paper and send Bb message to Dr. Scranton with bibliographic citations and the .pdfs attached. | Due Oct. 25th   * Submit your 3-page legislative history policy memo * Policy Position Paper Writing Assignment based on Ch. 6 = Your policy position paper on gun control/school safety, with Works Cited in proper format – Due by Oct. 21st – 100 points * Submit your draft longer paper for feedback by Oct. 17th – I’ll get feedback to you by Oct. 19th | | |
| Unit 3 | **Writing to Policy Makers** | | | |
| Nov. 1 | **Petition, Proposal, Letter: Request Action and Application**  Before Class on Nov. 2   * Read: Smith, Chapter 7 * Watch: Dr. Scranton's Presentation on the chapter and review sample letters   In Class on Nov. 2   * Discussion of genres that request action * Discussion of selecting your member of Congress and the issue your letter will address * Discussion of Guidelines for 2nd Longer Writing Assignment | Due by Nov. 8th   * Submit your letter to a member of Congress on an issue of concern to you - 100 points | | |
| Unit 4 | **Informing Policy Makers** | | | |
| Nov. 8 | **Briefing, Opinion, Resolution: Inform Policy Maker**  Before Class on Nov. 9   * Read: Smith, Chapter 8 * Watch: Dr. Scranton's Presentation on the chapter and explore the sample documents   In Class on Nov. 9   * Discussion of Briefings and genres that inform policy makers, with sample documents * Discussion of Oral Communication Assignment: instructions for recording and adding audio to Bb - if you need help, contact Bb Tech Support! | Due by Nov. 15   * Submit a resolution on behalf of an organization of your choice advocating action on an issue of your choice – 100 points * Oral Communication Assignment: At the Bb discussion board, submit a 1-minute audio recording summarizing the message of your resolution | | |
| Unit 5 | **Witness Testimony** | | | |
| Nov. 15 | **Testimony: Witness in a Public Hearing and Hearing Application – Supreme Court Confirmation Hearings**  Before Class on Nov. 16th   * Listen to classmates’ Audio Presentations on their Resolutions * Read: Smith, Chapter 9 * Watch: Dr. Scranton's Presentation on the chapter and review sample documents in Bb * Select the Judge whose confirmation hearing you want to evaluate – we will preview these in class | Due by Nov. 22:   * Submit report card on Zuckerman's testimony - 50 points - due Nov. 11th – post on Bb Discussion Board and reply to classmates about their report cards * Write a report on a confirmation hearing for a justice to the Supreme Court, evaluating the communication and preparation of both the nominee and the members of the Judiciary Committee - 100 points | | |
| Nov. 21-28 | **FALL BREAK** |  | | |
| Nov. 29 | **Testimony: Witness in a Local Public Hearing**  Before Class on Nov. 29th   * Select a state or local public hearing - legislative committee, city council, school board, etc - where a an official or an expert witnesses testify: you are looking for a witness whose testimony you can and want to analyze and evaluate * Discussion of ethics for PA professionals * Read before class: Codes of Ethics in Bb | Due by Nov. 29:   * Submit report card and write a report on a confirmation hearing for a justice to the Supreme Court, evaluating the communication and preparation of both the nominee and the members of the Judiciary Committee - 100 points   Due by Dec. 6   * Submit a report card and write a report on the testimony of the state/local meeting witness you selected | | |
| Unit 6 | **Influence Administration** | | | |
| Dec. 6  Last class  12/6 by 5:00 pm is with-drawal deadline | **Public Comment: Influence Administration**  Before Class Nov. 30   * Read: Smith, Chapter 10 and Conclusion, pp. 206-207 * Dr. Scranton’s Presentation on Chapter 10 and Conclusion   In Class Nov. 30   * Review of sample public comments for genre and variations * Discussion of your public comments * Discussion of 2nd longer writing assignment | Due by Dec. 7th:   * Public Comment - post on Bb Discussion Board – we will discuss these in class * Complete Reflective Learning Survey #2 * Submit 2nd Longer Writing Assignment * Edit Assignments and Upload them into your Google Docs Portfolio for MPA Assessment | | |
| Dec. 7 | **Consultation Day** | Make an appointment if you want to meet - on campus or online | | |
| **Final Product**  **Dec. 13** | **Deadline for posting revised genre papers for MPA Assessment in your Google Docs folder** | | | |
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| Assignments\* | | | Percentage Value |  |
| Orientation Start-Up Assignments | | | 5% |  |
| Weekly Writing Assignments | | | 45% |  |
| Longer Writing Assignment #1 | | | 15% |  |
| Longer Writing Assignment #2 | | | 25% |  |
| Portfolio | | | 5% |  |
| Reflective Learning Surveys | | | 5% |  |
|  | | | 100% |  |