Cleveland State University  
Fall Semester, 2009  
Maxine Goodman Levin College of Urban Affairs  
Department of Urban Studies  

Course Syllabus  
UST 458, Section 501  
Topic: Urban Policy  

Instructor: Dr. Wendy Slone  
Meeting Time: Web-Based Course  
Optional First Class Only Meeting: Tuesday January 20, 2009 from 6:00 p.m. – 7:30 p.m. Tuesday January 20, 2009 at Lakeland Community College, Room T-212  
E-mail Address: Utilize Blackboard e-mail function.  
Office Hours: By Appointment Only.  

Course Description:  
This is upper level undergraduate course designed to examine the process of public policy formation. Public policy is defined by Thomas R. Dye as “what governments do or don’t do.”\(^1\) How governments choose what to do or what not to do is a process. We will examine the process using examples from current urban policy issues. Most of the issues we will examine as a class will be the topics you choose for your policy analysis paper (see paper requirements).  

Each of us is affected by public policies in our daily lives. Some public policies are benign, such as where to locate a freeway sound barrier, while others are not, such as where to build a new toxic waste dump. Affecting public policy begins with analysis of the issue. Analyzing current public policy is as much an art form as it is a discipline. It requires critical thinking and disciplined thinking.  

Course Objective:  

(1) To understand the process of public policy formation.  

(2) To learn public policy analysis.  

(3) To utilize research skills using the Internet, public documents, academic journals, and scholarly literature.  

(4) To write a policy analysis paper.  

Because this course is entirely web-based, issues relative to course readings, short answer assignments, paper preparation assignments, quizzes (covering weekly readings), weekly discussion responses, and final policy analysis paper will occur on-line via Blackboard. Therefore, it is imperative students’ taking the course are familiar with computers and the Internet.

**General Education Requirement:**

This course fulfills a Writing Across the Curriculum General Education requirement for Cleveland State University. The three paper assignments (*3,000 words total*) for all three writing assignments, which consist of the following word count for each assignment:

- Assignment #1: 500 words
- Assignment #2: 500 words
- Assignment #3: 2,000 words

**Writing Across the Curriculum Requirement Criteria:**

This course also fulfills the Writing Across the Curriculum (WAC) requirement. The criteria for meeting the WAC requirement are:

1. The course requires students to complete three written assignments. The combined total of words for the three written assignments equals 3,000 words total (double-spaced, in 12-point font, with 1” margins). The first two papers assignments are 500 words (3 pages) each, and the final paper assignment is a minimum of 2,000 words (8 pages) in length. You are required to submit drafts and final versions of each of the three paper assignments.

2. The first two paper assignments utilize writing-to-learn strategies that foster experiences in learning. The third writing assignment utilizes writing-to-communicate strategies that foster students’ respect of readers’ experiences. There are several paper planning assignments designed to step you through the process of completing the assignments. In addition, you will be required to discuss your topic with other students in online discussions, as well as give feedback to others’ regarding their topics.

3. The writing assignments are complex and may require substantive revision for most students. Students will be provided feedback on their paper preparation assignments, and paper drafts. Feedback on the written assignments will focus both on writing skills and content, which will be relayed to students’ via the corresponding assignment tab in Blackboard.

4. Students’ will be required to write SOMETHING every week in this class. Please remember that this is a writing course not only when you are writing your papers,
but as you are preparing your other assignments and posting to the discussion boards.

5. In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student’s writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.

6. The course provides instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation. Students will be required to use the American Psychological Association (APA) style. The CSU Library website lists citation guides including links to the APA style guide: http://www.ulib.csuohio.edu/research/vrd/citations.html; or go to the APA website, http://www.apastyle.org/

7. The course will address the needs of students regarding library competency.

8. In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student’s writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.

**Information Literacy**

Information literacy skills require students to address ethical and legal uses of information. At times you may want to quote, or state directly what an author has said. Remember to set off quotations in quotation marks and to document them according to the APA style. If you derive your paraphrased statement from several authors, use a single pair of parentheses and a series of references separated by colons for example, (Johnson, 1999; Perry, 2004; Smith, 2006). *Plagiarism may result in the student receiving a failing grade for the piece of work involved.*

**Penalties for Plagiarism:**

The penalties for plagiarism are found in full in the Student Handbook under Academic Regulations (Policy on Academic Misconduct) at the following link: http://www.csuohio.edu/studentlife/conduct/acadegres.html

**Writing Center Page on Plagiarism:**

If you require additional information regarding plagiarism you may also refer to the Writing Centers page on plagiarism, which can be accessed at the following link: http://www.csuohio.edu/writingcenter/Plagiarism.html
Paraphrasing:

Paraphrasing should be used to support your thinking and should form the bulk of your evidence. A paraphrase is a restatement of the author’s words or ideas. Paraphrasing adds weight to the argument you are presenting. Where possible maintain the intent of the original passage, or if synthesizing the work of several authors use the style indicated above.

For Students with difficulty writing it is suggested that you utilize the Writing Center located in Main Classroom 321. You may submit your work to the plagiarism detection service at www.turnitin.com to ensure the legal and ethical use of other’s work. Please contact the Writing Center Director if you need the password and ID number (m.murray@csuohio.edu, extension 6982).

Course Requirements:

Students’ are required to meet the following criteria for this course:

1. Prepare/submit all short answer assignments, paper preparation assignments, quizzes, weekly discussion responses, and final policy analysis paper under the appropriate tab via Blackboard on time. Late assignments will not be accepted without two week prior approval from the instructor;
2. Read all readings assigned for the course;
3. Edit written assignments extensively before submission.

This course is entirely web based. This course will not utilize lectures for instruction, therefore requires students’ ability to utilize scholarly literature i.e., journals, Internet, etc. to research/collection relevant data/material to complete/submit the writing assignment developed for this course.

Questions regarding the course should be submitted to the instructor via Blackboard e-mail only. Students’ requiring additional assistance must make an appointment with the instructor.

Policies:

- Students with special needs or those who require special accommodations when taking exams, completing projects or meeting any of the class requirements should identify themselves immediately to the instructor so that appropriate arrangements may be made.
- Refer to the CSU Bulletin for add/drop, and withdrawal procedures, and S/U, grading. No incomplete grades will be given in this course.
- Academic misconduct: plagiarism or cheating will result in an “F” for the assignment and possibly an “F” for the course.
- No late, make-up, or extra credits assignments are accepted for this class. In cases of extreme emergencies or unforeseen conditions students should contact
the instructor to determine if a late assignment may be accepted, at the discretion of the instructor, which would require valid written documentation (for example, written doctor’s excuse).

Writing Assignments:

All writing assignments (i.e., short paper assignments, and final policy analysis assignment) must be submitted as an attachment using Word 2000 and not Vista.

I. Short Paper Assignments

Students are to submit two (2) short paper assignments 3 pages (500 words). Topics for the short papers will involve using the material from the readings and discussions to describe certain aspects of the problem/policy you choose for the final policy analysis paper. Therefore it is extremely important for students to complete the paper preparation assignments and receive approval from the instructor for your problem/policy topic.

Each short paper assignment MUST:

- Be written using APA style.
- Include a cover page with the students’ name and topic indicated.
- Include the students’ name and page number in the header or footer of each page of the paper.
- Include at least one source found on Internet websites.
- Include at least one source from scholarly journals.
- Use proper spelling and grammar.
- Satisfy the Writing Across Curriculum (WAC) requirements, which includes submitting a draft prior to the final paper.
- Contain 500 words minimum (3 pages), WAC requirement.
- Submitted as a Word document using Windows 2000 or less.

II. Final Policy Analysis Paper Assignment

Students are to submit a final policy analysis paper. The final policy analysis paper must contain a minimum of 8 pages (2,000 words).

The final policy analysis paper MUST:

- Be written using APA style.
- Include a cover page with the students’ name and topic indicated.
- Include the students’ name and page number in the header or footer of each page of the paper.
- Include at least one source found on Internet websites.
- Include at least one source from scholarly journals.
- Use proper spelling and grammar.
• Satisfy the Writing Across Curriculum (WAC) requirements, which includes submitting a draft prior to the final paper.
• Contain 2,000 words (8 pages), WAC requirement.
• Submitted as a Word document using Windows 2000 or less.

Students will use the Public Policy Analyst website as a tool to move through the steps of the final policy analysis paper. This is an excellent tool for collecting the necessary information students will need to successfully complete the assignment. Students can access the Public Policy Analyst website at: http://www.maxwell.syr.edu/plegal/TIPS/into.html.

Students will be provided a framework (outline) illustrating how to develop their paper. Students are required to include the components from the framework provided in their paper. Most students find that using the framework provided as an outline works best. Students will be able to access the framework provided for the final policy analysis paper from the Blackboard homepage by clicking on the “Help for your Policy Paper” and selecting the “Policy Paper Framework” link.

**Legitimate Reference Resources for Written Assignments**

Legitimate reference resources include the use of: scholarly journals/articles, books, data cited from databases (i.e., U.S. Census, etc.), and reports (i.e., United States General Accountability Office, etc.). Citations from Internet sources that are merely web pages constructed by individuals airing their personal views are unacceptable sources. However, legitimate websites accessing refereed academic journals/reports (i.e., articles published in The Urban Institute, Journal of Urban Affairs, etc.) are legitimate resources. Utilization of articles found on www.lydiaspeakeshermind.com or www.wikipedia.com are not acceptable for this assignment.

**Writing Help**

Links to sites for help with writing skills (including the CSU Writing Center) and APA format are available from the course home page. Students who have difficulty with the mechanical aspects of writing are strongly encouraged to utilize the services of the CSU Writing Center.

More detailed information and instructions regarding all the papers assigned for the course are available on the course website.
Class Assignments:

I. Weekly Discussion Responses

Students are responsible for responding in writing to the thirteen (13) assigned weekly discussion questions, worth five (5) points each. Each of the discussion responses focuses on current policy issues. Responses for the discussion questions must be between 150 – 200 words in length, and must be submitted under the appropriate weekly discussion tab in Blackboard.

Students’ are required to participate in the weekly on-line discussion questions to promote Writing-to-Learn exercises, which are intended to explore fundamental aspects of policy processes utilizing discussions question responses designed to promote learning at a deeper level than memorization or recitation. Utilizing Blackboard, students should login every Tuesday and submit their discussion question responses no later than 11:00 p.m. every week. Students may submit their discussion question responses early if they are reading ahead or anytime prior to the due date/time. Late discussion question responses will not be accepted.

Students’ first discussion question response will be due Tuesday, January 28, 2009.*

All discussion responses must be submitted as text under the discussion tab located under the main course menu found under my Blackboard home page. Students’ that fail to submit their weekly discussion entries under the discussion tab will not receive credit.

II. Weekly Quizzes

Students will be given 10 (ten) multiple-choice quizzes, worth five (5) points each, over the course of the semester covering the material presented in the weekly readings. Students can access the weekly quizzes from the Blackboard course menu under the “Assessments” tab.

III. Paper Preparation Assignments

Throughout the course of the semester, students will be given eight (8) paper preparation assignments, worth five (5) points each, designed to help students through the process of developing their paper final policy analysis paper. The paper preparation assignments along with the two short paper assignments were designed to assist students connect the problem/policy issue they selected to the materials presented in the course, while providing building blocks necessary for the development of the final paper.

The paper preparation assignments will aid students to collect information in preparation for their policy analysis paper. Therefore, it is recommended that students keep a “clip” file that will include resource citations including (URLs to websites, etc.), worksheets, and assignments related to their paper. Recommended sites to store information collected for the project include: creating a reference page in Word, or using Zotero, or Firefox
plugin, which are designed to help students keep reference material organized. The point is to stay organized and have all materials that you will be collecting in one place so you are not scrambling to collect everything again when your paper is due.

Students should submit their paper preparation responses under the “Assignment” tab in Blackboard.

IV. Short Answer Assignments

Students will be given seven (7) short answer assignments, worth five (5) points each, related to the weekly readings. Utilizing short answer format, students should submit their short answer assignments in Blackboard under the “Assignment” tab.

V. Chat Room Assignment (in lieu of Class Assignment)

Throughout the semester, students will be able to participate in “chat” sessions in lieu of completing a class assignment. Indication of when “chat” room assignments are available can be found in Blackboard under the content module. Students interested in participating in the “chat” room assignments will need to identify the date for the “chat” so they can RSVP for the sessions in advance to ensure they receive credit for the “chat” room assignment in lieu of completing the class assignment scheduled for that day.

*This is not an extra credit assignment. This assignment is simply an alternative to submitting a scheduled class assignment for the week it is available. If students do not elect to participate in the “chat” assignment, they are still required to submit the class assignment scheduled at that time.

Students should keep in mind, this course is points driven and they cannot afford to skip any assignments if they want to do well in the course. Also, missing projects will seriously affect student’s performance on the final policy analysis paper.

Course Structure in Blackboard:

The course structure in Blackboard is defined in the content module of the Blackboard course. Here, you will find information for each week. Each week consists of the following materials and information for that assigned week:

(1) Learning objectives for the weekly assignment
(2) Weekly readings assignments
(3) Assignments:
   ➢ Short answer assignments (short answer format, covering weekly readings), which should be submitted under “assignments” in Blackboard.
Paper preparation assignments (short answer format, designed to step you through the policy analysis process), which should be submitted under “assignments” in Blackboard.

Weekly quizzes (multiple choice, covering weekly readings), which should be submitted under “assessments” in Blackboard.

Weekly discussions responses. Focusing on current policy issues, which should be submitted under “discussions” in Blackboard)

(4) PowerPoint Summary of the topic

Each week a combination of a short answer assignment, paper preparation assignment, quiz, and discussion are due. You must login and participate in the Blackboard class each week in order to be successful in this course. Homework assignments and quizzes are designed to cover the content covered in the texts. The discussions will focus more on current issues, including the public problems/policies you choose for your policy analysis paper assignment. Paper preparation assignments step you through the process of gathering information for your paper.

Written assignments are to be “uploaded” to the assignment section in Blackboard as Word documents. Written assignments submitted using Vista applications will not be accepted.

Quizzes are taken in the quizzes section, and discussions are conducted in the discussion section under the “discussion tab” on Blackboard. If you are unsure how to use these features, please use the tutorials on the eLearning website located at: http://www.csuohio.edu/elearning/blackboard/index.htm

Each week in the content module begins on Tuesday. The assignments are due by the following Monday at 11:00 p.m. There are a few exceptions to accommodate holidays, etc. The exact dates are listed in the content module. It is important to stay on track. Late assignments will not be accepted.

**Written Assignment Evaluation:**

Evaluation of student papers is based on the following criteria:

*Higher Order Concerns*

(1) **Focus** – The hypothesis or main point of your paper needs to be stated clearly at the beginning of the paper.

(2) **Development** – The research i.e., literature, date, etc. utilized to support your hypothesis. More specifically, students’ incorporation of quotes, paraphrases, examples, inferences, reasoning, opinions, and forecasts relative to supporting their hypothesis.
(3) **Organization** – The organization/structure of the paper. More specifically, is the paper organized so that the paragraphs proceed from one to another in a logical style using appropriate transitions? Is the paper well organized? Did the student adhere to the APA style format suggested for this course?

**Lower Order Concerns**

(1) **Style** – Style can be considered in terms of sentence patterns and diction. Are the sentence patterns varied (preferred) or all the same? Variety in style makes for a far more interesting read. Is the diction appropriate (wording, choice of words) for an upper level college assignment? Is the diction appropriate for the discipline?

(2) **Mechanics** – Refers to the punctuation, spelling, and grammar. **Students should make sure they proofread their paper prior to submission. Points will be deducted for inappropriate punctuation, improper use of grammar, and misspelled words.**

**Grading:**

The following is a breakdown of the letter grades that will be distributed in this course. No grade of “incomplete” will be given under any circumstance.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94 – 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 93</td>
<td>A-</td>
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<tr>
<td>87 – 89</td>
<td>B+</td>
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<tr>
<td>83 – 86</td>
<td>B</td>
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<tr>
<td>80 – 82</td>
<td>B-</td>
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<tr>
<td>77 – 79</td>
<td>C+</td>
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<tr>
<td>70 – 76</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69</td>
<td>D</td>
</tr>
<tr>
<td>59 – Below</td>
<td>F</td>
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</table>

**FYI:** The two short paper assignment drafts/final version, paper preparation assignments, weekly discussion responses, weekly quizzes, and final policy analysis paper (draft/final version) add up to a total of 320 possible points for the semester. The grade breakdown listed above is based on the accumulation of the total number of points students’ actually received divided by 320, which is the total number of points possible. Students’ must keep in mind the final breakdown of grades is based on the overall spread of scores achieved by the class for the semester. **Below is a summary of the grade weight for the six course assignments.**
Grade Weight for the Six Course Assignments:

**Writing Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Version</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Short Paper #1</td>
<td>Draft</td>
<td>5 points each</td>
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<tr>
<td>Short Paper #1</td>
<td>Final Version</td>
<td>30 points</td>
</tr>
<tr>
<td>Short Paper #2</td>
<td>Draft</td>
<td>5 points each</td>
</tr>
<tr>
<td>Short Paper #2</td>
<td>Final Version</td>
<td>30 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Version</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Analysis Paper</td>
<td>Draft</td>
<td>20 points</td>
</tr>
<tr>
<td>Policy Analysis Paper</td>
<td>Final Version</td>
<td>50 points</td>
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</table>

**Class Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Individual Points</th>
<th>Total Points</th>
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</thead>
<tbody>
<tr>
<td>(10) Weekly Quizzes</td>
<td>5 points each</td>
<td>50 points</td>
</tr>
<tr>
<td>(13) Weekly Discussion Responses</td>
<td>5 points each</td>
<td>60 points</td>
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<tr>
<td>(8) Paper Preparation Assignments</td>
<td>5 points each</td>
<td>40 points</td>
</tr>
<tr>
<td>(7) Short Answer Assignments</td>
<td>5 points each</td>
<td>35 points</td>
</tr>
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</table>

**Total Possible Points for the Semester: 325 points**

**Class Schedule:**

This course is entirely web-based; however, students are required to log into Blackboard on a regular basis to post assignments, check announcements, and stay apprised as to what is going on in the class.

**Required Text Book:**

Supplemental Readings:


*Readings from Theodoulou and Cahn are available via Electronic Course Reserve at the CSU library. A link to the Electronic Course Reserve is available on the Blackboard homepage.

Reading Assignments:

Students are responsible for reading all the chapters assigned from the textbook, and Electronic Course Reserve. Below is a listing of the reading assignments for the course. Additional supplemental readings may be added at a later date if needed. Refer to the announcement tab under Blackboard for listing of any additional readings.

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading and Assignment Schedule</th>
</tr>
</thead>
</table>
| 1    | **1.20** Introduction and class organization. Topic: Public Policy & Politics Readings: Chapter 1, Kraft & Furlong Chapters 1, 5, 6 Theodoulou & Cahn **Assignments:**
(1) Quiz #1: Public Policy & Politics,
(2) Short Answer Assignment #1: Public Policy & Politics,
(3) Discussion Response #1: Student Introduction,
(4) Web Evaluation Questions: Credibility Assessments for Websites (Due Date: Monday, January 26, 11:00 p.m.) |
| 2    | **1.27** Topic: Government Institutions and Actors Readings: Chapter 2, Kraft & Furlong Chapter 35, Theodoulou & Cahn (Lobbying) **Assignments:**
(1) Quiz #2: Government Institutions & Actors,
(2) Short Answer Assignment #2: Government Institutions & Actors,
(3) Paper Preparation Assignment #1: Policy Proposal,
(4) Discussion Response #2: Government Institutions & Actors (Due Monday, February 2, 11:00 p.m.) |
| 3    | **2.3** Topic: Politics of Public Policy Readings: Chapter 3, Kraft & Furlong Chapters 7, 9, 10 Theodoulou & Cahn **Assignments:**
(1) Quiz #3: Politics of Public Policy
(2) Short Answer Assignment #3: Politics of Public Policy,
(3) Paper Preparation Assignment #2: Define Problem/Collect Evidence,
| 4 | 2.10 | Topics: Politics and Public Policy; Agenda Setting  
Readings: Chapters 11, 13, 14, 15, Theodoulou & Cahn  
Assignments:  
1. Paper Preparation Assignment #3, Identify Causes  
2. DRAFT SHORT PAPER #1  
(Due Monday, February 16, 11:00 p.m.) |
|---|---|---|
| 5 | 2.17 | Topic: Local and State Government  
Assignments:  
1. Quiz #4: Local & State Government  
2. Discussion Response #4: Local & State Government  
3. Paper Preparation Assignment #4: Evaluating Existing Public Policy  
(Due Monday, February 23, 11:00 p.m.) |
| 6 | 2.24 | Topic: Policy Analysis  
Readings: Chapter 4 Kraft & Furlong  
Assignments:  
1. Quiz #5: Policy Analysis,  
2. SHORT PAPER #1 FINAL VERSION  
(Due Monday, March 2, 11:00 p.m.) |
| 7 | 3.3 | Topic: Policy Analysis: Collateral Damage: Renters in the Foreclosure Crisis  
Assignments:  
1. Discussion Response #5: Collateral Damage: Renters in the Foreclosure Crisis,  
2. Paper Preparation Assignment #5: Develop Solutions,  
3. DRAFT SHORT PAPER #2  
(Due Monday, March 9, 11:00 p.m.) |
| 8 | 3.10 | Topic: Public Problems and Policy Alternatives  
Readings: Chapter 27 & 28 Theodoulou & Cahn, Chapter 5 Kraft & Furlong, Kristen Case Study  
Assignments:  
1. Short Answer Assignment #4: Bureaucracies or Optional Chat (Kristen Case Study),  
2. Paper Preparation Assignment #6: Outline for Final Policy Analysis Paper,  
3. Discussion Response #6: Bureaucracies & Democracy  
(Due SATURDAY, March 14, 11:00 p.m.) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>*9</td>
<td>3.17</td>
<td>Spring Break: March 15-22, No Assignments Due</td>
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<td>(2) Discussion Response #7: Assessing Policy Alternatives,</td>
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<td>(3) SHORT PAPER #2 FINAL VERSION</td>
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<td>(Due Monday, March 30, 11:00 p.m.)</td>
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<td>11</td>
<td>3.31</td>
<td>Topic: Welfare and Social Security</td>
<td>Chapter 9, Kraft &amp; Furlong</td>
<td>(1) Quiz #7: Welfare &amp; Social Security,</td>
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<td>(2) Short Answer Assignment #5: Welfare &amp; Social Security Policy,</td>
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<td>(3) Paper Preparation Assignment #7: Outline for Sections 3 &amp; 4 for Final</td>
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<td>Policy Analysis Paper,</td>
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<td>(4) Discussion Response #8: Welfare &amp; Social Security</td>
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<td></td>
<td>(Due Monday, April 6, 11:00 p.m.)</td>
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<td>12</td>
<td>4.7</td>
<td>Topic: Policy Analysis &amp; Policy Choice</td>
<td>Chapter 13 Kraft &amp; Furlong</td>
<td>(1) Quiz #8: Policy Analysis &amp; Policy Choice,</td>
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<td>(2) Discussion Response #9: Policy Analysis &amp; Choice,</td>
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<td>(3) Paper Preparation Assignment #8: Outline Sections 5 &amp; 6 for Final</td>
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<td>Policy Analysis Paper,</td>
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<td>(Due Monday, April 13, 11:00 p.m.)</td>
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<tr>
<td>13</td>
<td>4.14</td>
<td>Topic: Education Policy</td>
<td>Chapter 10 Kraft &amp; Furlong</td>
<td>(1) Quiz #9: Education Policy,</td>
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<td>(2) Discussion Response #10,</td>
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<td>(3) DRAFT POLICY ANALYSIS PAPER</td>
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<td>(Due Monday, April 20 11:00 p.m.)</td>
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<tr>
<td>14</td>
<td>4.21</td>
<td>Topic: Policy Implementation and Evaluation</td>
<td>Theodoulou &amp; Cahn, Chapters 16,</td>
<td>(1) Short Answer Assignment #6: Policy Implementation &amp; Evaluation,</td>
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<td></td>
<td>17, 18, 19</td>
<td>(2) Discussion Response #11: Policy Implementation &amp; Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Due Monday, April 27, 11:00 p.m.)</td>
</tr>
</tbody>
</table>
Course Calendar:

Written assignments (i.e., short papers, policy analysis paper), weekly discussion responses, short answer questions, paper preparation assignments for UST 458 are due on the following dates.

### Written Assignments Draft Due Dates

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Written Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 16, 2009</td>
<td>Short Report #1</td>
</tr>
<tr>
<td>March 9, 2009</td>
<td>Short Report #2</td>
</tr>
<tr>
<td>April 20, 2009</td>
<td>Policy Analysis Paper</td>
</tr>
</tbody>
</table>

### Written Assignments Final Version Due Dates

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Written Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2, 2009</td>
<td>Short Report #1</td>
</tr>
<tr>
<td>March 30, 2009</td>
<td>Short Report #2</td>
</tr>
<tr>
<td>May 8, 2009</td>
<td>Policy Analysis Paper</td>
</tr>
</tbody>
</table>

### Weekly Class Assignments

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Class Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/26, 2/2, 2/9, 2/23, 3/2, 3/30, 4/6, 4/13, 4/20, 5/4,</td>
<td>(10) Weekly Quizzes</td>
</tr>
<tr>
<td>1/26, 2/2, 2/9, 3/14, 4/6, 4/27, 5/4</td>
<td>(7) Short Answer Assignments</td>
</tr>
<tr>
<td>2/2, 2/9, 2/16, 2/23, 3/9, 3/14, 4/6, 4/13</td>
<td>(8) Paper Preparation Assignments</td>
</tr>
</tbody>
</table>
*Chat Room Alternative Assignment

<table>
<thead>
<tr>
<th>Chat Room Schedule</th>
<th>RSVP Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday March 14, 2009</td>
<td>February 24, 2009</td>
</tr>
</tbody>
</table>

*Refer to the course syllabus regarding this assignment

Text Book & Electronic Course Reserve Reading Schedule

<table>
<thead>
<tr>
<th>Reading Schedule</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly as Assigned</td>
<td></td>
</tr>
</tbody>
</table>

APA Style Tips:

Student papers must include documentation of at least five (5) scholarly (i.e., periodicals, government documents, books, Internet sources, etc.). However, the bases of your paper needs to come from scholarly literature and not solely from the Internet. All of your research statements must be documented in the reference section of your paper.

The APA style utilizes in-text citations that refer to a list of sources. The following are a few examples of the APA style:

**In Text Citations:**

1. **Direct Quotations**
   - (A) As Davis (1982) noted,
   - (B) As Berry and Smith (1980) indicated,

2. **Internet Citations within the Text of your Paper:**
   - (A) In the article “Child Care Implementation,” Dr. Smith indicate… (State of Ohio, 2006).
   - (B) According to a report by the United States Census… (U.S. Census, 2004).

3. **Summary or Paraphrase:** Include the author(s) last name and the date either in a single phrase or in parenthesis at the end of the sentence. For example:

**Referencing Citations from the Internet in your Reference Section**

1. **How to Cite Internet Citations in your Reference Section. (Not to be used in the body of your text. ONLY use in REFERENCE SECTION):**
   - Cite material from a web site by giving the web address in parenthesis (http://historyofcleveland.org). If you are referring to the entire site, you do not need a bibliography entry. If you are referring to a specific document from the web site, provide a bibliography entry in the list of references. For example:
Citation Help: For additional help in utilizing APA citations refer to http://www.apa.org/journals/webref.html or go to the CUS library home page virtual reference site and click on the drop down list to citation guides (http://ulib.csuohio.edu/vrd/citations.shtml).

Where to do Research: Two excellent ways to access scholarly periodic literature is on the CSU library home page. From the CSU home page, refer to:

(1) Find articles,
(2) Journals and Subject Portals.

Technical Requirements

You are responsible for managing your technology for this class.

This course requires the use of Blackboard, as well as MS Office or compatible software and Adobe Reader. It may also require the use of multimedia player such as QuickTime or Windows Media Player.

1. TECHNICAL REQUIREMENTS
Review “technical requirements” and “getting started with Blackboard” from the Center for eLearning website. http://www.csuohio.edu/elearning/. In addition to the hardware, operating system, and Internet requirements posted on that page, you will also be required to open various documents such as PDF files and Microsoft Office files including Word, Excel, and PowerPoint files.

- If you don’t have Adobe Reader, download it for free from http://www.adobe.com/products/acrobat/readstep2.html.
- Obtain MS Office, specifically Word, Excel and PowerPoint to open files that will be posted on the Blackboard site. In addition, assignments submitted as attachments should be in Word format. If you have other programs that will open these files, you may use those as long as you are able to work with them. If you are submitting assignments in something other than Word, save them as .txt files or MS Office compatible files. **Do not send files saved as Microsoft Works files or using Vista. You may use the aforementioned programs only if you are able to “save as” .doc or .txt.**

A few options exist if you don’t have the MS Office software:

- As a student, you can buy it at a reduced rate of $65 from the CSU bookstore – a bargain in terms of Microsoft stuff.
- Out of cash? Try downloading Open Office for free. This is an open-source office suite. It will open and read files from MS Office. You can also create files and save them in MS Office format. The interface is very similar to MS Office. http://www.openoffice.org/
2. COURSE ACCESS
Once you are registered for the course via CampusNet, the course will automatically be loaded into your Blackboard account. Course content is typically made available to students one week prior to the beginning of the semester.

➢ **To access Blackboard, point your web browser to**
  http://mycsu.csuohio.edu
  Choose “Blackboard” from the directory to go to the login page.
  -OR-
  http://www.csuohio.edu/elearning/
  Choose “Login to Blackboard/CE6 from the right navigational bar.

➢ **Login using your CSU ID and password.**

3. BROWSER CHECK
Most difficulties encountered by students using Blackboard relate to the Internet browser (Mozilla Firefox, Internet Explorer, etc). To prevent this, be sure to check your browser using Blackboard’s feature for this purpose. From the course homepage, choose the link at the top of the screen, “check browser”. This will step you through the process to ensure that your browser is compatible with Blackboard. You may have to install some applications such as Java (free) if you don’t already have it. The browser check up also requires that you enable java, enable cookies, and disable pop-up blockers for Blackboard sessions. Again, complete the browser check-up and you should be in business. It will save you a lot of grief down the road.

4. STUDENT TUTORIALS
If you are not familiar with using some of the features in Blackboard, you can get tutorials from the Center for eLearning website located at http://www.csuohio.edu/elearning/blackboard/index.htm.
5. CREATING A PROFILE
Once logged into Blackboard, click on “My Settings” from your “My Blackboard” screen.

On the next screen, you will see your profile. Choose “edit profile” to update the information in your profile. Your profile is for ALL your Blackboard classes.
Edit the information in your profile click “save” to save your profile. Add a photo if you wish.
6. NEED HELP?

There are several ways you can get help with technical issues for your e-Learning course. Follow these easy steps whenever you have a technical problem or question. **Note:** If you have a question about assignments, course content, or other course activities, you should direct those questions to your instructor. This guide is intended to provide steps to take for seeking help with technical questions only.

1. Students who need technical assistance should first consult the Ask e-Learning knowledge base ([http://www.csuohio.edu/elearning](http://www.csuohio.edu/elearning)). Students can search the knowledge base for relevant articles and submit general technical support questions. Questions submitted to the Ask e-Learning knowledge base are answered daily during normal business hours. Students can generally expect a response in less than one business day. Questions can be submitted 24 hours a day for response during the next business day.

2. For more urgent or specific problems, students who need technical support can contact the Call Center via phone (216-687-5050), the web, or email call.center@csuohio.edu. For email submissions, please provide your CSU ID number for the fastest response. The Call Center will either resolve the problem or submit a help ticket to the Center for e-Learning. e-Learning students should receive a response to help tickets either next business day for items submitted after 3 p.m. or the same business day for items submitted before 3 p.m.
Submission of Assignments:

This class is being taught entirely on-line, therefore it is imperative students manage their time and develop a work plan for the course to ensure you meet deadlines established for the submission of assignments, and exams. Students’ should:

(1) Prepare and submit all assignments, discussion responses on time utilizing the appropriate tabs located under the course menu found on Blackboard (i.e., assignment, group discussion, etc);

(2) Send all correspondence/questions to the instructor that are not course assignments via Blackboard e-mail;

(3) Submit written assignments (short papers and policy analysis paper), discussion responses, short answer questions, and paper preparation assignments utilizing the appropriate tabs under the course menu via Blackboard.

(4) Log on to Blackboard at least once a week to check for changes, updates and/or additional information relative to the class. Students’ should pay special attention to the announcements and informational e-mails posted for the class. Periodically, the instructor may send e-mails to the class for informational purposes only. The informational e-mails will not require student’s response. For example, students may receive e-mails with subject headers such as: Submission of Assignments: Please Do not Respond to this e-mail. The instructor will use informational only e-mails when the entire class can benefit from having additional information on topics relative to the class.

(5) Written assignments must be submitted as an attachment using Word 2000 only, to the appropriate assignment tab located on the course menu in Blackboard. Written assignments not submitted as an attachment to the appropriate assignment tab will not be accepted.

Blackboard Policies:

Please see the course on Blackboard for changes and/or additional information.

Use of Blackboard Technology in your Workplace: For those of you that have permission to do your class work at your place of employment, keep in mind that may employers have safeguards in place that may prevent you from being able to optimize your use of Blackboard.

How to Submit Discussion Responses & Written Assignments on Blackboard:

Submitting Discussion Responses on Blackboard:

From the course menu in Blackboard, select the discussion tab and type in your discussion response. Do not submit an attachment for your discussion response. If students have problems entering their discussion response, contact the Help Desk.
students are still having a problem, they should notify the instructor before the due date so an alternative submission format can be discussed.

Submiting Written Assignments on Blackboard:

From the course menu in Blackboard, select the assignment tab and follow the directions to attach your assignments under the appropriate tab (i.e., under the assignment tab located on the course menu select appropriate assignment tab i.e., Short Paper #1, Policy Analysis Paper, etc., and attach your paper). Attaching your papers under the assignment tab is just like sending an e-mail attachment. If students have problems attaching their assignment, contact the Help Desk. If students are still having a problem, they should notify the instructor before the due date so an alternative submission format can be discussed.

YOU MUST NAME THE FILE WITH YOUR NAME. YOU MUST INCLUDE A TITLE PAGE, AND PUT YOUR LAST NAME, PAGE NUMBER, AND COURSE NUMBER AND COURSE SECTION ON THE PAGES OF YOUR ASSIGNMENTS IN THE FOOTER OR HEADER ALONGSIDE THE PAGE NUMBER.

For example: (page) #, last name, UST 458, Section 501. Points will be deducted if you do not include a title page, number on your pages, include your last name, and course number in the footer of every page.

Late Assignments:

No late assignments will be accepted without at least two-week prior permission of the instructor. The instructor will only grant permission for the submission of late papers based on extreme circumstances. (Last minute requests for the submission of assignments will only be accepted in cases of extreme emergencies). Excuses such as, “I got behind in my other classes, etc.) will not warrant an extension for the submission of late written assignments, discussion question responses, or the submission of the final exam. Students are expected to complete all assignments on time.

A Word of Warning:

Successful completion of an Internet based class requires students to:

1. Develop a work plan (schedule) for the semester to meet the demands of the course. Once a work plan is developed, students should adhere to the plan.
2. Stay focused.
3. Keep in mind the instructor will not give incompletes for the course, so you should submit papers, etc. on time to avoid penalties.
4. If there is an issue, notify the instructor immediately.
Cleveland State University Important Dates to Remember:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Saturday Class begins</td>
<td>Jan 17</td>
</tr>
<tr>
<td>Martin Luther King Day (University Holiday)</td>
<td>Jan 19</td>
</tr>
<tr>
<td>First Weekday Class</td>
<td>Jan 20</td>
</tr>
<tr>
<td>Last Day to Add (at 8:00 pm)</td>
<td>Jan 23</td>
</tr>
<tr>
<td>Last Day to Drop (at 8:00 pm)</td>
<td>Jan 30</td>
</tr>
<tr>
<td>President's Day (University Holiday)</td>
<td>Feb 16</td>
</tr>
<tr>
<td>Midterm Grades</td>
<td>Mar 2-11</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>Mar 15-22</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>Mar 23</td>
</tr>
<tr>
<td>Last Day to Withdraw (at 8:00 pm)</td>
<td>Apr 3</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>May 8</td>
</tr>
<tr>
<td>Final Exams</td>
<td>May 9-15</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 16</td>
</tr>
<tr>
<td>Spring Incomplete Deadline</td>
<td>Sept 18</td>
</tr>
</tbody>
</table>