

**San Jose State University
MPA Program
Spring 2012
PADM 213: Policy Analysis and Evaluation**

**Mondays, January 30 through May 21, 2012
6:00 pm through 8:45 pm**

INSTRUCTOR: Frances L. Edwards, M.U.P., Ph.D., CEM
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OFFICE: Clark 402-D

OFFICE HOURS: Mondays and Tuesdays 3:30-5:30pm

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EMAIL: sjsupadm213@yahoo.com

SOFTWARE STANDARD: Microsoft Office 2007 or compatible

NOTE: THIS IS A GREEN CLASS

**ALL PAPERS WILL BE SUBMITTED ELECTRONICALLY
THROUGH THIS E-MAIL ADDRESS ONLY! NO HARD COPIES ACCEPTED!!**

COURSE DESCRIPTION:

The course will focus on two aspects of policy analysis and evaluation: the prospective analysis of policies, and the post-implementation evaluation of policies and programs, applying analytical and administrative tools to the solution of public problems. There are two foci: a study of the processes by which policy is formulated, and the research and political tools necessary to assess program effectiveness.

The purpose of public administration is the efficient and effective management of the resources placed in the public trust. The practice of public administration includes the application of political understanding, ethical standards, social science research and statistical tools to the public's business. Since resources available to government are scarce, a critical element in public administration is the determination of the "best use" of these resources for the overall good of the community. On the one hand it is a subjective statement, since the understanding of "best use" will be culture bound, and specific to time and place. On the other hand, there are objective tools that allow competing "uses" to be evaluated in a relatively value-free manner. A combination of objective and subjective methods of evaluation is needed to make informed judgments on most public policy and program evaluation issues.

This course includes information on the techniques of policy analysis, and the application of these techniques to public policy issues and programs. The application portion will include using policy analysis to choose which policies to implement, which programs to fund, which programs to continue, and which policies to change. Various analytical tools will be reviewed, and their value in differing applications will be considered.

METHODS:

This seminar will emphasize students' critical analysis of readings and application of theory to real situations. In addition to readings and class discussion, methods include lectures, case study projects, and document analysis. Class participation is valued because every member of the seminar is a resource to the group's learning. Experience is respected.

LEARNING OBJECTIVES:

Upon completing this course, students should be able to:

- 1) identify and evaluate the major principles of policy analysis;
- 2) understand the terminology used in policy and program evaluation;
- 3) understand intergovernmental relationships as they impact policy making, including constitutional limitations; and
- 4) apply methods for evaluation of a policy or program for a public agency, government department or non-profit organization.

WIRELESS LAPTOP PROGRAM:

The MPA program is part of the University's Wireless Laptop Program. **ALL MPA STUDENTS ARE REQUIRED TO HAVE A WIRELESS LAPTOP FOR USE DURING CLASS.** Financial aid for the purchase of a wireless laptop up to \$2,000 is available to qualified students through FAFSA funding. See the Wireless Laptop Project page at <http://www.sjsu.edu/faso/services/wirelesslaptopproject/> for more information. The MPA director must sign the financial request form before submission.

REQUIRED READING:

***Eugene Bardach, *A Practical Guide for Policy Analysis*, 4th edition, CQ Press, ISBN: 978-1-60871-842-9

City Council Policies, City of San Jose

http://www.sanjoseca.gov/clerk/cp_manual/CPM.asp

Constitutions: United States <http://www.usconstitution.net/const.txt>;

California <http://www.leginfo.ca.gov/const-toc.html> (read Local Government and Spending Limitations sections)

Edwards, Frances, editor. *The Public Manager Forum articles*. 2011. Handout.

** Friedman, Thomas. *Hot, Flat and Crowded*. Farrar, Straus and Giroux, ISBN-13: 978-0-374-16685-4. 2008. (Also available as Kindle)

***Posavac, *Program Evaluation Methods and Case Studies*, 8th edition, Prentiss-Hall, ISBN-13: 978-0-205-80497-9

San Jose City Charter: <http://www.sanjoseca.gov/clerk/charter.asp>

Southern Growth Policies Board, *Results-Oriented Government*,
http://www.southern.org/pubs/pubs_pdfs/rog_guidebook.pdf

***Sylvia & Sylvia, *Program Planning & Evaluation for the Public Manager*,
 Waveland Press, ISBN 1-57766-341-1. 2004.

** = book you may borrow from a library

***= books you are expected to buy. Sources include Spartan Bookstore, Amazon.com, Half.com and similar sites. These books should all be available used.

ACADEMIC INTEGRITY:

Students are expected to be familiar with the University's Academic Integrity Policy. Please review this at http://sa.sjsu.edu/student_conduct. "Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical development."

Instances of academic dishonesty will not be tolerated.

Plagiarism, presenting the work of another as your own, or *the use of another person's ideas without giving proper credit*, will result in a *failing grade (making your continuation in the MPA program unlikely), and sanctions by the University.*

For this class, all assignments are to be completed by the individual student unless otherwise specified.

"If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors." <http://www2.sjsu.edu/senate/S04-12.pdf>.

IF YOU CHEAT, PLAGIARIZE, FAIL TO ATTRIBUTE DIRECTLY COPIED OR PARAPHRASED MATERIAL, BUY A PAPER, USE SOMEONE ELSE'S PAPER, OR IN ANY OTHER WAY VIOLATE THE ACADEMIC INTEGRITY POLICY, YOU WILL FAIL THIS COURSE, regardless of previous standing!

DROPPING AND ADDING:

You are responsible for understanding the policies and procedures about add/drops, academic renewal, and other information found at http://sa.sjsu.edu/student_conduct. You should be aware of the new deadlines and penalties for adding and dropping classes.

RESOURCES:

San Jose State University Library has research tools. One class session will be devoted to an introduction to the research support and literature resources available through the library. All students are expected to be familiar with these research tools, and to access them to support required research activities.

ADA ACCOMMODATION:

It is the goal of this class to be a positive learning experience for every student! If you need course adaptations or accommodations because of a disability, or if you need special accommodations in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

“Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability. <http://www2.sjsu.edu/senate/S05-14.pdf> . Special accommodations for exams require ample notice to the DRC testing office and must be submitted to the instructor well in advance of the exam date.”

LEARNING ASSISTANCE RESOURCE CENTER:

The Learning Assistance Resource Center is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The Learning Assistance Resource Center is located in Room 600 in the Student Services Center on 9th Street.

SJSU WRITING CENTER:

The SJSU Writing Center is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Their writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers.

GRADING COMPONENTS:

Participation in class activities/discussion	15 points
Journal Article	10 points
Project outline/ summary statement	5 points
Project literature review	5 points
Council Policy Review and Presentation	20 points
Project	25 points
Project presentation	10 points
Book executive summary	10 points
Extra credit for joining ASPA www.aspanet.org	5 points
Extra credit for attending the Edwards Lecture and Writing a 2 page summary/reflection paper	5 points

GRADE VALUES:

A+	99 and above
A	93-98
A-	90-92
B+	88-89
B	83-87
B-	80-82
C	75-79
D	70-74
F	69 and below

MAKE-UP POLICY:

Serious personal or dependent family illness that can be documented is the only acceptable excuse for not turning in work on time. If you are ill, you will be given a reasonable extension for submission of missing work. **There are no make-ups for missed presentations.** Incompletes are discouraged and require a written contract.

PARTICIPATION:

Students may be called upon by name to address concepts from the readings. Students should take the time and effort to read the materials when they are assigned, and be prepared to actively participate in discussion of the topics, using both citations of the readings and their own defended views. Regular attendance is expected and will enhance your grade simply because you will have knowledge necessary to pass the test that might not otherwise be available except from class discussion.

JOURNAL ARTICLE PAPER/ PRESENTATION:

A 3 page review written in public report format (sample provided) summarizing and critiquing an article from a professional journal that describes and evaluates a policy or program; presentation of the article to the class (5-7 minutes each). Journals such as *Public Management*, *The Public Manager*, *Western Cities*, and publications of the American Planning Association are good sources for articles. Write

- 1) a summary of the important facts about the community where the program or policy is applied,
- 2) a summary of the policy or program,
- 3) an analysis of its value or success as disclosed by the article, and
- 4) an explanation of the techniques used for the analysis.

A passing grade requires the integration of information from the assigned readings in your analysis. The paper will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the report is presented: clarity, appearance, grammar, spelling, appropriate word choice, "voice".	2
b) The comprehensiveness and care with which the policy or program being analyzed is described.	2
c) The demonstration of understanding of relevant concepts that can be used to explain the topic and its context, impact and policy or program outcomes.	2
d) The quality of <i>analysis linking class discussion and readings</i> to evaluation of the program or policy	2
e) The quality of critical thinking demonstrated in the Analysis section.	2
TOTAL	10

COUNCIL POLICY REVIEW/PRESENTATION:

As a class project we will evaluate some of the City of San Jose's oldest Council policies for relevance to the city's current situation, and make recommendations on keeping, revising or eliminating these policies.

Write a 5 page paper about one of the San Jose City Council policies. Select one policy written or revised before 2000 and evaluate whether it should be changed or eliminated.

- 1) Using information from the City of San Jose website, describe the history of the policy.
- 2) Using information obtained from the Office of the City Clerk, obtain information on the council's legislative intent when the policy was adopted (e.g., check the minutes from the meeting where it was passed).
- 3) Using an analysis tool from Posavac or Sylvia, analyze the policy and its current applicability. Be sure to state which tool you are using.
- 4) Based on your analysis recommend whether to keep, revise or eliminate the policy. If you recommend to revise, provide the changed wording.

In class each student will present his/her policy evaluation. Be prepared to speak about the policy and defend your position for 10 minutes. Make 2 PPT slides to use in your presentation: 1) current policy, 2) proposed action with revised wording, if appropriate.

The paper will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the report is presented: clarity, appearance, grammar, spelling, appropriate word choice, "voice".	3
b) The comprehensiveness and care with which the policy or program being analyzed is described.	4
c) The demonstration of understanding of relevant concepts that can be used to explain the topic and its context, impact and policy or program outcomes.	4
d) The quality of <i>analysis linking class discussion and readings</i> to evaluation of the program or policy	5
e) The quality of critical thinking demonstrated in the Analysis section.	4
TOTAL	20

EXECUTIVE SUMMARY:

Each student will read *Hot, Flat and Crowded*. You will write an executive summary of the book, not to exceed 3 pages. Information on executive summaries is attached below. You may use a graphic presentation method instead of an essay for the executive summary. These methods include mind mapping, captioned photographs, videos and similar techniques.

The executive summary is due as noted in the syllabus. **One cannot achieve a grade of “A” on the summary without relating the book being reviewed to the relevant issues presented in the assigned class readings on program and policy analysis.**

The paper will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the report is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”.	2
b) The comprehensiveness and care with which the policy or program being analyzed is described.	2
c) The demonstration of understanding of relevant concepts that can be used to explain the topic and its context, impact and policy or program outcomes.	2
d) The quality of <i>analysis linking class discussion and readings</i> to evaluation of the program or policy	2
e) The quality of critical thinking demonstrated in the Analysis section.	2
TOTAL	10

STAFF REPORT PROJECT:

Papers must be **15-17 pages** of double-spaced word processed text in Times New Roman 12 point font, **with in-text citations in APA format**. An additional page will contain the list of Sources Consulted *in APA format*. **Papers must be based on at least 10 references (in addition to the textbooks), including at least 3 from peer reviewed professional journals of the last 5 years**, and the rest from appropriate government documents, newspaper reports or other **academically acceptable** sources. **If the topic relates to a local government, access the relevant agenda and meeting minutes at the government's website!**

The topic must be on an aspect of policy or program analysis from the attached list. You will select your topic on the first night of class.

Students must take care that appropriate citations are used. Direct quotations must be so indicated with quotation marks and a specific reference to the page in the source from which it was taken. Ideas from others may be paraphrased and must also be referenced, although quotations marks are inappropriate. It is assumed that you have access to the Schmidt book required during PADM 210 as a reference for your citations. Likewise, it is assumed that you have taken the **Plagiarism Tutorial** during PADM 210, and that you know the rules for citing quotes and paraphrases. If not, take the tutorial available at the SJSU/MLK Library website.

Failure to cite your sources constitutes academic misconduct which carries with it serious sanctions, including a failing grade in this course.

We will spend a part of a class session going over the public report format, which is attached. Sources must be from the literature of the social sciences (peer reviewed journals), government documents, daily newspapers, government websites or credible journalistic websites. **You may not use any wiki, Answers.com, or similar encyclopedia-type websites!** Journal articles are preferable to books for two reasons. 1) The information is more up-to-date and usually more scholarly. 2) Using articles will make your paper writing much easier. Also welcome are citations of current government reports and publications that are available on the Internet.

We will spend one class at the Library learning about their resources for research. The research topics under Political Science at the library's website include guidance on selecting credible sources, including discerning academic journals from popular press materials. http://www.sjlibrary.org/services/literacy/info_comp/articles_scholarly.htm You will be expected to use this guidance in the selection of your resource materials.

Staff Report Outline and Summary

On the date noted, submit the report outline and summary. The outline should be in standard alpha-numeric format. The summary should not exceed 2 paragraphs.

Staff Report Literature Review

On the date noted, submit the literature review as an annotated bibliography. Be sure that you have the right number and type of resources listed: total of 10 academically acceptable sources, of which at least 3 must be peer reviewed journal articles. Be sure to include the relevant staff reports as required.

Staff Report Format Details

The staff report will have the following topic headings typically found in staff reports used as dividing points within the paper:

- **Recommendation:** what action should the local government take? (This is a *brief statement* of 1-2 sentences)
- **Background:** description of issue or program (not to exceed 4 pages)
- **Analysis:** the impacts of this issue in the context of the political situation, community situation, societal concerns, preceding/ existing policies or programs; who were the stakeholders involved in the policy making and how was the balance of power represented in the policy development outcomes so far. The analysis must both support your recommendation and acknowledge all sides of the issue (e.g., opposition, alternatives) (6-8 pages)
- **Budgetary impacts:** costs and benefits of this policy, and how these are reflected in the community's/organization's budget (1-2 pages)
- **Public outreach:** was the public involved in this decision? If so, how? If not, who made it and how was the public informed? Was there a Council presentation or discussion? Was there a vote taken in public? If so, was the voting body split or unanimous? (1-2 pages)
- **Conclusion:** Restatement of your recommendation regarding the city/county's future policy/program **tied to your analysis.** (1 page).

The paper will be evaluated using the following criteria:

Criteria	Point Value
a) The professionalism with which the report is presented: clarity, appearance, grammar, spelling, appropriate word choice, "voice".	4
b) The comprehensiveness and care with which the policy being analyzed is described.	4
c) The demonstration of understanding of relevant concepts that can be used to explain the topic and its context, impact and policy outcomes.	4
d) The quality of <i>analysis linking class discussion and readings to the topic</i>	5
e) The quality of critical thinking demonstrated in the Analysis section.	4
f) The <i>appropriateness of the references selected</i> and the analytical bridge to the paper topic.	4
TOTAL	25

EACH STUDENT WILL WRITE AN INDEPENDENT PAPER

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/30	Introduction Introduction of students, review of syllabus and course expectations. Introduction of the concept of policy development and program development. Selection of topics.
2	2/6 L.O. 3	The Basis of Policy Reading: U.S. Constitution, bring copy, http://www.usconstitution.net/const.txt ; California Constitution, http://www.leginfo.ca.gov/const-toc.html (bring Local Government and Spending Limitations sections) San Jose City Charter. http://www.sanjoseca.gov/clerk/charter.asp Concept of General Law cities. Discussion: Legal constraints on policy making and program development.
3	2/13 L.O. 1,2	PRESENTATION BY FACULTY INTERVIEWEE Policy Evaluation and Program Evaluation Reading: Bardach, all chapters, Posavac, Chapt 1 & 2 Discussion: How are policy evaluation and program evaluation different? Why do policies require proxies? What can you know before implementation? What can you discover after implementation?
4	2/20 L.O. 4	Climate Change: Policy and Programs FRIEDMAN EXECUTIVE SUMMARY DUE Readings: Friedman; Edwards, <i>The Public Manager</i> (TPM) forum Discussion: What policies related to climate change are discussed in Friedman? What programs related to climate change are discussed in Friedman? What policies related to climate change are discussed in TPM? What programs related to climate change are discussed in TPM? How are US approaches different from other nations? What policies and programs are likely to be accepted in the US? What levels of government are likely to adopt which policies and programs?
5	2/27 L.O. 4	Library Resources – Crystal Goldman, Political Science librarian Meet at ML King Information Desk by 5:45pm Discussion: Research using library resources, citing research, plagiarism. Following the class students are encouraged to remain in the library to search for their periodical article on a program for their first papers, and to begin the search for project materials.
6	3/5 L.O. 4	NO CLASS –RESEARCH NIGHT Students will use this night to work on research for the major presentation.

7	3/12 L.O. 1,2,4	Context of Evaluation Reading: Posavac, Chapters 3,4,5, 6; Sylvia, Chapt 1,2,3 Discussion: Why would you evaluate a policy or program? What aspects would you evaluate? When would you evaluate a policy or program? What motivates evaluation?
8	3/19 L.O. 1,2,4	Cost Benefit Analysis Sylvia, Chapt 8; Posavac, Chapt 12 Discussion: How do you determine if a policy or program will be worth its cost? To whom? Why
	3/26/12	NO CLASS – SPRING BREAK
9	4/2 L.O. 1,2,4	Process Evaluations- OUTLINE AND SUMMARY DUE Reading: Posavac, 7; Southern Growth Policies Board; Sylvia, 4&5 Discussion: What processes should be measured? Why? How? What is the benefit to conducting this type of evaluation?
10	4/9 L.O. 1,2,4	Outcome Evaluations- LITERATURE REVIEW DUE Reading: Sylvia, Chapt. 6&7; Posavac, Chapt 8,9,10 Discussion: Why are outcomes important? What types of programs or policies should have outcomes evaluated? How do you differentiate between outcomes and outputs? What are the ethical issues in outcome evaluations?
11	4/16 L.O. 1,2,4	Council Policies Workshop- POLICY PAPER DUE Reading: San Jose City Council Policies http://www.sanjoseca.gov/clerk/cp_manual/CPM_0_1.pdf http://www.sanjoseca.gov/clerk/cp_manual/CPM.asp Discussion: What impact do Council policies have on staff reports? Who knows that these policies exist? Select one policy over 20 years old and evaluate whether it should be changed or eliminated. Be prepared to speak about the policy and defend your position.
12	4/23 L.O. 1,2,4	Applying the Techniques- ARTICLE PAPERS DUE Student Presentation of Article Papers Reading: Posavac, Chapt 13 &14; Sylvia, Chapt. 9
13	4/30 Goal 4	Student Presentations: 1,2
14	5/7 Goal 4	Student Presentations: 3,4,5,
15	5/14 Goal 4	Student Presentations: 6,7,8,
16	5/21	Student Presentations: 9, 10

PADM 213

2012 Project Topics

1. What are Gann limits? How are they related to Prop 13? How do they affect the distribution of state replacement funds to cities? What is the outcome of the Gann limits to San Jose, Santa Clara and Mountain View? Analyze state replacement fund income for 1980, 1990, 2000 and 2010 for each city; compare with the population of each city for the same intervals; and determine the per capita income for each city for the same intervals.
2. Morgan Hill has closed its city hall starting in January 2012, and is considering selling the building. Why has the city's revenue dropped so much? Which revenue streams have been most affected? Compare 2000, 2005 and 2011 for actual income and per capita income. What activities have they stopped that led to closing city hall? What options do they have for increasing their revenues? What options do they have if they cannot raise revenues?
3. What kind of income enhancements should the state undertake to balance the budget and overcome the structural deficit long term? What kinds of new taxes and fees might be used? What are special taxes versus general taxes? Which Propositions affect the ability of state and local governments to raise revenues? According to the Prop 13 and related propositions, which new revenues would need the public's approval? Which would need only a 2/3 vote of the legislature?
4. What is AB 109? What is its legislative intent? What program resulted from it and how does it work? What was the federal involvement in the creation of this program? How is it funded? Where did this funding stream used to go? Who will benefit and who will pay? What has been stopped to fund this program? When and how will the outcomes be evaluated?
5. Should the State propose a change to the Three Strikes Law for felons, restricting it to violent crimes? What is the current law? When was it passed? What was its intent? What is the outcome? How would your recommended changes change the outcome?
6. Should the State change its policy on managing prison inmate activities and transition to try to lower recidivism? Consider the New Jersey and Kansas City models, the need to downsize California state prisons due to federal orders and the need to cut Department of Corrections' burgeoning costs. What is the current outcome? What changes would you recommend based on the New Jersey and Kansas City models? What labor relations issues might be created?
7. What was Measure W on pensions in San Jose? How should San Jose implement the requirements of Measure W? What does the charter say about pensions? What does the San Jose staff report on Measure W say about the city's expected outcome? When will the city's budget begin to benefit from the mandated change? What impact will the early retirements have on the pension fund? What are the tax implications for the City of changing from a defined benefit to a defined contribution program? What legal rights do people currently drawing public pensions have? What other cities have two-tier pension

- systems? Compare pension benefits in San Jose, Santa Clara and Mountain View for a) police and fire personnel and b) other workers currently. Are San Jose's benefits more generous?
8. How does Social Security relate to San Jose's pension program? Can Social Security be part of a two-tier approach? What is the Windfall provision in Social Security? How would this provision impact the Social Security benefits of a current San Jose employee who would earn both Social Security credits in the future and has a public pension from the past? How would the Social Security benefits of a San Jose retiree with Social Security credits from another job compare with the Social Security benefits for someone who earned the same number of credits working only in the private sector?
 9. Analyze the High Speed Rail program in California. Who oversees the program? How has the system been designed? What was the legislative intent? How will it be paid for? What has been the outcome so far? What is the long term implementation plan?
 10. Cupertino recently began a program to replace its current street lights with induction lamps. What are induction lamps? What is the advantage of induction lamps over the types being replaced? Why did they select induction over LED? What is the legislative intent of this program? What did the staff report say? What is the expected outcome? How and when can this outcome be measured?

Spelling and Grammar Guidance

Common Graduate Student Mistakes!!

1. Never use a long word when a short word will do. (George Orwell)
2. Never use “etc.” in a professional paper. It is meaningless. If you want to indicate that your list is only part of a larger potential list, say, “grapes, peaches and pears, *for example*,” or “*among other things*,” or a similar phrase.
3. Use your grammar checker, THEN proof read to be sure you selected the right usage in context.
 - a. Be careful of the “passive voice rule.” It is often appropriate, and if it should be changed to active voice, the suggested wording almost never makes sense.
 - b. Never use “change all” for a grammar rule, as it will lead to odd usages. Just read each suggestion and decide whether to change based on each sentence.
4. Use your spell checker, THEN proof read to be sure you selected the right word in context.
5. Check to be sure you are using the right homonym: Check especially for these four frequently misused sets:
 - a. Their, there
 - b. Right, write, rite, wright
 - c. Sight, site, cite
 - d. Its, it’s
6. Do not use contractions in formal writing unless it is a direct quote: Don’t, Can’t, It’s, Won’t, and all the others!
7. Check on capitalization. A sentence begins with a capital letter, as does a proper name of someone or someplace or an organization. Federal, state, city and local are only capitalized if they start a sentence or are part of a title or proper name. The federal government is not a proper name but the United States Government is, for example.
8. Capitalize at the start of most quotes, even then they are inside a sentence. Here is an example. I went to class and Professor Edwards said, “Do not ever use a contraction when writing for this class.” Titles are only capitalized when they come before a name (Professor Edwards, the professor).
9. If you want to use an abbreviation or acronym (e.g., FEMA), be sure to spell it out the first time you use it. For example, “When James Lee Witt was head of the Federal Emergency Management Agency (FEMA), he came to San Jose. He wanted to show FEMA’s support for Mayor Susan Hammer.”
10. Be careful that you use “then” and “than” properly. “Then” is related to time sequences. For example, I went to school, **then** I took a nap.” A mnemonic that will help you to

remember the right order is that “Then” is related to “Time” and both have an “e”. “Than” is a comparison, such as, “I like cherries more **than** bananas.” Both have “a”.

11. Be careful in using the apostrophe for possessive and plural. For a plural word in English you just add the letter “s” or sometimes “es” or “ies.” **There is no punctuation for plural.** In general, to form a possessive you use “’s”. For example, “my **dog’s** bone.” The only exception is the word “its” which means “belonging to it” but does not take the punctuation. **It’s** means “**it is**,” a contraction, and you do not use contractions in formal writing.
12. In general you do not use commas after prepositional phrases. “In support of his position John gave two examples.” However, if you have several prepositional phrases before the main sentence you may set them off with commas to make it clear what relates to what. “In supporting his team for the finals, John wore a Shark’s shirt to school.”
13. Hyphens are used to join words that modify another word. For example, political-science professor, little-used car, pickled-herring merchant. Without the hyphens it might be hard to tell if the science professor was running for president, the used car was small, or the fish seller was drunk!
14. Abbreviations are only used for titles (Mr., Ms., Dr.) or standard suffixes (Jr., Sr., Ph.D.). States are abbreviated only when using a proper address, not in prose.
15. Numbers: spell out the word for numbers up to two words, and all numbers that begin a sentence (One hundred fifty boys went to school.) Write out the numbers if over 100 (e.g., 101 because that would be “one hundred one”). Always use the numerals for percentages, money, road routes or scientific calculations.
16. Italics within a sentence should be used for titles of works (books, movies, plays, poems, television programs), but not for Bible or Constitution. Italics are also used for foreign words, such as *vis a vis*. Avoid foreign words unless you are very sure you are using them correctly.
17. None and neither are always singular words. They were originally contractions that became their own words – none= no one, not one, and neither = not either one. So, singular verb forms are used with none and neither.
18. The verb agrees with the subject number. “There is one child here.” “There are no children here.” The verb does not agree with the complement. “**None** of the boys **is** going to the game.”
19. Gerunds are always singular. “**Encouraging** good writing **is** important.”
20. Pronouns must match the noun and verb. “The doctors finished their rounds.” “The doctor finished his rounds.” When you do not know the gender, use masculine. Singular generic nouns must take “he” or “she.” Do not use “they” to avoid the gender problem!

Executive Summary (Example)

Author

Title

(Date of publication) City: Publisher

[Main focus of the article or book]

This book points out that recent acts of terrorism in Israel and the surrounding areas have prompted Israeli law makers to change gun laws and loosen requirements to own a pistol.

[2 paragraph summary of the article or book]

Derfner interviewed multiple Israeli citizens, including a Rabbi and an active IDF member to determine whether or not the increase of people owning a gun would add to Israeli safety, or be more detrimental to society. The book provides two main arguments for and against civilian concealed carry and ownership. First, the book looks at the problem of “friendly fire”, a situation where one civilian kills another, believing he is the aggressor or terrorist. Second, the book points out that very few instances of friendly fire exist, while many instances of thwarted attacks have been reported. Derfner looks at both arguments to determine that in the time of increased terrorist activity, friendly fire is a risk many are willing to take in order to protect themselves and their country.

The author came to his conclusion using data and statistics found in documents similar to an American census. He informs the reader of where most Israelis keep their guns, how many gun license applicants there have been over recent years, how much the average pistol costs, and how many Israelis own a gun. The author did use information collected by others in the form of multiple interviews of different related professions.

[Bulleted list of the major points of the book – this is the longest portion of the report]

The major findings in the article include:

- More Israelis are carrying weapons
- The Jewish holy day of Shabbat used to ban weapon carry, but Israeli officials have recently made it legal.
- A minority of Israelis actually own a gun.
- Acts of terrorism have occurred, causing many to apply for a gun license, more than can be processed in one day.
- Even though the risk of friendly fire exists, citizens are willing to take the risk to protect themselves and each other.

[One sentence statement of the book’s conclusion]

The author’s conclusion is that while gun laws were made to be stricter after key incidents in the 1990’s, the loosening of gun regulation and licensing is necessary in order to help Israeli citizens protect themselves.

Article Format

To: Dr. Frances L. Edwards **From:** Your Name
Subject: **Policy or Program Name** **Date:** Month xx, 2012
Journal name and date

BACKGROUND

Facts about the community: location, population, urban/suburban/rural, socio-economic characteristics of the population, economic base.

[Note: if the article does not disclose this, use the Census or another source.]

Facts about the program: what is it?/description, goals, target population, partners, when started, whose idea, other salient facts.

[Note: if the article does not disclose this, go to other sources such as staff reports, or choose another policy or program.]

ANALYSIS

Value or success of the program/policy

Method used to do the analysis and generate this conclusion (tie to readings/lectures), e.g., cost-benefit, outcome evaluation, what?

BUDGET IMPACT

Cost, savings? Long terms benefit? Fiscal impact?

PUBLIC OUTREACH

Was the public involved in the policy/program development? How?

CONCLUSION

Others should replicate? Unique to that community? Some other conclusion?

Student Name
Program Analyst