

San Jose State University Political Science Department Fall 2016

POLS 180: Independent Reading California Water Policy 2 credits

INSTRUCTOR: Frances L. Edwards, M.U.P., Ph.D., CEM
Professor, Political Science

OFFICE: Clark Hall 447

OFFICE HOURS: Mondays 10:30-11:30 am and 3:30-5:30pm

OFFICE PHONE: (408) 924-5559 (only during office hours; please do not leave a message)

EMAIL: Sjsupols184@yahoo.com

SOFTWARE STANDARD: Microsoft Office 2013 or compatible: Word, Excel, PowerPoint

NOTE: THIS IS A GREEN CLASS
ALL PAPERS WILL BE SUBMITTED ELECTRONICALLY
THROUGH E-MAIL ONLY! NO HARD COPIES ACCEPTED!!

Course Description:

- This course is intended as an opportunity for a student to explore a single topic in depth. This semester's focus is international, national and California water policy as implemented in selected nations and states in the early 21st century.

Topics for consideration will include making water policy at the state and local levels, agencies responsible for making and implementing water policy, and future implications of California water policy.

- This course uses a reading, critical thinking and writing format emphasizing students' critical analysis of readings, and application of theory to real situations.
 - *Case studies* allow students to examine real world events and apply the foundation information and theories to those events.

Course Goals and Student Learning Objectives

GOAL: To provide a learning opportunity for students developing their critical thinking and writing skills by studying a specific policy challenge.

OBJECTIVES:

1. Ensure that the student can research, cite and write reports for public and non-profit agencies. This is assessed through the written assignments.
2. Ensure that the student can understand public policy and analyze specific issues from water policy. This is assessed through the written assignments.

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

- LO1 Evaluate a public policy
- LO2 Conduct topic analysis at the graduate level
- LO3 Analyze, synthesize, think critically, solve problems and make decisions regarding public policy, as demonstrated in the water topic paper.
- a. Writes clear, concise report on public policy issue
 - b. Communicates effectively in writing: prepares clear, concise and well-organized written materials tailored to the audience's level of expertise and needs, as demonstrated in the final topic report.

Course Expectations:

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week) for preparation/studying or course related activities including but not limited to reading, individual research, and consultations with the professor.

The tentative course calendar is included in this syllabus, including assignment due dates, This schedule is subject to change with reasonable notice.

Methods:

- Methods include independent reading of textbooks and other assigned materials, document analysis, and two analytical book reports.

Required Readings:

Gerston, L.N.(2010). *Public Policy Making: Process and Principles, 3rd edition*. Armonk, NY: M.E. Sharpe.

Fishman, C. (2011). *The Big Thirst*. New York, NY: Free Press. ISBN 978-1-4391-0208-4.

These have not been ordered through the bookstore due to the small size of the class. The books should all be available used from Amazon. Note that Amazon has free second day shipping for students if you sign up at their website for books bought from Amazon itself.

Library Liaison:

Kauppila, Paul

paul.kauppila@sjsu.edu

If you would like a refresher course in the library's resources, please contact me for dates when I am taking other classes and arrange to join one of those presentations.

Recording and Sharing Limitations:

Common courtesy and professional behavior dictate that you notify someone when you are recording him or her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your **private, study purposes only**. The recordings are the **intellectual property of the instructor**; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without her approval. You may not publicly share or upload instructor generated material for this course such as exam PowerPoint shows without the specific written instructor consent.

Dropping and Adding:

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, and related rules. Information on add/drops is available at

<http://www.sjsu.edu/advising/faq/index.htm#add>

Information about late drop is available at

<http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

University Policies:

Academic integrity

Students should know the University's Academic Integrity Policy that is available at

http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf

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. The website for Student Conduct and Ethical Development is available at

http://www.sa.sjsu.edu/judicial_affairs/index.html

Instances of academic dishonesty will not be tolerated. Cheating on exams or 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 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.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements 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 the DRC (Disability Resource Center) to establish a record of their disability.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It 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 LARC website is located at <http://www.sjsu.edu/larc/>

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our 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. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/>

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required.

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. Incompletes are discouraged.

Grading Components:

Plagiarism quiz	10 points
Gerston summary	45 points
Fishman Book Report	45 points
Total	100 points

Grade Values:

A+	98 and above	B	82-87	D	70-74
A	92-97	B-	80-81	F	69 and below
A-	90-91	C+	78-79		
B+	88-89	C	75-77		

Plagiarism tutorial:

All students must complete the **Plagiarism Tutorial on the library's website at <http://library.sjsu.edu/video/plagiarism-graduate-level>** Through this activity you will learn the SJSU rules regarding the use of quotations, paraphrases and citations. You will be expected to **know this material and apply it throughout the rest of the MPA program**. When you have finished, you will receive a grade from the library's automated system, which you may cut and paste and e-mail to me by the due date. All students must pass the tutorial with a **grade of 80 or better**, or re-take it.

Policy Book Report:

Each student will read Gerston and write a 5 page report, single spaced, Times New Roman 12 pt. type. Summarize the main points in each chapter, then write several paragraphs on how this information would help you evaluate water policy implementation and proposals for future activities in California. Write a one paragraph conclusion.

The policy book report will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the summary is presented: clarity, appearance, grammar, spelling, appropriate word choice, "voice"; citations are correct.	10
b) The comprehensiveness and care with which the report describes the main points of the book.	20
c) The quality of critical thinking demonstrated in the selection of the main points and the conclusion.	15
TOTAL	45

Water Topical Book Report:

Each student will read *The Big Thirst*, and write a 6-page book report, single spaced, Times New Roman 12 pt. type. **One cannot achieve a grade of "A" on the book report without relating the book to the relevant issues presented in the Gerston policy textbook readings.** The book report is due on the date noted in the syllabus.

The book report contents will be as follows:

1 paragraph introduction to the topic.

3 page summary of the main factual information provided in the book as it related to making water policy.

2 page analysis of the major water policy issues described in the book

½ page summary of the value of this book for understanding contemporary water policy issues in California, including current drought policy

The executive summary paper will be evaluated using the following criteria:

Criteria	Points
d) The professionalism with which the summary is presented: clarity, appearance, grammar, spelling, appropriate word choice, "voice"; citations are correct.	10

e) The comprehensiveness and care with which the report describes the main points of the book.	10
f) The appropriate application of concepts from <i>public policy readings to the summary</i> .	15
g) The quality of critical thinking demonstrated in the report.	10
TOTAL	45

Schedule

September 14, 2016

Policy book report due

November 15, 2016

Big Thirst book report due

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 when 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 over 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 numbers 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.” When you do not know the gender, use masculine. “The doctor finished his rounds.” Singular generic nouns must take “he” or “she.” Do not use “they” to avoid the gender problem!

