

: Advanced Seminar in Public Administration
Mondays, August 27 Ì December 17, 2018
6:00 pm through 8:45 pm
Clark Hall 306

INSTRUCTOR: Frances L. Edwards, M.U.P., Ph.D., CEM
<http://www.sjsu.edu/people/frances.edwards/>
OFFICE: Clark 447
OFFICE HOURS: Mondays and Tuesdays, 4:00-5:30 pm

Revised 7/18/18

COURSE GOALS AND STUDENT LEARNING OUTCOMES:

GOAL: To provide MPA students with an opportunity to practice research skills, develop a completed prospectus and practice peer review and team work.

OBJECTIVES:

1. Ensure that the student can research, cite and write reports for public and non-profit agencies. This is assessed through the project and the final prospectus, including citations and resource list.
2. Ensure that the student can conduct peer review and respond positively to peer review, including effective revision of work. This is assessed through the project and the quality of the final prospectus.
3. Ensure that the student can work effectively on a team, providing mutual support of research and creative work for colleagues. This is assessed through the evolution of the project drafts and final prospectus.

COURSE CONTENT LEARNING OUTCOMES

Upon completing this course, students should be able to:

LO1. Identify and evaluate the major factors in resolving a real world government

of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week, with 3 of the hours used for lecture in a 3 unit course) for instruction or preparation/studying or course related activities including but not limited to small group consultations, meeting attendance, or other practical applications of student learning as described in the syllabus.

The tentative course calendar is included in this sy

DROPPING AND ADDING:

You are responsible for understanding the policies and procedures about add/drops,

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 provided by the presenters 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 complete the prospectus that might not otherwise be available except from class discussion.

e) The quality of critical thinking used to revise the question	2
TOTAL	10

IRB CERTIFICATION

Go to <http://www.sjsu.edu/research/irb/irb-researcher-training/index.html>

websites, or self-published books! 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 government agency internet sites, and publications from balanced think tanks like Public Policy Institute of California, Brookings, and National Academies.

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://library.sjsu.edu/video/finding-scholarly-peer-reviewed-articles> You will be expected to use this guidance in the selection of your resource materials. There are also a number of tutorials on research at the library's website that may be helpful. <http://library.sjsu.edu/tutorials/online-tutorials>

PROSPECTUS RESEARCH QUESTION AND LITERATURE REVIEW

On the date noted, submit the research question in acceptable format and the literature review as a **well-written essay** on your topic. Be sure that you have the right number and type of resources listed: total of at least 20 academically acceptable sources, of which at least 3 must be relevant peer reviewed journal articles. Be sure to include the relevant staff reports as required. Use the Hart book and materials on literature reviews provided as a guide to the development of yours.

The paper will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the essay is presented: clarity, appearance, grammar, spelling, appropriate word choice, "voice".	2
b) The comprehensiveness and care with which the research question is crafted.	2
c) The demonstration of understanding of the topic leading to the selection of appropriate sources and the creation of an essay that explains the context and current research related to it	4
d) At least 3 peer reviewed articles	1
e) At least 20 appropriate sources	1

f) The appropriateness of the Methodology selected	3
g) The comprehensiveness and care with which the list of items for the Methodology is crafted: e.g. appropriate surveys, interviews, data collection activities, reasonable sources..	5
h) The demonstration of understanding of the topic leading to the selection of appropriate IRB elements.	4
TOTAL	15

Final Prospectus

Note: This schedule may be changed with reasonable notice.		
Week	Date	Class Plan
1	8/27	Introduction Introduction of students, review of syllabus and course expectations. Purpose of PADM 297. Good writing questions- review of common mistakes. How does a team work in a public agency? What is “peer review” of papers? How is that not plagiarism? Draw presentation number. Form five study groups.
2	9/10	Prospectus Development Presentation on the prospectus, its segments, finding a topic. How do you create a research plan? How and when do you create your research question? How do you begin a literature review? Part Two: Study Group Meeting Informal discussion of possible research questions
3	9/17	Library Resources – Paul Kaupilla, Political Science librarian Plagiarism tutorial scores due – if you took it before, send me an e-mail with the class and semester of your passing score. Meet at ML King Library, Room 217 Discussion: Research using library resources, citing research including electronic lists, plagiarism. (approximately 1 hour) Part Two: Research Students are encouraged to remain in the library to search for the research materials on the research questions they will write about.
4	9/24	IRB – IRB Certifications Due What is IRB? Why do we have IRB? Review of forms and protocols. Discuss IRB paperwork; review exclusion or exemption form Part Two: Study Group Meeting Informal discussion of research presentation challenges
5	10/1	Readings on pensions sent via e-mail. San Jose’s Pension Crisis – an in-class case discussion.
6	10/8	No class. Research groups meet to discuss research questions and presentations.
7	10/15	Research questions 1, 2, 3,4,5 First 5 research questions presented in class
8	10/22	RESEARCH QUESTION AND LIT REVIEW DUE Research questions 6,7,8, 9, 10 Next 5 research questions presented in class
9	10/29	Research questions 11, 12, 13, 14, 15 Next 5 research questions presented in class
10	11/5	METHODOLOGY/OUTLINES DUE Research questions 16, 17, 18, 19, 20 Last 5 research questions presented in class

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.

Research Question Report Format

To: Dr. Frances L. Edwards **From:** Your Name

Subject: **Topic in a few words** **Date:** Assigned due date

RECOMMENDATION

One sentence that summarizes your research question.

BACKGROUND

- a. Why did you select this topic?
- b. What kind of work has been done in this area before? By whom?
- c. What is the value of this research? To whom?
- d. What kind of data do you need to answer your question?
- e. Where will you get, collect or select your data?

ANALYSIS/DISCUSSION

- a. Reaction to the topic – feasibility, value
- b. Suggestions for reforming the question.
- c. Suggestions regarding the kind of data
- d. Their suggestions regarding sources of data.