

Oglala Lakota College
Humanities and Social Science Department
Course Syllabus
Spring 2016

Rebuilding the Lakota Nation through Education
Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo



Course Number and Name: POLS 343 Government Administration

Credit Hours: Three

Class Section: 23

Class Location: He Sapa College Center

Day/Time of Class: Monday 1:00 – 4:00

Instructor: Liliias Jarding

Phone(s): (605) 787-2872

Office Hours: Monday 12:00 – 1:00 and by
appointment

E-mail: ljarding@olc.edu

Required Text(s) and Materials:

Kettl, Donald F. 2015. *Politics of the Administrative Process*, 6th ed. Thousand Oaks, CA.: CQ Press.
Be sure to get the **Sixth** Edition.

See Department Specific Policies for More Information on Course Materials.

Prerequisites: English 113 with a “C” or better

Humanities and Social Science Department Vision Statement:

To produce graduates who will become leaders in their chosen field and help rebuild the Lakota nation through education.

Humanities and Social Science Department Mission Statement:

The mission of the Humanities and Social Science Department is to provide programs that ensure that students have the opportunity to learn about Oglala and world cultures, art, histories, and literature while integrating cultural aspects of Wolakolkiciyapi. Our programs equip students with general degree area knowledge, critical thinking, writing and communication.

Course Description: This course uses contemporary public administration literature, public management cases, and simulations to introduce students to the theory and practice of administration of government programs. Students work as a team to resolve issues and problems common to the public service environment.

Course Goal: To gain an introduction to the theory and practice of the administration of government programs and to the research and analysis that support public administration.

Course Rationale: Government is the largest employer on the Pine Ridge Reservation and in many other communities, and a high percentage of OLC graduates will spend at least part of their careers working in government or federally-funded programs. This is an upper division Social Science course appropriate for majors in the Humanities and Social Science and for other students who plan to work in government settings or government-funded programs. This course will provide you with a basis of public administration knowledge and skills that you can apply in future employment and study.

General Education Outcomes: Upon completion of a degree program, the student should be able to:

1. Apply cultural values in a learning atmosphere.
2. Communicate effectively in writing using both Lakota and English.
3. Demonstrate oral communication skills in both Lakota and English.
4. Apply quantitative analytical skills.
5. Examine concepts and theories across multiple contexts and disciplines.
6. Critically review resource material.
7. Develop ideas to address contemporary issues.
8. Critically examine sovereignty.
9. Demonstrate proficiency in the use of standard computer technologies.
10. Examine the importance of diversity.
11. Examine the contexts of Lakota social organizations, communities and global networks.

Social Science Program Learning Outcomes (PLOs): Students who complete the B.A. in Social Science will be able to:

1. Demonstrate leadership qualities by holding leadership positions in their community.
2. Use social science perspectives to interpret, analyze, and evaluate societal and individual issues.
3. Design and complete small social science research projects.
4. Express an awareness of their own biases and provide in-depth examples of diverse human experiences.
5. Interpret organizational processes and interactions and their influences on communities.

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

Course Student Learning Outcomes:	PLOs	General Education Outcomes
Describe the theory, actors, institutions, processes, and practical problems involved in the operation of government agencies.	2, 5	1, 2, 3, 5, 10, 11
Critically analyze public policy and agencies at the tribal, federal, and state levels.	2, 4, 5	1, 2, 3, 5, 6, 7, 8, 10, 11
Design solutions and work to resolve government administration problems.	1, 2, 4, 5	1, 2, 3, 5, 6, 7, 10, 11
Use social science research, writing, and	1, 2, 3, 4,	1, 2, 3, 5, 6, 7, 8, 10, 11

speaking skills.	5	
Apply the information gained in this course to activities related to government administration.	1, 2, 4, 5	1, 2, 3, 5, 6, 7, 8, 10, 11

Instructional Methodology: The course content will be conveyed by means of lectures, discussions, in-class exercises, research, a video, and short papers.

Lakota Perspective: The Lakota perspective will be used and developed in a reflective manner throughout this course. By embracing traditional Lakota Virtues such as **Waohola** (respect), **Wayuonihan** (honor), **Wacantognake** (generosity), **Woohitika** (bravery), **Wacintanka** (perseverance), **Cante Was’ake** (fortitude), and **Woksape** (wisdom) we will create a classroom environment that develops the whole person. We will do this by embracing the teaching of our ancestors as we learn new ways.

Expectations of Students: Because OLC offers classes in three-hour blocks once per week, (for everyone’s travel convenience), if you are absent from one OLC class session, it’s like missing three classes at another college.

- Unannounced quizzes and graded in-class exercises will be given; content can include any course material assigned, up to and including the current session.
- Your homework assignments must be turned in on the dates due to get full credit.
- You are expected to participate in class discussion; this provides evidence of your interest in and preparation for the class. It also helps gauge the effectiveness of the instruction and everyone’s level of comprehension of the material presented. Most importantly, fellow class members benefit from your opinions and insights; in addition, the questions you ask may be about the same topic with which other students are having difficulty, so by helping yourself you also help them.

Homework: Each student should plan to spend two to three hours out of class on reading and homework assignments each week for every hour of class time (each credit hour), in order to perform satisfactorily. Therefore, if a class is three credit hours, you should spend approximately six to nine hours outside of the classroom on required readings and homework. However, every student differs in their individual skills, educational background, experience, and personal goals, so the amount of time you must dedicate to out-of-class work can vary.

Reading and Writing Expectations: Reading will include approximately one chapter per week, plus supplemental material as assigned. This course has high writing requirements. Students will write nine weekly reading reports, three short case study assignments, and a research and case study paper. The midterm will be a take-home essay examination. In addition, the final examination will include essay tasks.

Assessment: Formative assessments are imbedded into course teaching and learning activities. Summative assessments may include traditional quizzes and exams at the discretion of the instructor. Grading rubrics for assignments are attached to this syllabus.

Evaluation and Grading:

<p><i>In-Class Participation</i> Class participation is critical to this course. Students will be graded both on how often they participate in in-class activities and the quality of their participation. Merely being present does not equal participation. Guidelines on class participation are available on the evaluation rubric that is attached to this. You will receive four participation grades during the semester, with a written explanation. Each participation grade is worth a possible 25 points.</p>	<p>100 points (20% of grade)</p>
<p><i>Weekly Reading Reports</i> Students will complete 13 weekly reading reports. Each report is worth a possible ten points. The paper must include all readings assigned for that week and is due at the beginning of class on the day the reading is assigned. Late papers will not be accepted, unless the student has an excused absence for the class. See the evaluation rubric for short papers, attached to this syllabus, for information on how this assignment will be evaluated. More information on this assignment can be found below.</p>	<p>130 points (26%)</p>
<p><i>Short Case Studies</i> Students will complete three short case study activities, due on the dates shown on the “Assignments” column of the Course Outline. Each assignment worth ten points and is in the instructor’s webfolder. These will involve reading a case study and responding to questions. The case studies are large files and take time to download. Please be patient. Late short case studies will not be accepted, unless the student has an excused absence for the class. See the evaluation rubric for short papers, attached to this syllabus, for information on how this assignment will be evaluated.</p>	<p>30 points (6%)</p>
<p><i>Administrative Case Study</i> Students will complete a research and case study paper of approximately 12 pages about a local government administration issue. The full assignment and the evaluation rubric for this paper are attached to this syllabus.</p>	<p>80 points (16%)</p>
<p><i>Presentation of Research Results</i> Each student will present the results of their Case Study to the full class on the date it is due. This will be a ten- to fifteen-minute presentation using Power Point. The full assignment and the evaluation rubric for this presentation are attached to this syllabus.</p>	<p>30 points (6%)</p>
<p><i>Midterm (Weeks 6-7) and Final Examinations (Week 15)</i> The Midterm will be a typed take-home, essay examination.</p> <p>The Final will measure students’ understanding of the basic concepts of Government Administration practice and theory. It will be completed during the last class period and will consist of essay</p>	<p>60 points (12%)</p> <p>70 points (14%)</p>

<p>questions. The final exam will cover the entire course, with an emphasis on the second half of the course. No make-ups can be scheduled for the Final Examination.</p> <p>See the evaluation rubric that is attached to this syllabus for more information on evaluation of exams.</p>	
<p><i>Extra Credit Options</i></p> <p>The instructor may or may not provide opportunities for extra credit. Students are encouraged to do their assignments and turn them in on time, rather than hoping to redeem their grades through extra credit assignments.</p>	
TOTAL	500 points (100%)

Grading Scale:

- 90% - 100% = A
- 80% - 89% = B
- 70% - 79% = C
- 60% - 69% = D
- 0% - 59% = F

A = Superior Quality Work: Mastery of course content at the highest level of attainment. The grade A indicates a student shows comprehensive knowledge and understanding of the subject matter. The student has demonstrated outstanding promise in discipline under study by scoring 90% or higher on course assignments.

B = Good Quality Work: Strong performance at a high level of attainment. The grade B indicates a student shows moderately broad knowledge and solid understanding of the subject matter. The student has demonstrated promise in the discipline under study by scoring 80-89% on course assignments.

C = Satisfactory Quality Work: Adequate, but not solid, level of attainment of course content. The grade C indicates a student shows reasonable knowledge and understanding of subject matter. By scoring 70-79% on course assignments, the student may continue to study in the discipline with reasonable hope of continued progress.

D = Marginal Quality Work: Minimal level of attainment of course content. The grade D indicates a student shows minimal knowledge and understanding of subject matter. By scoring 60-69% on course assignments, the student has not demonstrated prospective growth in the discipline.

F = Unacceptable: Almost no attainment of course content. The grade F indicates a student shows an unacceptable low level of knowledge and understanding of subject matter. By scoring 59% or below, the student has not demonstrated the growth necessary for further study in the discipline.

Graded Assignments:

Keep all graded assignments until after final grades have been entered. This allows you to show that your work was completed, even if computer software crashes or mistakes are made in grade entry.

Oglala Lakota College Policies:

http://www.olc.edu/local_links/registrar/docs/student_handbook.pdf

All policies regarding students are fully disclosed in the Oglala Lakota College Student Handbook which may be accessed at the above link. Summaries of the most relevant policies regarding this course are summarized below but it is recommended that students review the full policies in the Handbook.

Disability Policy (85-600)

Oglala Lakota College recognizes physical and mental disabilities that include mobility, sensory, health, psychological, and learning disabilities, and provides reasonable accommodations and/or referrals once the disability is adequately documented. While OLC's legal obligations only extend to disabilities of a substantial and long-term nature, it is also the College's practice to honor reasonable requests for accommodations and/or referrals for temporary disabilities such as physical injury, illness, or complicated pregnancy. The purpose of the provided accommodations is to ensure students with disabilities equal access to education.

Student's Responsibility: It is the responsibility of the student to make his or her disability and needs known in a timely fashion by submitting an application for service to the Coordinator of Student Affairs and to provide appropriate documentation and evaluations to support the accommodations the student requests. The student should also notify instructors at the beginning of the semester.

Please contact the Coordinator of Student Affairs at 455-6083 if you have any questions regarding the application for service process including what documentation is needed and contact information for evaluation services.

Academic Freedom (76-100)

Academic freedom is the absence of restrictions placed upon the spirit of investigation, free inquiry and open discussion. In this spirit, the instructor exercises a professional judgment to select and interpret ideas, and the student has the right to challenge ideas and interpretations.

Academic Dishonesty (76-300)

Academic dishonesty is the taking of an examination or the preparation of papers for credit wherein the student knowingly represents the work of another as his/her own; and/or knowingly breaks stated examination rules. A student may be expelled and barred from further classes upon proof in a hearing set up by the Vice President for Instruction.

Dropping / Adding Courses (81-300)

If a student discontinues a subject and fails to allow the prescribed procedure for dropping a course, it may be recorded on his/her permanent record as an "F." It is the student's responsibility to verify that their online schedule shows that the course is officially dropped.

If a class is dropped after the second week, the student will be liable for the total cost of the tuition.

Attendance Policy (81-350)

If a student wishes to be excused from a class, it is the student's responsibility to clear the absence with the instructor. At that time the student must arrange for a make-up assignment. However, an excused absence is the same as an absence until the student has completed work equivalent to being in class within one week of the absence. Once the make-up assignment is completed, the instructor may change

the absent to present depending on the circumstance and quality of work. This will only apply to no more than two absences.

A student will be dropped from a course after three consecutive absences or after five total absences by the Registrar.

Tardiness Policy (81-370)

A student shall be considered tardy for class, if he/she arrives late for class, but during the first hour of the class. A student arriving later than this may be marked absent.

If an instructor is late for a class, students must wait for one-half hour. After this time, the class will be considered cancelled for that week and must be made up.

Standards of Conduct (86-300)

OLC students will abide by the standards of conduct while on college premises. Every student has the right to a safe learning environment. To ensure this safety, acts of misconduct are subject to disciplinary action. Acts of misconduct include a) any actual or threatened physical violence; b) gross disorderly conduct; c) verbal abuse or harassment; d) vandalism of OLC premises; e) attending classes under the influence of alcohol or drugs; f) failure to properly supervise children on college premises; g) any other student conduct that causes a disruption in classes or business transactions on college premises; and h) failure to abide by the College's Gun-Free/Weapon-free Policy.

Computer Account and Network Policy (93-500)

Oglala Lakota College network access may be used to improve learning and teaching consistent with the educational mission of OLC. OLC expects legal, ethical and efficient use of the network. All OLC network account usage is subject to examination or investigation as needed without prior notification or consent of the user. The use of the information system is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges.

Forgery of e-mail messages, reading, deleting, copying, or modifying the e-mail of other users, and sending unsolicited junk e-mail or e-mail chain letters are prohibited.

Department Specific Policies:

Online Materials: Course materials are available online in Dr. Jarding's webfolder. The webfolder address is www.olc.edu/~ljarding/webfolder/. To access a document in the webfolder, go to the url and click on the name of your course. Then click on the name of the document you wish to view. Use a left click to view and read the document online. To print the reading, you must download the reading to your own computer or flash drive -- **right**-click the file name and choose the "Save As" option.

Needed Supplies: Students will need to use a notebook for class notes and assignments. **All assignments are to be typed**, except those completed during class. Please use a black or blue pen for in-class assignments. Bring the reading materials that are being covered to class each week.

Expectations:

Being respectful in this class includes:

- Students and instructor arrive on time and stay through the whole class period.
- If students or instructor cannot come to class, they let each other know in advance

- Students pay attention when another student or the instructor is talking (including **no cell phones, texting, side conversations, laptops**, etc.). Cell phones must be left in the car or turned all the way off and placed in a bag or pocket, in line with College Center and instructor policies.
- The instructor will value the students' contributions
- The instructor will incorporate a Lakota perspective as much as possible
- Students and the instructor will **be prepared for each class session**, so that class time can be used as productively as possible
- The Social Sciences focus on valuing different interpretations of information. Students are strongly encouraged to develop and voice their own opinions, and students and the instructor will respect all opinions.

Communication:

Students will use OLC e-mail for this class and are expected to check their e-mail **at least twice a week**. You are responsible for all information the instructor sends to you via e-mail. You may also need to download some course materials through the course webfolder (see above). If class is cancelled for any reason, the instructor will call the college center, and an e-mail will be sent to all students, if at all possible.

Attendance and Make-Up Policy:

Students who miss more than an hour of class -- who arrive more than an hour late, or leave more than an hour before class ends, or miss an hour total -- will be counted as absent.

A student has one week to turn in documentation for an absence. Documentation is required if a student misses a test or other in-class assignment and wants to take it at a later date. See your instructor for information on what type of documentation is required. No make-ups can be scheduled for the final examination. The final examination will only be given on the date listed on the syllabus.

Midterm Grades:

All work turned in by the time midterm grades are issued through Jenzabar will be counted toward a student's midterm grade. Students who are earning a D or an F in the course at that time will be considered "failing" for purposes of midterm grades.

Grade Change and Incomplete Policies:

No work is accepted after the grades are submitted, and **grades will not be changed after they are submitted**. This instructor does not give any incompletes.

Academic Integrity:

Students are expected to avoid both the act and the appearance of plagiarism, cheating, and academic dishonesty, as defined above. Exams and assignments must be your own work. Proper APA form citation must be used for **any information or concepts** that are taken from another author. The instructor will return work to the student without grading it, if proper citation is not provided in both the body of the paper (in-text citation) and the Reference List.

Unintentional plagiarism is just as unacceptable as intentional plagiarism. It is **never okay** to cut and paste text from another source into your paper without proper citation. Students need to cite authors not

only when they use another author’s exact words, but also when they paraphrase or just refer to someone else’s ideas.

Satisfactory Academic Progress:

Please see the Satisfactory Academic Progress Policy in your OLC Handbook. It is important for you to be aware of these requirements to receive Financial Aid. Among other things, dropping a class after the second week of the course or dropping all your courses for a semester impacts your financial aid.

Course Outline and Assignments:

<i>Date</i>	<i>Objectives by Chapter</i>	<i>Assignments</i>
Oko Wanci January 18, 2016	Introduction <ul style="list-style-type: none"> • Overview of the field of public administration • Identify potential Case Study paper topics 	
Oko Nunpa January 25, 2016	Accountability <ul style="list-style-type: none"> • Define accountability in the government administration context • Explain the politics-administration dichotomy • Explain the issues involved in administrative ethics • Identify the tools modern governments use to meet their goals 	<ul style="list-style-type: none"> • Read Chapter 1 prior to class • Read pages 34-41 prior to class • Weekly Reading Report due in class
Oko Yamni February 1, 2016	Public Administration <ul style="list-style-type: none"> • Explain the differences between public and private administration • Explain the difference between policy execution and policy formation • Provide an overview of the history of public administration • Use video to discuss the nature of public administration and administrative ethics Research Paper Citation <ul style="list-style-type: none"> • Identify situations in which citation is needed • Be able to identify and avoid plagiarism 	<ul style="list-style-type: none"> • Read Chapter 3 prior to class • Weekly Reading Report due in class • View <i>Thunderheart</i> in class
Oko Topa February 8, 2016	Organizational Theory <ul style="list-style-type: none"> • Identify the basic characteristics of large organizations • Explain the major theoretical approaches to organizational theory • Use case studies to discuss organizational theory Research Methods <ul style="list-style-type: none"> • Become familiar with research methods appropriate to public administration case studies 	<ul style="list-style-type: none"> • Read Chapter 4 prior to class • Read “The Worst Federal Agency” at www.usnews.com/usnews/news/articles/941128/archive_012160.htm • Bring APA Citation Handout to class (in webfolder – it is slow to download – be patient)

	<ul style="list-style-type: none"> • Demonstrate familiarity with OLC online library resources <p>APA Citation</p> <ul style="list-style-type: none"> • Demonstrate the ability to use APA citation 	<ul style="list-style-type: none"> • Weekly Reading Report due in class
Okon Zaptan February 15, 2016	<p>Executive Branch</p> <ul style="list-style-type: none"> • Identify and define the different components of the executive branch • Explain some of the problems faced by executive branch leaders • Use case studies to discuss issues involving the executive branch <p>Interviewing</p> <ul style="list-style-type: none"> • Become familiar with interviewing techniques appropriate to public administration research <p>Writing</p> <ul style="list-style-type: none"> • Demonstrate ability to use the ABCs of memo writing • Use “The Administrative Memo” short case study to discuss completion of an effective memorandum 	<ul style="list-style-type: none"> • Read Chapter 5 prior to class • Complete “The Administrative Memo” short case study • Weekly Reading Report due in class
Okon Sakpe February 22, 2016	<p>Organization Problems</p> <ul style="list-style-type: none"> • Demonstrate understanding of common government organization problems using case studies • Explain the issues involved in attempts to reorganize government agencies <p>APA Citation</p> <ul style="list-style-type: none"> • Demonstrate the ability to use APA citation 	<ul style="list-style-type: none"> • Read Chapter 6 prior to class • Read Jones and Stout – Nepotism before class (in instructor’s webfolder) • Case Study topic paper due • Bring APA Citation handout to class • Weekly Reading Report due in class
Okon Sakowin February 29, 2016	<p>Administrative Reform</p> <ul style="list-style-type: none"> • Demonstrate understanding of common theories of administrative reform using case studies • Explain issues involving administrative reform in nations other than the United States 	<ul style="list-style-type: none"> • POTLUCK • Read Chapter 7 prior to class • Complete “Designing Organizations” short case study prior to class • Midterm handed out • Weekly Reading Report due in class
Okon Saglogan March 7, 2016	<p>Civil Service</p> <ul style="list-style-type: none"> • Describe the basic elements of the civil service system • Explain employee rights and obligations in the civil service system • Use the case studies to discuss issues related to the 	<ul style="list-style-type: none"> • Read Chapter 8 prior to class • Weekly Reading Report due in class • Midterm Due

	civil service system	
Oko Napcinyunka March 21, 2016	<p>Human Capital</p> <ul style="list-style-type: none"> • Explain the concept of human capital • Identify some of the human capital challenges facing government administration • Discuss issues related to leadership in government administration • Use the case studies to discuss issues related to human capital <p>Presentation Skills</p> <ul style="list-style-type: none"> • Explain professional presentation skills 	<ul style="list-style-type: none"> • Read Chapter 9 prior to class • Weekly Reading Report due in class
Oko Wikcemna March 28, 2016	<p>Decision Making</p> <ul style="list-style-type: none"> • Explain the different theories of decision making in government administration • Describe some of the limits on government decision making • Use the case studies to discuss issues related to government decision making 	<ul style="list-style-type: none"> • Read Chapter 10 prior to class • Weekly Reading Report due in class
Oko Ake Wanci April 4, 2016	<p>Budgeting</p> <ul style="list-style-type: none"> • Discuss the dual roles of the budgeting process • Explain the two major budget making processes • Explain the characteristics of federal, state, and local governmental budgeting • Use the case studies to discuss issues related to government budgeting 	<ul style="list-style-type: none"> • Read Chapter 11 prior to class • Weekly Reading Report due in class
Oko Ake Nunpa April 11, 2016	<p>Implementation</p> <ul style="list-style-type: none"> • Discuss the aspects of administrative success and failure • Describe the problems related to policy implementation and government administration • Explain various methods of policy implementation through intergovernmental tools • Use the case studies to discuss issues related to policy implementation 	<ul style="list-style-type: none"> • Read Chapter 12 prior to class • Weekly Reading Report due in class
Oko Ake Yamni April 18, 2016	<p>Regulation and the Courts</p> <ul style="list-style-type: none"> • Describe the different types of regulations • Explain the rulemaking process • Describe the role of the courts in regulation • Use the case studies to discuss issues related to 	<ul style="list-style-type: none"> • Read Chapter 13 • Complete “Administrative Ethics” short case study • Weekly Reading Report due in class

	regulation and the courts Ethics Replay <ul style="list-style-type: none"> • Use the short case study to discuss administrative ethics Power Point Presentation <ul style="list-style-type: none"> • Create a professional power point presentation 	
Okon Ake Topa April 25, 2016	Research <ul style="list-style-type: none"> • Complete a professional Case Study paper • Demonstrate an understanding of government administration concepts and issues Presentation <ul style="list-style-type: none"> • Make a professional presentation 	<ul style="list-style-type: none"> • Case Study due • Present Case Study to class
Okon Ake Zaptan May 2, 2016	Final Exam on whole semester (focus on chapters 8-13) <ul style="list-style-type: none"> • Demonstrate having reached the course objectives 	<ul style="list-style-type: none"> • Complete Final Exam

Early Alert System: The Enrollment Management Program of Oglala Lakota College has an Early Alert System in place to provide support for students. This system will be utilized by the instructor to report concerns regarding attendance, missing assignments, or any other matters that may impact the student’s ability to successfully complete the course.

Disclaimer: Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook.

ADMINISTRATIVE CASE STUDY ASSIGNMENT

For many students, the Administrative Case Study is the most rewarding part of this course. Students

- pick an issue in which they are interested,
- talk to people who are also interested in that issue,
- network with possible employers,
- put what they have learned into action, and
- see firsthand how course topics “work” in the real world.

TOPIC: Choose a local issue. This may be an issue arising in the community that is impacting government bodies. Or it may be an issue that government bodies are trying to solve, either on their own initiative or at the direction of a higher level of government. It is suggested that you focus on a relatively narrow issue – and preferably one with which you are already familiar.

DIVISIONS OF THE CASE STUDY: Your paper should have two major parts.

First, define the issue and describe its history in the community. As part of this process, identify: (1) how the “problem” is defined and whether it is defined the same way by all those involved; (2) government and non-government actors who are involved with the issue; (3) the general and political environments of the issue; and (4) formal and informal structures that impact how the issue is handled.

Second, discuss in detail how actors, environmental factors, and government administration interact. To do this, answer such questions as:

- How does information flow among the actors?
- How does information flow between the actors and the public?
- How are decisions made – or avoided?
- Who is involved in decision making?
- What are the political and governmental implications of the way these interactions occur?
- What is the ultimate impact on the public?
- Does the “problem” get solved? If not, what changes might lead to a solution?

In your discussion, focus on the questions and the topics from the course that are relevant to your issue.

RESEARCH SOURCES: Your research must include the use of class reading materials, outside reading materials, and at least two in-person or telephone interviews. Interviews may not be done on-line. Interview notes will be turned in with your paper, stapled separately. Interviews should be with persons whose positions and ideas are clearly relevant **to your topic and to government administration**. Don’t just ask friends or relatives what they think! Choose people who are centrally involved in trying to resolve your issue. Interview methods will be discussed in class.

You may not use encyclopedias or websites that do not cite their sources as research sources for your paper. Quality research sources include scholarly and professional papers and articles from the Woksape Tipi databases or Google Scholar, but you may also use newspaper or magazine articles that directly relate to the issue you have chosen.

CITATION REQUIREMENTS: Proper citation in APA format, including a complete Reference List and in-text citations, are required **for the paper to be accepted**. This includes proper citation of interviews and websites. We will discuss proper citation in class. If you have any questions about citation, consult your instructor well before you turn in your paper.

DUE DATES: A one-page (double-spaced) explanation of your topic is due at the beginning of class in the sixth week of the course. It must show that you have:

- Chosen an appropriate topic
- Done preliminary research
- Identified adequate information sources for a 12 page paper, and
- Carefully thought about what you need to do to complete your case study.

Your Case Study paper, including interview notes, is due the fourteenth week of the course at the beginning of class. You will do your presentation on the same day using Power Point. Late papers be not accepted. It is strongly suggested that you share a draft of your paper with your instructor. If you wish to do this, your draft must be submitted no later than week twelve.

FORMAT: Your paper must be typed, double-spaced, with 12-point Times New Roman font and margins of no more than 1” on all four sides. Don’t fudge on margins – this is really obvious. Please avoid plastic report covers. Staple your paper.

Your paper should be about 12 pages long. It is unusual for a complete paper to be shorter than that. Please do not exceed 15 pages. Your paper’s length does not include its cover page, Abstract, Reference List, visual materials, or attachments.

PRESENTATION: You will present your findings to the class using Power Point. The presentation will be a 10- to 15-minute summary of your research paper. The summary must be complete and clear enough to educate people who are not familiar with your topic.

Feel free to bring handouts. The room will be set up for you to use Power Point as part of your presentation. Bring your presentation on a flash drive.

GRADING: Your paper and presentation grades will be based on the evaluation rubric attached to the syllabus. Your completion of interviews with appropriate actors and their incorporation into your paper will be considered. The quality (not just the length) of your Reference List is also part of your grade. A quality Reference List will draw from professional and scholarly sources.

COLLEGE STUDY SKILLS FOR THE SOCIAL SCIENCES

TIME MANAGEMENT

Remember that being a successful college student takes just as much time as having a job. Being a student is your “job” during your college years.

This means you must plan time for reading, test preparation, classes, and writing. Put study time, classes, and due dates on your calendar. Spend hours at it every – or almost every -- day.

If you have children and a job, you can still be an excellent student. You just have to be more focused and more organized. You may have to study after your kids to go bed at night or in the morning before they wake up – or both.

Some other suggestions for doing well in school when you are a parent are:

- Just plan to be somewhat sleep deprived during weekdays. Plan time each weekend to sleep in a bit. But don't get so sleep deprived that you can't function well.
- Being a full-time student and a parent is hard work. Expect that.
- Combine time with your children with other activities. For a few examples:
 - ride bicycles or take walks with your kids and combine kid time with exercise.
 - have your children help you make meals.
 - help them pick up their toys and clothes.
 - if you live where there's a library, take them to the library and study while they read, take part in a library activity, or watch videos.
 - take them with you to visit the elders in your life.
- Teach your children to do household tasks. Older kids can do more, of course. But remember that your kids need free time, too.

Ask for your friends' support in reaching your goals when you can't talk for an hour or watch a movie until 10:00.

If necessary to finish studying, don't answer the phone. Let texts and e-mails pile up and respond just a couple times a day, rather than having constant distractions.

You'll have to minimize your social activities during the school year. This includes time on social media. If you don't already have one, develop a circle of support – people who support you in going to college. Spend your social time with these people.

READING

Finish the reading a day before class meets. This is proven to allow information to “sink in.”

Choose a quiet place that has adequate lighting. If this is not available at home, read in the OLC library or another good location. Another option is to adjust your hours and read when others in the household are asleep.

Skim the material before you start reading. Look at headings, photos and captions, maps, and study questions. This gives you a “feel” for the material.

Underline, highlight, or take reading notes as you go. You won’t understand the material by just reading it through once.

Look at the definitions of terms that are provided in the textbook. Keep a dictionary or www.dictionary.com handy for words that are not defined in the textbook. Understanding the words in a reading is necessary to understanding the reading.

Think about the question “What are the main points of the reading?”

Review your notes or underlining just before class.

CLASS TIME

Come to class prepared, as described above.

Take notes in class, including notes on videos and discussions.

Participate in class and group discussions.

Check your notes right after class to be sure they’re complete. Fill in any gaps while the information is fresh in your mind.

STUDYING FOR TESTS

If you study well in a group, form a study group about a week before the test.

Start studying for an exam at least three days ahead of time. Don’t “cram,” as this is not an effective way to learn material.

Review your reading notes or underlining, definitions, and classroom notes.

Write out key definitions. Use flash cards, if you want.

Write out a short summary of the material that will be covered on the test – from memory, as much as you can. Go back over your notes and see if your summary is complete. Fill in any gaps. Writing information down helps to cement it in your brain.

Reserve a half hour before the test for a last-minute review of your summary, notes, and definitions.

EVALUATION RUBRIC FOR CLASSROOM ACTIVITIES
POSSIBLE POINTS: 100 (EACH QUARTER OF COURSE WORTH 25 POINTS)

	HIGH QUALITY	POINTS	MEDIUM QUALITY	POINTS	LOW QUALITY	POINTS
DEMONSTRATES RESPECT	Student encourages healthy classroom atmosphere by demonstrating respect for others, providing appropriate humor, and supporting others.	10	Student is disrespectful by interrupting others; by lacking respect for others' opinions; by showing up late or leaving early without informing instructor; by working on electronic equipment.	7-9	Student is disrespectful in multiple ways or multiple times.	0-6
PARTICIPATION	Student volunteers to answer questions, asks questions, provides relevant information, and takes an active role in group activities.	10	Student is responsive when called upon in class, but is not always prepared. Student rarely volunteers to answer questions; sometimes responds in a manner that is not clearly relevant to the question; and/or volunteers information disproportionately often.	5-9	Student does not participate in class discussion. Student is seldom prepared. Student discourages healthy classroom atmosphere by using humor as a distraction.	0-4
CRITICAL THINKING	Student's participation includes good insight into the material – such as drawing inferences, tying information from different sources together, and providing	4-6	Student occasionally demonstrates critical thinking skills.	2-4	Student does not demonstrate critical thinking.	0

	relevant alternatives -- and/or student shares relevant personal experiences.					
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EVALUATION RUBRIC FOR SHORT REPORTS

<u>ELEMENT</u>	<u>HIGH QUALITY</u>	<u>POINTS</u>	<u>MEDIUM QUALITY</u>	<u>POINTS</u>	<u>LOW QUALITY</u>	<u>POINTS</u>
CLARITY	Paper flows well and is clear and easy to read due to syntax, grammar, spelling, and punctuation.	3	Paper is sometimes unclear due to syntax, grammar, spelling, and punctuation.	2	Paper is hard to follow due to syntax, grammar, spelling and/or punctuation problems.	0
LENGTH	Paper is assigned length when margins, spacing, and font size are considered. Only information relevant to the assigned topics is included.	All earned points.	Paper is shorter than assigned length or covers topic(s) not related to the assignment.	Grade reduced by percentage of the assigned length not included.	Paper is obviously shorter than the assigned length.	Grade reduced by percentage of assigned length that is not included.
TOPIC	Paper clearly addresses the assigned topics and concepts and mentions specific class readings.	7	Paper addresses some assigned topics, but neglects others.	3	Paper fails to address the assigned topics.	0
TIMELINESS	Paper is turned in on the day readings or case study is assigned.	All earned points.	Paper is turned in up to a week late.	Paper is assigned points according to guidelines, but loses 50% of that grade.	Paper is turned in more than one week after it is due.	Paper is not accepted.

POSSIBLE POINTS: 10 PER PAPER FOR READING REPORTS AND SHORT CASE STUDIES

EVALUATION RUBRIC FOR CASE STUDY PAPER

<u>ELEMENT</u>	<u>EXEMPLARY</u>	<u>POINTS</u>	<u>ACCEPTABLE</u>	<u>POINTS</u>	<u>UNACCEPTABLE</u>	<u>POINTS</u>
GRAMMAR, SYNTAX, AND SPELLING	Paper flows well and is clear and easy to read due to use of proper syntax, grammar, spelling, and punctuation. The writing is almost error free.	10	The paper is unclear or hard to read because syntax, grammar, spelling, or punctuation is poor.	5-9	The writer's intentions are unclear because paper's syntax, grammar, spelling and/or punctuation are poor.	0-4
CONTENT	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic.	10	Information supports a central purpose or argument. Analysis is basic or general. .	5-9	Central purpose or argument is not clearly identified. Analysis is vague or not evident.	0-4
DEPTH AND BREADTH OF CONTENT	Student clearly comprehends the material and links it to course topics. Student has thought critically about the material and its sources. Information is combined to draw conclusions. Inferences are explored, and the paper includes good insight. The space given to each topic is appropriate, given the number of topics included in the paper.	15	Student understands the material, but demonstrates little critical thinking. Insight is minimal or missing and/or the amount of space given to some topics is out of proportion to the number of topics included in the paper. Reader gains few insights	10-14	The student shows less than full understanding of the material. Critical thinking is not present or is barely present. Reader is confused or may be misinformed.	0-9
OVERALL CLARITY AND FORM	Student uses essay form and the assigned paper format. Sentences and paragraphs follow each other in a logical order. The material is presented so that the reader does not have to stop and back	10	Student fails to use more than one of the elements of essay form and the assigned paper format and/or the paper is difficult to follow in some places.	6-9	The paper is generally hard to follow due to problems with format, essay form, and/or the way material is presented.	0-5

	up to comprehend it.					
INTERVIEWS	Interviews are a central aspect of the paper's content. Interviews are conducted with appropriate people.	15	Interviews are barely mentioned in the paper OR interviews are not done with appropriate people.	10-14	Information on interviews is missing from the paper.	0
LENGTH	Paper is the assigned length when margins, spacing, and font size are considered. Only information relevant to the assigned topic is included.	All earned points.	Paper is a page or two shorter than the assigned length when font, margins, and number of pages are taken into account.	Grade reduced by percentage of assigned length not included.	Paper is substantially shorter than the assigned length when font, margins, and number of pages are taken into account.	Grade reduced by percentage of assigned length not included.
REFERENCES	All information is clearly linked to its source. References are provided in the correct format. Information is accurate.	20	Sources of some information are included, but other information sources are not mentioned. References are not in the proper form. Information is taken from sources inaccurately.	Minus 10 points for each citation related problem.	The sources of the information in the paper are not identified.	Paper is returned to the student.
PRESENT-ATION	Paper is turned in on the assigned date.	All earned points.	Paper is turned in within one week of the due date.	Paper is assigned points according to guidelines, minus 20%	Paper is turned in more than a week late.	Paper is not accepted.

POSSIBLE POINTS: 80

EVALUATION RUBRIC FOR CASE STUDY PRESENTATION

<u>ELEMENT</u>	<u>HIGH QUALITY</u>	<u>POINTS</u>	<u>MEDIUM QUALITY</u>	<u>POINTS</u>	<u>LOW QUALITY</u>	<u>POINTS</u>
STYLE	Speaker is well prepared. Presenter uses appropriate tone of voice and volume. Hands are used in a way that accentuates the material without being distracting. Any visual or verbal tics are controlled. Speaker looks at all audience members.	3	Presenter generally uses appropriate tone of voice and volume, controls visual and verbal tics, and looks at the audience OR hands are either rigid or uncontrolled.	2	Presenter speaks too quietly or in an unpleasant tone of voice OR visual and verbal tics are prominent enough to be distracting.	0
LENGTH	Presentation is within one minute of the assigned length. Only information relevant to the assigned topic is included.	5	Presentation is two or more minutes shorter or longer than the assigned length.	3	Presentation is substantially longer or shorter than the assigned length.	0
CLARITY	Speaker uses proper syntax and grammar. Information is structured in a logical order. People who are not familiar with the material can learn about it. Key terms and concepts are defined. There are a clear introduction and summary.	3	The presentation is difficult to follow in some places.	2	The presentation is generally hard to follow.	1
DEPTH AND BREADTH OF CONTENT	Student comprehends the material, links it to course topics, and has thought about it critically. The presentation includes good insight. Time given to each topic is appropriate, given the number of topics and the fact that the material is presented orally.	10	Student understands the material, but demonstrates little critical thinking or insight. The amount of time given to some topics is out of proportion to the number of topics covered.	5-9	The student shows less than full understanding of the material. Critical thinking is not present or is barely present.	0-4
USE OF	Power Point is professional,		Power Point is unclear or		Power Point	

POWER POINT	clear, and concise. Any graphics are appropriate to the topic. Presenter uses the equipment skillfully. Any handouts are necessary and are presented so they do not detract from the presentation.	6	hard to follow, or lacks key information, or use of equipment is less than skillful. Any handouts are not necessary or are a distraction.	4-5	presentation is clearly not professional quality or may mislead the audience about the case study.	0
USE OF SOURCES	Student provides general information on sources. Course materials and interviews are cited directly. There is a balanced review of the topic.	3	One or two of the following are present: (1) sources for key information or quotations are not given; (2) course materials and/or interviews are not cited; (3) presentation shows obvious bias.	1-2	Sources of the information presented are not mentioned.	0

POSSIBLE POINTS: 30