JSGS 804 – SEMINAR ON RESEARCH AND WRITING

<table>
<thead>
<tr>
<th>UNIVERSITY OF SASKATCHEWAN CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INSTRUCTOR:</strong></td>
</tr>
<tr>
<td>JSGS faculty and special guests</td>
</tr>
<tr>
<td><strong>PHONE:</strong></td>
</tr>
<tr>
<td>Daniel Béland (Course Coordinator): 966-1272</td>
</tr>
<tr>
<td><strong>E-MAIL:</strong></td>
</tr>
<tr>
<td>Daniel Béland: <a href="mailto:daniel.beland@usask.ca">daniel.beland@usask.ca</a> (Course Coordinator)</td>
</tr>
<tr>
<td><strong>OFFICE HOURS:</strong></td>
</tr>
<tr>
<td>For questions about a specific lecture, contact the relevant instructor when needed in order to make an appointment.</td>
</tr>
<tr>
<td><strong>OFFICE LOCATION:</strong></td>
</tr>
<tr>
<td>Diefenbaker 150 (Course Coordinator)</td>
</tr>
<tr>
<td><strong>TERM:</strong></td>
</tr>
<tr>
<td>Term 1 (Fall 2012)</td>
</tr>
<tr>
<td><strong>ROOM:</strong></td>
</tr>
<tr>
<td>Diefenbaker 137</td>
</tr>
<tr>
<td><strong>TIME:</strong></td>
</tr>
<tr>
<td>Thursday, 5:30 to 8:20 p.m. (except on September 6, 7, 10 and 11, when the lectures are from 9:00 to noon)</td>
</tr>
</tbody>
</table>

**CALENDAR DESCRIPTION**

Serves as an introduction to public policy analysis. The course will outline the basics of public policy analysis, including the information and frameworks that are required for this activity. It will also examine qualitative and quantitative research methodologies and their application in public policy analyses.

**COURSE CONTENT AND APPROACH**

Involving “team teaching” on the part of JSGS faculty and guest speakers, this course aims at improving the analytical, methodological, and communication skills of future civil servants and policy practitioners. A major component of the course focuses on methodological issues ranging from literature reviews to statistical analysis. Another key component concerns writing genres and communication skills relevant for policy students and practitioners. The topics covered include how to prepare briefing notes and how elected officials and civil servants communicate. The course culminates in a case competition in which student teams tackle a major policy puzzle before reporting their findings to the instructor and the rest of the class.
The Johnson-Shoyama Graduate School of Public Policy, with campuses at the University of Regina and the University of Saskatchewan, is an interdisciplinary centre for public policy research, teaching, outreach and training.

COURSE OUTLINE AND ASSIGNMENTS

Seminar 1 – September 6: Getting Started (Daniel Béland) and Keynote (Roy Romanow, former Premier)

Seminar 2 – September 7: Public Speaking and Communication Skills (Jeanie Wills, Graham Centre)

Seminar 3 – September 10: Conducting Effective Research (Gary Pon, U of S Policy Librarian)

Seminar 4 – September 11: Writing Briefing Notes (Dan Perrins, JSGS Staff and Former Civil Servant)

Seminar 5 – September 13: Writing Cabinet Decision Items (Shelley Whitehead, Government of Saskatchewan)

Seminar 6 – September 20: Understanding Program Evaluation (Pierre-Marc Daigneault, Post-Doctoral Fellow, JSGS)

Seminar 7 – October 4: Conducting an Environmental Scan (Jeremy Rayner, JSGS Faculty)

Seminar 8 – October 11: Public Relations (Joanne Mysak, Government of Canada)

Seminar 9 – October 25: Statistics for Public Policy II (Patricia Gober, JSGS Faculty)

Seminar 10 – November 1: Statistics for Public Policy II (Patricia Gober / Murray Fulton, JSGS Faculty)

Seminar 11 – November 8: Statistics for Public Policy III (Murray Fulton, JSGS Faculty)

Seminar 12 – November 15: Statistics for Public Policy IV (Rose Olfert, JSGS Faculty)

Seminar 13 – November 22: In-Class Case Competition (Daniel Béland, JSGS Faculty)

REQUIRED READINGS

Daniel Béland or the instructor for each lecture will send you information about the readings by e-mail at least seven days before their lecture.

EVALUATION

For all assignments, flawless, persuasive, jargon-free, crystal-clear, and focused writing is essential. Instructors reserve the right to not read assignments until they are in suitable form.

Write the executive summary of a CDI: 15% of final mark; students are asked to write the executive summary (maximum three pages) of a cabinet memorandum (CDI) based on the instructions provided in class on September 13 (executive summary due on September 20); person in charge – Daniel Béland (daniel.beland@usask.ca).
Write a Briefing Note: 15% of final mark; students are asked to write a briefing note based on the instructions provided by Dan Perrins on September 11 (in class exercise); person in charge – Dan Perrins (dan.perrins@uregina.ca).

Critical Review of Program Evaluation Report: 10% of final mark (assignment due on October 4); person in charge – Pierre-Marc Daigneault (pierre-marc.daigneault@usask.ca);

Statistics Assignment I: 10% of final mark; person in charge – Murray Fulton (murray.fulton@usask.ca)

Statistical inference problem set based on the instructions provided by Murray Fulton during his lectures (assignment due on November 15)

Statistics Assignment II: 25% of final mark; person in charge – Rose Olfert (rose.olfert@usask.ca)

Due on November 29, your statistics assignment is to:

> select current (or recent) published statistics on a topic of policy interest

> organize the data into meaningful categories or patterns in an Excel spreadsheet

> present the results in an attractive form, using the data to create about 4 graphs and/or tables.

> write a 1,000 word interpretive description

You will need time, and/or spatial context. That is, you may be describing a pattern over time or across space. The time dimension could be weeks, months, quarters, or years. The space dimension could be communities, regions, provinces, or countries. You will also want to consider whether the policy interest is at the local, provincial, or national government level.

Your article should be modeled on the articles that appear in the Western Policy Analyst (Quarterly Report), http://www.schoolofpublicpolicy.sk.ca/research/wpa/browse/index.php?archive. The Editor of the WPA (Doug Elliott) will join us in class on November 1 to talk about his work at the WPA, writing articles and requirements for publications in that outlet. Subject to suitability and quality, he will consider publication of up to three of the best assignments from among your 804 contributions. The primary focus of this publication is the four western provinces, with comparisons to Canada. This would be a great opportunity to be published as well as learning how to interpret and write about statistics.

The graphics—graphs, tables, maps, etc.--must be top quality, very clearly labelled, and self-explanatory (that is, we do not have to read the text to know what is being represented in the graphic/table).

Of course, complete and formal attribution and identification of sources is essential.

Case Competition: 20% of final mark; held during the last two weeks of class; the case itself will be distributed to students a week ahead of the case competition; this is an in-class exercise and teams will be formed at the beginning of each of the two seminars); person in charge – Daniel Béland (daniel.beland@usask.ca).
Class participation: 5% of final mark; people in charge – all the instructors for this course.

Attendance and class participation are required; a sign-in sheet will be available during each lecture. When they miss a lecture, students must write to Daniel Béland to explain their situation.

LATE ASSIGNMENTS

Without compelling reasons, late assignments will not be accepted and will result in a mark of zero.

STUDENTS WITH SPECIAL NEEDS

Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact Disability Services for Students (DSS) at 966-7273.

ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan’s Guidelines for Academic Conduct is vital to your success in graduate school (available at http://www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.