

## GSPP/PUBP 804: Seminar on Research and Writing

	University of Regina Campus
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<b>Office Hours:</b>	Tuesdays, 2:00-4:00 pm and by appointment
<b>Office Location:</b>	110-2 Research Drive, Office #110.2
<b>Term:</b>	Term 2 (Winter)
<b>Room:</b>	Classroom Building (CL) 417
<b>Time:</b>	Tuesdays and Thursdays, 4:30-5:45 p.m.

### CALENDAR DESCRIPTION

Introduction to research and writing in public policy including research design, sourcing, evaluation, analysis and presentation. The course is built on the progressive evolution of a major research paper, and will provide critique on both research design and methodology.

### ACKNOWLEDGEMENTS

The instructor would like to thank warmly his colleagues, Greg Marchildon, Kathy McNutt, Andrea Rounce and Ken Rasmussen, who have built and taught this course in the past years. Also, thank you to Daniel Béland for his kind help in the elaboration of this syllabus.

### COURSE CONTENT AND APPROACH

This course will serve as an introduction to research and writing in public policy, including research design, sourcing, evaluation, analysis and presentation. The course is built on the progressive evolution of a major research paper, and will provide critique on both research design and methodology.

### REQUIRED READINGS

- ▶ Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. *The Craft of Research*. 3rd ed. Chicago guides to writing, editing, and publishing. Chicago: University of Chicago Press.
- ▶ Smith, Catherine F. 2009. *Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process*. New York: Oxford University Press.
- ▶ Strunk, William, and E. B. White. 2009. *The Elements of Style*. 50th ed. New York: Pearson Longman.

These books can be purchased at the University of Regina bookstore and are a valuable reference resource for all your scholarly research and writing. Additional required readings will be found in UR Courses (please see in this syllabus the section ‘Bibliography’). In addition, the bookstore has ordered several copies of the complete *Chicago Manual of Style (15<sup>th</sup> edition)*, for those who want greater detail and information on referencing. The *Chicago Manual of Style* is also available online for free: <http://www.chicagomanualofstyle.org>

## SUPPLEMENTARY READINGS

Supplementary readings are listed for your use in particular seminars to further explore and clarify various issues in writing and research. The *Canadian Oxford Dictionary* is also available at most bookstores, including the U of R bookstore. You may also read or have a look at the following books:

- ▷ Canada. 1997. *The Canadian Style: A Guide to Writing and Editing*. Rev. ed. Toronto: Dundurn Press Limited. [eBook - available at the UofR library]
- ▷ Graff, Gerald. 2007. *"They Say/I Say": The Moves That Matter in Persuasive Writing*. New York: W.W. Norton. [recommended by Dr. Andrew Stubbs and available at the UofR library]
- ▷ Stone, Deborah. 2001. *Policy Paradox: The Art of Political Decision Making, Revised Edition*. 3rd ed. New York: W.W. Norton & Co. [recommended by Dr. Andrew Stubbs]

## EVALUATION

Assignments	Percentage of final grade	Due date
<b>1. Policy paper</b>		
<b>1.1. Literature review</b>		
Make a list of three academic articles. They must cover the same topic, but with different points of view. Use Archer Library’s resources. Consider the fact that they may be used for the policy paper. Review critically the three selected articles. Format: Literature Review template on URCourses. 750 words (±10%), excluding references.	10%	Feb. 2
<b>1.2. Reference list</b>		
Make 1-2 pages of academic and government references that will support your policy paper. Wikipedia cannot be used. This is a preliminary reference list. Format: Chicago Manual of Style – Reference list template on URCourses. 1 to 2 pages max.	10%	Feb. 9
<b>1.3. Research question and outline (policy paper proposal)</b>		
Your policy paper proposal will include <i>the</i> research question, as well as a clear and structured outline of your policy paper. It is obvious that this assignment is a proposal, and therefore its content can be modified in the future. Format: template on UR Courses. 2 to 3 pages.	10%	Feb. 23
<b>1.4. Draft of policy paper</b>		
Use your proposal and write a first draft of your policy paper. Format: genuine old-fashioned draft, not typed. 5 to 7 pages.	NM	Mar. 9
<b>1.5. Peer-review of the draft</b>		
You will have to discuss the draft of at least one of your classmates in pre-defined groups.	NM	Mar. 16
<b>1.6. Final version</b>		
Format: template on UR Courses. 10 pages, excluding references and endnotes.	25%	Mar. 30
<b>1.7. In class presentations and discussions</b>		
You will have to present your policy paper (7 minutes max) in class. PowerPoint presentations are possible but not mandatory.	10%	Mar. 30, Apr. 1, 6 and 8.

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**2. Briefing note / Conference note on one of the conferences at JSGS Outreach & Training**

During the term, you will have to attend one of the conferences at Outreach & Training. You will write a briefing note on this conference for your provincial minister who had a regrettable conflicting schedule. The minister expects you to write a briefing note that will only summarize the conference. Format: template(s) on UR Courses, 2 pages (excluding references).

15%

Mar. 23

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**3. Op-ed refutation**

Choose an op-ed from a non-Canadian English-speaking newspaper, published during the term. This op-ed must be related to an international, national, regional or local public policy. Refute it with your own op-ed.

10%

Jan. 26

Format: template on UR Courses. 700 words ( $\pm 10\%$ ), excluding references

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**4. Participation**

*“On an occasion of this kind it becomes more than a moral duty to speak one’s mind. It becomes a pleasure.”*

—Oscar Wilde

10%

Whole term

You are required to attend classes on a regular basis and participate actively. You must attend the classes with guest lecturers.

You have up to two unexcused excuses for this course. Please read carefully in this syllabus the section ‘Rules for class attendance’.

**LATE ASSIGNMENTS**

Thou shall not have late assignments.

Otherwise, five percent will be deducted each day during the first seven days after the due date. Assignments received after the seventh day after the due date will be graded F.

**STUDENTS WITH SPECIAL NEEDS**

Students in the course who, because of a disability, may have a need for accommodations are encouraged to come and discuss accommodations with the instructor, and to contact the Coordinator of Special Needs Services at 585-4631.

**ACADEMIC INTEGRITY AND CONDUCT**

Ensuring that you understand and follow the principles of academic integrity and conduct as laid out in the University of Regina’s Graduate Calendar and the University of Saskatchewan’s Guidelines for Academic Conduct is vital to your success in graduate school. 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 your course instructor and to discuss your questions.

# COURSE SCHEDULE

Week	Topics	Required readings	Suggested readings	Core assignment – Policy paper	Other assignments
1. Jan. 7	<b>Introduction (I): research and writing for public policy</b> <i>Workshop. English as your second language</i>	<ul style="list-style-type: none"> <li>▶ Smith 2005, ch. 1-2.</li> <li>▶ King 2000.</li> <li>▶ Mazur 2000.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Mosley 2007.</li> <li>▷ O’Hare 2004.</li> </ul>		
2. Jan. 12-14	<b>Introduction (II): clarity, conciseness and persuasion</b> <i>Workshop. Defining your research question</i>				
3. Jan. 19-21	<b>1. RESEARCH SKILLS FOR PUBLIC POLICY ANALYSIS</b>				
	<b>1.1. How to find relevant documents: Dr. John Archer Library orientation</b>	<ul style="list-style-type: none"> <li>▶ Booth, Colomb and Williams 2008, ch. 7-11.</li> <li>▶ Smith 2005, ch. 1-2.</li> </ul>			
	<b>1.2. How to keep and re-use documents: sourcing and referencing</b> Guest lecturer: Larry McDonald, Reference Librarian	<ul style="list-style-type: none"> <li>▶ Christensen Hughes &amp; McCabe 2006.</li> <li>▶ Chicago Style Citation Quick Guide Online: <a href="http://www.chicagomanualofstyle.org/tools_citationguide.html">http://www.chicagomanualofstyle.org/tools_citationguide.html</a></li> </ul>			
4. Jan. 26-28	<b>1.3. The language(s) of public policy: how to read and analyze documents</b> Guest lecturer: TBC.	<ul style="list-style-type: none"> <li>▶ Booth, Colomb and Williams 2008, ch. 1-4.</li> <li>▶ Smith 2005, ch. 3-4.</li> <li>▶ Chesney 2006.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Coleman 1991.</li> <li>▷ Landry et al. 2003.</li> <li>▷ Luzi 2000.</li> </ul>		Op-ed refutation (Jan. 26)
5. Feb. 2-4	<b>2. EFFECTIVE COMMUNICATION FOR PUBLIC POLICY</b>			Literature review (Feb. 2)	
	<b>2.1. Writing for public policy</b>				
	<b>2.1.1. Audience and versatility</b>	<ul style="list-style-type: none"> <li>▶ Booth, Colomb and Williams 2008, ch. 12-15.</li> <li>▶ Smith 2005, ch. 5-6.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Becker 1998, ch. 4.</li> <li>▷ Canada 1997, ch. 1-2.</li> <li>▷ TriCouncil Policy Statement: Ethical Conduct for Research Involving Humans. <a href="http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm">http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm</a></li> </ul>		
6. Feb. 9-11	<b>2.1.2. Research paper (I): structure, format and first draft</b>	<ul style="list-style-type: none"> <li>▶ Musso et al. 2000</li> <li>▶ Strunk and White 2009</li> </ul>	<ul style="list-style-type: none"> <li>▷ Canada 1997, ch. 3-4.</li> <li>▷ Orwell 1957, 143-157.</li> <li>▷ Giltrow et al. 2005, ch. 1.</li> <li>▷ Zerubavel 1999.</li> </ul>	Reference list (Feb. 9)	
7. Feb. 23-25	<b>2.1.3. Research paper (II): re-evaluation and final paper</b>		<ul style="list-style-type: none"> <li>▷ Canada 1997, ch. 5-6.</li> </ul>	Research question and outline (Feb. 23)	
8. Mar. 2-4	<b>2.1.4. Briefing notes and memoranda</b> Guest lecturer – TBC	<ul style="list-style-type: none"> <li>▶ Smith 2005, ch. 7.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Canada 1997, ch. 10-11.</li> </ul>		
9. Mar. 9-11	<b>2.2. “People will talk”: oral communication skills</b>			First draft (Mar. 9)	
	<b>2.2.1. Presenting and public speaking</b>	<ul style="list-style-type: none"> <li>▶ Smith 2005, ch. 8.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Duarte 2008.</li> <li>▷ Canada 1997, ch. 13-14.</li> </ul>		

10. Mar. 16-18	<b>Workshop. Skills of text interpretation and performance</b> Guest lecturer from Fine Arts, Acting program – to be confirmed	Policy paper – peer-review process (Mar. 16)
11. Mar. 23-25	<b>2.2.2. Networking skills</b> Guest lecturer: TBA ▶ TBD ▷ TBD	Briefing note on a JSJS O&T conference during the term (Mar. 23)
12. Mar. 30 and Apr. 1 <sup>st</sup> .	<b>2.2.3. Research paper presentations and discussion (I)</b>	Final version  Presentation (I)
13. Apr. 6-8	<b>2.2.3. Research paper presentations and discussion (II)</b>	Presentation (II)
14. Apr. 13-15	<b>Surprise!</b>	

## RULES FOR CLASS ATTENDANCE BY PROF. CHAPPELL LAWSON <sup>1</sup>

### LEGITIMATE EXCUSES FOR MISSING CLASS

- I was injured and was taken to the hospital (and here is the note from the doctor / paramedic / ambulance driver).
- I was sick (and here is the note from the Dean / doctor / faith healer / local voodoo priest).
- I am on the verge of a nervous breakdown (and here is the note from the Dean / shrink / licensed mental health care professional).
- I play competitive sports and will be away that day for a match / swim meet / full-contact mud-wrestling contest. [Note future tense]
- My dorm room flooded / burned down / fell over in an earthquake (and here is the notice from the newspaper / the Dean / the Fire Marshal / the Army Corps of Engineers).
- A close relative was very sick / injured / dying / dead so I had to fly out of town (and here is the notice from my family / the Dean / the hospital / the funeral home).

### NON-EXCUSES FOR MISSING CLASS

- I needed to pick my mother up at the airport.
- My boyfriend / girlfriend / long-lost cousin arrived unexpectedly in town.
- My boyfriend / girlfriend / alien lover broke up with me.
- I am taking two classes whose time slots conflict.
- I overslept / needed to sleep / felt like sleeping / was overcome by that soporific feeling I sometimes get in the afternoon and didn't feel like drinking any more coffee.
- My alarm clock fell off of my shelf overnight and shattered into lots of plastic pieces, and consequently, it didn't go off. I think my kitten must have done it.
- I had work for my other classes.
- I needed a break.
- I am not interested in \_\_\_\_\_ (insert topic of the week).
- I actually believed those Master Card ads that say I deserve whatever I want.
- There was a rerun of Star Trek on TV.
- The lecture conflicted with my aqua-aerobics class.
- I invented a time machine for my senior project and was trapped in 2071 when everyone else was in class, but I promise that three years from now, when I've gotten all the bugs out of the system, I'll go back to last week and make up the session.

<sup>1</sup> Chappell Lawson, MIT OpenCourseWare (<http://ocw.mit.edu/index.html>) course materials for 21F.084J/21A.224J/17.55J (Introduction to Latin American Studies, Fall 2005), Massachusetts Institute of Technology, downloaded on July 8, 2008.

## FINAL WORDS AND FINE MANNERS

This syllabus is neither the Stone Tablets nor the US Constitution. As a result, I reserve the right to change some of its aspects, e.g. readings or due dates, and to make reasonable format changes to the assignments as term goes on. I will announce all changes (if I make any) in class and confirm on the GSPP 804 UR Courses portal.

Students who use Wikipedia will be force-fed with a copious 'foie gras poutine'.

Due to a very specific and latent technophobia, cell-phones have to be turned off. Students who will lay a hand on their cell-phone during the course will be summarily executed.

Please have the courtesy not to chew gum in class. However, beverages are welcome. Finally, snacks and dark chocolate are tolerated (minimum 65% cocoa).

## REFERENCES

### 1. Required readings (= ►)

- Becker, Howard S. 1998. *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Chicago: University of Chicago Press. See Chapter 4: Good discussion of the formation of the research question: what your research is really about.
- Booth, Wayne C, Gregory G Colomb, and Joseph M Williams. 2008. *The Craft of Research*. 3rd ed. Chicago guides to writing, editing, and publishing. Chicago: University of Chicago Press.
- Canada. 1997. *The Canadian Style: A Guide to Writing and Editing*. Rev. ed. Toronto: Dundurn Press Limited.
- Chesney, Thomas. 2006. An empirical examination of Wikipedia's credibility. *First Monday* 11, no. 11. – Available online: [www.firstmonday.org/issues/issue11\\_11/chesney/index.html](http://www.firstmonday.org/issues/issue11_11/chesney/index.html)
- Christensen Hughes, Julia M., and Donald L. McCabe. 2006. Academic Misconduct within Higher Education in Canada. *Canadian Journal of Higher Education* 36 (2): 1-22.
- Coleman, David. 1991. Policy research - who needs it? *Governance* 4 (4): 420-455.
- Giltrow, Janet, Daneil Burgoyne, Richard Gooding, and Marlene Sawatsky. 2005. *Academic Writing: An Introduction*. Peterborough, ON: Broadview Press. See chapter 1: Although clearly designed for undergraduate students of English, this first chapter provides a thorough set of examples to help students understand and think about different writing voices (and audiences).
- Graff, Gerald. 2007. "They Say/I Say": *The Moves That Matter in Persuasive Writing*. New York: W.W. Norton. [recommended by Dr. Andrew Stubbs and available at the U of R library]
- King, Stephen. 2000. "The Writer's Toolbox." In *On Writing: A Treatise on the Craft*, 111-137. New York: Scribner.
- Landry, Réjean, Moktar Lamari, and Nabil Amara. 2003. The Extent and Determinants of the Utilization of University Research in Government Agencies. *Public Administration Review* 63(2): 192-205.
- Luzi, Daniel. 2000. Trends and evolution in the development of grey literature: a review. *International Journal on Grey Literature*. 1(3): 106-117.
- Mazur, Beth. 2000. Revisiting Plain Language. *Technical Communication* 47(2): 205-211.
- Mills, C. Wright. 1959. "On Intellectual Craftsmanship." In *The Sociological Imagination*, 195-226. New York: Oxford University Press.
- Mosley, Walter. 2007. The Year You Write Your Novel. *O: The Oprah Magazine* (August): 160-165.
- Musso, Juliet, Robert Biller, and Robert Myrtle. 2000. Tradecraft: Professional writing as problem solving. *Journal of Policy Analysis and Management* 19(4): 635-646.
- O'Hare, Michael. 2004. Rhetoric: Memo to my students. *Journal of Policy Analysis and Management* 23(2): 365-375.
- Orwell, George. 1966. Politics and the English Language. In *Collected Essays*, 353-367. London, Great Britain: Mercury Books.

- Smith, Catherine F. 2005. *Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process*. New York: Oxford University Press.
- Stone, Deborah. 2001. *Policy Paradox: The Art of Political Decision Making, Revised Edition*. 3rd ed. W.W. Norton & Co. [recommended by Dr. Andrew Stubbs]
- Strunk, William, and E. B White. 2009. *The Elements of Style*. 50th ed. New York: Pearson Longman.
- TriCouncil Policy Statement: Ethical Conduct for Research Involving Humans. <http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm>
- Tufte, Edward. 2005. PowerPoint Does Rocket Science--and Better Techniques For Technical Reports. Available online: [http://www.edwardtufte.com/bboard/q-and-a-fetch-msg?msg\\_id=0001yB](http://www.edwardtufte.com/bboard/q-and-a-fetch-msg?msg_id=0001yB)
- Zerubavel, Eviatar. 1999. *The Clockwork Muse: A Practical Guide to Writing Theses, Dissertations, and Books*. Cambridge, MA: Harvard University Press. *This book is a quick read, containing very structured tips for how to progress through the writing process while avoiding procrastination.*

## 2. Further suggested readings (= ▷)

### 2.1. On research

- Becker, Howard. 1998. *Tricks of the Trade: How to think about your Research while you're Doing It*. Chicago: University of Chicago Press.
- Bouma, Gary D., and Rod Ling. 2004. *The Research Process: 5th edition*. Oxford: Oxford University Press.
- Silverman, David (ed.). 2004. *Qualitative Research: Theory, Method and Practice*. London: Sage.

### 2.2. On writing

- Becker, Howard. 1986. *Writing for Social Scientists*. Chicago: University of Chicago Press.
- Canada. 1997. *The Canadian Style: A Guide to Writing and Editing*. Rev. ed. Toronto: Dundurn Press Limited. [available at the U of R library]
- Graff, Gerald. 2007. *"They Say/I Say": The Moves That Matter in Persuasive Writing*. New York: W.W. Norton. [recommended by Dr. Andrew Stubbs and available at the U of R library]
- King, Stephen. 2000. *On Writing: A Treatise on the Craft*. New York, NY: Scribner.
- Rudestam, K.E., and R.R. Newton. 2000. *Surviving Your Dissertation: A Comprehensive Guide to Content and Process, 2nd edition*. London: Sage.
- Stone, Deborah. 2001. *Policy Paradox: The Art of Political Decision Making, Revised Edition*. 3rd ed. W.W. Norton & Co. [recommended by Dr. Andrew Stubbs]
- The Canadian Oxford Dictionary*. 1998. Toronto: Oxford University Press.
- The Chicago Manual of Style: 15th edition*. 2003. Chicago: University of Chicago Press.
- Turabien, Kate L. 1996. *A Manual for Writers of Term Papers, Theses, and Dissertations: 6th edition*. Chicago: University of Chicago Press.
- Wolcott, Harry F. 2001. *Writing up Qualitative Research*. London: Sage.
- Zerubavel, E. 1999. *The Clockwork Muse: A Practical Guide to Writing Theses, Dissertations and Books*. Cambridge, MA: Harvard University Press.