

JSGS 806 – Public Policy Analysis

UNIVERSITY OF REGINA CAMPUS	
INSTRUCTOR:	Jim Engel
PHONE:	Office: 306-585-4878 Cell: 306-539-1188 (urgent matters only)
E-MAIL:	james.engel@uregina.ca or through UR Courses
OFFICE HOURS:	<p>Due to covid, and this being an online course, I will not be holding regular, in-person office hours. I am available to meet one-on-one by appointment via Zoom or by phone. You are also welcome to email me, and I will usually respond within 24 hours.</p> <p>I also will be scheduling one or two <u>optional</u> synchronous sessions each week, with each session running for 30 to 60 minutes, to provide an opportunity for you to ask questions. More details below.</p>
OFFICE LOCATION:	CB 323.2 (College Building), but any direct interactions will be by phone or through Zoom.
TERM:	Spring 2021
ROOM:	Online
DATE AND TIME:	Course materials available on UR Courses May 3 through June 16, 2021

CALENDAR DESCRIPTION

This course focuses on the analysis of the processes whereby public policies arise and are enacted in Canada. The course compares theories and models of policy making and decision making to illustrate the special requirements of the Canadian environment and examines the roles of various participants in the policy process: legislators, political parties, interest groups, administrators and administrative structures, citizens, and the judiciary.

LAND ACKNOWLEDGEMENT

The University of Regina campus is situated on Treaty 4 Territory and the Homeland of the Métis, and the University of Saskatchewan campus is situated on Treaty 6 Territory and the Homeland of the Métis. We respect the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. As we engage in remote teaching and learning, we also recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. We are actively participating in reconciliation as we navigate our time in this course, learning with and supporting each other.

Please review this short, Toronto-based video for a further reflection on land acknowledgements:

<https://www.youtube.com/watch?v=3X4MYbJvLUI>

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

This online course was initially developed by Martin Boucher, Faculty Lecturer at the Saskatoon campus of the JSGS. Martin used and adapted the course structure designed by Peter Phillips, Professor in the JSGS, and collaborated with a wide range of faculty, professional affiliates and colleagues elsewhere. The current version has been revised and personalized for delivery by me (Jim Engel).

HONOUR CODE

At the Johnson Shoyama Graduate School of Public Policy, we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.

As JSGS students, we will represent ourselves truthfully, claim only work that is our own, and engage honestly in all academic assignments.

Since articulated standards and expectations can influence attitudes, and because each of us shares the responsibility for maintaining academic integrity (see below for details on academic integrity at the JSGS), we are committed to upholding the Academic Honor Code.

Academic Honour Pledge

As a member of the JSGS community, I pledge to live by and to support the letter and spirit of JSGS's Academic Honour Code.

COURSE CONTENT AND APPROACH

For this online version of the JSGS 806 course, students can view and study online content organized into 12 modules which include readings, videos, and interactive activities. The online learnings will support students' work on independent applied projects. The underlying philosophy of the course is to bring a diverse range of expert knowledge into the convenience of an online format. The primary content consists of text-based material (both online and in the assigned textbook) supplemented with a series of interviews with a variety of experts. The course brings together both academic and practice oriented (applied) understandings of public policy analysis, and was developed with this mix in mind.

As with any online course, students can progress through the online content at their own pace, however completing two modules each week will keep you on the path toward completing all course material within the six weeks of the Spring semester.

In addition to the online content, I will be scheduling one or two optional synchronous sessions each week, with each session running for 30 to 60 minutes. At those sessions I may provide an overview of a module or assignment, and will provide time for students to raise questions about any of the course material or assignments. Time permitting, we may have general discussions about current public policy issues. The sessions will be provided via Zoom, and will be recorded with a link to each session posted to our UR Courses site so that students unable to attend can view them on their own if interested.

LEARNING OBJECTIVES

Public Policy Analysis examines how policies are proposed, researched, developed, adopted, implemented, and evaluated. The course describes central features of the policy-making process and investigates some major Canadian domestic public policies as illustrations.

This course seeks to balance the theoretical (so your knowledge can grow and prepare you for future discussions) and the immediately practical (so you can participate in making sound public policy). As a core course in the MPA program of the JSGS, it provides an overview of the general field of public policy analysis and policy management. The general objective of the course is to increase your capacity to undertake some of the key functions of a policy analyst, advisor, or manager. These functions were conveniently listed by a Deputy Minister Task Force in Ottawa, (George Anderson, 1995: 473-74) in a mid-1990s analysis that remains valid:

1. Theoretical research
2. Applied research and statistics
3. Quantitative modeling
4. Environmental scanning, trend analysis, and forecasting
5. Policy analysis and advice
6. Managing consultations and relationships
7. Communications
8. Program design, implementation, monitoring and evaluation

No one course can hope to cover all of these topics in depth. Perhaps the best way to think of the course objectives is to consider the role of policy analysts and the competencies that they are expected to have. The course will focus on those competencies, many of which align with the JSGS competencies for its graduates as listed in the following section.

ATTRIBUTES OF JSGS GRADUATES

1. Management, Governance, and Leadership: Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.
2. Communication and Social Skills: Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships.
3. Systems Thinking and Creative Analysis: Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
4. Public Policy and Community Engagement: Ability to understand how organizational and public policies are formulated, their impact on public policy and management and how to influence their development.
5. Continuous Evaluation and Improvement: Commitment to on-going evaluation for continuous organizational and personal improvement.
6. Policy Knowledge: Ability to analyze and contribute content to at least one applied policy field.

COURSE OUTLINE

Module	Readings and case studies (part of the Module)
Week 1: May 3-7, 2021	
Module 1: What is Public Policy Analysis and a Public Policy Analyst?	Readings: <ul style="list-style-type: none"> • Pal, Leslie A. <i>et al</i> (2021). Chapter 1: Policy Analysis: Concepts and Practice. In <i>Beyond Policy Analysis: Public Issue Management in Turbulent Times, 6th ed.</i> Toronto: Nelson Education Ltd. <p>Synchronous session: There will be an <u>optional</u> class Zoom session on May 3rd or 4th (the first of one or two such sessions each week). Check UR Courses for time and Zoom link. This session is NOT mandatory. The first session will include an overview of the syllabus, and a Q&A with the course instructor. The session will be recorded and a link to the recording posted on UR Courses so that students unable to attend can view it on their own if interested.</p>
Module 2: The Modern Context for Public Policy Analysis	Readings: <ul style="list-style-type: none"> • Pal, Leslie A. <i>et al</i> (2021). Chapter 2: Modern Governance: Challenges for Policy Analysis. In <i>Beyond Policy Analysis: Public Issue Management in Turbulent Times, 6th ed.</i> Toronto: Nelson Education Ltd <p><u>PDF or links within the Module:</u></p> <ul style="list-style-type: none"> • Laurent Dobuzinskis, Michael Howlett eds. (2018) Chapter 2: The Policy Analysis Profession in Canada. In <i>Policy Analysis in Canada: The State of the Art</i>. Toronto: University of Toronto Press (Note: two sections in the chapter <i>The Formative Period, 1913-45</i> and <i>Consolidating Its Influence, 1945-68</i> on pages 26-38 are optional reading. The remainder is required reading.) • Turnbull, Nick. (2008). Harold Lasswell’s ‘Problem Orientation’ for the Policy Sciences. <i>Critical Policy Studies</i>, 2 (1), 72–91. (Note: this reading is optional) <p>Case Study in Focus: The Phoenix Pay System</p>
Week 2: May 10-14, 2021	
Module 3: Evidence and Applied Public Policy Analysis	Readings: <p><u>PDF or links within the Module:</u></p> <ul style="list-style-type: none"> • Bardach, E., Patashnik, E. (2020). Excerpt from the Introduction. In <i>A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, 6th ed.</i> Thousand Oaks CA: Sage/CQ Press. <p>Clark, Ian. (2017). Bardach’s Eightfold Path to More Effective Problem Solving. In <i>Atlas of Public Management</i> (www.atlas101.ca).</p>

	<p>Erdman, Jeremy. (2018). An 8-step process to making well-informed decisions and opinions. In <i>The Post-Grad Survival Guide</i> (https://medium.com/the-post-grad-survival-guide/an-8-step-process-to-making-well-informed-decisions-and-opinions-42d4d94d1476)</p> <p>Goertz, C., Nwanekezie, K., Boucher, M., Gouchie, M., and Koebel, T. (2016, January 19). Measuring Action on Climate Change. Policy Options. Retrieved from: http://policyoptions.irpp.org/magazines/january-2016/measuring-action-onclimate-change/</p> <p>Case Study in Focus: The Phoenix Pay System</p> <p>Video on Writing Briefing Notes by Heather McWhinney</p>	
<p>Module 4:</p> <p>The Policy Cycle</p>	<p>Readings: <u>PDF or links within the Module:</u></p> <ul style="list-style-type: none"> • Jann, Werner and Kai Wegrich. Chapter 4: Theories of the Policy Cycle. In Fischer, F., Miller, G.J., & Sidney, M. S. (2007). <i>Handbook on Public Policy Analysis</i>, Boca Raton: CRC Press • Sabatier, P. and C. Weible. (2007). Chapter 7: The Advocacy-Coalition Framework Innovations and Clarification. In <i>Theories of the Policy Process</i>. 2nd ed. Boulder CO: Westview. (Note: this reading is optional) • Howlett, M., McConnell, A., & Perl, A. (2017). Moving Policy Theory Forward: Connecting Multiple Stream and Advocacy Coalition Frameworks to Policy Cycle Models of Analysis. <i>Australian Journal of Public Administration</i>, 76(1), 65–79. 	
<p>Week 3: May 17-21, 2021</p>		
<p>Module 5:</p> <p>Agenda Setting and Problem Definition</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Pal, Leslie A. <i>et al</i> (2021). Chapter 3: Agenda-Setting and Problem (Re)Solving in Policy Analysis. In <i>Beyond Policy Analysis: Public Issue Management in Turbulent Times</i>, 6th ed. Toronto: Nelson Education Ltd. <p><u>PDF or links within the Module:</u></p> <ul style="list-style-type: none"> • Kingdon, J.W. (1995). Chapter 8: The Policy Window, and Joining the Streams. In <i>Agendas, alternatives, and public policies</i>, 2nd ed. New York, NY: HarperCollins. • Stone, Deborah. (1989). Causal Stories and the Formation of Policy Agendas. <i>Political Science Quarterly</i>. 104(2), 281-300. <p>Case Study in Focus: Religious Rights</p>	

<p>Module 6:</p> <p>Policy Formation</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Pal, Leslie A. <i>et al</i> (2021). Chapter 4: Policy Instruments and Policy Design. In <i>Beyond Policy Analysis: Public Issue Management in Turbulent Times, 6th ed.</i> Toronto: Nelson Education Ltd. <p><u>PDF or links within the Module:</u></p> <ul style="list-style-type: none"> • Hood, C. (2007). Intellectual Obsolescence and Intellectual Makeovers: Reflections on Tools of Government after Two Decades. <i>Governance</i>, 20 (1): 127-144. • Bardach, E., Patashnik, E. (2020). Appendix A. In <i>A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, 6th ed.</i> Thousand Oaks CA: Sage/CQ Press. <p>Case Study in Focus: Carbon Emissions and Electricity in Saskatchewan</p>	
<p>Week 4: May 24-28, 2021</p>		
<p>Module 7:</p> <p>Policy Implementation</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Pal, Leslie A. <i>et al</i> (2021). Chapter 5: Policy Implementation. In <i>Beyond Policy Analysis: Public Issue Management in Turbulent Times, 6th ed.</i> Toronto: Nelson Education Ltd. <p><u>PDF or links within the Module:</u></p> <ul style="list-style-type: none"> • Camillo, C. A. (2012). Implementing Eligibility Changes under the Affordable Care Act: Issues Facing State Medicaid and CHIP Programs. <i>State Health Access Reform Evaluation</i>, (July), 1–6. • Hubbard, R., & Paquet, G. (2018). Phoenix and CRA: Two Catastrophic Governance Failures. <i>Optimumonline.Ca</i>, 48(2) <p>Case Study in Focus:</p> <ul style="list-style-type: none"> • Phoenix Pay System • Indigenous Issues and the City of Saskatoon Police Service 	
<p>Module 8:</p> <p>Policy Communities and Networks</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Pal, Leslie A. <i>et al</i> (2021). Chapter 6: Policy Actors, Communities, and Networks. In <i>Beyond Policy Analysis: Public Issue Management in Turbulent Times, 6th ed.</i> Toronto: Nelson Education Ltd. <p><u>PDF or links within the Module:</u></p> <ul style="list-style-type: none"> • Atkinson, M. and W. Coleman. (1992). Policy networks, policy communities and the problems of governance. <i>Governance</i>, 5(2), 154-180. • Stone, Diane. (2008). Global Public Policy, Transnational Policy Communities, and Their Networks. <i>Policy Studies Journal</i>, 36 (1), 19–38. 	

	<ul style="list-style-type: none"> • Shirky, C. (2011). The Political Power of Social Media. <i>Foreign Affairs</i>, 90(1), 28–41. • Smith, B. G. (2010). Socially Distributing Public Relations: Twitter, Haiti, and Interactivity in Social Media. <i>Public Relations Review</i>, 36(4), 329-335. <p>Case Study in Focus:</p> <ul style="list-style-type: none"> • Idle No More • Canadian Medical Association 	
<p>Week 5: May 31 – June 4, 2021</p>		
<p>Module 9:</p> <p>Policy Evaluation</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Pal, Leslie A. <i>et al</i> (2021). Chapter 7: Evaluation. In <i>Beyond Policy Analysis: Public Issue Management in Turbulent Times</i>, 6th ed. Toronto: Nelson Education Ltd. <p><u>PDF or links within the Module:</u></p> <ul style="list-style-type: none"> • Dunlop, C.A., & Radaelli, C.M. (2013). Systematising Policy Learning: From Monolith to Dimensions. <i>Political Studies</i>, 61(3), 599–619. • Collins, K., & Ison, R. (2009). Jumping off Arnstein’s ladder: Social learning as a new policy paradigm for climate change adaptation. <i>Environmental Policy and Governance</i>, 19(6), 358–373. • McConnell, A. (2010). Policy Success, Policy Failure and Grey Areas In-Between. <i>Journal of Public Policy</i>, 30(3), 345–362. <p>Case Study in Focus: The Phoenix Pay System</p>	
<p>Module 10:</p> <p>Policy Communication</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Pal, Leslie A. <i>et al</i> (2021). Chapter 8: Policy Communication. In <i>Beyond Policy Analysis: Public Issue Management in Turbulent Times</i>, 6th ed. Toronto: Nelson Education Ltd. <p><u>PDF or links within the Module:</u></p> <ul style="list-style-type: none"> • Nisbet, M. (2009). Communicating Climate Change: Why Frames Matter for Public Engagement. <i>Environmental Magazine</i>, 51(2). <p>Case Study in Focus: Risk Perceptions in the Food Industry</p>	

Week 6: June 7-11, 2021	
Module 11: Decision-making	Readings: <u>PDF or links within the Module:</u> <ul style="list-style-type: none"> • Sui, Bobby. (2014). Chapter 9: Determining Public Policies for Implementation. In <i>Developing Public Policy: A Practical Guide, 2nd ed.</i> Toronto: Canadian Scholars Press. • Good, David A. (2011). Still Budgeting by Muddling through: Why Disjointed Incrementalism Lasts. <i>Policy & Society</i> 30(1), 41–51. • Lindblom, Charles E. (1959). The Science of ‘Muddling Through.’ <i>Public Administration Review</i>, 19 (2), 79–88. Case Study in Focus: Classroom Policy
Module 12: Public Policy Moving Forward	Readings: <ul style="list-style-type: none"> • Pal, Leslie A. <i>et al</i> (2021). Chapter 9: Going Forward: Doing Policy Analysis. In <i>Beyond Policy Analysis: Public Issue Management in Turbulent Times, 6th ed.</i> Toronto: Nelson Education Ltd.

REQUIRED READINGS

All required readings will be found in the modules on UR Courses and in the one required textbook for the course: *Beyond Policy Analysis: Public Issue Management in Turbulent Times, 6th Edition* (2021), by Leslie A. Pal, Graeme Auld, and Alexandra Mallett. Note that this new edition of the textbook differs somewhat in structure from the previous edition and includes updated policy examples and case studies.

The textbook is available at the UR Bookstore, or can be purchased in hardcopy or electronic format from several online sources. Here is a link to the publisher’s online listing where both hardcopy and e-books are available: <https://retail.tophat.com/products/9780176886912>

All readings and videos included in the modules are required course material (unless noted otherwise) and you are expected to review and understand them.

DESCRIPTION OF ASSIGNMENTS AND DUE DATES

All assignments are to be submitted on UR Courses, using Turnitin. Grading and feedback will be provided through the Turnitin tool.

To begin, consider a public policy area that you are familiar with, or one that interests you, and select a specific issue within that policy area. You will be using the same issue for the first three assignments listed below (a Briefing Note (BN), a revised BN, and a Decision Item), so choose carefully! A few considerations about your issue/topic:

1. The topic should be one that is manageable in scope, so avoid a broad, highly complex issue that cannot be reasonably addressed in a two-page briefing note or a five-page Decision Item. For example, “climate change” is too broad; however, individual topics related to climate change might be workable, such as “carbon pricing” or “low carbon energy sources.” Further narrowing the topic to “carbon pricing models currently used in Canada” or “low carbon energy options available in Saskatchewan” or “reducing carbon output in Saskatchewan agriculture” might be even better.
2. You will be expected to research and provide sources/references to support your work in the Briefing Notes and the Decision Item, so choose a topic for which you will be able to find and cite such sources.
3. If you choose a topic/issue that you have worked with in the past, be mindful of the potential for academic plagiarism (see “Academic Integrity and Conduct” section below).
4. The topic can be one that is current (ongoing and unresolved) or one that has been part of public discourse and decision over the past five years.

If you would like to discuss your proposed policy issue before proceeding, please contact me.

Before starting the first BN assignment, review the following resources on preparing Briefing Notes:

- PowerPoint presentation on UR Courses about preparing briefing notes
- The “Briefing Notes” lesson within Module 3

Policy Briefing Note (first version) – due on UR Courses by May 14th, 2021 at 6:00 p.m. Sask time (10% of final grade)

Using your selected public policy issue and the assigned template on UR Courses, prepare a briefing note (BN) on the issue. The BN must follow the assigned template and format, and be between 500 and 750 words (excluding references).

When preparing the BN, place yourself in the position of needing to explain the issue to an elected official or senior leader (Cabinet Minister, First Nation Chief, Mayor, Deputy Minister, CEO, Director, etc.) who knows little, or nothing, about the topic.

I will grade and provide comments on this assignment no later than May 18th.

Policy Briefing Note (revised) – due on UR Courses by May 26th, 2021 at 6:00 p.m. Sask time (20% of final grade)

Consider the comments I provide on the first draft of your BN and redraft it, using the same assigned format, and again adhering to the 500 to 750 word guideline (excluding references).

I will grade and provide comments on this assignment no later than May 30th.

Decision Item (DI) using the same topic as the policy briefing notes – due on UR Courses by June 14th, 2021 at 6:00 p.m. Sask time (30% of final grade)

Consider the comments I provide on your revised BN and expand on the note to prepare a Decision Item on the same topic, intended for Cabinet, Band Chief and Council, Mayor and Municipal Council, etc. The Decision Item must follow the assigned format on UR Courses and be between 1200 and 1600 words (excluding references).

Partner option for the Decision Item: You can choose to partner with one other classmate to prepare the Decision Item. If you choose a partner, your Decision Item can be based on the BN topic that either of you used. All other requirements (format, length, etc) remain the same. Both partners will receive the same grade for the assignment. If you want to partner with someone, you and your partner must advise me of your decision by email no later than June 1st.

Module Briefing Notes – due on May 21 and June 4 at 6:00 p.m. Sask time (two briefing notes, each one is worth 10%, totals 20% of course grade)

More briefing note practice! Choose one of the first five modules, and one of modules 6-12, and prepare a separate briefing note on each of the modules you selected. Each briefing note is worth 10% of your course grade, so this component is worth 20% in total (two briefing notes, at 10% each, equals 20%).

Use the BN template on UR Courses for these information-based BNs. Each BN must follow the assigned format and be between 500 and 750 words (excluding references). Specific references of some module components (module text, videos, and/or assigned readings) are expected and must be properly cited.

Participation in discussion forums (20% of final grade)

Throughout the course, discussion questions will be posted on the discussion forum on UR Courses. New question(s) will be posted each week. All students are expected to regularly participate in the forum. Your grade will be assessed based on both the frequency and content of your participation.

EVALUATION

The weight and due dates of the various evaluation components of the course are summarized as follows:

Assignment	Weight of course grade	Due (all times are Sask time)
Policy BN First version	10%	May 14, 2021 at 6:00 p.m.
Module BN #1	10%	May 21, 2021 at 6:00 p.m.
Policy BN Revised	20%	May 26, 2021 at 6:00 p.m.
Module BN #2	10%	June 4, 2021 at 6:00 p.m.
Decision Item (DI)	30%	June 14, 2021 at 6:00 p.m.
Discussion Forum	20%	Ongoing

LATE ASSIGNMENTS

All assignments must be submitted by the due date/time. Late assignments will not be accepted, except by previous arrangement with the instructor. If you require additional time due to work or personal commitments, conflicts with requirements for other courses you are taking, or other circumstances, please contact me as soon as possible.

USE OF VIDEO AND RECORDING OF THE COURSE

The optional online (Zoom) sessions in this course, including your participation, will be recorded and made available for viewing only to students registered for the course via UR Courses after each session. This is done to ensure that students unable to join the session can view the session at a later time if they choose to.

Please remember that course recordings belong to the instructor, the University, and/or others (like a guest lecturer) and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact your instructor.

REFERENCING: CHICAGO MANUAL OF STYLE (17th ed.), AUTHOR-DATE STYLE

The JSGS has adopted the Chicago Manual of Style (Author – Date) format for referencing works. Please use this format in your assignments.

Chicago Manual of Style Documentation System	Author-Date Style
Two Components:	<ul style="list-style-type: none"> - In-text references - Reference list at the end of the document
Examples:	<p><u>In-text reference examples:</u> (Grazer and Fishman 2015, 12) (Smith 2016, 315–16)</p> <p><u>Reference list examples:</u> Grazer, Brian, and Charles Fishman. 2015. <i>A Curious Mind: The Secret to a Bigger Life</i>. New York: Simon & Schuster.</p> <p>Smith, Zadie. 2016. <i>Swing Time</i>. New York: Penguin Press.</p>

Source, and for more information and examples: <http://www.chicagomanualofstyle.org>

STUDENTS WITH SPECIAL NEEDS

Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss their need with the instructor and to contact one of the following:

- USask: Disability Services for Students (DSS) – 966-7273.
- U of R: Coordinator of Special Needs Services – (306) 585-4631.

STUDENTS EXPERIENCING STRESS

Students who are experiencing stress can seek assistance from one of the following:

- USask: Student Affairs and Outreach – <https://students.usask.ca/health/centres/student-affairs-and-outreach.php> or call (306) 966-5757.
- U of R: Counselling Services – <http://www.uregina.ca/student/counselling/contact.html> or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and 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 about academic integrity in general or about specific issues, contact your course instructor and we can discuss your questions.

For more information, please see:

- USask Guidelines for Academic Conduct – [Guidelines for Academic Conduct - Governance Office - University of Saskatchewan \(usask.ca\)](#)
- USask Academic Misconduct -- [Academic Misconduct - Governance Office - University of Saskatchewan \(usask.ca\)](#)
- U of R Guidelines for Academic Conduct – [Student Behaviour | Executive Offices, University of Regina \(uregina.ca\)](#)
- U of R Academic Misconduct – [Policies and Procedures of the University | Graduate Studies, University of Regina \(uregina.ca\)](#)

COPYRIGHT

Course materials are provided to you based on your registration in the course, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act.

JSGS GRADE DESCRIPTIONS

These guidelines will be used for grading all course assignments. Given all of the assignments and evaluations are written, your ability to clearly articulate and demonstrate your arguments in writing will be critical.

85+ excellent

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 very good

An excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

75-80 good

A good performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

70-75 satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.