Course Objective:

The objective of this course is to provide public administration majors with an opportunity to gain extensive research and writing experience. Each student develops an in-depth understanding of a specialized topic in public administration, city planning, or urban studies by either investigating issues through personal interviews and official publications and by library and Internet research on issues of local, state, or national significance.

Learning Objectives

- To identify a research area of importance to you in the fields of public administration, city planning, or urban studies;
- To formulate questions that will be researched through library research, the Internet, and personal interviews;
- To talk with your faculty advisor on all aspects of this research paper;
- To draft an outline of the research paper you will be writing;
- To write in a clear and convincing fashion;
- To submit a final copy of your research paper with a title page, text, and reference list

Role of the Student

The individual student plays a pivotal role in this course. Together, we will come to an agreement relative to your paper topic, your research and writing process. You must be an active participant ready to conduct independent research on an area of interest. Your work will pay off in your strengthened ability to think, read, analyze, and write at a higher level. The ability to present the paper in class will also help you gain confidence
in your abilities to communicate with other people. Here are some of your responsibilities in this class:

- Have a positive attitude and willingness to do the work
- Contribute to class discussions
- Interact with me
- Be prepared to write
- Be prepared to ask questions when you don’t understand something; and be responsible for your own learning

**Role of the Faculty Advisor**

I will serve as:

- **RESOURCE PERSON**, whom you see for helping locate information
- **ADVISOR**, who acts as a sounding board for you, provides you with helpful feedback, comments and advice on your approach to the selected topic, and
- **EVALUATOR**, who provides feedback and grades your paper.

I must ultimately be satisfied with your work. If you do not complete and hand in your PA 497 assignments by the due dates, you will receive point deductions. Incompletes are rarely given for failing to submit your final paper. **They are not simply given for failing to submit the required paper.** You must earn an incomplete grade. In order to earn an incomplete, a student must submit a complete draft of the paper (this includes all maps, photos, figures, bibliography, etc.) to me by the date the paper is due. **It is your responsibility to contact me.** I will not seek you out and ask you if you want an incomplete. If permission is given for an incomplete you and I will meet, complete an incomplete form, and agree on the date the paper will be due. Failure to submit the paper by the agreed upon date will result in a grade of “F”.

**Paper Requirements**

Papers must be related to a public administration, city planning, or urban studies topic of interest to the student and Advisor. In consultation with the student, I must approve your paper topic. I must also approve any changes in the paper topic.

1. **Length of Paper:** Each paper must be a minimum of 20-25 double-spaced typed pages of text. Title page, maps, figures, charts, bibliography (references), etc. are not considered text. Students should consult with the APA style manual and be consistent. The APA style manual is discussed later in the course syllabus. Students may choose another style manual in consultation with me. **Two copies of your paper are to be submitted to me – one hard copy and one electronic copy in word (PC, not MAC version)** The hard copy will be returned to you.
2. Grades will be based on the following:

- Ability to focus the paper on a specific public administration, city planning, or urban studies topic that is agreeable to the student and to me;
- Understanding of the issue(s) involved in the topic
- Ability to ask the questions you will be researching
- Ability to write in a clear and understandable fashion – this includes a strong introduction and a discussion of how the paper is organized. The paper must be broken into subsections that flow in a logical direction
- Evidence that you have clearly researched the topic in and out of the library. This is generally considered to be a review of past research that has been conducted on the topic. Interviews (in person or via email) with key individuals within the topic/subject of your paper must be conducted (please remember that when conducting an interview, you are representing the School of Public Affairs and the university). Do not rely on the Internet for all of your information.
- Ability to use your viewpoint on the topic being discussed
- Ability to organize the paper in a clear and organized fashion
- Proper use of citations and a bibliography/reference list.

3. You must complete a web exercise on cheating and plagiarism; make a copy of the completed exercise, and submit a copy of it to me by Feb. 3, 2014. The exercise can be found at [http://library.sdsu.edu/quiz/quiz.php?id=3](http://library.sdsu.edu/quiz/quiz.php?id=3)
   Email the results to me at rcaves@mail.sdsu.edu
   Failure to complete this assignment by the required date will result in ‘0’ points.

4. You must submit a one page description of your final paper topic and why it is important to me by Feb. 17, 2014. Failure to do so will result in a grading penalty of two points a day.

5. You must see me and submit an outline of your paper and 10 sources of literature that you have consulted by Feb. 24, 2014. You must have at least 3 articles, 3 books, and 3 websites. You must give the complete citation for each source and a paragraph summarizing the material in the source. Failure to do so will result in a grading penalty of two points a day for each assignment.

6. A COMPLETE draft hard copy of your paper is due in my office no later than Apr. 14, 2014. Failure to submit the draft by that date will result in a two points grading penalty per day. The paper should be delivered to me in my office (PSFA 121) or, in my absence, given to Nancy Flitcraft (PSFA 101). Make sure you keep a copy of the draft paper.

7. Students will be required to submit/present their paper to the class in two classes – May 5 and May 12. The presentations are not to exceed 8-10 minutes with questions to follow. The dates for individual presentations will be determined at a later date. Failure to present your paper on the assignment date will result in ‘0’ points for this assignment.
8. The final paper is due no later than May 13, 2014 in my office by noon. Failure to submit the final paper by that date will result in a two point grading penalty per day from the final paper grade. A hard copy of the paper should be delivered to me in my office (PSFA 121) or, in my absence, given to Nancy Flitcraft (PSFA 101). You are required to submit two copies of the paper – one hard copy and one electronic copy. The hard copy will be returned to you. The other copy will be retained by me.

Final Grade

The following scale will be used for the final grade:

- A  94-100
- A- 90-93
- B+ 87-89
- B  84-86
- B- 80-83
- C+ 77-79
- C  74-76
- C- 70-73
- D+ 67-69
- D  64-66
- D- 60-63
- F  Below 60
Points Available for Individual Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>WebExercise: Cheating and Plagiarism</td>
<td>5 %</td>
</tr>
<tr>
<td>Paper Outline</td>
<td>10 %</td>
</tr>
<tr>
<td>Sources of Information</td>
<td>10 %</td>
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<tr>
<td>Draft of Paper</td>
<td>20 %</td>
</tr>
<tr>
<td>Presentation of Final Paper</td>
<td>5 %</td>
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<tr>
<td>Final Paper</td>
<td>50 %</td>
</tr>
<tr>
<td><strong>Total Points Available</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

Course Outline and Assignment Dates

- **Jan. 27**  
  Introduction to Course, Research Topics and Assignments

- **Feb. 3**  
  Research Methods, Cheating and Plagiarism, and Outlines
  
  *Cheating and Plagiarism Assignment Due*

- **Feb. 10**  
  Introductions and Conclusions

- **Feb. 17**  
  Literature Review for paper
  
  *Final Paper Topic Assignment Due* -- 2pts. penalty for each late

- **Feb. 24**  
  Discussion of Literature Reviews in my office – PSFA 121
  
  *Outline of paper and 10 Sources of Information Assignment Due* -- 2pts penalty for each day late

- **Mar. 3**  
  NO CLASS – individual work on paper

- **Mar. 10**  
  NO CLASS – individual work on paper

- **Mar. 17**  
  NO CLASS – individuals work on paper

- **Mar. 24**  
  NO CLASS – individual consultations in my office – PSFA 121

- **Mar. 31**  
  SPRING Break

- **Apr. 7**  
  NO CLASS

- **Apr. 14**  
  NO CLASS – individual consultations in my office – PSFA 121

  *Complete Hardcopy of your Draft Paper Due* -- 2pts. penalty for each late day
Manuscript Preparation

Manuscripts must be configured as follows:

- **Software:** Use MS Word for PC (preferred) or Rich Text Format (RTF).
- **Type:** Use 12 point Times New Roman type or equivalent at all times.
- **Spacing:** Double-space ALL copy (including quoted matter, notes, references, tables, and captions). Left justify the main text and indent first lines of paragraphs.
- **Margins:** Use page margins of at least 1 inch left and right and 1 inch top and bottom.
- **Graphics:** Group tables or figures together, at the very end of the paper. Place each on a separate sheet and include a caption (number and title). Place captions above tables and below figures and keep them brief — locate explanations in the text. In the text, indicate the appropriate location for a figure or table centered on a separate line, after the first paragraph where it is mentioned. Use the form: [Figure 1 about here]
- **Notes:** Put numbered explanatory notes in endnote form. Use sparingly and keep them brief.


Examples of Reference Citations

**Books**


**Article in Edited Book**


**Article in Journal**


**Internet Site**


**Government Publication**


**Article in Newspaper**


**Paper presented at a Conference**


**Personal Interview**


For other examples of reference citations, you will need to see me.

**Citing materials within the text**

Using the above reference citations, you would have something like the following two examples:
When simply referring the reader to materials that discuss this general area –

Ex. History is one of the keys to understanding a city (Caves, 2002; Friedmann, 1994; Teitz, 2000).

If you are quoting directly from material that someone else has said or published, you must give the individual(s) credit.

Ex. According to Teitz (2000), “the history of a city can be discussed in three major ways” (p.281).

**Cheating and Plagiarism**

Cheating and plagiarism is taken very seriously by me and by San Diego State University. Submitting work done by someone else and claiming it is your work is wrong and will not be tolerated. Please read the following information taken from the San Diego State University Policy File, revised May 2012. It discusses the seriousness of cheating and plagiarism.

1.0 Institutions of higher education are founded to impart knowledge, seek truth, and encourage one’s development for the good of society. University students shall thus be intellectually and morally obliged to pursue their course of studies with honesty and integrity. Therefore, in preparing and submitting materials for academic courses and in taking examinations, a student shall not yield to cheating or plagiarism, which not only violate academic standards but also make the offender liable to penalties explicit in Title 5 of the California Code of Regulations, part 5, sec. 41301(a), as follows:

“41301. Expulsion, Suspension and Probation of Students. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes that must be campus related:

“(a) Cheating or plagiarism in connection with an academic program at a campus
“A student who has committed either offense may be subject to University disciplinary action.”

2.0 Definitions

2.1 Cheating shall be defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to (a) copying, in part or in whole, from another’s test or other examination; (b) discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor; (c) obtaining copies of a test, an examination, or other course material without the permission of the instructor; (d) using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition; (e) collaborating with another or others in work to be presented without the permission of the instructor; (f) falsifying records, laboratory work, or other course
data; (g) submitting work previously presented in another course, if contrary to the rules of the course; (h) altering or interfering with the grading procedures; (i) plagiarizing, as defined; and (j) knowingly and intentionally assisting another student in any of the above.

2.2 Plagiarism shall be defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the University as one’s own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to (a) submitting work, either in part or in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; (c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof; (d) close and lengthy paraphrasing of the writings of another; (e) submitting another person’s artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and (f) submitting as one’s own work papers purchased from research companies.

3.0 Academic and Punitive Sanctions: Cheating and plagiarism in connection with the academic program at The University may warrant two separate and distinct courses of disciplinary action that may be applied concurrently in response to a violation of this policy: (a) academic sanctions, such as grade modifications; and (b) punitive sanctions, such as probation, suspension, or expulsion. Academic sanctions are concerned with the student’s grades and are the responsibility of the instructor involved. Punitive sanctions are concerned with the student’s records and status on campus and shall be the responsibility of the University President or designated representative. The Coordinator of Judiciary Procedures shall be the President’s representative in matters of student discipline.

4.0 Due Process in Review of Alleged Violations

4.1 Punitive Sanctions: Only the University President or designated representative shall be authorized to exercise punitive authority over students and in so doing shall be mandated to accord students all the elements of “due process.” The steps set forth in CSU Executive Order 148, “Student Disciplinary Procedures of The California State University,” shall be followed in the delineation of these matters.
4.2 Academic Sanctions
4.21 The instructor involved shall be expected to determine the type of academic sanction for cheating or plagiarism. Usually, “grade modification” shall be used; however, grade modification shall not be considered punishment and shall be used only if the instructor is satisfied that cheating or plagiarism did occur. The grade modification shall be left to the discretion of the instructor. Grade modification may include (a) a zero or F on the paper, project, or examination, (b) a reduction in one letter grade (e.g., C to D in the course), or (c) an F in the course. In addition to grade modification, certain departments or schools may have policies that state that cheating can show unsuitability for the program or profession. Students should be made aware of the penalties for cheating and of their appeal rights.

4.22 Furthermore, before applying grade modification, the instructor should advise the student of the alleged violation and should have reasonable evidence to sustain that allegation. Reasonable evidence, such as documentary evidence or personal observation or both, shall be necessary for the allegation to be upheld.

4.3 When a student is accused of cheating or plagiarism, the instructor should arrange an informal office conference with the student and at that time advise the student of the allegation as well as the evidence supporting it. The purpose of the office conference shall be to bring together the persons involved to discuss the situation informally and to decide upon an appropriate solution. If more than one student is involved in the incident, the instructor may call the students together to confer as a group if the students so desire. All notes and discussions between the student and instructor shall be confidential, except as may be relevant in subsequent campus disciplinary proceedings or subsequent legal action.

5.0 Disciplinary Record: In order to coordinate information so as to permit appropriate disciplinary action for first-time and repeat offenders, a memorandum describing violations of this policy shall be prepared by the instructor and forwarded to the Office of Judiciary Procedures to be retained on file.
Planning and Writing a Research Paper

The following information can be found at the University of Wisconsin Writing Center (http://www.wisc.edu/writing/Handbook/PlanResearchPaper.html) © UW-Madison, 2004. Writing Center. I believe this information will help you with identifying and developing the research paper required for this class. Feel free to consult with me on any items that are unclear.

This page lists some of the stages involved in writing a library-based research paper. Although this list suggests that there is a simple, linear process to writing such a paper, the actual process of writing a research paper is often a messy and recursive one, so please use this outline as a flexible guide.

1. Discovering, Narrowing, and Focusing a Researchable Topic
   • Try to find a topic that truly interests you
   • Try writing your way to a topic
   • Talk with your course instructor and classmates about your topic
   • Pose your topic as a question to be answered or a problem to be solved

2. Finding, Selecting, and Reading Sources
   You will need to look at the following types of sources:
   • Card catalog, periodical indexes, bibliographies, suggestions from your instructor
   • Primary vs. secondary sources
   • Journals, books, other documents found on the Internet
   • Personal interviews with individuals involved in the subject of your research

3. Grouping, Sequencing, and Documenting Information
   The following systems will help keep you organized:
   • A system for noting sources on bibliography cards
   • A system for organizing material according to its relative importance
   • A system for taking notes

4. Writing an Outline and a Prospectus for Yourself
   Consider the following questions:
   • What is the topic?
• Why is it significant?
• What background material is relevant?
• What is my thesis or purpose statement?
• What organizational plan will best support my purpose?

5. Writing the Introduction
In the introduction you will need to do the following things:
• Present relevant background or contextual material
• Define terms or concepts when necessary
• Explain the focus of the paper and your specific purpose
• Reveal your plan of organization

6. Writing the Body
• Use your outline and prospectus as flexible guides
• Build your essay around points you want to make (i.e., don't let your sources organize your paper)
• Integrate your sources into your discussion
• Summarize, analyze, explain, and evaluate published work rather than merely reporting it
• Move up and down the "ladder of abstraction" from generalization to varying levels of detail back to generalization

7. Writing the Conclusion
• If the argument or point of your paper is complex, you may need to summarize the argument for your reader.
• If prior to your conclusion you have not yet explained the significance of your findings or if you are proceeding inductively, use the end of your paper to add your points up, to explain their significance.
• Move from a detailed to a general level of consideration that returns the topic to the context provided by the introduction.
• Perhaps suggest what about this topic needs further research.

8. Revising the Final Draft
• Check overall organization: logical flow of introduction, coherence and depth of discussion in body, effectiveness of conclusion.
• Paragraph level concerns: topic sentences, sequence of ideas within paragraphs, use of details to support generalizations, summary sentences where necessary, use of transitions within and between paragraphs.

• Sentence level concerns: sentence structure, word choices, punctuation, spelling.

• Documentation: consistent use of one system, citation of all material not considered common knowledge, appropriate use of endnotes or footnotes, accuracy of list of works cited.

• Proof your paper before submitting it.

Sample Paper Topics

These are some of the topics that students have chosen in previous classes. You do not need to choose one of these topics. I just wanted to give you an idea of the types of things that students have researched.

• Citizen participation
• Growth management
• Sustainability and local governments
• Ethics in the public sector
• Non-profits and their roles in providing services
• Policy making processes
• Direct democracy
• Promotion procedures in the public sector
• Financing local government
• Brown Act (open meeting requirements)
• Alternative structures of local government
• Role of the City Manager
• Problems associated with municipal bankruptcy
• Use of social media in local government
• Obamacare
• Decreasing Budgets in Required Police, Fire, and Emergency Management Services
Possible Resource Materials

- Federal, state, local governments, and other websites
- Public Administration Review
- Urban Affairs review
- Journal of Urban Affairs
- Journal of the American Planning Association
- Administration and Society
- Administrative Theory and Practice
- Western City
- Administrative Science Quarterly
- Financial Accountability and Management
- Human Relations
- Journal of Accounting and Public Policy
- Journal of Government Financial Management
- Journal of Health and Human Services Administration
- Journal of Policy Analysis and Management
- Journal of Politics
- Journal of Public Administration Research and Theory
- Journal of Public Affairs Education
- Journal of Public Budgeting, Accounting and Financial Management
- Journal of Public Health Policy
- Journal of Public Management and Social Policy
- National Civic Review
- Policy Sciences
- Policy Studies Journal
- Public Administration Quarterly
- Public Choice
• Review of Public personnel Administration
• State and Local Government Review
• American Review of Public Administration
• Planning Magazine