



Wayland Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

Course Title, Number, and Section: PUAD 5315 Section VCO1- Special Topics: Public Advocacy

Term: Summer 2017; 29 May – 12 August 2017

Instructor: Dr. Juan M. González

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Office Hours, Building, and Location: Virtual, call above number to schedule phone conference

Class Meeting Time and Location: Virtual

Catalog Description: In-depth exploration, analysis, and assessment of contemporary topics; for this class; Policy Advocacy will be the focus.

Required Textbook(s) and/or Required Material(s):

Jansson, B. S. (2014). *Becoming an effective policy advocate: From policy practice to social justice* (7th ed.). Belmont, CA: Cengage Learning

Optional Materials: Possible readings as listed in course room plus the following APA publications are strongly recommended:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

American Psychological Association. (2012). *APA style guide to electronic references* (6th ed.). Washington, DC: American Psychological Association

Course Outcome Competencies: At the conclusion of this course the student will be able to demonstrate an understanding of the key components of Public Advocacy:

- Identifying vulnerable populations
- Articulating rationales for participating in policy advocacy
- Demonstrating needed skills and competencies for policy advocacy
- Developing an advocacy plan for a specific policy issue
- Critically analyze policies along with arguments in favor and against said policies

Attendance Requirements:

Virtual Campus

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

Assessments:

Students will be evaluated based on their performance in the following assignments: weekly discussion questions (DQs); journal article reviews; final paper updates; an informational interview; and the final paper. All papers and DQ responses must be written in accordance with the American Psychological Association (APA) standards and style.

Discussion Questions (DQs):

Each weekly DQ set assigned will be worth 50 points. An additional 25 points each, max of 50 (meaning you must respond to at least two other students), will be awarded for each substantive response given to other students’ original postings to the discussion questions; that is, students’ answers to the questions. Total possible points you can earn per week are 100. You must respond to discussion questions during their week of application to receive credit. In other words, if you answer Week 1’s discussion questions during Week 2, you do not receive any credit for Week 1. For our purposes, **the week will begin on Monday and end on Sunday.** Ensure your responses are written in accordance to APA standards. **Twenty-five points will be deducted if sources are not properly cited.**

Responses to discussion questions are to be submitted no later than 11:59 pm CST on Thursdays. **DQ answers posted after Thursday will incur a 25 point deduction.**

Responses to students' original postings (their answers to the DQs) must be posted no later than 11:59 pm CST on Sundays to receive credit.

Informational Interview (due at the end of week eight)

Arrange a professional informational interview with an established professional working in a non-profit organization or in a government agency associated with the policy intended for your final paper. This assignment is intended to give you a realistic view of how professionals prepare and advocate for the specific policy issue. It should also help identify key players and other political nuances that may not be so easily recognized. Find out the professional's recommendations for successfully promoting your policy issue; and ask for recommendations regarding your educational planning. The interview is to be written up in a 4-5 page summary with title page. The summary will review the professional's educational and work background, your questions, their replies, and a summary of your conclusions based on the interview. Write the paper as an academic paper, not simply listing the questions and answers. The paper is to be written in Times Roman, font 12, double spaced, and 1" margins.

Journal Article Review:

On specific weeks, students are to find and critique a journal article related to this course or the specific policy you will be advocating in the final paper. The article can apply to the subject matter discussed for a given week or to your final paper. The article must be from a scholarly, peer-reviewed academic journal or a government publication. The article should not come from a news source such as CNN. For this assignment, provide a pdf copy for peer review and specify the article's relevance to this course plus your interest in the particular topic. Points are awarded by the following criteria: 25 points for providing a copy of your specific journal article, 25 points for how well you evaluate the article's subject matter relevant to the course and support for the arguments presented, and 25 points per response to at least two other students' articles. If you don't participate in the journal article review during the week it is assigned, you will not receive credit. Additionally, to ensure students have time to respond, **all articles must be submitted by 11:59 pm CST on Fridays; submitting after Friday incurs a 25 point deduction**. Responses to students' articles must be posted no later than 11:59 pm CST Sundays on the weeks assigned. *Be sure you properly cite your journal article – in the text of your response and in the reference list – in accordance to APA writing standards.* **Incorrect citations will incur a 25 point deduction.**

Policy Advocacy Plan: (Due at the end of week ten)

Develop a public advocacy strategy plan for a public policy issue of interest to you. This final paper should address the policy issue in question; why you chose it; why it is relevant and important; the key decision makers; the population(s) impacted by the policy issue; what changes are needed and why; plus the specific plan you develop to bring about change.

You should consider the following questions when researching and writing your paper:

- What do you want to achieve with the policy change?
- What communication plan will you use to explain your stance and its importance? What methods will you use to share information, such as the Internet or radio?
- Who are the opponents to your policy stance or the policy as a whole? What strategy are they likely to use in opposing your efforts? How will you overcome their efforts?
- How will your strategy be put into action?
- Does your plan require national coordination or is it limited to a local concern? In either case, who needs

to be involved or from whom will you need assistance

- How would you evaluate and report your results?
- What action planning steps would you incorporate into the process?

The project should be 12-15 pages in length excluding a cover page, executive summary, and reference list. Include a minimum of 10 scholarly sources.

Course Requirements and Grading Criteria:

30% of grade is based on course room discussions and responses to other students

25% of grade is based on the final paper (public advocacy plan)

20% of grade is based on Informational Interview

15% of grade is based on Journal Article Reviews

10% of grade is based on updates to your final paper and informational interview

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Final Note: This syllabus and course outline serve as a guide. The instructor reserves the right to adjust or change it as deemed appropriate to enhance student learning.

Tentative Course Schedule

Week	Dates	Readings	Assignments
1	5/29 – 6/4	Chapters 1&2	1. Post Intro by Wed 2. Answer both DQs no later than (NLT) Thursday 11:59 pm CST 3. Respond to classmates DQs NLT Sunday 11:59 pm CST
2	6/5 – 6/11	Chapter 3	1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs NLT Sunday 11:59 pm CST
3	6/12 – 6/18	Chapters 4 & 5	1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs NLT Sunday 11:59 pm CST 3. Submit policy paper topic to instructor NLT Sunday
4	6/19 – 6/25	Chapter 6	1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs NLT Sunday 11:59 pm CST 3. <u>Article review due Friday NLT 11:59 pm CST</u> 4. Responses to classmates articles due NLT Sunday
5	6/26 – 7/2	Chapter 7	1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs NLT Sunday 11:59 pm CST 3. Final project update due NLT Sunday 11:59 pm CST
6	7/3 – 7/9	Chapter 8	1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs NLT Sunday 11:59 pm CST
7	7/10 – 7/16	Chapter 9	1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs

			NLT Sunday 11:59 pm CST 3. <u>Article review due Friday</u> <u>NLT 11:59 pm CST</u> 4. Responses to classmates articles due NLT Sunday
8	7/17 – 7/23	Chapter 10	1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs NLT Sunday 11:59 pm CST 3. Informational Interview due NLT Sunday 11:59 pm CST 4. Final project update due NLT Sunday 11:59 pm CST
9	7/24 – 7/30	Chapter 11	1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs NLT Sunday 11:59 pm CST
10	7/31 – 8/6	Chapter 12	1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs NLT Sunday 11:59 pm CST 3. Final Project due NLT Sunday 11:59 pm CST
11	8/7 – 8/12	Chapters 13 &14	1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs NLT Friday 11:59 pm CST