Course description
This course provides MPA students with an introduction to key skills necessary to be an effective public servant and successful MPA student. It will offer a foundation in communication styles and formats to be used throughout your graduate education as well as in the public arena. Basic research method skills and concepts are discussed and these tools should be used to inform future course work and cumulative research projects. Seminal issues that serve as the cornerstone to the field of public administration are highlighted. Students will leave the course with an appreciation of critical topics and with preparation for debates that will re-occur throughout the educational experience.

Course Objectives

Three broad objectives guide this course. The objectives and related NASPAA standards are listed in Table 1.

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>NASPAA Standard</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulate research questions and hypotheses related to critical public policy</td>
<td>To analyze, synthesize, think critically, solve problems, and make decisions</td>
<td>Memos and presentation of research findings</td>
</tr>
<tr>
<td>problems using appropriate qualitative or quantitative research designs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify, describe, and discuss public administration concepts using theories</td>
<td>To communicate and interact productively with a diverse and changing workforce</td>
<td>Critiques of professional</td>
</tr>
<tr>
<td>and research methodology relevant to the field</td>
<td>and citizenry</td>
<td>communication examples</td>
</tr>
<tr>
<td>Apply basic descriptive statistical analysis concepts associated with</td>
<td>To analyze, synthesize, think critically, solve problems, and make decisions</td>
<td>Memo 2</td>
</tr>
<tr>
<td>measurement as central tendency, reliability, validity, frequencies, and</td>
<td></td>
<td>Methods exam</td>
</tr>
<tr>
<td>variability using Excel and other analytical software</td>
<td></td>
<td>Final presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prerequisites
None

Required Texts and Resources


Selected readings (provided on course Blackboard page).

Format
The course will be presented through a combination of lectures, discussions, and case studies via Blackboard and other virtual platforms.

Grading
The grading distribution is:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>20 percent</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20 percent</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20 percent</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20 percent</td>
</tr>
<tr>
<td>Final presentation</td>
<td>20 percent</td>
</tr>
<tr>
<td>Total</td>
<td>100 percent</td>
</tr>
</tbody>
</table>

Class participation
Class participation for this course included active engagement with the course material and attendance. The attendance policy is simple: you are expected to be at each class meeting. I understand that emergencies happen so my policy is that you get to miss class once with only a minor penalty. Each time you miss class the penalty increases. The easy way to avoid problems in this area is to come to class. Penalties for missing class are:

- 1 absence: 7.5 percent reduction in participation score
- 2 absences: 20 percent reduction in participation score
- 3 absences: 50 percent reduction in participation score
- 4 or 5 absences: 75 percent reduction in participation score
- More than six absences: 100 percent reduction in participation score

Despite the penalties for missing class, the bulk of your participation grade is not based on attendance. You avoid reducing your participation grade by coming to class. Most of the grade is based on the quality of your interactions with me and your peers during class sessions. Your grade will be a combination of assessment by student, peers, and instructor, weighted as:

- Self assessment: 20 percent
- Peer assessment: 30 percent
- Instructor assessment: 50 percent
I will provide you with rubrics to aid in self and peer evaluations. Evaluations will be completed in class each week.

Research Paper
Descriptions of the assignments will be available for you on the course Blackboard page.

Exams
You will have two exams. The first will concentrate on your knowledge of research design and preparation. It is on October 3. The second exam, on November 20, 2013, will focus on your ability to use basic descriptive statistics to analyze a problem.

Final presentations
You will create a 15 to 20 minute presentation highlighting your research paper. During the presentation you will detail the problem, research design, and findings. More details about this assignment will be posted on the course Blackboard page. A part of your final grade will be based on peer evaluation of your project.

Late Work Policy
All assignments and exams must be completed as scheduled. Any assignments handed in late will receive a 10 point deduction for each 24 hour period (or portion thereof) the assignment is past the due date, up to five days late (120 hours). After five days no late work will be accepted.

Special Assistance
If you have any special needs that should be aware of to assist you in your learning process, please make an appointment with me during my office hours or at another time we both agree to. East Carolina University seeks to comply fully with the Americans’ with Disabilities Act (ADA). Students requesting accommodations based on a qualifying disability must go to the Department for Disability Support Services located in Slay 138 (252)-737-1016 (Voice/TTY).

Emergency Weather and continuity of instruction plan
In the event of a weather emergency, or other emergency necessitating the cancellation of class, information can be accessed through the following sources: ECU emergency notices (www.ecu.edu/alert) or the ECU emergency information hotline at 252-328-0062. I will post a cancellation notice on the course Blackboard page as well.

Caveat
This syllabus is an agreement between us regarding expectations and assignments for the course. Occasionally, however, it may be necessary to change this syllabus to meet students’ needs. I reserve the right to revise this syllabus. Advance notification will be provided to you.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic &amp; Assignment Due</th>
<th>Readings &amp; Other Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 22</td>
<td>Introduction to Public Sector and Excel Crash Course</td>
<td>Bozeman &amp; Bretschneider 1994</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Excel Modules 2007 &amp;/or 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>The 2007 video modules will take about 3 hours. The 2010 version is a bit longer.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>View the series that is most relevant to the software you have.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Available at the <a href="https://www.youtube.com/playlist?list=PL4BP7KBAH3w35NcO0Lp-7j5xQ5DcW4p5C">YouTube Excel Is Fun Channel</a></td>
</tr>
<tr>
<td>2</td>
<td>August 29</td>
<td>Foundations of Quantitative Analysis</td>
<td>Meier et al Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Haverland &amp; Yanow 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chambliss &amp; Schutt Chapter 3</td>
</tr>
<tr>
<td>3</td>
<td>September 5</td>
<td>Communication: Style, Grammar &amp; Professionalism</td>
<td>APA Style Guide APA Style Guide</td>
</tr>
<tr>
<td></td>
<td>**Class on</td>
<td></td>
<td>SHRM Presentation</td>
</tr>
<tr>
<td></td>
<td>Blackboard**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>September 12</td>
<td>Surveys, Questions, and Collecting Data</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>September 19</td>
<td>Measurement</td>
<td>Meier et al Chapter 2</td>
</tr>
<tr>
<td>6</td>
<td>September 26</td>
<td>Research Design</td>
<td>Meier et al Chapter 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kumar Chapters 1 &amp; 3</td>
</tr>
<tr>
<td>7</td>
<td>October 3</td>
<td>EXAM 1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>October 10</td>
<td>NO CLASS!</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>October 17</td>
<td>Descriptive Statistics Paper 1 due</td>
<td>Meier et al Chapters 4, 5, 6</td>
</tr>
<tr>
<td>10</td>
<td>October 24</td>
<td>Nominal and Ordinal Data</td>
<td>Meier et al Chapters 15, 16, 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kumar Chapter 15</td>
</tr>
<tr>
<td>11</td>
<td>October 31</td>
<td>Descriptive Statistics</td>
<td>Meier et al Chapters 4, 5, 6</td>
</tr>
<tr>
<td>12</td>
<td>November 7</td>
<td>Communicating Results: Writing</td>
<td>Zinsser Chapters 1 through 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kumar Chapter 16</td>
</tr>
<tr>
<td>13</td>
<td>November 14</td>
<td>Communicating Results: Presentations</td>
<td>Hughes et al</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kumar Chapter 17</td>
</tr>
<tr>
<td>14</td>
<td>November 21</td>
<td>EXAM 2</td>
<td>NO CLASS - Individual meetings</td>
</tr>
<tr>
<td>15</td>
<td>November 27</td>
<td>Thanksgiving</td>
<td>NO CLASS!</td>
</tr>
<tr>
<td>16</td>
<td>December 12</td>
<td>Student Presentations &amp; Research Paper Due</td>
<td></td>
</tr>
</tbody>
</table>