



## Policy Design and Analysis

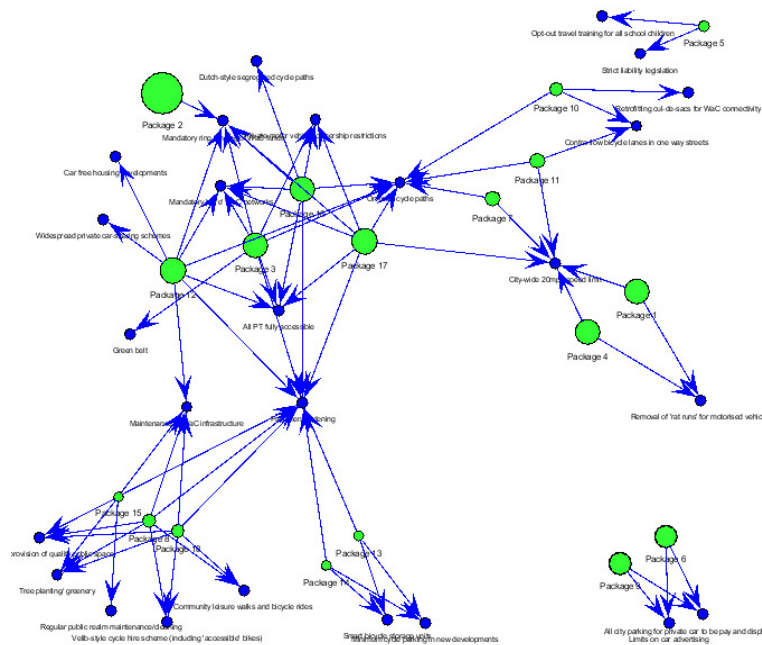
School of Social Sciences

Course Outline: Semester 1 2017-2018

Course ID: 001756

Location: SOE/SOSS Seminar Rm 5-1

Time: Mondays 3:30PM – 6:45PM



From: A Virtual Environment for Formulation of Policy Packages, Taeihagh et al. 2014

### Instructor

**Araz Taeihagh (DPhil, Oxon)**

Assistant Professor of Public Policy

Office: Room 4055 Level 4 SOSS

Email: [arazth@smu.edu.sg](mailto:arazth@smu.edu.sg)

SMU Profile: <http://www.smu.edu.sg/faculty/profile/130431/Araz-TAEIHAGH>

Phone: +65 6828 0627

### Office hours:

Wednesdays 3PM-4PM **Otherwise by appointment**

### Teaching Assistant

PHUA Yi Yun [yiyn.phua.2014@economics.smu.edu.sg](mailto:yiyn.phua.2014@economics.smu.edu.sg)

## Course Information

### Course Description

#### **PPPM106 Policy Design and Analysis**

1 Unit of Credit

This course teaches students how to systematically analyse complex policy problems and conduct policy design and formulation to address long-term challenges. The skillset students acquire in this course is generic in nature which allows them to apply these tools to different domains (e.g. Transport, Environment, Energy, Health, etc.) to solve policy problems. This makes this course crucial for policy analysts, strategists, strategic planners, programme assessors and evaluators, and professionals with functions that require long-horizon thinking and decision-making such as consultants, managers, engineers and politicians and policy makers. Relevant theories and techniques and their limitations will be covered. Some of these topics covered in the course for analysis of policy problems and designing of policy solutions are: wicked problems, actor analysis, policy networks, system mapping, problem formulation and definition of goals, objectives, and decision making criteria, information gathering, generation of a library of policy measures, analysis and selection of policy measures, multi-criteria decision making, generation of alternative solutions, and analysis of the trade-offs of the alternative policies.

### Course Aims

In this course, students learn to systematically analyse different aspects of complex policy problems and conduct policy design and formulation to address long-term challenges collaboratively. By the end of the term students are:

- to be able to identify wicked problems;
- to identify different goals and objectives of the problem under study;
- to analyse and map stakeholders and key actors involved in the policy problem, and their interests
- to map system boundary and identify inputs, outputs and externalities of the system;
- to locate, gather and analyse relevant data and develop a baseline understanding of the problem and explore different scenarios;
- to develop a library of policy measures to address the policy problem given the identified factors outlined in the previous steps;
- to assess different policy instruments and their properties and be able to analyse the relations among the policy measures;
- to formulate alternative policies based on the different policy measures to address the problem and demonstrate their trade offs;
- to be able to highlight the short comings and limitations of the analysis approach they have taken and suggest future policy research;
- to write well-structured reports that systematically describe and analyse policy problems and offer alternative possible solutions to address them;
- To present the results from the reports to an audience.

### Teaching Strategies

PPPM106 is a course broad in its scope and not focused solely on Singapore, the aim of the is creative synthesis of knowledge from a wide discipline base, engaged with issues in developed and developing countries. The course requires advanced study on an individual and group basis by students.

This course incorporates teaching strategies of readings, lectures, discussions, and group assignments and project in order for the students to engage critically with the material. Students will present their learning using all the media and formats in which they will be expected to do so in professional settings: orally, visually, and in written documents that include visualizations. These strategies support the learning outcomes stated previously

**Required book purchases:**

This course does not require any book purchases. Students should access/download the articles/book chapters/reports/cases from the weekly reading list in advance and are required to read them before each class.

**Assignments and Assessments:**

Attainment of the course objectives is tested based on level of class participation, class presentation, a written exam and group project. The summary of summative assessments:

<b>Class Participation:</b>	<b>20%</b>
<b>Class Presentation:</b>	<b>10%</b>
<b>Group Project:</b>	<b>40%</b>
<b>Final Exam:</b>	<b>30%</b>
<b>Total:</b>	<b>100%</b>

**1 Class Participation** Strictly regular class (6% of final mark), full preparation, including reading all required readings prior to class, and participate actively in class discussions and activities, showing a mastery of the reading material (14% of final mark). Preparation and participation is central part of the class and your learning. Your contribution to the class matters and helps your classmates in better learning and understanding different angles of the issue being discussed. Seminars do not only recapitulate the readings. Instead, we critically interpret the readings together and students will contribute their own experiences and perspectives to the class.

Class participation comprises **20% of the final mark**.

**2 Class Presentation** Students are to select a case/book chapter/journal article from the weekly reading list and present the piece and provide their own views based on the wider literature. Presenters are given 13 Minutes for a paper to present. There are 4 case studies that will be presented as a pair (graded individually) with 17 minutes combined time (details for presentation will be finalized pending the size of the class). Each student must present his/her review that must go beyond the summary of the chosen article by conducting research to find alternative views, methods, and approaches, presenting cases and discussing critical factors, pros and cons for instance.

Visual aid such as PowerPoint, Keynote etc. are compulsory. Reading from prepared texts or presentation slides are highly discouraged. Presenters are expected to answer questions from the instructor and peers during Q&A sessions. The evaluation criteria for the presentations will be explained in the first session. In short, student will be evaluated based on their introduction, structure of the presentation, concepts covered, cohesion and logical flow, evidence presented, conclusions, quality of responses to questions and quality and clarity of presentation slides, quality of presentation delivery, time management and appropriate use of technical disciplinary language.

Scheduling for the presentations will be discussed in the first session of the course.

Class presentation comprises **10% of the final mark**.

**3 Group Project (40% of the course grade)****3.1 Group Project Proposal** Group Topic, Outline, Prelim Annotated Bibliography  
**Due End of Week 3 (10<sup>th</sup> Sept 2017) and Comprises 5% of the final mark.**

All students, working in groups, are required to submit a group project *proposal* of minimum three pages, selected from the options offered by the instructor. The proposal is composed of three parts: narrative summary, outline, and preliminary annotated bibliography for approval and feedback from your instructor.

At a minimum your group proposal is made of the following:

- Project Title
- 1 page narrative summarising your project which sets out scope, aims, objectives, data and sources, and expected method to develop your project
- 1 page outline of the structure of your project, for example a detailed, expanded table of contents.
- 1 page preliminary is an annotated bibliography of readings and other reference materials.

**Submit, typed, in digital document, and email to your TA.**

Your proposal will receive feedback and comments either orally or in written form from your instructor soon after submission for refinements.

This proposal is **due by email by End of Week 3 (10th Sept 2017)**, and comprises **5% of the final mark**.

**3.2 Group Project - Due End of Week 14.** Comprises **25% of the final mark**.

Prepare a well-argued and well-organised project report, illustrated and fully referenced using the Harvard (Author, Date) System, with illustrations captioned and accurately sourced (for further details see 'A very short guide to referencing', below). **Submit via Turnitin on e-Learn.** Also **submit one printed copy typed on vertical A4 sheets, bound, to the TA.** Do **not** email your submission.

Your project must be your own original work, clearly written in your own words, and illustrated, with all quotations and concepts fully referenced. Attach a signed Plagiarism Declaration to your group project with signature of all participants of the group.

You must base your research and writing on a predominance of scholarly and professional sources, i.e. books, journals, theses, reports, newspaper articles.

The group project component (3.2) comprises **25% of the final mark with the following breakdown: 20% midterm presentation, 20% final presentation and 60% final report**.

In short your group project will be assessed according to the criteria below. More detailed criteria will be presented in class:

- \* evidence of wide reading and creative research;
- \* the incorporation of the principles discussed in class and appropriate application of approaches discussed in class and contained in the readings;
- \* demonstrated understanding of the factual basis and theoretical framework of the topic under review;
- \* depth, and quality of your argument, written expression, analyses, alternative solutions and outcomes of your project;
- \* quality of illustrations and analytic diagrams and their relevance to the topic under study;
- \* quality of writing and structure of the report
- \* accuracy and quality of references, bibliography, illustration sources.

**Conduct a 'Spell check' and English Grammar check on your text - use the 'English UK' setting.**

**The report is due on end of Week 14 (Sat 25<sup>th</sup> of Nov 2017)**, and comprises **60% of the Group Project Mark (Item 3.2)**.

**PRESENTATION**

In addition, each group will present the project to the class for Mid-Term and Final Evaluation.

**Mid-Term presentations is on Week 9**, and comprises **20% of the Group Project mark (Item 3.2)**.

**Final presentations is on Week 13**, and comprises **20% of the Group Project mark (Item 3.2)**.

**Project topics will be discussed on the first session of the course.**

**3.3 Individual Writing Component of Group Project - 10% of the Final Mark**

This is the individual writing component of the group project relating to the final report. This component is to guarantee the quality of the final report and ensure that all of the group members contribute to the writing of the final report (no free riders). In addition of the collective assessment of the group for the final report (60% of the group project component 3.2). Each individual will be assessed for their contribution to the writing of the final report both in terms of quantity and quality.

**Instruction:** Each student should explicitly state their role in writing of the final report. With your final report attach a sheet of paper that specifies the individual that was predominantly responsible for writing each part/page of the report. All individuals in the group have to sign this sheet and acknowledge that they approve the validity of this sheet.

**Note that all of the students are responsible for the quality of the report and its consistency in its entirety.**

Individual writing component of the group project comprises **10% of the final mark.**

#### **4 Final Exam**

Final exam is closed book, closed notes. It will cover the entire class and all readings. This is the reason, besides learning, that it is important to keep up with the readings every week. This course covers a theoretical component as well as the applied component focused on the use of methods for policy design and analysis. The questions in the final exam test students' grasp of theory and/or test their ability to conduct analyses of complex problems.

The exam comprises **30% of the final mark.**

**EXAM DATE: 30 Nov 2017 Thu 13:00 - 15:00**

**Schedule and Weekly Readings** - A preliminary list of readings is provided below. On most occasions there will be at least two to three readings per week, drawn from a variety of journal articles, book chapters and reports.

<b>Week</b>	<b>Topic</b>	<b>Required Readings</b>
<b>1</b>	Introduction	<p><b>No required readings</b> – In case you are not familiar with public policy reading the following is helpful before start of the class:</p> <p>Chapters 1 and 2, Howlett, M., Ramesh, M., &amp; Perl, A. (1995). Studying public policy: Policy cycles and policy subsystems (Vol. 163). Toronto: Oxford University Press.</p> <p>A very short overview book: Wu, X., Ramesh, M., Howlett, M., &amp; Fritzen, S. (2012). The public policy primer: managing the policy process. Routledge.</p> <ul style="list-style-type: none"> <li>• <b>Reserves 3 Hours H97.W9 2012</b></li> </ul>
<b>2</b>	Problem Definition	<p>Rittel, H. W., &amp; Webber, M. M. (1973). Dilemmas in a general theory of planning. Policy sciences, 4(2), 155-169  <a href="http://search.ebscohost.com.libproxy.smu.edu.sg/login.aspx?direct=true&amp;db=poh&amp;AN=16620094&amp;site=ehost-live&amp;scope=site">http://search.ebscohost.com.libproxy.smu.edu.sg/login.aspx?direct=true&amp;db=poh&amp;AN=16620094&amp;site=ehost-live&amp;scope=site</a></p> <p>CASE: Chapter 2 Case Fighting Crime: The case of emptier prisons in Guess, G. M., &amp; Farnham, P. G. (2011). Cases in public policy analysis. Georgetown University Press.  <a href="http://www.smu.eblib.com.au.libproxy.smu.edu.sg/patron/FullRecord.aspx?p=711351">http://www.smu.eblib.com.au.libproxy.smu.edu.sg/patron/FullRecord.aspx?p=711351</a></p>
<b>3</b>	System Analysis	<p>Weimer, D. L., &amp; Vining, A. R. (2011). Landing on Your Feet: How to Confront Policy Problems and Gathering Information for Policy Analysis'. Chapter 10 and Appendix 10A in Policy Analysis: Concepts and Practice. 3d ed. Upper Saddle River, NJ: Prentice Hall.</p> <ul style="list-style-type: none"> <li>• <b>Reserves 3 Hours H97.W45 2011</b></li> </ul> <p>Walker, W. E. (2000). Policy analysis: a systematic approach to supporting policymaking in the public sector. Journal of multi-criteria decision analysis, 9(1-3), 11-27.  <a href="http://libproxy.smu.edu.sg/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=16867702&amp;site=ehost-live&amp;scope=site">http://libproxy.smu.edu.sg/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=16867702&amp;site=ehost-live&amp;scope=site</a></p> <p>CASE: Short Cases in Chapter 13 – Examples of policy analysis – in Environmental policy analysis for decision making.  <a href="http://ebookcentral.proquest.com.libproxy.smu.edu.sg/lib/smu/detail.action?docID=3035866">http://ebookcentral.proquest.com.libproxy.smu.edu.sg/lib/smu/detail.action?docID=3035866</a></p>

4	Actor Analysis	<p>Bryson, J. M. (2004). What to do when stakeholders matter: stakeholder identification and analysis techniques. <i>Public management review</i>, 6(1), 21-53.  <a href="http://www.tandfonline.com.libproxy.smu.edu.sg/doi/pdf/10.1080/14719030410001675722">http://www.tandfonline.com.libproxy.smu.edu.sg/doi/pdf/10.1080/14719030410001675722</a></p> <p>Howlett, Michael. 2007. Analyzing Multi-Actor, Multi-Round Public Policy Decision-Making Processes in Government: Findings from Five Canadian Cases. <i>Canadian Journal of Political Science</i> 40 (3):659-684.  <a href="http://www.jstor.org.libproxy.smu.edu.sg/stable/pdf/25166139.pdf?acceptTC=true">http://www.jstor.org.libproxy.smu.edu.sg/stable/pdf/25166139.pdf?acceptTC=true</a></p> <p>Marsh, David and Martin Smith. "Understanding Policy Networks: Towards a Dialectical Approach." <i>Political Studies</i>. 48(2000): 4-21.  <a href="http://search.ebscohost.com.libproxy.smu.edu.sg/login.aspx?direct=true&amp;db=hlh&amp;AN=2983772&amp;site=ehost-live&amp;scope=site">http://search.ebscohost.com.libproxy.smu.edu.sg/login.aspx?direct=true&amp;db=hlh&amp;AN=2983772&amp;site=ehost-live&amp;scope=site</a></p>
5	Policy Network Analysis	<p>Brandes, Ulrik et al. "Explorations into the Visualization of Policy Networks." <i>Journal of Theoretical Politics</i>. 11, no. 1 (1999): 75-106.  <a href="http://journals.sagepub.com.libproxy.smu.edu.sg/doi/pdf/10.1177/0951692899011001004">http://journals.sagepub.com.libproxy.smu.edu.sg/doi/pdf/10.1177/0951692899011001004</a></p> <p>Raab, Jorg. "Where Do Policy Networks Come From?" <i>Journal of Public Administration Research and Theory</i>. 12, no. 4 (2002): 581-622.  <a href="http://search.ebscohost.com.libproxy.smu.edu.sg/login.aspx?direct=true&amp;db=poh&amp;AN=7604172&amp;site=ehost-live&amp;scope=site">http://search.ebscohost.com.libproxy.smu.edu.sg/login.aspx?direct=true&amp;db=poh&amp;AN=7604172&amp;site=ehost-live&amp;scope=site</a></p> <p>CASE: Chapter 3 Case study: Washington D.C. School Reform in Guess, G. M., &amp; Farnham, P. G. (2011). <i>Cases in public policy analysis</i>. Georgetown University Press  <a href="http://ebookcentral.proquest.com.libproxy.smu.edu.sg/lib/smu/detail.action?docID=711351">http://ebookcentral.proquest.com.libproxy.smu.edu.sg/lib/smu/detail.action?docID=711351</a></p>
6	Scenario Building	<p>Moniz, A. B. (2006). Scenario-building methods as a tool for policy analysis. In <i>Innovative Comparative Methods for Policy Analysis</i> (pp. 185-209). Springer US.  <a href="http://link.springer.com.libproxy.smu.edu.sg/chapter/10.1007/0-387-28829-5_9">http://link.springer.com.libproxy.smu.edu.sg/chapter/10.1007/0-387-28829-5_9</a></p> <p>Royal Dutch Shell, Global Scenarios 1992 - 2020  Download from: <a href="http://www.shell.com/global/future-energy/scenarios/previous.html">http://www.shell.com/global/future-energy/scenarios/previous.html</a></p> <p>CASE: Read the 10 page Summary (pages XV - XXV) Caulkins, J. P., Rydell, C. P., Schwabe, W. L., &amp; Chiesa, J. Mandatory minimum drug sentences: Throwing away the key or the taxpayers money?, 1997. <a href="http://www.rand.org/publications/MR/MR827">http://www.rand.org/publications/MR/MR827</a></p>
7	Project Consultation Week	<b>No required readings</b> – Focus on your group project. Group Project Meetings with Instructor during class hours in preparation for Mid-Term group presentations.
8	RECESS WEEK	<b>NO CLASS - No required readings</b>
9	Mid-Term Group Presentations - Introduction to Policy Design	<p><b>MID-TERM GROUP PRESENTATIONS</b></p> <p>Linder, Stephen H. and B. Guy Peters. "Policy Formulation and the Challenge of Conscious Design." <i>Evaluation and Program Planning</i>. 13(1990): 303-311.  <a href="http://www.sciencedirect.com.libproxy.smu.edu.sg/science/article/pii/014971899090061Z">http://www.sciencedirect.com.libproxy.smu.edu.sg/science/article/pii/014971899090061Z</a></p>
10	Policy Measures and Policy Measure Relations	<p>Taeihagh, A., Bañares-Alcántara, R., &amp; Millican, C. (2009). Development of a novel framework for the design of transport policies to achieve environmental targets. <i>Computers &amp; Chemical Engineering</i>, 33(10), 1531-1545.</p> <p>Taeihagh, A., Givoni, M., &amp; Bañares-Alcántara, R. (2013). Which policy first? A network-centric approach for the analysis and ranking of policy measures. <i>Environment and Planning B: Planning and Design</i>, 40(4), 595-616.  <a href="http://journals.sagepub.com/doi/pdf/10.1068/b38058">http://journals.sagepub.com/doi/pdf/10.1068/b38058</a></p> <p>Robert, C., &amp; Zeckhauser, R. (2011). The methodology of normative policy analysis. <i>Journal of Policy Analysis and Management</i>, 30(3), 613-643.  <a href="http://onlinelibrary.wiley.com.libproxy.smu.edu.sg/doi/10.1002/pam.20578/epdf">http://onlinelibrary.wiley.com.libproxy.smu.edu.sg/doi/10.1002/pam.20578/epdf</a></p>

11	Ranking of Policy Measures and Decision Making	Francis G. Castles (1994) Is expenditure enough? On the nature of the dependent variable in comparative public policy analysis, The Journal of Commonwealth & Comparative Politics, 32:3, 349-363, <a href="http://www.tandfonline.com.libproxy.smu.edu.sg/doi/pdf/10.1080/14662049408447688">http://www.tandfonline.com.libproxy.smu.edu.sg/doi/pdf/10.1080/14662049408447688</a>  Goodwin, Paul. 2009. "Common Sense and Hard Decision Analysis: Why might they Conflict?" Management Decision 47 (3): 427-40. <a href="http://www.emeraldinsight.com.libproxy.smu.edu.sg/doi/pdfplus/10.1108/00251740910946697">http://www.emeraldinsight.com.libproxy.smu.edu.sg/doi/pdfplus/10.1108/00251740910946697</a>
12	Formulation and Analysis of Policy Packages – State-of-the-Art	Givoni, M., Macmillen, J., Banister, D., & Feitelson, E. (2013). From policy measures to policy packages. Transport Reviews, 33(1), 1-20. <a href="http://libproxy.smu.edu.sg/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=a9h&amp;AN=85198617&amp;site=ehost-live&amp;scope=site">http://libproxy.smu.edu.sg/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=a9h&amp;AN=85198617&amp;site=ehost-live&amp;scope=site</a>  Justen, A., Fearnley, N., Givoni, M., & Macmillen, J. (2014). A process for designing policy packaging: Ideals and realities. Transportation Research Part A: Policy and Practice, 60, 9-18. <a href="http://www.sciencedirect.com.libproxy.smu.edu.sg/science/article/pii/S0965856413002048">http://www.sciencedirect.com.libproxy.smu.edu.sg/science/article/pii/S0965856413002048</a>  Taeihagh, A., Bañares-Alcántara, R., & Givoni, M. (2014). A virtual environment for the formulation of policy packages. Transportation Research Part A: Policy and Practice, 60, 53-68. <a href="http://www.sciencedirect.com.libproxy.smu.edu.sg/science/article/pii/S096585641300205X">http://www.sciencedirect.com.libproxy.smu.edu.sg/science/article/pii/S096585641300205X</a>  Taeihagh, A., (2017). Network-centric policy design. Policy Sciences. 50: 317 <a href="https://doi.org/10.1007/s11077-016-9270-0">https://doi.org/10.1007/s11077-016-9270-0</a>
13	Group Presentations (Policy Design and Analysis)	<b>FINAL GROUP PRESENTATIONS – Course Summary</b>  <b>No required readings</b>
14	READING WEEK	<b>NO CLASS - Project Due 25<sup>th</sup> Nov</b>

## Course Administration

### Class Timings

The class is taught as a one three-hour session per week. Mondays 3:30PM – 6:45PM

### Groupings and group size

Size of groups will be determined at the beginning of the term. Students can choose their own group partner(s). I serve the right to make changes to groups if I see fit. For better performance it is strongly recommended to form groups that have a multidisciplinary nature as much as possible.

### Email Communications

Email is the primary means of communication beyond scheduled class meetings. Students may be contacted from time to time during the Semester with instructions, clarifications and updates. Accordingly, it is a requirement that you maintain and regularly access your SMU email account and respond to enquiries on time (that means normally within 24hrs). It will be assumed that you have received any email sent to your student email account.

### Discussion Sessions

Students are expected to engage critically with the lecture content and readings of that week, answer questions on the material, present points for discussion, share relevant knowledge and experience of the issue, and engage in debate.

### Student Responsibilities

Students are expected to be familiar with the rules, policies and procedures concerning student rights and responsibilities at SMU, published in their respective School/discipline handbook, and available at university website.

Use of cell phones, tablets, computers, and chatting in class during lectures and student presentations is prohibited. Yes, that includes messaging applications like WhatsApp, Telegram, Viber, Line, Skype, Qic, Imo, WeChat, ooVoo, Twitter, Facebook Messenger, Kik, Yak, Linkedin, Facetime, Instagram, Snapchat etc.

You can use your laptop and tablets only in specific times in class as outlined by the instructor. Mobile phones should be switched to silent mode, or turned off to avoid distractions and should not be accessed during class. The negative impacts of use of these devices in the class room include lower level of engagement, persistent distraction, poor knowledge retention and lower grades which outweigh their potential benefits. Craft (2015) suggests the following sources for motivating these negative impacts:

- Hamilton, J. (2008). Think You are Multitasking? Think Again, NPR.org, October 2.
- Shirky, C. (2014). Why I Just Asked My Students To Put Their Laptops Away, Medium, September 8.
- Holstead, C.E. (2015). The Benefits of No-Tech Note Taking, The Chronicle of Higher Education, March 4.

Students are expected to be punctual in attendance in class at the start and after breaks.

Medical certificates only will be accepted twice aside from exceptional circumstances.

### **Late Submission penalties**

All late submissions will be subject to a 10% penalty per day (including weekends).

### **Equity, Diversity and Accessibility**

SMU strives to make learning experiences accessible for all. If you anticipate or experience physical or academic barriers due to disability, please let me know immediately. You are also welcome to contact the university's disability services team if you have questions or concerns about academic provisions: [included@smu.edu.sg](mailto:included@smu.edu.sg).

Please be aware that the accessible tables in our seminar room should remain available for students who require them.

### **Plagiarism & Academic Integrity:**

All acts of academic dishonesty (including, but not limited to, plagiarism, cheating, fabrication, facilitation of acts of academic dishonesty by others, unauthorized possession of exam questions, or tampering with the academic work of other students) are serious offences and is not tolerated. All work presented in class must be the student's own work. If any work (whether oral or written) contains plagiarism, it will be rendered inadmissible, no marks will be awarded and the offender will fail the Course. Serious repercussions may follow, up to and including expulsion from the University. Plagiarism is the presentation of the thoughts or work of another as one's own. Some examples include:

- direct duplication of the thoughts or work of another. This includes copying ideas, concepts, words and images from a book, article, report, document, composition, artwork, design, web site or other electronic resource without appropriate acknowledgement (i.e. not completely and accurately referenced);
- direct duplication of another person's assignment;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas from the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as an independent work when it has been produced in whole or part in collusion with other people;
- claiming credit for a proportion of work contributed to a group assignment greater than that actually contributed;
- submitting an assignment that has already been submitted for academic credit in another Course;
- knowingly permitting your work to be copied by another student.

Where in doubt, students are encouraged to consult the instructors of the course. Details on the SMU Code of Academic Integrity may be accessed at <http://www.smuscd.org/resources.html>.

### **Special Consideration**

If you believe that your performance in the course, either during Session or during the Final Review, has been adversely affected by sickness or for any other reason, you should notify the Academic Registrar and ask for special consideration in the determination of your results. Such requests should be made as soon as practicable after the problem occurs. When



submitting a request for special consideration you should provide all possible supporting evidence, e.g. medical certificates, together with your registration number and enrolment details.

## Course Evaluation

I greatly appreciate your participation in the course evaluation as it assists me in making continual improvements to the course content and its delivery.

## Writing Resources

You will also find the following references on writing, composition, editing and style useful:

- Strunk, W. & White, E.B. (2011), *The Elements of Style*, Macmillan, New York. Kindle ed. free on Amazon.
- Zinsser, W. (2006). *On writing well: The classic guide to writing nonfiction*. Harper Perennial.
- Clanchy, J. & Ballard, B. (1991), *Group project Writing for Students. A practical guide*, 2nd ed., Longman Cheshire, Melbourne.
- Cook, C. K. (1986). *Line by line: How to edit your own writing*. Houghton Mifflin Harcourt.
- Graves, R. & Hodge, A. (1990), *The Reader Over Your Shoulder: the use and abuse of the English language* (1947), reprint ed., Paragon House, New York.
- Ross-Larson, B. (1995). *Edit yourself: A manual for everyone who works with words*. WW Norton & Company

## A very short guide to referencing

No more than 10% of your sources can be drawn from the internet, apart from Government documents and electronic refereed journals. While referencing from internet resources, identify the author (individual or organisation), title, date prepared, URL, and the date you accessed the material. The following short guide addresses the most common situations encountered in referencing using the Harvard (Author, Date) system. If you need additional help with referencing and researching material reach out to our very helpful and knowledgeable SOSS Librarian, Ms Priyanka Sharma or me.

- Reference every fact, quotation, or idea that is not yours.
- All illustrations must be referenced using the Author, Date, Page format: e.g. (Author, 2017, p. 15).
- All paraphrased ideas and arguments or works summarized or rewritten in your words must be referenced using the (Author, Date, Page) format.
- Short Quotations should be referenced in the body of the text, set off by single quotation marks, followed by the reference (Author, Date, Page).
- Long Quotations must be separated from the main text by having space above and below the quoted text. These long quotes must be indented and followed by (Author, Date, Page) referencing format after the final punctuation mark.