

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public and International Affairs
with effect from Semester A 2024/25**

Part I Course Overview

Course Title: Practice in Public Policy

Course Code: PIA6205

Course Duration: One semester

Credit Units: 3

Level: P

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) None

Exclusive Courses:
(Course Code and Title) None

Part II Course Details

1. Abstract

This course aims to enhance introduces students to theories and actual practices in the process of agenda-setting, policy formulation, and policy evaluation. Based on the case teaching method, the course enables students to gain knowledge on policymaking and practical experience in governmental report writing. At the end of this course, students will be able to 1) develop an analytical framework for thinking about the policy process; 2) identify and resolve practical problems within the field of public affairs; 3) develop practical skills for decision making and program management and evaluation.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1	Identify and critically analyse, synthesize and evaluate appropriate public policy theories and practical implication		x	x	
2	Become empowered to make substantive recommendations to a policy organisation or stakeholders			x	x
3	Develop effective skills in policy communication and writing professional report that is useful to public and non-profit organizations		x	x	
4	Build practical skills in decision making and program management and evaluation			x	x
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Structured Seminar	Structured Seminar	√	√					
Case analysis and report writing	Take home case analysis and written reports for discussion	√	√	√	√			
Completion of test	complete case analysis and report for given cases on site		√	√	√			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Students are required to pass BOTH the coursework assessment AND the examination before they can be awarded an overall passing grade of the course.

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Structured Seminar (attendance & participation)	√	√					10%	
Individual digital literacy assessment		√	√				25%	
Presentation (group-based)			√	√			20%	
Individual project	√		√				45%	
Examination: 0%								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Class attendance & participation	Attend class and participate in the discussion of given cases	Actively speaking in class with insightful ideas	Actively participate in class discussion	Rarely participate in class discussion with no absences	Rarely participate in class discussion, are absent	Never participate in class discussion, are absent
Individual digital literacy assessment	Take home case analysis and complete reports for class discussion	Excellent ability to apply what has been learned over the semester to analyse or address issues in real-world scenarios. Carefully complete every case analysis and reports in an organized form, and put forward innovative ideas based on theories in the reports	Good ability to apply what has been learned over the semester to analyse or address issues in real-world scenarios. Carefully complete every case analysis and reports based on theories in an organized form.	Basic ability to apply what has been learned over the semester to analyse or address issues in real-world scenarios. Complete most case analysis and reports while fails to apply theories.	Poor ability to apply what has been learned over the semester to analyse or address issues in real-world scenarios. Complete most case analysis and reports while fails to apply theories.	Inadequate ability to apply what has been learned over the semester to analyse or address issues in real-world scenarios. Fails to complete more than half case analysis and reports.
Presentation (group-based)	Giving a team-based oral presentation of the policy case analysis	Excellent ability to participate in the team and play the proper role as a team member in the group project of case study	Good ability to participate in the team and play the proper role as a team member in the group project of case study	Basic ability to participate in the team and play the proper role as a team member in the group project of case study	Poor ability to participate in the team and play the proper role as a team member in the group project of case study	Inadequate ability to participate in the team and play the proper role as a team member in the group project of case study
Individual project	Writing reports based on hypothetical/real life cases	An excellent level of understanding of materials covered during all thirteen weeks of the course	A good level of understanding of materials covered during all thirteen weeks of the course	A basic level of understanding of materials covered during all thirteen weeks of the course	A poor level of understanding of materials covered during all thirteen weeks of the course	An inadequate level of understanding of materials covered during all thirteen weeks of the course

Applicable to students admitted in Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Class attendance & participation	Attend class and participate in the discussion of given cases	Actively speaking in class with insightful ideas	Actively participate in class discussion	Rarely participate in class discussion with no absences	Never participate in class discussion, are absent
Individual digital literacy assessment	Take home case analysis and complete reports for class discussion	Excellent ability to apply what has been learned over the semester to analyse or address issues in real-world scenarios. Carefully complete every case analysis and reports in an organized form, and put forward innovative ideas based on theories in the reports	Good ability to apply what has been learned over the semester to analyse or address issues in real-world scenarios. Carefully complete every case analysis and reports based on theories in an organized form.	Basic ability to apply what has been learned over the semester to analyse or address issues in real-world scenarios. Complete most case analysis and reports while fails to apply theories.	Inadequate ability to apply what has been learned over the semester to analyse or address issues in real-world scenarios. Fails to complete more than half case analysis and reports.
Presentation (group-based)	Giving a team-based oral presentation of the policy case analysis	Excellent ability to participate in the team and play the proper role as a team member in the group project of case study	Good ability to participate in the team and play the proper role as a team member in the group project of case study	Basic ability to participate in the team and play the proper role as a team member in the group project of case study	Inadequate ability to participate in the team and play the proper role as a team member in the group project of case study
Individual project	Writing reports based on hypothetical/real life cases	An excellent level of understanding of materials covered during all thirteen weeks of the course	A good level of understanding of materials covered during all thirteen weeks of the course	A basic level of understanding of materials covered during all thirteen weeks of the course	An inadequate level of understanding of materials covered during all thirteen weeks of the course

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Policy Process; Case Analysis; Report Writing; Communication skills

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

	Birkland, Thomas A. (2016). <i>An Introduction to the Policy Process: Theories, Concepts and Models of Public Policy Making</i> . 4th Edition. New York: Routledge.
	-Sabatier, Paul A., ed. 2007. <i>Theories of the Policy Process</i> . Boulder, CO: Westview Press.
	Morse, Kristin and Struyk, Raymond J. (2006) <i>Policy Analysis for Effective Development: Strengthening Transition Economies</i> , London: Lynne Rienner Publishers
	Patton, Carl V. and Sawicki, David S. (1993) <i>Basic Methods of Policy Analysis and Planning</i> , NJ: Prentice-Hall.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

	Burns, John (2003) "The Policy Process in the HKSAR", in Nakamura, A., ed, <i>Comparative Studies of Public Administration VIII</i> , Eropa Local Government, Tokyo, pp.53-78.
	Arnold, G. and Long, L.A.N. (2019), Policy Expansion in Local Government Environmental Policy Making. <i>Public Admin Rev</i> , 79: 465-476. https://doi.org/10.1111/puar.12905
	Choi, D., Berry, F.S. and Ghadimi, A. (2020), Policy Design and Achieving Social Outcomes: A Comparative Analysis of Social Enterprise Policy. <i>Public Admin Rev</i> , 80: 494-505. https://doi.org/10.1111/puar.13111
	The Characteristics of Good Government Writing, https://web.uvic.ca/~sdoyle/E302/Notes/Characteristics.html
	Pindyck, R. S. (1976). The Costs of Conflicting Objectives in Policy Formulation. <i>Annals of Economic and Social Measurement</i> , 5(2): 239-248.