

Name - _____

SUNY Broome - Public Policy

Each of you will be asked to orally present a public policy issue to the rest of the class. Each presentation will last from a minimum of 6 to a maximum of 8 minutes.

Public Policy Issue: _____

Steps to follow: Be sure to answer the following questions below when researching and presenting your issue.

1. Define the Problem: develop a well-defined problem statement that you intend to address and solve. Be sure to define problem as specifically/broadly as possible, which can either increase the scope of the issue or can be used to narrow/focus it.
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2. Assemble the evidence: **you are not limited to the questions listed below.**

- a. What is the problem faced?
- b. What is the scope of the problem and where does the problem exist?
- c. Who/What is effected and who is capable/required to develop a solution?
- d. How did it develop? What are the major causes?

Research requirements:

- You must use at least:
 - o 3 *databased sources*
 - o 2 *internet based sources*
 - o 1 *print based source*
-
- = 6 *resources total*

3. Construct Policy Alternatives:

- What policy options might be considered for dealing with the problem? There may be solutions already developed or you may create your own (from scratch or using aspects of others). You must have at least 3 alternatives/solutions to your issue.

1. _____
2. _____
3. _____

4. Select and Develop Criteria for Evaluation – what criteria are most suitable for the problem and the alternatives? **You must choose at least 4 criteria.**

1. What are the **costs** (money) of actions?
2. What is the **effectiveness**?
3. **Social** and/or **political feasibility**?
4. **Equity**?

Simple examples of criteria – you are not limited to these; see attached for more options

5. Assess the Alternatives (Confront the Trade-Offs): (Decision Making Matrix – rating system)

- a. Which alternatives are better than others?
- b. What kind of analysis might help to distinguish better and worse policy alternatives?
- c. Is there evidence available?
- d. If not, how can it be produced?

| | criteria #1 | criteria #2 | criteria #3 | criteria #4 |
|----------------|-------------|-------------|-------------|-------------|
| alternative #1 | | | | |
| alternative #2 | | | | |
| alternative #3 | | | | |

6. Draw Conclusions and Decide: YOU ARE EXPECTED TO BE UNBIASED

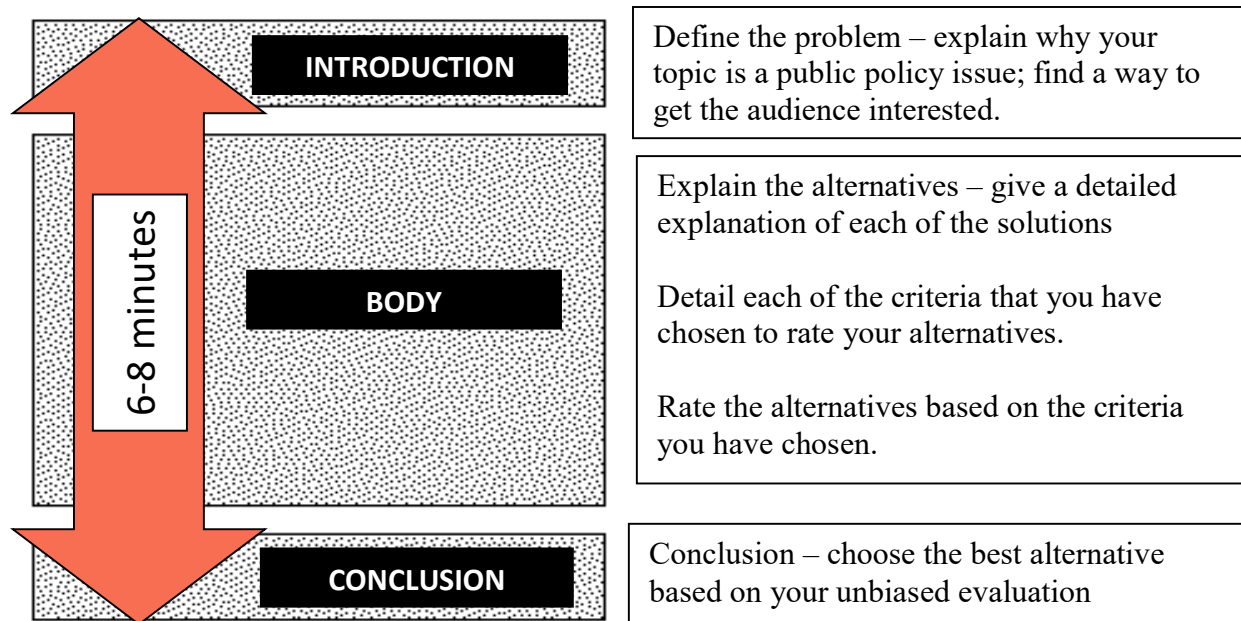
- a. Which policy option is the most desirable given the circumstances and evaluative criteria?
- b. What other factors should be considered?

Research and images require APA formatting for citations throughout your presentation and in your bibliography!

Schedule - 11/19 to 12/17

| Date | | |
|-------|--|---|
| 11/19 | Introduction to public policy analysis | In the library with Mrs. Page |
| 11/20 | Discuss research, resources, and citations | |
| | Have the public policy issue that you wish to research and present for Mon. 11/26 | |
| 11/26 | Start researching your public policy issue | Define the Problem. |
| 11/27 | | |
| 11/28 | | Come up with your 3 detailed alternatives |
| 11/29 | | |
| 11/30 | | Develop your criteria and assessment |
| | | |
| 12/3 | | Draw your unbiased conclusion & decide |
| 12/4 | Start putting together your presentation | |
| 12/5 | | |
| 12/6 | | |
| 12/7 | Presentations Due by 3:15 – any presentation received after will not be accepted | |
| | | |
| 12/10 | Presentations Begin | |
| 12/17 | Presentations End | |

How your oral presentation should be organized



Requirements for the oral presentation:

- **Timing**—Make sure you keep within the 6-8-minute time limit. Anything under 6 minutes or over 8-minutes will result in a lower grade.
- **Volume**—Obviously, you must be sure to speak loud enough so that all of your audience can hear you.
- **Pacing, speed**—Sometimes, oral presenters who are a bit nervous talk too fast. All that adrenaline causes them to speed through their talk. In general, it helps listeners to understand you better if you speak a bit more slowly and deliberately than you do in normal conversation. Slow down, take it easy, be clear.
- **Gestures and posture**—Watch out for nervous hands flying all over the place. This too can be distracting—and a bit comical. At the same time, don't turn yourself into a stiff. Plan to keep your hands clasped together or holding onto the podium and only occasionally making some gesture. As for posture, avoid slouching at the podium and leaning against the wall.
- **Verbal crutches**—Watch out for too much "uh," "you know," "okay" and other kinds of nervous verbal habits. Instead of saying "uh" or "you know" every three seconds, just don't say anything at all. In the days before your oral presentation, practice speaking without these verbal crutches. The silence that replaces them is not a bad thing—it gives listeners time to process what you are saying.

Types of presentations:

You can commit to one or use multiple methods within your presentation.

- **PowerPoint/Prezi**—You may use PowerPoint or Prezi to present your issue. Just make sure to follow the format that you utilized during your previous PPT/Prezi assignment (ex. Readable print, limited information, pictures, etc.)
- **Posterboard-size charts**—Another possibility is to get some posterboard and draw and letter what you want your audience to see. If you have a choice, consider transparencies—it's hard to make charts look neat and professional.
- **Objects**—If you need to demonstrate certain procedures, you may need to bring in actual physical objects. Rehearse what you are going to do with these objects; sometimes they can take up a lot more time than you expect.
- **Drawing or diagram of key objects**—If you describe or refer to any objects during your talk, try to get visuals of them so that you can point to different components or features.
- **Tables, charts, graphs**—If you discuss statistical data, present it in some form or table, chart, or graph. Many members of your audience may have trouble "hearing" such data as opposed to seeing it.
- **Outline of your talk, report, or both**—If you are at a loss for visuals to use in your oral presentation, or if your presentation is complex, have an outline of it that you can show at various points during your talk.
- **Key concepts or points**—Similarly, you can list your key points and show them in visuals. (Outlines, key terms, and main points are all good, legitimate ways of incorporating visuals into oral presentations when you can't think of any others.)

***YOU ARE NOT LIMITED TO THESE SUGGESTIONS! PLEASE ASK QUESTIONS IF YOU ARE CONFUSED OR IF YOU ARE NOT SURE OF ANYTHING. – GOOD LUCK!**

TEACHER EVALUATION RUBRIC

Topic: _____

| INFORMATION | | | | |
|---------------|-----------------------|------------------|------------|----------------|
| PROBLEM | SOLUTIONS | CRITERIA | EVALUATION | CHOICE |
| | | | | |
| RESOURCES | | | | |
| DATABASED (3) | INTERNET (2) | | PRINT (1) | |
| | | | | |
| PRESENTATION | | | | |
| TYPE | CREATIVITY/COLOR | NEATNESS/CLARITY | PROOFREAD? | |
| | | | | |
| SPEAKING | | | | |
| PRESENCE | KNOWLEDGE/PREPARATION | | | TIME (6-8 MIN) |
| | | | | |

STUDENT - PEER EVALUATION RUBRIC

PRESENTER: _____

ISSUE: _____

| Did they answer all of the information required? (problems, solutions, criteria, evaluation & choice) | How was the actual presentation? (creativity, neatness, clarity) | How was the overall presentation? (speaking, presence, knowledge) |
|--|---|--|
| | | |
| How would you rate their overall performance? What was good and what could be improved? (BE CONSTRUCTIVE) | | |