ENRP6298: ENRP CAPSTONE  
SECTION 10, SPRING 2016

Class Meetings: Wednesdays, 7:10pm – 9:00pm, MPA603  
Instructor: Peter Linquiti, PhD (linquiti@gwu.edu)  
Office Hours: By Appointment (MPA610); for quick questions, feel free to email instructor, allow 24 hours for a response  
Prerequisite: Completion of all ENRP Core Courses, or permission of instructor.

COURSE DESCRIPTION

The Capstone takes a broad perspective, seeks to synthesize many diverse components of the curriculum, launches a major “pro bono” project of value to an external client, and brings closure to the GW ENRP experience. Assignments and class work will help you and your group use the academic concepts and skills you have acquired to successfully design and implement a project that meets professional standards for an external client. The Capstone semester will culminate with a public presentation of your team’s work.

Capstone projects are complex and demanding. They require flexibility, creativity, reliability, intense communication, and coordination among team members, diligent management of your relationship with your external client, as well as careful planning and efficient time management. There will be interim deliverables throughout the semester. Capstones have generally required on average at least 10 hours a week of team members’ time. Students are urged to read the syllabus completely (and often) and to plan their time accordingly.

LEARNING OBJECTIVES

At the end of this course, students will have:

- Scoped research to meet client needs, resolving analytic challenges in the face of ambiguity and dissonance;
- Practiced the simultaneous application of multiple disciplines (i.e., environmental science, economics, law, and policy) to a single environmental policy issue;
- Identified and applied appropriate methods to execute and deliver a professional research-based product responsive to client needs;
- Increased their knowledge and experience in setting priorities and managing research and project processes effectively in a demanding timeframe;
- Integrated and applied the knowledge and skills gained through the ENRP curriculum; and
- Communicated complex research findings effectively to academic and client audiences.
A WORD ABOUT SCHEDULING

A formal class meeting is not scheduled for every week of the semester. Students are, however, expected to be available each week at the scheduled class time to meet with either the instructor or their group. If a class meeting is scheduled, attendance is mandatory, with significant grade reductions for absences. Whenever the class does meet, each group should be prepared to verbally provide a brief and informal, ungraded, status report on their project.

COURSE REQUIREMENTS

There are three basic course requirements, each of which is described in more detail in the pages that follow:

1. Participation, Communication, and Teamwork (20% of course grade)
   1.1. Team Norms Statement (Required, not graded)
   1.2. Team Peer Reviews #1 and #2 (Required, not graded)
2. Capstone Project
   2.1. Project Proposal & Presentation (20% of course grade)
   2.2. Client Letter of Agreement (LOA) (Required, not graded)
   2.3. Preliminary Literature Review (Required, not graded)
   2.4. Project Status Review Report (Required, not graded)
   2.5. Written Report (Draft = 15%; Final = 30% of course grade)
   2.6. Presentation at GW (Draft = Required, not graded; Final = 15% of course grade)
3. Final Report and Presentation to Client (Required, not graded)

1. Participation, Communication, and Teamwork

Due: Team Norms Statement – Week 2
Due: Team Peer Review #1 – Week 7
Due: Team Peer Review #2 – Week 18

The following norms should guide your participation in this course:

- Regular, on time class attendance;
- Active engagement in providing feedback on other students’ Capstone projects;
- Reliable, constructive contributions to your team’s Capstone project;
- Consistently meeting all team and class deadlines; and
- Regular communication with instructor regarding project progress.

Effective teamwork is essential to a successful Capstone project. Developing your ability to work as a team member is an essential workforce skill. Working on a team, especially for an extended period with tight deadlines is challenging. Below are some tips you may find useful:

1 You will not receive a grade for the course unless you complete the required, ungraded assignments.
- Understand that teams are built, not “baptized”
- Understand that trust is something team members must earn
- Know – or learn – your own strengths, weaknesses, and working style
- Recognize the strengths, weaknesses, and working styles of other team members
- Make room for new ideas, and encourage all to contribute ideas
- Give respect, appreciation, recognition, and credit to all
- Use the expertise that different team members bring
- Be willing to pitch in, in a crunch, when needed
- Clarify expectations and give prompt and candid feedback
- Make sure your team keeps the “big picture” in mind and keeps objectives in focus
- Make sure someone focuses on “minor details” that may not turn out to be so minor

Given different working styles and the intensity of Capstone work, it is only natural that friction and misunderstandings will occasionally occur. Experience with the past Capstone teams indicates that addressing issues promptly is the best way to assure effective teamwork and a successful outcome. Otherwise, problems tend to magnify as the work becomes more intense toward the end of the semester.

For the most part, teams are expected to resolve teamwork issues without involving the instructor. If, however, issues arise that your team cannot resolve after concerted effort, please promptly bring them to the instructor’s attention.

1.1 Team Norms Statement

Your team should develop a succinct written summary that explains how your group will operate. It can be brief (2-3 pages), written in bullet points, and should address the types of questions listed below. You don’t need to answer each question individually; they are included here to stimulate your thinking about how you will work together during the semester.

The division of labor among team members may be flexible, but you should have some idea of basic tasks and who is responsible for each. As you move ahead on your project, the division of labor may change, and you will need to assure that everyone knows about the change.

- How will you conduct your meetings? Will you appoint a person to manage/facilitate each meeting? To prepare an agenda? To take notes?
- What are the main functions within your team and who is responsible for them?
- How will you keep track of the work in progress and of both substantive and logistical issues that arise? How will you keep your group informed of such issues?
- How will you assure work of uniform quality in both research and writing tasks?
- Will you choose a team leader and, if so, what will their function be?
- Will you have a designated person or central point of contact with the instructor?
- How will you organize interaction with your client?
Within your team, you should clarify your expectations of each other on common problems that are likely to arise in team work including:

- How will you make decisions? By consensus? If so, what if you can’t reach consensus in a reasonable amount of time? Will you vote on all decisions? Only some? None?
- What happens if the person responsible for a task doesn’t do it on time? How will you deal with absences from / late arrivals to team meetings?
- How do you plan to get substantive differences of view clearly out on the table and resolve them? How will you make sure that all views are heard?
- How will you consult the instructor – as a team, or as one person on behalf of the team?

1.2 Team Peer Reviews

Twice during the semester, each student will provide feedback by email to the instructor about the work of all team members, including his or her own work. The instructor will take this feedback into account in arriving at individual grades for “course participation, communication, and teamwork.” Please rate each of your team members and yourself on a scale of 0-4, with 4 being excellent teamwork and 0 being a complete failure to contribute to the group’s work. You may rate a team member 2 or below, only after you have raised the specific issue(s) with them personally. Any rating of 2 or below must be accompanied by an explanation of the issue(s) and what you did to try to resolve it. In addition, please identify one particular strength of each team member, including yourself, that has significantly facilitated the team’s work.

2. Capstone Project

This is a client-oriented group project in which both content and process are important. Managing your client relationship – helping the client to define the objective or need, knowing when to take the initiative, when to say “no”, finding creative solutions to issues that arise in your work – are all important parts of this process. In collaboration with your client, you will develop a scope of work for your project.

As you think about the specific details of your capstone, please recall our conversations at the three orientation sessions held in Fall 2015. (The agenda for those meetings is on Blackboard.)

Note: It is not uncommon to consult faculty other than your instructor during the capstone project in order to access specialized expertise particularly relevant to your capstone.

Keep in Mind that Projects Must ...

- Address an important environmental issue
- Utilize most, if not all, the skills in your ENRP curriculum, including environmental science, economics, law, policy, and research methods
- Include a mix of both primary data collection and analysis
- Be analytical in nature, rather than advocacy work
- Meet the requirements of both the client and the syllabus (e.g., a modest project with limited ambition and rigor will not suffice for this course, no matter how happy the client!)
- Not be for a client who currently employs any member of your team
The calendar poses a challenge for all projects and careful adherence to internal team deadlines is crucial. The Gantt chart below shows a suggested schedule. (Note that this schedule does not include other course milestones such as the Team Norms Statement or Peer Reviews).

2.1 Project Proposal & Presentation

Due: Written proposal and presentation – Week 4

Early in the semester, you will prepare a project proposal that describes your planned approach to successfully executing your Capstone project. The proposal must be comprehensive, taking account of all key elements in the process, and must reflect your pending client LOA. You can use feedback on your proposal from your instructor and classmates to finalize your agreement with your client. The proposal will be conveyed both in writing and in a class presentation.

<table>
<thead>
<tr>
<th>Sample Gantt Chart</th>
<th>Jan</th>
<th>February</th>
<th>March</th>
<th>April</th>
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<td>Obtain client/project</td>
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<td>Develop LOA</td>
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<td>Project proposal &amp; presentation</td>
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<td>Draft literature review</td>
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<td>Data collection</td>
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<td>Data analysis</td>
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<td>Prepare outline</td>
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<td>Prepare draft report</td>
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<td>Prepare final report</td>
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<td>Prepare &amp; practice presentation</td>
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<td>Deliver final report &amp; GW presentation</td>
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<td>Final presentation &amp; report to the client</td>
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Your proposal, because it is developed prior to your actual Capstone research and analysis, will be a prospective statement of how you will execute your Capstone project, not a retrospective review of work you’ve already done (with exception of your preliminary literature review).

The written project proposal should be no more than 10 pages and address seven items.

1. The client organization, and the name and contact information for the client’s primary liaison with your team.
2. The purpose/objective of your project in relation to the client’s needs.
3. Your research question(s), and an explanation of if/how your approach is interdisciplinary.
4. Relevant highlights from the in-process, preliminary literature review.
5. Your methodology for answering the research questions(s) and the specific tasks you will take to complete execute the methodology (e.g., constructing surveys, collecting data, completing analysis, writing report(s)).
6. A task-by-task schedule that identifies important task inter-dependencies.
7. Any potential difficulties (often but not solely methodological) that you or your client anticipate, and a brief word about how you will deal with them if they arise.

The oral presentation of your project proposal should take about 15 minutes, followed by 15 minutes of questions and discussion with the class and instructor. Each team member should have a speaking role. Given the time frame, you should prepare no more than 8 to 10 slides; please provide a hard copy of the slides to the instructor. You will also be evaluated on how effectively you engage the two other groups that will also be presented their proposals.

2.2 Client Agreement

Due: Draft Letter of Agreement – Week 5

Serving a client well means giving them the benefit of your critical and creative thinking and not being passive about the formulation of the project. Feel empowered to take a proactive stance when you negotiate the research design with the client. Not only do you probably know far more about all sorts of research methods than does the client, you bring a fresh look at a situation and may see valuable, relevant questions that the client ought to ask but has not. After your team ponders the client's situation, you may want to urge the client to add or modify some key research questions or proposed methodology to improve the study.

Any client who insists that you frame your research in a way that is preordained to generate their preferred outcome — or insists that you must unquestioningly accept all of their policy assumptions — is a poor choice for a client. Any client who requires as a deliverable that you convert your research into a "compelling advocacy document" (as one prospective client wrote) must be informed that your role is to conduct neutral policy research.
Once you have finalized your client and topic, you will formalize your project by executing a Letter of Agreement with the client. Early in the discussions with a client, mention that the research begins after the instructor has approved and they have signed a short letter of agreement. The LOA should exclude intra-GW steps (such as class presentations) and include:

- Objectives / major research questions
- Research design plan (overview of methodology, described as the expected approach but with flexibility for you (with client consent) to revise the approach during the project as dictated by the data collection or analytic work)
- Planned timeline, especially major milestones with the client
  - Devising measurement instruments (client approval)
  - Collecting field data/interviews (client assistance)
  - Any other “process” dates where specific client involvement is needed
  - Final presentation to the client
- Deliverables (products to be presented to the client)
  - Interim deliverables (if any)
  - Team presentation at end of project
  - Written report at end of project
  - Other deliverables (if any)
- Communications
  - Client liaison name and contact information
  - Capstone liaison name(s) and contact information
  - A polite statement of turnaround expectations
- Research ethics
  - Note protection of anonymity and confidentiality of any interviews you conduct
- Signatures and dates (for client representative and team)

Please get email approval for the final LOA text from the instructor before giving the final version to the client. A model LOA is available on Blackboard.

๋ Declined Clients: Please be good ambassadors for the ENRP program. In particular, as soon as you are sure you have a final client, please send all those who expressed an interest a note profusely thanking them, along with a vague consoling explanation that you needed to go in another direction this semester.

2.3 Preliminary Literature Review

Due: Draft Bibliography and literature review – Week 6

Once you have identified your topic in general terms, and parallel to your client search, you should begin your literature review. It will be the foundation for your project work, help refine your research questions, and give you credibility in discussions with potential clients. Your literature review should consider both the scholarly literature and the gray literature, and
should be explicitly multidisciplinary. Specific guidelines for your literature review are available on Blackboard, under “Syllabus”.

异味
Plan for February 17 Class: Each team should come to this class meeting prepared to provide a status report on their project and then lead a 20-25 minute discussion of the two or three biggest challenges facing their team at this point. Such challenges may be methodological, analytical, or logistical. The idea is to get the whole class engaged in this discussion, so when your group is not in the spotlight, you should be ready to offer critical commentary, helpful suggestions, and provocative questions to your classmates. No written materials need to be prepared for this discussion. (Although, preliminary literature reviews are due at the start of class.)

2.4 Project Status Review

Due: Written Project Status Report – Week 8 (Monday, February 29)
Due: Mandatory Consultation on Project Status – Week 8

This course milestone is a formal opportunity to step back from the day-to-day rush of capstone work and take stock of how things are going. You should meet as a group and develop answers to the following questions:

- Has our work to date met the schedule laid out in our Week 4 Project Proposal? If not, why not? Are we on track to answer the core research question(s)? With the benefit of hindsight, do we think we asked the “right” research questions?
- What unanticipated methodological and/or data collection problems have we encountered? What have we done to address them? Do these corrective actions seem sufficient?
- Given what we’ve learned so far, and our plans for the rest of the project, are we confident that we can deliver a quality product that will meet the client’s needs, on the promised schedule? If not, what do we need to do differently?
- What have been the biggest surprises so far in the project? Again, with the benefit of hindsight, what would we do differently if we could? Can / should we adjust our approach at this point in time?

Based on the answers to these questions, and any other relevant insights, the group should submit a three to five page memo to the instructor.

2.5 Final Written Report

Due: Annotated outline of final paper – Week 11 (Monday, March 21)
Due: Mandatory consultation on structure/content of paper – Week 11
Due: Draft Final Report – Week 14 (Friday, April 15)
Due: Mandatory consultation on draft report – Week 15
Due: Final Paper – Week 17
Annotated Outline

The idea behind the annotated outline is to present the full architecture of your final paper and provide enough detail for us to envision what it will look like. The outline’s purpose is to think through all pieces of your capstone project and to specifically consider how they all fit together.

That said, this is only an outline; it’s fine if many pieces are still works in progress. But with only a few weeks until your final paper is due, there shouldn’t be any major “holes” where you haven’t figured out how to tackle something.

Within the outline format, the annotations should be a brief sentence or two that describe specifically the content of that section and anticipate (and answer) any significant questions a reviewer might have. In fact, the annotations don’t even have to be full sentences; as long they are clear, they can be short phrases. Thoughtful analytic content is far more important than style. To make this more concrete, a 35 page finished product could be well described in an annotated outline of about five or six pages (single spaced).

Written Report

Your final Capstone paper should not exceed 35 pages, plus up to 10 pages of supplementary appendices (e.g., text of questionnaires, detailed description of methodology). Papers should include citations (name, year, page) in the text, following the standard APA formats, and a complete alphabetized bibliography of sources. Extra comments suitable as footnotes should indeed be incorporated as footnotes and not as endnotes. Document layout, style, grammar, and punctuation should be carefully edited, so that the result is a professional and high-quality document. The idea here is that, were this not a pro bono effort, you would feel comfortable asking your client to compensate you financially for your team’s work on the project. The final report should include the following:

- Title Page
- Table of Contents
- Acknowledgements (thanks to client, key sources, others)
- Executive Summary (two pages maximum)
- Body (30 pages maximum)
  - Introduction & background
    - Statement of the problem (why important and to whom)
    - Objectives of the project
    - Specific research question (may also be stated after literature review)
  - Literature review (may also be incorporated into background section)
    - Summary of relevant findings from the literature review
    - Discussion of how prior research informed the research plan
  - Methodology
Explanation of how the study was conducted (including how key concepts were operationalized; data collection; the response rates; methodological issues, obstacles, solutions, etc.)

In some cases, you may find it more “reader-friendly” to summarize the methodology and put the details into an appendix

Findings
- Describe and analyze the results you’ve obtained
- Reserve the discussion of the implications of your findings for the next section

Discussion / Conclusions / Recommendations
- Clearly provide answers to the research questions (or explain why, despite your best efforts, they remain unanswered)
- Discuss limits on the internal and external validity of the research

Bibliography/references
Appendices (10 pages maximum)

2.6 Presentation at GW

Due: Draft slides for review – Week 15 (Monday, April 25)
Due: 1-Page project summary handout – Week 16
Due: Final slides – Week 17

Before giving a written report and oral summary to the client, each team will make a formal oral presentation to their fellow capstone classmates along with invited faculty and other guests. Because the capstone project is a replacement for a master’s thesis, the presentation should be seen as equivalent to a thesis defense. Invited faculty will be from multiple disciplines and are expected to ask “tough” questions. (They will likely not, however, have read your final report; instead, they will be reacting primarily to your presentation.) Your grade on the presentation (but not the final report) will be the simple average of the grades assigned by these faculty.

All team members should participate in a 20 minute presentation followed by up to 20 minutes of questions, answers, and discussion. All team members should have some presentational role. Condensing an extensive project requires carefully focusing on the most important elements and findings, rather than attempting to communicate every detail.

Presentations should include the following:

(1) The identity of the client
(2) Project objectives, central research questions, importance to client
(3) Any relevant insights and highlights from the literature review
(4) A brief explanation of the methodology
(5) A short summary of any challenges and how they were addressed
(6) Findings and lessons learned, expected and unexpected
(7) Next steps and recommendations to the client
The presentation will be accompanied by a one page summary of the project to be distributed to the audience. A draft of the summary is due to the instructor one week before the presentation. It should include names of team members, the name of the client, the project’s objective, key research questions, the basic methodology, and major findings. A model of the summary is on Blackboard.

Two basic criteria will be used to evaluate the presentation:

- **Style**: Aim for an engrossing, lively, focused talk, supplemented with uncluttered, attractive, informative visual aids
- **Substance**: Present a tightly edited, logically developed, effectively analyzed, and convincingly argued report of the research

Past history suggests that you will need to practice your presentation at least three or four times. You may want to video record one of your practice sessions and review it as a group. You will also want to brainstorm the types of questions you might be asked, and be sure to prepare succinct and cogent answers to such questions.

### 3. Final Report and Presentation to Client

**Due: By Wednesday, May 11**

The full formal report is not always ideal for some clients, so it may need to be edited and condensed into a more appropriate format. Likewise, the oral presentation may need to be tailored to meet your client’s needs. You should budget time to revise both for the client, after receiving feedback on the final oral and written reports at GW.

The instructor will contact clients for their critiques of teams’ performances in developing, conducting, and communicating the results of their work.

### Additional Policies and Information

- **Blackboard**: Blackboard will be used to communicate with students. Please make sure that you can access the course and that you regularly check whatever email account Blackboard uses for you.
- **Readings**: There only three class meetings with readings that must be done in advance (Weeks 2, 3, and 13). Readings are on Blackboard. Please to come to class prepared to discuss the readings in the context of your specific capstone project.
- **Format of Written Work**: All written work should be double-spaced, in 12 point font, with one-inch margins. Please include page numbers to facilitate discussion of your work.
- **Turning Things In**: In general, written assignments are due in hard copy to the instructor, except for team peer reviews, which are to be emailed to the instructor. In addition, if an assignment is due in a week when there is no class meeting, then email submission is allowed. Capstone courses have always followed a strict policy of never extending the due date for an assignment, except in extreme circumstances that have been discussed in advance with the instructor. If a student turns in work late without previous permission of the instructor, a grade of F will be given for that assignment.
Incompletes: A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the ENRP Director.

Academic Honesty: All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity (see http://www.gwu.edu/~ntegrity/code.html). Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.”

Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.

The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, revise content, and requirements during the semester.

Accommodation for Students with Disabilities: If you need additional time or other accommodation due to a disability, let me know in first week of the class. For accommodation on the basis of disability, you need to provide documentation to the Office of Disability Support Services.

Religious Holidays: Please let me know during the first week of the semester if you will miss a class to observe a religious holiday. You will be allowed to make up missed work without penalty.

University Student-Support Resources: Help in addressing academic, social, and personal issues is available 24/7 through the University Counseling Service which can be reached at 202 994 5300.

Grading

Grades for assignments and for the course as a whole will reflect the following philosophy:

A Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

A- Very Good: Very strong work for a graduate student. Shows signs of creativity and a strong understanding of appropriate analytical approaches, is thorough and well-reasoned, and meets professional standards.

B+ Good: Sound work for a graduate student; well-reasoned and thorough, without serious analytical shortcomings. Indicates the student has fully accomplished the basic objectives of this graduate course.

B Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

B- Borderline: Weak work for a graduate student but meets minimal expectations. Understanding of key issues is incomplete. (A "B-" average in all courses is not sufficient to sustain graduate status in 'good standing.')

C+ / C / C- Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.

F Unacceptable: Work fails to meet minimal expectations or course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.
When assigning a course grade based on the weighted average of all assignment grades, a “+” or “-” will result in, respectively, an increment or decrement of 0.30 grade points. For example, a B+ will be measured as 3.30 and a B- as 2.70.

It can be difficult to assess individual contributions to group projects. Unless evidence suggests otherwise, I will assume all team members are making an equally meaningful contribution to the team’s project. If, however, the peer reviews and/or my direct observation indicate that a team member is failing to shoulder a fair share of the work, I will decrement that person’s course grade.

Some interim deliverables during the semester will not be formally graded (e.g., preliminary literature review, annotated paper outline), but will be evaluated with an “indicator” of your success in completing these tasks. The indicator will be in the form of:

- ✓+ Excellent job – no changes needed
- ✓ On track for this task – minor changes needed
- ✓- Needs improvement – major changes needed

Should you receive a “✓-” on any of your interim deliverables, it is advisable to consult the instructor about how to improve that component of the project. While you will be graded only on your final written paper and project presentation, part of that grade will reflect the degree to which your group addressed issues identified in the interim deliverables.
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<tr>
<th>Week</th>
<th>Class Date</th>
<th>Class Content</th>
<th>Due (in class, or if no class, at 7pm Wednesday)</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 13</td>
<td>Syllabus, client search status reports, teamwork issues</td>
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<tr>
<td>2</td>
<td>Jan 20</td>
<td>Framing Policy Analysis Projects, including in-class exercise based on Pawson et al (Readings on Blackboard)</td>
<td>Team Norms Statement</td>
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<td>3</td>
<td>Jan 27</td>
<td>Doing Policy Analysis Projects (Readings on Blackboard)</td>
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<td>4</td>
<td>Feb 3</td>
<td>Project Proposal Presentations (by each group)</td>
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<td>5</td>
<td>Feb 10</td>
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<td>Final LOA</td>
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<td>6</td>
<td>Feb 17</td>
<td>Informal Project Reports by Each Group &amp; Class Discussion (See page 8)</td>
<td>Preliminary Literature Review</td>
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<td>7</td>
<td>Feb 24</td>
<td>No Class</td>
<td>Team Peer Review #1</td>
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<td>8</td>
<td>Mar 2</td>
<td>Consultation with Instructor Regarding Project Status Report (30 minutes/group)</td>
<td>Written Project Status Report (Monday, 2/29)</td>
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<tr>
<td>9</td>
<td>Mar 9</td>
<td>No Class</td>
<td>--</td>
</tr>
<tr>
<td>10</td>
<td>Mar 16</td>
<td>No Class – GW Sprig Break</td>
<td>--</td>
</tr>
<tr>
<td>11</td>
<td>Mar 23</td>
<td>Consultation with Instructor Regarding Annotated Outline (30 minutes/group)</td>
<td>Annotated Outline (Monday, 3/21)</td>
</tr>
<tr>
<td>12</td>
<td>Mar 30</td>
<td>No Class</td>
<td>--</td>
</tr>
<tr>
<td>13</td>
<td>Apr 6</td>
<td>Communicating Results of Policy Analysis (Readings on Blackboard) / Informal Project Reports by Each Group &amp; Class Discussion</td>
<td>--</td>
</tr>
<tr>
<td>14</td>
<td>Apr 13</td>
<td>No Class</td>
<td>Draft Final Report (Friday, 4/15)</td>
</tr>
<tr>
<td>15</td>
<td>Apr 20</td>
<td>Consultation with Instructor Regarding Draft Final Report (30 minutes/group)</td>
<td>Draft Presentation Slides (Monday, 4/25)</td>
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<tr>
<td>16</td>
<td>Apr 27</td>
<td>No Class</td>
<td>1-Page Summary Handout</td>
</tr>
<tr>
<td>17</td>
<td>Wk of May 2</td>
<td>Final Capstone Presentation (Date &amp; Time to be determined)</td>
<td>Final Report &amp; Presentation Slides</td>
</tr>
<tr>
<td>18</td>
<td>By Wed, May 11</td>
<td>No Class</td>
<td>Final Report &amp; Presentation to Client; Team Peer Review #2</td>
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