

ENRP6298: ENRP CAPSTONE
SECTION 10, SPRING 2019

Class Meetings: Wednesdays, 7:10pm – 9:00pm, Phillips 109

Instructor: Peter Linquti, PhD (linquti@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 synthesizes many diverse components of the ENRP curriculum in the form of a major “pro bono” project for an external client. Class assignments will help your group use the academic concepts and skills you have acquired to design and implement a project that meets professional standards. The semester culminates with a written report and two presentations of your team’s work – one to GW faculty and the other to your client.

Capstone projects are complex and demanding. They require intense coordination among team members, diligent management of your relationship with your client, 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 carefully 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 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 is described in more detail below.

1. Participation, Communication, and Teamwork (20% of course grade)
 - 1.1. Team Norms Statement (Required, not graded¹)
 - 1.2. Team Peer Reviews #1 and #2 (Required, not graded)
 - 1.3. IRB Ethics Training and Certification (Required, not graded)
2. Capstone Project
 - 2.1. Project Proposal & Presentation (20%)
 - 2.2. Client Letter of Agreement (LOA) (Required, not graded)
 - 2.3. Preliminary Literature Review (Required, not graded)
 - 2.4. Project Status Memo (Required, not graded)
 - 2.5. Written Report (Outline = Required, not graded; Draft = 15%; Final = 30%)
 - 2.6. GW Presentation (Summary = Required, not graded; Draft = Required, not graded; Final = 15%)
3. Final Report and Presentation to Client (Required, not graded)

➔ Readings: In addition to our first class, which features one very short reading, there are three classes for which there is a set of readings that you need to do before coming to class. These readings are not listed here in the syllabus but are described on Blackboard.

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:

- Understand that teams are built, not “baptized”
- Understand that trust is something team members must earn

¹ You will not receive a grade for the course unless you complete the required, ungraded assignments.

- 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, it is only natural that friction and misunderstandings will occur. Addressing issues promptly is the best way to 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 to stimulate your thinking about how you will work together during the semester.

The division of labor should identify basic tasks and who is responsible for each.

- 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 each?
- 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 keep a chronological research log to facilitate writing the final paper?
- How will you organize/archive project files & documents in the cloud, so that they are readily accessible to all yet immune from “version-control” problems?
- 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?
- How will you organize interaction with your client? The instructor?

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?

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.

1.3 IRB Ethics Training Requirement

Federal regulations now require researchers to undergo ethics training and seek certification for research projects they undertake. Because the research projects for this course are considered “professional training” and are not ordinarily published, ethics certification offered by the Institutional Review Board (IRB) is not legally required for these projects. (If publication is pursued later, IRB approval will be required.) High ethical standards are always an integral part of the Trachtenberg curriculum and these federal requirements certainly will be pertinent to careers as policy analysts. Understanding the principles and basics of these regulations is important. To ensure familiarity with these regulations, the online CITI Training Program must be completed with a score of 80% or higher. To get started, please follow these steps:

- ✓ Register as a new user at www.citiprogram.org
- ✓ Be sure to remember your user name and password.
- ✓ Set your Institution to George Washington University (you are not an “Independent Learner”)
- ✓ Navigate to “View Courses”
- ✓ Select Social & Behavioral Research: Stage 1 - Basic Course
- ✓ Complete the nine modules

Once you complete the CITI program, you will be provided a certification document. Include a copy of this certification (one for each team member) in your project proposal (Week 4).

2. Capstone Project

In a capstone project, both content and process are important. Managing your client relationship – helping the client to define their objectives, knowing when to take the initiative, when to say “no”, finding creative solutions to issues that arise – are all important parts of this process. In collaboration with your client, you will develop a scope of work for your project.

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

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).

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
- Not be for a client who currently employs any member of your team

2.1 Project Proposal & Presentation

Due: Written proposal and presentation – Week 4

You will prepare a proposal that describes your planned approach to the Capstone project. The proposal will be conveyed both in writing and in a class presentation. The proposal must be comprehensive, taking account of all key elements in the process, and must reflect your pending client LOA. Before finalizing the proposal, be sure to test it against the Project Management Checklist we reviewed in our Fall Orientation.

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 the exception of having started, but not finished, your preliminary literature review).

If after the presentation, and class discussion, you'd like to revise your proposal, you can let me know that on Thursday. If you select this option, I will review/grade the revised proposal instead of the one you turn in at our Week 4 class meeting. Basically, you get a chance to do a draft and final version if you select this option. If you choose this option, you have until noon on Monday of Week 5 to turn in the revised proposal. Just to be clear, you still need to turn in a proposal at the start of the Week 4 class whether or not you pick this option.

<u>Sample</u> Gantt Chart	Week																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Obtain client/project																		
Develop LOA																		
Project proposal & presentation																		
Draft literature review																		
Data collection																		
Data analysis																		
Prepare outline																		
Prepare draft report																		
Prepare final report																		
Prepare & practice presentation																		
Deliver final report & GW presentation																		
Final presentation & report to the client																		

Your proposal should be about 10 pages (not including IRB certificates) and address 7 items.

1. Client organization, name and contact information for client's primary liaison to 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 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 execute (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 other groups that will also be presenting 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.

Remember also that the Capstone project is a research project. Two recent examples of client requests that did not meet course requirements were (1) the preparation of a grant application and (2) the development of outreach materials for the client's promotional campaign.

Once you have finalized your client and topic, you will formalize your project in 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 the LOA. The LOA excludes intra-GW steps (such as class presentations). Please get email approval for the 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. Once 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 help refine your research questions by demonstrating what is already known about your topic and where your research work can fill in knowledge gaps. 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".

☞ Plan for Week 6 Class: Each team should come to this class 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 Memo – Week 8 (Monday)

Due: Mandatory Consultation on Project Status – Week 8

This course milestone is an opportunity to step back from the day-to-day rush of work and take stock of how things are going. You should meet as a group and answer 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 methodological and/or data collection problems have we encountered? How have we addressed 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 in the project? What would we have done 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)

Due: Mandatory consultation on structure/content of paper – Week 11

Due: First Draft of Report – Week 13

Due: Mandatory consultation on draft report – Week 14

Due: Final Paper – May 10, 2pm

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 single-spaced pages, plus up to 15 pages of supplementary appendices (e.g., text of questionnaires, detailed description of methodology). You will likely find the page limit a difficult constraint, but it is important to master the art of concise policy writing. Your final paper should not be a narrative of every aspect of your project; instead, give your client only what they really need to know and omit the rest.

Include images and graphics to help tell your story and break up long blocks of text, but don't go overboard with them. Give your tables and figures informative titles. Use descriptive headings to make it easy to follow the flow of your paper.

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

2.6 Presentation at GW

Due: Draft slides for review – Week 15 (Monday)

Due: 1-Page project summary handout – Week 16

Due: Final slides – Friday, May 10, 2pm

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 15

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.
- 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 TSPPPA 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 assume all team members are making an equal 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.

PROGRAM REVIEW

One of the requirements of the ENRP program is that you provide feedback about your experience at the Trachtenberg School. This feedback is collected with an anonymous online survey that takes about 15 minutes to complete. All capstone students must complete this survey. You cannot receive a course grade or graduate until this requirement is met.

Survey responses will be aggregated before being shared with TSPPPA faculty, and will not be shared until after grades are submitted. Your responses will not be associated with your name, but the software will track whether you've completed the survey.

You will receive an email about halfway through the Spring semester with more instructions on how to complete the survey. That email will be sent to the email address associated with your Blackboard account, so please be sure that address is correct.

COURSE EFFORT

This course will require approximately 140 hours of effort over the semester. We will meet 6 times for 2 two hours (12 hours), three times for 0.5 hours (1.5 hours), and once for 3.5 hours, for a total of 17 hours of class time. The remaining 123 hours will be allocated across research work, group meetings, report preparation, presentation practice, and discussions with your client, based on the specific needs of your particular project.

Schedule at a Glance

Week	Class Date	Class Content	Due (in class, or if no class, at 7pm Wednesday)
1	Jan 16	Syllabus, client search status reports, teamwork issues	--
2	Jan 23	Framing Policy Analysis Projects, including in-class exercise based on Pawson et al (Readings on Blackboard)	Team Norms Statement
3	Jan 30	Doing Policy Analysis Projects (Readings on Blackboard)	--
4	Feb 6	Project Proposal Presentations (by each group)	Project Proposal & Presentation
5	Feb 13	No Class	Draft LOA
6	Feb 20	Informal Project Reports by Each Group & Class Discussion	Preliminary Literature Review
7	Feb 27	No Class	Team Peer Review #1
8	Mar 6	Consultation with Instructor Regarding Project Status Memo (30 minutes/group)	Written Project Status Memo (<u>Monday, 3/4</u>)
9	Mar 13	No Class – GW Spring Break	--
10	Mar 20	No Class	--
11	Mar 27	Consultation with Instructor Regarding Annotated Outline (30 minutes/group)	Annotated Outline (<u>Monday, 3/25</u>)
12	Apr 3	Communicating Results of Policy Analysis (Readings on Blackboard) / Informal Project Reports by Each Group & Class Discussion	--
13	Apr 10	No Class	First Draft of Report
14	Apr 17	Consultation with Instructor Regarding First Draft of Report (30 minutes/group)	--
15	Apr 24	No Class	Draft Presentation Slides (<u>Monday, 4/29</u>)
16	May 1	No Class	1-Page Summary Handout
17	Friday, May 10	Final Capstone Presentation (<i>"as-is" version of report due Tuesday, May 7</i>)	Final Report & Presentation Slides
18	By Wed, May 15	No Class	Final Report & Presentation to Client; Team Peer Review #2