



**THE OHIO STATE UNIVERSITY**

**JOHN GLENN COLLEGE OF PUBLIC AFFAIRS**

**PUBAFRS 7900: Capstone Research Paper in Public Affairs  
Spring 2017 Syllabus**

Meets: T 5:45-8:30pm      Room: Page Hall Lockheed Martin Board Room      Credit Hours: 3

**Professors:**

Charlotte Kirschner (.29)

310B Page Hall, 614-292-7221

Office Hours: Wednesdays from 3 to 5 p.m.

Rob Greenbaum (greenbaum.3)

350E Page Hall, 614-292-957

Office Hours: Thurs 3:30-5:30pm

**Course Description**

Public Affairs (PA) 7900 builds on the core curriculum that students have completed in their first year. This is an opportunity for students to integrate the knowledge and skills gained in the MPA or MA program by applying theory to practice on a topic of each student's choice. It serves as an important bridge between the classroom and the world of professional practice.

**Prerequisites**

MPA and MA students generally will enroll in 7900 upon completion of all Glenn College core courses, with the exception of PUBAFRS 6060.

**Course Objectives**

The objective of PA 7900 is to synthesize and apply the knowledge, skills, and values acquired in the core curriculum to a public policy or management problem. The active use and integration of material from core courses in public policy, public sector economics, public management, and decision support and quantitative methods in the Policy/Management Paper informs issues faced by public policy analysts and managers. The course also prepares students to critically assess policy and management analysis as well as prepares students to produce their own analysis that informs a real world policy or management issue. In preparing the paper, students will be expected to produce high-quality policy and/or management analysis while operating under a tight deadline. In the structured environment of the class, we will walk through the major steps of completing the paper over the course of 16 weeks (14 class sessions). This step-by-step approach should position students well to be able to complete a similar analysis in a job situation under even tighter deadlines and with less structure. Students will also engage in activities designed to foster skills related to the effective presentation of the analytic results to various stakeholders.

**Curriculum Goals**

This John Glenn College curriculum goals course the course most directly addresses are as follows:

3. The ability to analyze, synthesize, think critically, solve problems and make decisions
6. The ability to integrate, synthesize, and apply knowledge across the curriculum in a professional public service context

## Registration

Prior approval from the instructor is required for enrollment in 7900 to ensure that the scope of the paper topic is appropriate for the course. Students must submit (to [kirschner.29@osu.edu](mailto:kirschner.29@osu.edu) and [greenbaum.3@osu.edu](mailto:greenbaum.3@osu.edu)) the following items for approval in a short proposal at least 6 weeks prior to the start of the semester (by Dec 1) to register:

- 1) The proposed topic
- 2) Preliminary research questions
- 3) Specific data sources
- 4) A preliminary reading list

## Course Format

Class sessions will combine lectures and discussions on topics related to the building of a successful policy/management paper. These discussions will build on the reading material distributed in class and will also focus on deconstructing some example papers. Throughout the term, students will be incrementally adding sections of the paper. Class time will be set aside for small group breakout sessions in which students will provide oral feedback on one another's paper sections. Assignments are to be submitted in Carmen by the dates and times specified below.

## Required Readings

Elements of the Policy/Management Paper are adapted from the following:

- Eugene Bardach, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*
- William N. Dunn, *Public Policy Analysis: An Introduction, Fourth Edition*
- David McNabb, *Research Methods in Public Administration and Nonprofit Management: Quantitative and Qualitative Approaches*
- E.S. Quade, *Analysis for Public Decisions*
- Beth M. Schwartz, R. Eric Landrum, and Regan A. R. Gurung, *An Easy Guide to APA Style, 2e*
- Catherine F. Smith, *Writing Public Policy: A Practical Guide to Communicating in the Policy Process*

Selected readings from these books will be used in the class and provided on Carmen at <http://www.carmen.osu.edu/>. Each student will also design his or her own reading lists tailored to their specific research topics.

## Additional Resources

*Statistical Consulting:* Students wishing to have additional help with the statistical analysis for their papers may consult with the Statistical Consulting Service ([www.scs.osu.edu/](http://www.scs.osu.edu/)) and enroll in their Stat 5700 course (<http://www.scs.osu.edu/working-scs/students>).

*Writing Consulting:* Students wishing to have additional help with the writing of their papers can meet with a consultant at the Writing Center (<https://cstw.osu.edu/writing-center>).

*Library Assistance:* The Glenn College has a dedicated librarian at OSU Libraries, David Lincove ([lincove.1@osu.edu](mailto:lincove.1@osu.edu)), who can help provide research assistance. For more information and links to some common public affairs resources, see <http://library.osu.edu/find/subjects/public-affairs-resources/>.

## Course Requirements and Evaluation

Students are required to earn a grade of “B” or better to successfully fulfill the capstone requirement, which is necessary to graduate from both the MA and MPA programs. Students with a grade lower than “B” or an incomplete will be required to take a second capstone course. A student has only two chances to achieve a grade of “B” or better in the capstone course. Regardless of grade, students who take an Incomplete in the course are considered not to have successfully fulfilled the capstone requirement and will be required to take a second capstone class. This section describes these requirements and their relative weights for the final grade:

- A. Capstone assessment: 30%
- B. Weekly assignments and participation: 20%
- C. Final policy/management paper: 40%
- D. Oral presentations: 10%

### *Grading and meeting the Glenn College capstone requirement*

The course is graded based on a total of 100 points, with point distribution outlined in the course requirements section. Numerical grades are transformed to letter grades according to the schedule:

A	93-100	A-	90-92	B+	88-89	B	83-87	B-	80-82
C+	78-79	C	73-77	C-	70-72	D+	68-69	D	64-67

#### **A. Capstone Assessment (30%)**

Midway through the semester (due March 7<sup>th</sup>), all students will be required to submit their capstone assessment to Carmen. Late submissions will not be accepted. This assignment comprises 30% of the final grade for the course. The assessment is intended to test a student’s ability to integrate the knowledge and skills gained throughout her or his graduate program and apply it to practice. While students may be consulting with their groups on their capstone projects, ***collaboration with other students on this assessment exercise is strictly prohibited.*** In this assessment, students will be expected to address the following four issues:

1. Clearly define the problem addressed by your capstone project. What evidence is there that this is a significant problem worthy of our attention? Who are the relevant stakeholders and what are their roles? Also, identify any previous policy or management efforts to address the problem.
2. Critically assess previous evaluations of the same or similar topic. Components of this assessment should include design, data, statistical methods, internal and external validity, and the counterfactual.
3. Discuss how you plan to address the problem. Why are you choosing this approach, and why is this preferred over other approaches you examined? Further, discuss the rationale for the outcome measures you have chosen.
4. Discuss the policy or managerial alternatives you will be examining. What are the specific criteria you will use to compare the alternatives?

The capstone assessment also constitutes the University’s required master’s examination for the Master of Arts (MA) degree. The capstone assessment committee is assigned by the Glenn College’s curriculum committee and approved by the College’s dean. For this class the committee is comprised of the two course instructors. While the instructor assigns the grade for the assignment as part of the course grade,

the two-member examination committee evaluates separately whether the student achieves a successful pass (“Pass” or “Marginal Pass”). Students who fail the written comprehensive exam will be required to stand for an oral examination with the exam committee, during which they will have the opportunity to expand further on their answers to the written exam. The exam should take place within a day or two after the committee has determined that the written assessment was insufficient. MA students failing the oral exam will be required to take a second capstone class in a future semester and also successfully pass the capstone assessment for that course.

An MA student has only two chances to pass the capstone assessment. Students passing the assessment but failing to achieve a “B” or higher in the course will be required to take another capstone class and assessment. *Both* criteria (“B” in the course and “Pass” or “Marginal Pass” on the assessment) are required to graduate.

For Master of Public Administration (MPA) students, the capstone assessment will simply serve as a midterm examination for the course. Completion of a capstone class with a grade of “B” or higher satisfies the College’s capstone exit requirement for the MPA degree. All other degree requirements must also be successfully met in order to graduate (See Master’s Handbook for full requirements).

### ***B. Weekly Assignments and Participation (20%)***

Twenty percent of the course grade will be comprised of successful completion of weekly assignments and regular attendance and participation in the course:

#### Weekly Assignments

- First drafts of sections of your papers must be turned in by 12:00 pm on the dates specified in the course outline table below. Students in the same group (to be announced in the first class) are expected to provide written feedback (substantive feedback beyond grammatical issues) on the drafts and/or component checklist spreadsheets to one another by the following class. The grade for the draft is based on timely submission of assigned work and the quality of the work turned in. Quality of the feedback will be graded by the instructor and/or TA and is worth 1 point each week. The drafts and feedback are to be submitted on Carmen in the discussion groups. Your group has a separate page for each relevant week. Be sure to submit this in the proper week.
- The second draft for each section of your paper is to be submitted to Carmen by 12:00 pm on the dates specified in the course outline table. The grade for the draft is based on timely submission of assigned work, the quality of the work turned in, and how well students responded to feedback on the first drafts. Each draft (with the exception of the executive summary) is worth 2 points. The instructor will provide more extensive written and oral feedback for the second drafts. After turning in the second draft for each component (Introduction/ Analytic Framework/Literature Review; Methodology/Data; Results; and Conclusions) for grading, it is the student’s responsibility to address the feedback and incorporate that in the final paper. The instructor will generally not review additional drafts of that section.
- When you turn in the second draft of each section and your final paper, you must also submit a document that explains how you have addressed the comments you received on the draft sections (these are the revision statement assignments in the course outline below).
- One point per day will be deducted from your final course grade for late submission of the weekly assignments. Instructor feedback on late submissions is not guaranteed. Grades will be accessible on Carmen.

## Attendance and Participation

- Active and constructive participation in class discussion is a critical part of this course. Students are expected to attend each class session and come prepared to discuss questions raised by the readings and provide constructive feedback to your peers.
- *One point will be deducted from your course grade for each class missed beyond the first absence.*

## **C. Policy/Management Paper (40%)**

The paper is an integral component of the policy/management analytic process, serving as a bridge between the core curriculum and the world of practice. The paper is the written analytic presentation of a policy or management issue. Dunn (2008, 1) defines this analysis as the “process of multidisciplinary inquiry designed to create, critically assess, and communicate information that is useful in understanding and improving policies.”

### ***Paper topic***

By the beginning of the course, each student will have chosen a paper topic and identified her or his data, whether quantitative or qualitative. The topic can come from the student’s internship, job, and/or research started in the core courses, other courses, or from other personal or professional interests. Below are topics students investigated recently across all capstone classes:

“After the Storm: Investigating Ohio’s Recovery from the Great Recession and its Impact on Local Capital Investment”

“Workplace Wellness Programs: A Case Study of Four Ohio Local Governments”

“A Tale of Two Justice Systems: A Qualitative Examination of Noncitizen Sanctions for Minor Marijuana Convictions”

“Fresh Fruit and Vegetable Program”

“Discrimination in Motor Vehicle Searches: Evidence from Ohio”

“Fiduciary Duties and Charitable Trusts: The Feasibility of Options for Reform”

“Do Food Stamps Feed the U.S. Obesity Epidemic?”

“Third Party Online Giving Portals: Possible Benefits and Detriments to Central Ohio Arts Nonprofits”

“Earned Revenue & Social Enterprise: A Framework for Success”

“Professional Solicitors: The Business of Giving”

“Turnover of Frontline Workers: The Case of Nonprofit Adoption Services”

“Improving Health through Systemic Change: Public Policy Advocacy in OH MLPs”

“A Portion of the Proceeds...Is Cause Marketing Right for your Nonprofit?”

“Interest Groups and the Agricultural Act of 2014: The American Farm Bureau Federation”

“Taking Welfare to Work in the Wake of the Great Recession: Work Requirements for Able-Bodied Adults without Dependents”

These and many more capstone papers can be seen on the **Glenn Graduate Capstones** Carmen page:

- 1) Log into Carmen
- 2) Under Announcements/Shortcuts, select **Carmen (D2L) home page**
- 3) Under Carmen Course Summary, select **Join [self-enrollment](#)** courses.
- 4) Under JOIN Instructions, at the bottom, select **[JOIN...](#)**
- 5) On the Self Registering Course Offerings page, select **Glenn Graduate Capstones**

**Examples of the types of analysis that might be found in a paper:**

- IBM Center for The Business of Government:  
<http://www.businessofgovernment.org/reports>
- *Governing Magazine* Government Performance Project:  
<http://www.pewtrusts.org/en/archived-projects/government-performance-project>
- Tax Policy Center Research Reports:  
<http://www.taxpolicycenter.org/research-commentary>

***Final Paper Evaluation***

Forty percent of the final grade will be based on the final paper, which will involve putting together the various sections you have worked on throughout the term. Here, it is important that the components actually fit together with appropriate transitions (which will be discussed in class). Below, the point value for each component of the final paper is designated.

***1) Title Page and Executive Summary (5 points)***

The title page should include “The Ohio State University,” “John Glenn College of Public Affairs,” your paper title, your name, the phrase “A Policy/Management Paper submitted in partial fulfillment for the Master of Public Administration Degree [or] Master of Arts Degree,” and the semester and year of completion. The executive summary, written last, should provide the reader an overview of the various sections of the paper, including the main research questions and highlights of the conclusions. The executive summary should be no more than one single-spaced page.

***2) An Introduction (10 points)***

This provides an overview of the topic being studied and its importance/relevance within the proper political, organizational, or other appropriate context. The introduction should also provide a concise statement of the particular research question, hypothesis or hypotheses being investigated. Typically, the introduction should also briefly report the results or findings and their implications.

***3) Analytic Framework/Literature Review (15 points)***

This will provide a more detailed background on the topic. Here, you should provide a relevant review of the appropriate theoretic and practice-oriented research drawing from academic journals and professional literature. You will also draw on relevant material from some of the other classes you have taken. It should establish what the important or unanswered questions are regarding your topic. Thus, this review of the literature should provide a theoretical basis that sets up your analytic framework. This section also includes an analysis of relevant stakeholders.

***4) Methodology, Data and Hypotheses (15 points)***

This section clearly presents your research problem or hypotheses and describes whatever methodology you will use to examine or test your hypotheses. You should be clear regarding what evidence or results would lead to support or rejection of your hypotheses. In this section, you should also describe any data you use, its source(s), and descriptive statistics. You should also discuss the steps you will take to ensure the validity of the research design or project methodology, and you should discuss any potential methodological problems you might encounter.

***5) Results (15 points)***

This is where you discuss your findings of the tests of your research hypotheses: Are your hypotheses

supported or rejected? If you are doing an empirical study, make sure that you present the results in easy-to-read tables and that you refer to the tabular results in the text.

6) *Recommendations and Conclusions* (15 points)

Succinctly summarize main findings in the context of the literature and provide recommendations. Public service professionals do research because they are interested in improving policy and management. You should make recommendations *that follow from* your findings. Resist the temptation to make recommendations that are not supported by your analysis, prior research and your coursework. Be sure to draw upon the knowledge and skills that you have acquired in the core courses (Management, Policy and Law, Economics and Public Budgeting). When you are making recommendations make sure that these are feasible in light of all of the knowledge you acquired (e.g., Legally problematical? Resistance to change? How to negotiate the political environment?)

7) *References and appendices (if any)* (5 points)

Any non-original ideas should be referenced. All of the papers in the references should be cited in the text using a common style such as APA (This is very easy to organize using Word's references features.)

8) *Good grammar/organization/presentation* (15 points)

It is important to clearly communicate the results of your analysis. The quality of the prose is important in terms of being able to relay your findings.

9) *Revision Statement* (5 points)

Provide a statement describing how you addressed the feedback received throughout the term.

There will be a 5 point daily penalty for late papers, and papers turned in more than 3 days late will receive an Incomplete (which also means you will have to take a second capstone course).

**D. Oral Presentation (10%)**

Communicating your results through oral communication is a critical skill in public affairs. You will have the opportunity to present your research to the class twice during the semester. Interim presentations will allow you to practice your presentation skills and have one of your peers serve as a discussant for your paper. Then, on the final day of course each student will convey the results of the policy/management paper to the class through a short oral presentation, along with a brief question and answer period. The presentations will count as 10% of your final grade in the course. Students will be graded upon clarity of presentation, degree of organization and time management, quality of slides, and Q&A interactions.

**Academic misconduct**

From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>

The OSU and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's *Code of Student Conduct* may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In OSU's [\*Code of Student Conduct\*](#), Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's [\*Code of Student Conduct\*](#) is never considered an "excuse" for academic misconduct.

Other sources of information on academic misconduct (integrity) to which you can refer include

The Committee on Academic Misconduct web page: <http://oaa.osu.edu/coam.html>

*Ten Suggestions for Preserving Academic Integrity*: <http://oaa.osu.edu/coamtensuggestions.html>

*Eight Cardinal Rules of Academic Integrity*: [www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html)

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact us.

### **Accommodation Policy**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let us know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with us as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:**

[slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Ave.

### **Student Health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10<sup>th</sup> Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/>.

## Course Outline

Class	Date	Topics	Assignment Due	Points
	Autumn	<ul style="list-style-type: none"> <li>Familiarize yourself with the syllabus</li> <li>Review the relevant literature and investigate possible data sources</li> <li>Meet with the instructors</li> </ul>		
	By Dec 1		Email to the instructors <ul style="list-style-type: none"> <li>The proposed topic</li> <li>Preliminary research questions</li> <li>Specific data sources</li> <li>A preliminary reading list</li> </ul>	
1	Jan 10	<p><b>Course Logistics</b></p> <p><b>Introduction and Literature Review</b></p> <ul style="list-style-type: none"> <li>Introduction and research overview (McNabb, ch 4-6)</li> <li>Writing an introduction (Bardach, ch 1; Smith, ch 3)</li> <li>Writing a literature review (Bardach, ch 2)</li> <li>Structuring policy problems (Dunn, ch 3 – for review)</li> <li>Avoiding plagiarism and citing sources (Schwartz et al, ch 5 &amp; 7)</li> </ul> <p>ASSIGNMENT OF IN-CLASS WORKING GROUPS</p> <p><i>Groups: Discuss research question and design, data and approach to analysis, literature review and hypotheses</i></p>	<ul style="list-style-type: none"> <li>Be prepared to articulate in class               <ul style="list-style-type: none"> <li>Progress towards a completed dataset and/or data collection plan</li> <li>A clear research question that may be addressed by that data</li> <li>List of relevant scholarly articles and government reports</li> <li>Progress towards an appropriate and implementable research design (given the research question and data)</li> </ul> </li> </ul>	

2	Jan 17	<p><b>Paper writing</b></p> <ul style="list-style-type: none"> <li>• Critique paper examples of intros and lit reviews</li> </ul> <p><b>Research Ethics</b></p> <ul style="list-style-type: none"> <li>• Research Ethics/IRB (McNabb, ch 3)</li> <li>• OSU's IRB training through CITI</li> </ul> <p><i>Groups: Discuss potential ethical issues with each of your projects and how you are managing those issues</i></p>	<ul style="list-style-type: none"> <li>• Have read examples of intros and lit reviews prior to class</li> <li>• CITI training, Social and Behavioral Research (<a href="http://orpp.osu.edu/irb/training-requirements/citi/citiinstructions/">http://orpp.osu.edu/irb/training-requirements/citi/citiinstructions/</a>) <ul style="list-style-type: none"> <li>○ Post to Carmen</li> </ul> </li> </ul> <p><i>Progress check: Do you have</i></p> <ul style="list-style-type: none"> <li>• A completed dataset and/or data collection plan</li> <li>• An appropriate and implementable research design (given the research question and data)</li> </ul>	1 assign
3	Jan 24	<p><b>Professional Writing</b></p> <ul style="list-style-type: none"> <li>• Research paper (McNabb, ch 24)</li> <li>• Professional Writing (Stimson)</li> <li>• Tips on formatting a paper (McNabb, ch 25)</li> <li>• Discuss example of a revision statement</li> </ul> <p><i>Groups: Discuss introduction and lit review for your study/research;</i></p>	<ul style="list-style-type: none"> <li>• 1st draft introduction and literature review</li> </ul>	2 discuss
4	Jan 31	<p><b>Quantitative Research Methods</b></p> <ul style="list-style-type: none"> <li>• If you are conducting a quantitative study: McNabb, ch 10 &amp; 11 &amp; Schwartz et al ch 13 are required;</li> <li>• Critique paper examples of quantitative methods and data sections</li> <li>• Technology: Stata review</li> </ul> <p><i>Groups: Discuss methods and data sections for your study/research</i></p>	<ul style="list-style-type: none"> <li>• Feedback on classmates' introductions and literature review</li> <li>• Have read examples of quant methods &amp; data sections prior to class</li> </ul>	1 discuss

5	Feb 7	<p><b>Qualitative Research Methods</b></p> <ul style="list-style-type: none"> <li>• If you are conducting a qualitative study, McNabb ch 17 &amp; 18 are required</li> <li>• Critique paper examples of qualitative methods and data sections</li> <li>• Technology: GIS/Mapping data</li> </ul> <p><i>Groups: Discuss methods/data; GIS lab</i></p>	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> draft introductions and literature review submitted <ul style="list-style-type: none"> <li>○ <i>with revision statements</i></li> </ul> </li> <li>• Have read examples of qualitative methods &amp; data sections prior to class</li> </ul>	<p>2 assign</p> <p>1 assign</p>
6	Feb 14	<p><b>Policy Alternatives</b></p> <ul style="list-style-type: none"> <li>• Identifying stakeholders (Dunn, ch 3; Quade, ch 21)</li> <li>• Describe alternatives and identify tradeoffs (Quade, ch 8 and 12; Bardach, ch 3)</li> <li>• Relevant spillovers and externalities associated with alternatives (Bardach, ch 5-6)</li> <li>• Political, organizational, and economic conditions affecting implementation (Quade, ch 21)</li> </ul> <p><i>Groups: Discuss policy alternatives, stakeholders, and externalities</i></p>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> draft of methods and data sections (make sure you have testable hypotheses presented in one of the following ways: 1: have an independent theory section, laying out your theoretical framework, and testable hypotheses; 2: incorporate the hypothesis development with your literature review; 3: state your hypotheses in the data section)</li> </ul>	<p>2 discuss</p>
7	Feb 21	<p><b>Policy Recommendations</b></p> <ul style="list-style-type: none"> <li>• Policy recommendations (Dunn Ch 8; Greenbaum &amp; Landers)</li> <li>• Critique paper examples of results and conclusions</li> </ul> <p><i>Groups: Discuss possible policy implications or your study/research</i></p>	<ul style="list-style-type: none"> <li>• Feedback on classmates' methods and data sections</li> <li>• Have read examples of results and conclusions sections prior to class</li> </ul>	<p>1 discuss</p>
8	Feb 28	<p><b>Communicating your results</b></p> <ul style="list-style-type: none"> <li>• Communicating results (Dunn, Ch 9)</li> <li>• Presenting conclusions (Dunn, Ch 5)</li> </ul> <p><i>Groups: Discuss results and conclusions for your study/research</i></p>	<p><i>Continue working on revisions of intro &amp; lit review as well as on your methods and data section</i></p>	

9	Mar 7	<b>Titles and Executive Summary</b> <ul style="list-style-type: none"> <li>Title page and executive summary (McNabb, ch 24)</li> <li>Monitoring and evaluation plan (Dunn, ch 6)</li> <li>Critique paper examples of executive summaries</li> </ul> <p><i>Groups: Discuss remaining challenges to finishing the paper</i></p>	<ul style="list-style-type: none"> <li>Midterm Capstone Assessment Due <ul style="list-style-type: none"> <li>Include <ul style="list-style-type: none"> <li>Introduction</li> <li>Literature review</li> <li>Methods and data</li> <li>Policy/management alternatives</li> <li><i>Revision statement</i></li> </ul> </li> </ul> </li> <li>Have read examples of executive summary section prior to class</li> </ul>	30 assign
	Mar 14	<b>Spring Break – No Classes</b>		
10	Mar 21	<b>Interim presentations</b>	<ul style="list-style-type: none"> <li>1<sup>st</sup> draft results and conclusions sections</li> </ul>	2 discuss
11	Mar 28	<b>Interim presentations</b>	<ul style="list-style-type: none"> <li>Feedback on classmates' results and conclusions sections</li> </ul>	1 discuss
12	April 4	<b>Putting it all together</b> <p><i>Groups: Discuss results and conclusions and executive summaries</i></p>	<ul style="list-style-type: none"> <li>2nd draft results and conclusion <ul style="list-style-type: none"> <li><i>with revision statement</i></li> </ul> </li> <li>1st draft of 1-page executive summary</li> </ul>	2 assign 1 assign 1 discuss
13	April 11	<ul style="list-style-type: none"> <li><b>Final Presentations</b></li> </ul>	<ul style="list-style-type: none"> <li>Feedback on classmates' executive summaries</li> </ul>	1 discuss
14	April 18	<ul style="list-style-type: none"> <li><b>Final Presentations</b></li> </ul>	<ul style="list-style-type: none"> <li>2nd draft executive summary section <ul style="list-style-type: none"> <li><i>with revision statement</i></li> </ul> </li> </ul>	1 assign 1 assign
	Friday	<ul style="list-style-type: none"> <li><b>Final Papers due</b></li> </ul>	<ul style="list-style-type: none"> <li>Final presentations</li> </ul>	10
	April 28		<ul style="list-style-type: none"> <li>Final paper due by 9:45 pm <ul style="list-style-type: none"> <li><i>with revision statement</i></li> </ul> </li> <li>Peer evaluations of group-mates' feedback</li> </ul>	40 assign

Note: Submit drafts and comments to your group's Carmen discussion group page for the proper week (denoted by "discuss" in the points column above). Submit second drafts, the capstone assessment, your final paper, and all revision statements to the appropriate Carmen assignment (denoted by "assign" in the points column above).