Instructor: Greg Traxler
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Office Hours (Winter 2016): Mondays 3:00 - 5:00 and by appointment. I am available to meet outside of office hours by appointment most days.
CANVAS website: https://canvas.uw.edu/courses/1025217 Consult CANVAS for announcements and course updates.
MyEvans Proposal to Presentation website: http://evans.uw.edu/myevans/students/proposal-presentation

Course Materials
There is no textbook for this course. Most of the readings are available on the MyEvans Public Service Clinic website, with any additional readings posted to the class CANVAS page.

Course description, framework and objectives:
The Capstone Project will be a formative and long remembered experience for most of you. Your first year and a half at Evans have prepared you well and given you the important tools, so the main objective of this class is to make the capstone a successful and enjoyable experience. Each project, client and Evans team is unique so there is no template for a capstone project, but the MyEvans website contains an abundance of resources to help you complete your project. The rest of the class and I are additional resources at your disposal for problem solving help. MyEvans contains specific guidance is for several of the key steps, including research strategy, project work plan, literature review, surveys and interviews and team formation. You will likely refer to these frequently. Some of these topics are included in the course schedule outlined below, others can be brought into our class meetings upon request.

Specific learning and skill development goals:
• Managing client relationships: work with a client to craft a feasible research question and to meet client project expectations;
• Team work: collaborating and building relationships with team members to achieve project objectives
• Project planning and time management: Work with your team and client to develop a feasible project timeline and to meet deadlines;
• Applied research project design: Developing a research question and study outline, conducting a literature review, choosing research design and methods, identifying data needs and performing data analysis;
• Communicating progress and research findings: Communicating with client and teammates, oral and written progress reporting skills, presenting before an audience in a concise and engaging way.

Class participation and community conversation norms
There is no more important professional asset than being recognized as a trusted and valued colleague who listens carefully and who gives constructive feedback. The capstone seminar provides the opportunity to refine discussion skills during our class meetings, within your team, and with your client. You will frequently be asked to give, and will receive feedback as you develop your project. The Evans community conversation norms provide a good set of principles:
• Listen carefully and respectfully
• Share and teach each other generously
• Clarify the intent and impact of our comments
• Give and receive feedback in a “relationship-building” manner
• Work together to expand our knowledge by using high standards for evidence and analysis

Evaluation
You will not receive a course grade for the winter quarter. Your course grade will be the sum of winter and spring quarter evaluation components and will be submitted at the end of spring quarter.

1. Winter quarter capstone Project Seminar participation: 10 percent. You should notify me and your project teammates by email explaining class absences. Components evaluated will be:
- Intermediate assignments (e.g., letter of agreement, work plan, research question draft outline) of adequate quality and turned in on time.
- Peer review and feedback to other students’ work. Each student will be assigned to be a peer reviewer for another team. You will provide timely, constructive written and oral feedback on their draft documents (LOA, literature review, survey instrument, etc.) throughout the two terms.
- Grading rubric for intermediate assignments under Seminar participation: 2 points for assignments of satisfactory quality and delivered on time, 1 point for assignments of unsatisfactory quality, 0 points for non-delivery.
- **Winter quarter draft report and presentation: 20 percent.** You will present written and oral progress reports to the class and to the client at the end of winter quarter. Evaluation will be assessed on project progress and quality of communication. Grading will follow the Evans School course grading guideline from the MPA Program Student Handbook.
- **Capstone Project Degree Paper (end of Spring quarter): 70 percent.** Evaluation of final CP paper is based on overall quality, analytical rigor, value to the client, and quality of presentations. Grading will follow the Evans School course grading guideline from the MPA Program Student Handbook.

**Winter Quarter Schedule**

*Dates and content are tentative and will be updated as the quarter progresses. Please contact me if you have any questions.*

**Class 1 - January 4: Introductions and course expectations.** The objectives of the first class are to get to know one another, to discuss course expectations, and to develop a common understanding of what a capstone project is. We will review project components and timeline. We will review the draft letters of agreement (LOA). This is an important first step and it is important that the letter and three way (students, client, me) meeting occur in early January. Bring five hard copies of your project proposal and draft LOA to share with class members. You will break into feedback groups to review and give feedback on the draft LOAs.

**Read before class:**
1) All links on Evans Proposal to Presentation website.
2) **Capstone project reports:**
   b) One additional capstone project report. Try to find a project that has an objectives similar to yours. Pay particular attention to the report’s table of contents, executive summary, survey or interview, and conclusions.

**Class 2 - January 11: Project structure.** The objective of this class is to take a first pass at setting the timing and structure of your project. The class will give you time to use what you have learned reviewing the proposal for your project and previous capstone projects, to develop a draft report outline and workplan for your project.

**Read before class:**
1) Sample workplans from the Proposal to Presentation website.
2) One additional capstone project report, focusing on the interview/survey data and analysis. Find a report that uses an interview/survey instrument that may be relevant in style and intent for your project.

**Friday, January 15, 11:30-12:30:** Literature review workshop conducted by reference librarian. Meeting place TBD, likely in Allen Library. This workshop is conducted in conjunction with the other capstone seminar sections. Attendance is encouraged, but not mandatory given that it occurs outside of scheduled class time. Please let me know if you cannot attend and would like to schedule a separate meeting with the reference librarian.

**Read/watch before the workshop:**
1) Literature Review.pdf
2) Writing the Literature Review: Parts 1, 2, 3
January 18: No Class - Martin Luther King Day, University Holiday. Teams may schedule a meeting with instructor during the week if it would be helpful.

Class 3 - January 25: Survey/Interview test run. Each team will administer their draft survey instrument or interview protocol during the class to peer reviewers and will receive feedback to be used in revising their instrument. See MyEvans website, Research, Writing, and Team Resources for guidance on preparing your instrument. See also: Bradburn, Norman M., Seymour Sudman, and Brian Wansink. 2004. Asking questions: The definitive guide to questionnaire design for market research, political polls, and social and health questionnaires. Rev. ed. ed. San Francisco: San Francisco : Jossey-Bass.

Class 5 – February 8: TBD
Week of February 15: No class - Presidents Day University Holiday. Teams may schedule meeting with instructor during the week as needed.

Class 6 – February 22: Progress report. We will use this class to update each other on research progress by each team, and discuss next steps. Each team will make a 3-5 slide power point presentation to the class.

Class 7 – February 29: No class. Teams may schedule meeting with instructor during the week as needed.

Class 8 – March 7: Feedback on draft reports. You will meet with each of the groups whose draft reports you have reviewed and discuss your suggestions.

Assignment deliverable due dates: DUE on CANVAS by Noon

Monday, January 4:
1) Draft Letter of Agreement

Monday, January 11
1. Revised letter of agreement and confirmed three way meeting date. (one per group)
2. Draft research question (one per group). One page or less.

Tuesday, January 19 (no class this week because of MLK holiday)
1) Signed Letter of Agreement
2) Final research question
3) Final Workplan

Thursday, January 21: Note that you are to distribute these assignments to your assigned peer reviewer by noon Thursday January 21 to allow them time to review before class on January 25.
1) One-page memo outlining your research approach, design and methods. What data will you collect? Where will you find the data? What is the sample population for your interview or survey? How will you analyze the data?
2) Draft survey instrument if you are planning to conduct a survey or draft interview protocol if you are planning to conduct interviews

February 8:
1) Final research memo and survey instrument/interview protocol incorporating reviewers’ comments.

February 22:
1) 3-5 slide power point presentation on progress to date.
2) Draft report outline

February 29:
1) Draft of your introductory chapter, literature review and an annotated outline of the rest of your report. This will be distributed to your peer reviewers. Your introductory chapter should lay out your research question, the motivation, context, and purpose of your project, and your research methods. The rest of the document should be outlined so that the final shape is clear. Note in your draft and outline how you plan to fill remaining gaps in your outline.

March 7:
1) Written feedback on two draft reports that you are assigned to review. Read each document you are assigned twice. On the first reading, edit for grammar and style. On the second, put yourself in the shoes of the client. Imagine that you are receiving a report that begins with this introductory chapter. Does the chapter lay out the report’s purpose effectively? Is the methodology compelling – will you believe the results? Does the outline contain all the additional information and analysis that the introductory chapter promises? Does it seem like it will provide what the client needs? Come to class with suggested edits as well as some concrete general suggestions for improving the organization or content.
Spring quarter (Tentative)

March 28: Progress Discussion. Short presentation to class to update us on your progress through your work plan and discuss any problems you are facing.

April 4: Meetings and Independent Work (no class meeting)

April 11: Peer Review of Draft Chapters. Peer-review feedback on drafts of your initial chapters. These chapters will probably include: introduction; literature review; and research methods and data. If you have any analysis/findings or recommendations to share, include drafts of these chapters as well. Include annotations on how you will fill holes and an outline of the rest of the report.

April 18: Meetings and Independent Work (no class meeting)

April 25: Meetings and Independent Work (no class meeting)

May 2: Meetings and Independent Work (no class meeting)

May 9: Second Peer Review of Draft Chapters. Peer-review feedback on complete first draft of all report chapters.

May 16: Meetings and Independent Work (no class meeting)

May 23: In-class presentations of final reports

May 30 Final Project submission