CAPSTONE: ADVANCED PROJECTS
IN INTERNATIONAL POLICY & MANAGEMENT

CAP-GP 3226-3227, Section 004
Fall 2017 and Spring 2018
Monday, 6:45-8:25pm
Bldg: Tisch Hall, 40 West 4th Street, Room:LC2

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Course Overview
Capstone is learning in action. Part of Wagner’s core curriculum, it provides students with both a critical learning experience and an opportunity to perform a public service. Over the course of an academic year, students work in teams to address challenges, solve problems and identify opportunities for a client organization. Students will design the approach, conduct the data collection and analysis, and present findings, both orally and in writing, to the client.

In architecture, the capstone is the crowning piece of an arch, the center stone that holds the arch together, giving it shape and strength. Wagner’s Capstone program plays a similar role by building on students’ previous coursework and expertise while enhancing student learning on policy and management issues, key process skills and research skills. Capstone requires students to interweave their learning in all these areas, and to do so in real time, in an unpredictable, complex real world environment. Although divided into teams, the class will work as a learning community dedicated to the success of all the projects.

Learning Objectives
Capstone integrates and enhances learning in several domains: a specific content or issue area; process skills, including project, client and team management; and research methods for gathering, analyzing and reporting data. The specific learning objectives are these:

A. CONTENT
Students will
• learn the policy, institutional and infrastructure context for their project;
• become familiar with any specialized vocabularies of the organizations and domains of their project;
• draw on critical research related to their content area;
• connect their project with previous coursework in their broader program and specialization.

B. PROCESS
Overall, students will build capacity for flexibility and resilience, which will be shown by adapting to changing and complex circumstances, balancing competing demands, and accepting uncertainty and lack of clarity, and knowing when to consult with their Capstone instructor.

Additional process learning objectives fall into the following three domains:

1. Project management
   Students will
   • assess the client organization and its environment;
   • frame and refine the problem presented by the client;
   • develop a contract with the client that defines the specifics of the project, including scope, timeline and deliverables;
   • develop an internal project workplan with task assignments, timelines and deliverables;
   • monitor the team’s progress and compliance with the team charter, client contract and team workplan;
   • revise the contract and workplan as necessary;
   • develop well-supported and realistic recommendations for the client organization.

2. Client management
   Students will
   • negotiate a contract that includes timelines and deliverables as well as communication protocols;
   • develop and sustain a relationship with the client, learning the organization’s culture and authority structure (which may sometimes have idiosyncratic, challenging characteristics);
   • communicate regularly with the client in a meaningful way – to make specific reports on progress, to solicit feedback and further direction, to ask clarifying questions, etc.
   • solicit and integrate feedback from the client on design and deliverables, identifying possible roadblocks and modifying the workplan as necessary;
   • deliver a final product on time and that satisfies client’s expectations.

3. Team management
   Students will
   • understand the process of forming and developing a team and implement (apply) what is learned;
   • define roles and useful division of labor, completing all assigned tasks on time and with high quality work
• diagnose and attend to interpersonal dynamics, respecting the norms established by the team for interpersonal communication and behavior;
• manage assignments and accountability
• develop an accountability structure for behaviors and for task assignments; and manage compliance;
• advocate points of view respectfully and with evidence, listen to the evidence and perspective of their teammates, and negotiate a result that is positive for all members;
• solicit and offer feedback among the team;
• appreciate and learn from cultural and personal difference;
• resolve any conflict constructively and quickly.

C. RESEARCH
Students will
• identify and synthesize existing research relevant to the project;
• identify and implement appropriate quantitative and/or qualitative data gathering methods;
• identify and implement appropriate data analysis procedures;
• determine findings, situating these into the broader context, as identified through their research and in related literature
• develop useful recommendations and/or tools and resources based on findings.

D. COMMUNICATION
Students will
• synthesize and summarize large amounts of data and information;
• prepare clear and well-argued written deliverables tailored to the client’s needs;
• prepare clear and well-argued verbal presentations tailored to the client’s needs.

Course Requirements
An array of potential projects has been identified for our section. Potential clients present their projects to you during the first week or two of class. You then submit your preferences and why you prefer these projects – what you will bring to the project... what you hope to gain from working on the project. That said, teams are created based the needs of the project. Your preferences are considered but also your previous coursework, work and life experience, other expertise, team size and the balance of skills among the team. Teams are comprised of 3-5 students.

The class meeting times will include presentations from the instructor, possible guest speakers, class discussion and team meetings. You are required to

• Enroll in both semesters
• Attend all scheduled classroom sessions (in-person). If an emergency requires your absence, inform me and your teammates in advance. Failure to consistently attend classroom and team sessions may result in failing the course.
• Actively participate in classroom session activities and in team meetings.
● Complete all assignments on time. This includes self and peer evaluations, team and client contracts, project deliverables (interim and final), and project presentations.
● Participate equitably (contribute your full share) in all team activities: meeting with the client and with the faculty advisor; planning and executing background research and any fieldwork; preparing deliverables and presenting your findings.

Some client organizations are not US-based, which will require use of Skype/teleconferencing for client meetings, depending on the facilities available to the client.

Travel for Capstone
Some projects require travel for fieldwork, which takes place during Winter break. The school offers financial support to cover airfare if fieldwork is necessary, but the school does not cover the full cost of travel. Some travel costs beyond airfare may be negotiated with the client (e.g., ground transportation, lodging, translators, or the like.) All costs not covered by the school or the client are the students’ responsibility to pay.

Instructions on how to apply for funding can be found in the Capstone Student Guide.

Students who travel internationally for Capstone must follow all NYU regulations and procedures. The Global Travel Handbook may be found on the NYU-Wagner Capstone website: http://wagner.nyu.edu/files/capstone/StudentGlobalTravelHandbook2013-14.pdf. More information will be provided to teams who travel. This includes a briefing by Capstone administrative staff before teams travel (date, time and place to be announced).

It may not be required or possible for all students to travel for their Capstone project.

Capstone Expenses Not Related to Travel
Each capstone team (whether the team travels or not) is entitled to reimbursement of up to $500 of Capstone related expenses, such as photocopying, phone calls, supplies, etc. None of these funds can be spent hiring work, e.g., graphic designers or the like. The forms and procedures needed to claim reimbursement for these expenses and a detailed explanation of eligible expenses are found in the Capstone Student Guide and other forms posted to the Capstone webpage under “Capstone Documents”: http://wagner.nyu.edu/capstone/students.

Academic Honesty and Schoolwide Grading Policy
Capstone courses adhere to the NYU-Wagner policy guidelines on academic honesty and grading. It is each student’s responsibility to become familiar with these policies. All students are expected to pursue and meet the highest standards of academic excellence and integrity. Please see the NYU-Wagner website for information on our academic code and grading policy.

Academic Code: http://wagner.nyu.edu/students/policies/academic-code
Evaluation and Grading Criteria Specific to this Course

Students receive 1.5 credits for the fall semester and 1.5 credits for the spring semester. At the end of the first semester, students receive a grade of “IP” (Incomplete Pass) to reflect the “work in progress” nature of the year-long project. I assign final grades for both semesters at the end of the second semester.

Final grades are specific to you as individuals, not to the team as a whole. In other words, team members may receive different grades if I feel this is warranted. My decision will be based on my assessment of students’ contribution and learning and on the assessments you give each other as part of the evaluation process at the end of the first and second semesters. Therefore, preparing your self and peer evaluations are required elements if you are to be considered as having completed Capstone.

Grades will be based on the following criteria:

Work product (65%) All team members will be given the same grade for the results of the work accomplished by the team. These include all project deliverables for the client and all internal team deliverables. Did the team achieve the course learning objectives for content, process and research? What is the quality of their products? Are all documents clearly written in cogent, easy to understand language; well-argued using evidence; and with feasible, appropriate and clear recommendations? Were deadlines met? Is the client satisfied with the team’s work and products? Additional discussion on expectations for course deliverables and work will be part of course content.

Individual performance (35%) For this portion of the grade, students will be assessed and graded not on the results of the whole team but on their contribution to the work products and to the team process.

Was your work high quality? Did you meet internal team deadlines? Did you show initiative or did the accountability person have to prod you? Did you do your fair share?

Did you contribute to the team process in a productive manner, or was your presence a burden and disruption to your teammates? Were you respectful of others, their ideas and their work? Did you respond to questions in a timely manner? Did you draw out the best of your teammates, or did you denigrate their work or ideas? Were others glad to be working with you, or did you regularly try their patience? Did you work to resolve conflict in a respectful, equitable manner, reaching a conclusion that brought more to all involved?

Part of the coursework for this Capstone section will include readings and presentations/discussion on team and work processes. These will provide additional information on expectations and criteria for assessment of individual performance.

NOTE: Expect when a document is described as a “working document,” all written assignments for Capstone are professional documents. As such, they are to use clear, concise language and correct grammar. They are also to use data and
evidence to craft a cogent argument. Although you will be preparing sections and
elements as individuals, the final document is to be one, cohesive document with
transitions leading the reader from one section into the next. And the documents are
to be formatted and laid out in a visually appealing manner. (Visual appeal enhances
the reader’s ability to absorb content.)

Please submit all draft documents to me in Word format.

**Communication Policy**

Questions not covered during class time may be sent to me via email at
kwapltauer@nyu.edu. I will answer emails within 48 hours of delivery. You are also
expected to reply to me within 48 hours to any email with a question or request for
information. Time limits for replies to your teammates will be set as a team, but
consider this: a prompt reply is critical to success when working as a group. Course
information will be delivered using NYU email addresses and/or the NYUClasses
messaging system. While participating in this course, it is critical to check your NYU
inbox regularly.

You are to copy me on all correspondence with the client.

**Required and Recommended Texts**

*Required texts*


Fisher, Roger, William L. Ury and Bruce Patton. *Getting to Yes: Negotiating

Stone, Douglas, Bruce Patton and Sheila Heen. *Difficult Conversations: How to

All handbooks and documents listed under “Capstone Documents” on NYU-Wagner’s
Capstone webpages ([http://wagner.nyu.edu/capstone/students](http://wagner.nyu.edu/capstone/students)), paying particular
attention to the *Capstone Student Guide*.

Additional required readings, including journal articles, are listed in the Course
Schedule section of the syllabus. (Required reading lists in the Schedule below will
be revised as the semesters progress.)

*Recommended texts*

I have ever read. He makes understanding stats easy. Beyond learning, it serves as
a great reference when working with data. Available on Amazon for ~$10.

Stone, Douglas and Sheila Heen. *Thanks for the Feedback: The Science and Art of
Receiving Feedback Well*. New York: Penguin Books, 2014. This is the latest from the
Harvard Negotiation Project team and well worth reading and applying.
Course Format

The course meets in-person, weekly. It uses a varied and flexible set of learning methods:

1. Presentations given by faculty or visiting experts (as needed)
2. Facilitated class discussions
3. Selected readings from textbooks/reference sources/journal articles
4. Team meetings (during and outside of class)
5. Faculty/team consultations (during class and outside of class as needed)
6. Experiential learning
7. Self reflection and self evaluation

Once teams are formed and basic material is covered (including instruction in team and work processes), much of the weekly class period will be devoted to team meetings and team consultations with the faculty advisor.

Course Milestones

The course has a series of milestones – both activities and products – that serve as interim work products.

Some of the due dates listed below with the milestones are negotiable. Ability to meet the dates will depend in part on your client’s articulation of the problem and on client availability. All consulting work requires discussion on scope and content of a project. Some projects and clients require more discussion than others. As work progresses, additional clarification may be required. That said, the dates below are reasonable targets. Please contact me as soon as possible if it looks like you will want to negotiate a different due date.

The milestones are as follows:

- CV, writing sample, Information and Preference Form to me (September. See the course schedule with specific assignment dates for each form);
- Potential client presentations/Team formation (September);
- Initial conference with client and faculty to explain the process of the course, establish a relationship with the client, assess the client organization, and begin to gather the information and data needed to clarify the problem or issue that the client wishes the Capstone team to address along with client’s initial vision of a successful project (No later than October 6);
- Summary report from the team (for faculty advisor and client) of first meeting with client that includes a clear statement of the problem to be addressed (no later than October 10);
- Initial team charter developed with and signed by all team members (no later than October 13);
- Initial work plan tasks identified and assigned, including due dates. Of course, due dates and assignment for tasks later in the project will be vague and will change, but tasks, anticipated deadlines and who is to carry these out should be identified at this point and will become part of the team-client contract, or work agreement (to me no later than October 27)
• Draft client-team contract, or work agreement (including description of deliverables and timelines); presentation to class/faculty for feedback prior to submission to client (Finished draft to me no later than **October 29**);

• Negotiations with client to finalize team-client contract/work agreement (October/November);

• Final, signed client-team contract and detailed team workplan (no later than **November 20**);

• End-of-first semester self, team/peer, and course evaluations; discussion of team process and progress (end of November, specific date to be announced);

• Initial report (working document) on results and observations from fieldwork (for teams with international travel) or initial summary of findings thus far (for teams without a fieldwork component), including work over winter break (**February 2**)

• First draft of final project report to faculty (**February 22**)

**Note:** Dates on drafts are tied to deliverables and client contracts and may differ from the dates here. As needed, deadlines for drafts will be negotiated between me and the individual teams based on project needs and my availability;

• Second draft of final project report to faculty (**March 9**);

• Rehearsal of client presentation before class/faculty for feedback before presentation to client (March/April);

• Presentation of findings and recommendations to client (April);

• Final Capstone written report (**April 27**)

• End-of-course self, team/peer, client and course evaluations (End of April, specific date to be announced);

• End-of-second semester reflection, positioning project in larger issue context (no more than one page) (**May 4**);

• Presentation for Capstone Expo (**May 8**).

Students are expected to meet weekly as a team. Most weeks, the work will necessitate additional meetings outside of class time, whether in person or virtual. Especially second semester, the weekly team meeting need not always occur in the classroom if team members collectively agree to another place (and confirm this in advance with me), but students should arrange to be available to meet during every scheduled class time (see Class Schedule below).

In short, students are to meet weekly in the classroom unless instructed otherwise by faculty. Teams will hold additional meetings outside of class time as the work requires.

**At my discretion, this syllabus and schedule may be modified** to better meet your needs and to better achieve the learning outcomes identified in the syllabus. In other words, the list of weeks and topics is preliminary and subject to change. Required readings will be augmented and revised. Whenever possible, we will discuss any changes to the syllabus during class time. Regardless, any changes to the original syllabus regarding session content, required readings or assignment descriptions will be posted to NYUClasses, with email notice sent to you at their posting.
CLASS SCHEDULE — FALL SEMESTER 2017

- **Assignments 1 & 2 due September 8, 5pm, to NYUClasses**
  - Assignment 1: Upload to NYUClasses a copy of your current resume/CV. Your resume is to be no more than two pages. Resumes may be shared with the client so they are to be in finished, professional form.
  - Assignment 2: Upload to NYUClasses a one- to two-page, single-spaced writing sample.

**Session 1 September 11:**
- Overview and introductions: Begin getting to know each other
- Review of syllabus. Clarify course structure and expectations
- Client presentations on potential projects

**Required readings**
- Client proposals. Please carefully read the client proposals. Come prepared with questions for them. Q&A will be part of their presentations.
- Carefully read the *Capstone Student Guide*. Review all other documents listed on the website under “Capstone Documents” ([http://wagner.nyu.edu/capstone/students](http://wagner.nyu.edu/capstone/students)).
- This syllabus. I know it is long but it includes many details that you will need throughout your work in this course. Please become familiar with these details and come prepared with your questions on its content. Please also refer back to the syllabus for instruction throughout the course.

**Session 2 September 18**
- Further check in on Syllabus
- Final client presentations on potential projects
- Lecture/Discussion: Why teams?
  - What is the value of a team?
  - Key components of teams
  - Making teams work

**Required readings**
- Template for Team Charter Assignment
  - **NOTE**: One role not mentioned on the “Template for Team Charter” document is that of Editor. All documents prepared as part of Capstone are to use clear, concise language and correct grammar. They are also to use data and evidence to craft a cogent argument. Achieving these goals requires advanced writing skills. Assign someone to serve as editor to lead these tasks.

Before any documents are submitted to me for review, the editor is to edit the compiled document to achieve the writing outcomes I describe here and elsewhere.
The Charter is a working document and will be reviewed and revised as working together reveals a need for change.

Assignment 3 due Thursday, September 21, 5pm, to NYUClasses
- Complete and upload to NYUClasses your "Student Information and Preference Form."

Session 3 September 25:
- Lecture/Discussion: Working as a consultant
- Lecture/Discussion: Elements of a team charter
- Announcement of team assignments
- Initial team meetings

Team start up tasks
- Exchange contact information
- Schedule one get-together that is purely about getting to know each other. See the document “get to know you questions” posted to NYUClasses (Resources/Teams) for sample questions and topics you may wish to use as part of this effort. You are free to use or ignore this document but you must schedule a get-to-know-you team session as your part first team meeting (or at the latest, second).
- Gather and review background information on your client.
- Schedule and conduct initial client meeting to occur no later than October 6. I am to be present at this first meeting with the client. (Please work with me on availability.)
  - Purpose of initial client meeting: Meet and greet. Learn more about the project, project goals and how it fits into the organization’s wider goals. Identify any critical deadlines (other than end of Spring 2018 term). Identify who must approve or sign off on any projects and reports. Identify preferred method of communication and reporting progress.

Required readings
Team charters

Working as a consultant
- Block (please read in this order):
  2) Please carefully read Chapter 19.
  3) Please read Chapters 1 and 2.
  4) Please skim Chapters 3, 4 and 5, paying special attention to pages 45, the subhead on pages 47-49, page 58, understand the checklist on page 65, understand the flowchart on page 71 (especially the first four steps), the subhead “restate the problem” on pages 73 and 74 and the checklist on pages 97 and 98.
Session 4 October 2:
• Lecture/Discussion: Using difference to advantage – Part 1 – Social and community (cultural) difference
• Team meeting time

Required readings
Culture and difference

➤ Assignment 4 due no later than October 6 – Initial client meeting
• Purpose of initial client meeting: Meet and greet. Learn more about the project, project goals and how it fits into the organization’s wider goals. Identify any critical deadlines (other than end of Spring 2018 term). Identify who must approve or sign off on any projects and reports. Identify preferred method of communication and reporting progress
• Please work with me on availability. I am to be present with you on the first meeting with the client

Monday, October 9: No classes (Fall recess)

➤ Assignment 5 due to me no later than October 10 via email
• Summary report from the team (for faculty advisor and client) of first meeting with client that includes a clear statement of the problem to be addressed
  o No more than 750 words
  o Professional document: laid out to have visual appeal; clear, concise language and grammar; cogent problem description

➤ Assignment 6 due to me no later than October 13 via email
• Team charter
  o See “Template for Team Charter” for guidance on content of team charter
  o Again, the Charter is a working document and will be reviewed and revised as working together reveals the need for change
Session 5 October 16:
• Joint Capstone presentation on Project Management – from 6:45-8:25pm, location to be announced

➢ Assignment 7 due to me October 20 via email
• Project scope: This is a working document to help when preparing your work plan and your client contract. It is to include a statement of the problem (part of Assignment 5), the output of the project, information needed to complete the project, boundaries of the project, a description of the final product along with interim deliverables.

Session 6 October 23:
• Capstone instruction on performing literature reviews. Please bring your laptop.

➢ Assignment 8 due to me October 27 via email
• Draft work plan
  o Work plan will include tasks, start dates and deadlines, and who is assigned to handle the tasks. Be sure to allow time in your workplan for the editor to review and edit any documents.
  o Be thinking about and include discussion of any risks to the project – things that may go wrong, the likelihood it will go wrong, its potential impact of the project, how you might structure the project to eliminate these risks, and what you will do if the risky event does occur.

➢ Assignment 9 due to me October 29 via email
• Draft client contract
  o Sample contracts are available on NYUClasses as guidance. See also the document “WorkPlan components for students” posted to NYUClasses.

Session 7 October 30:
• Lecture/discussion: Negotiating agreement; Resolving conflict
• Team meeting time. As possible, I will meet with each team to discuss your Charter, Project scope and Work Plan. Some will meetings will take place outside class time.

Required readings
• Fisher et al., pages: xvii-xix (introduction), Table of Contents (for overview of ideas), 4 (def of wise agreement), 17-55, 97-107, 138-139 (especially “Extreme demands”)

You may have read the Fisher et al and Stone et al as part of other courses but please look through it again with fresh eyes. Investigate the material for ideas on how to improve your experience as part of a Capstone team (and at work). We will discuss ways to apply these ideas during class.
Assignment 10
- Negotiate your contract for work (work agreement) with your client. This could involve in-person meetings or could be done by email and phone. If you do set up a meeting, I am required to attend. (Please work with me on availability).
- Negotiation is a process, so there is no due date for this assignment. There is a due date for a finalized signed contract (November 21).

Session 8 November 6:
- Lecture/discussion: Tell me a story! (Using evidence to develop a coherent, convincing argument.)
- Team meeting time

Required readings
- kwaplatuer – Learning to write well (NYUClassses, Content sessions)

Session 9 November 13:
- Lecture/Discussion: Using difference to advantage – Part 2 – Personal difference
- Team meeting time

Required readings
- Block, chapters 10 and 13

Assignment 11 due in class November 13
- Do the work described in the document “Homework-Using difference to advantage.” This will prepare you for the classroom discussion and exercises.

Session 10 November 20:
- Team meeting time

Assignment 12 due to Capstone administration by November 17 (date tentative)
- Course/faculty evaluation
- Peer evaluations
- Self evaluation
Assignment 13 due to me by November 20 via email
  • Final, signed client-team contract

Session 11 November 27
  • Presentation from Wagner administration on Capstone travel logistics and requirements (location to be determined)
  • Team meeting time (for those not traveling)

Session 12 December 4:
  • I will review your feedback (evaluations) to me about the course. I will also meet with each team individually to review progress, discuss results of peer evaluations, and highlight any issues for second semester. This will take place in 45-minute segments with each team over the next three classroom sessions.

Session 13 December 11:
  • Team meeting time. Discuss evaluations with scheduled team. I will be available to other teams as needed.

Session 14 December 12:
  • Team meeting time. Discuss evaluations with scheduled team. I will be available to other teams as needed.

No classroom sessions from December 14 to January 21
  • You will continue to work as a team on your project. For many, this will be the time for your fieldwork abroad. Regardless, work on Capstone continues through Winter break.
CLASS SCHEDULE — SPRING SEMESTER 2018

During this semester, much of the time will be set aside for teams to meet on their own or with me. We can be flexible about the need for formal class meeting times as the semester progresses. However, I will be scheduling problem-solving and skill-building sessions, so you must be available every Monday night during class time. Also, for planning purposes, I’ve noted here some potential deadlines, but these are preliminary and could change.

Session 1 January 22:
- Class meeting: Discuss schedule for the spring semester; I will meet with each team.

  ➢ Assignment 1 due to me via email by January 26
    - Revised team charter
    - Revised workplan

Session 2 January 29
- Lecture/discussion: Strategic planning
- Team meeting time. I will review your revised work plans & charters and discuss them with you during class time.

Required readings
Needs assessment

Theory of change

Organization lifecycles

Additional resources
Assignment 2 due to me via email by February 2
- Report of findings and observations from fieldwork and/or work on project during break. Use this to feed into your project deliverables. We will discuss the appropriate content for your particular team’s report.

Session 3 February 5:
- 10-minute presentation from each team on key findings from field or in work so far.
- Team meeting time. I will review your field reports and discuss them with each team during class time.

Session 4 February 13:
- Lecture/Discussion: Managing client expectations
- Team meeting time.

Assignment 3 due to me via email by February 12
- Draft of Capstone Project Abstract Survey, prepared according to Administration’s instructions: "As part of the Capstone Expo on May 9, we prepare a "Capstone Booklet" comprising abstracts that describe the year’s projects. Each team will need to submit a project abstract, approximately 150 words in length, that briefly states the project’s goals, methods used, and preliminary results and recommendations made to the client or issue studied (if that information is available by the date that the abstract is due). Samples of last year’s Capstone abstracts will be available later. I will also add the link to the form at a later date. Please note that only one team member needs to submit it.

Required readings
- Selected readings from Block (specifics to be announced)

Monday, February 19: No classes (Presidents’ Day)

Assignment 4 due to me via email by February 21
- First draft of final deliverable

Assignment 5
- Begin work on final presentation to client. Working to identify the key findings and recommendations for your presentation will help you to refine and improve your final deliverable.

Assignment 6 due to Capstone Administration (wagner.capstone@nyu.com) by February 23 (date tentative)
- Reviewed and finalized version of Capstone Project Abstract Survey (per Capstone Administration instructions)
- Photo of your Capstone team at work
  Administration instructions: “Please include the location of the photograph in
your email and use the project title you have used in the abstract survey above as the subject line. We also encourage you to post Capstone photos on Instagram and Twitter with the hashtag #whereswagner.”

**Session 5 February 26:**
- Class meeting: Discuss first drafts of final report
- Team meeting time. I will meet with each team to provide private feedback as well.

**Session 6 March 5:**
- Program-wide Capstone session on Presentation Skills – Location: Tishman Auditorium at NYU Law. **Attendance required!**

- **Assignment 7 due to me via email by March 8**
  - Second draft of final deliverable

- **Assignment 8**
  - Continue work on final presentation to client

**Monday March 12: No classes (Spring Break)**

**Session 7 March 19:**
- Team meeting time. I will meet with each team to offer comments on final deliverable.

**Session 8 March 26:**
- Class meeting: Preparing for your final presentation – Your expectations and theirs.
- Team meeting time.

- **Assignment 9**
  - Schedule your final presentations to your client. I am required to be present at this meeting so please work with me on availability.

**Session 9 April 2**
- Team meeting time.

**Session 10 April 9:**
- Class meeting: Rehearse final presentations for practice and feedback from peers
- Team meeting time
Session 11 April 16:
• Class meeting: Rehearse final presentations for practice and feedback from peers
• Team meeting time

Session 12 April 23:
• Class meeting: Group discussion of what is learned from presentations to client. Q&A on prep for Capstone Expo
• Team meeting time
  ➢ Assignment 10 due to me via email no later than April 27
    • Final Capstone Report
  ➢ Assignment 11 due to Capstone administration no later than April 30
    (date tentative, details forthcoming)
    ➢ Course/faculty evaluation
    ➢ Peer evaluations
    ➢ Self evaluation

Session 13 April 30:
• Team meeting time as needed

Session 14 May 7:
• Reflection & celebration. Review of year’s learning and accomplishment

Capstone Expo: Tuesday, May 8, 2017, 5:00-7:30pm. Rosenthal Pavilion at the Kimmel Center