



**NYU**

**ROBERT F. WAGNER GRADUATE  
SCHOOL OF PUBLIC SERVICE**

## Capstone: CAP-GP Management Capstone Section 005

Fall 2021 – Spring 2022

Part I

### **Instructor Information**

- Sonia Balam
- Sb4129@nyu.edu
- Office Hours: By appointment

### **Course Information**

- Class Meeting Times: Mondays, 6:45 pm - 8:25 pm
- Via Zoom
  - Meeting ID 289 953 2836
  - URL: <https://nyu.zoom.us/j/2899532836>

### **Course Description**

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 also 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.

## **Course and Learning Objectives**

### **A. Content**

Students should demonstrate the ability to:

- understand the policy and/or management context for their project;
- be familiar with relevant specialized vocabularies;
- 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 should demonstrate a capacity for flexibility and resilience, as shown by adapting to changing and complex circumstances, balancing competing demands, accepting uncertainty and ambiguity, and knowing when to consult with their Capstone instructor.

#### **a. Project Management**

Students should demonstrate the ability to:

- frame and refine the problem presented by the client;
- develop a contract with the client including scope, timeline and deliverables;
- develop an internal project workplan;
- meet deadlines and monitor their progress against the contract and workplan;
- revise contract and workplan as necessary.

#### b. Client Management

Students should demonstrate the ability to:

- negotiate a contract with their client;
- develop and sustain a relationship with their client;
- maintain regular and productive communication with the client;
- solicit and integrate feedback from the client on design and deliverables;
- submit deliverables on time.

#### c. Team Management

Students should demonstrate the ability to:

- diagnose and attend to interpersonal dynamics;
- define roles and useful division of labor;
- manage assignments and accountability;
- advocate points of view and negotiate differences of opinion;
- solicit and offer feedback;
- appreciate and learn from cultural and other differences.

#### C. Research

Students should demonstrate the ability to:

- 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;
- develop useful recommendations and/or tools and resources based on findings.

#### D. Communication

Students should demonstrate the ability to:

- 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.

Learning Assessment Table

<b>Course Learning Objective</b>	<b>Corresponding Assignment</b>
Understand the policy and/or management context for their project	Interim and final products
Be familiar with relevant specialized vocabularies	Interim and final products
Draw on critical research related to their content area	Interim and final products
Frame and refine the problem presented by the client	Signed contract with client
Develop a contract with the client including scope, timeline and deliverables	Signed contract with client
Develop an internal project workplan	Team workplan
Meet deadlines and monitor their progress against the contract and workplan	Signed contract and team workplan
Negotiate a contract with their client	Signed contract with client
Advocate points of view and negotiate differences of opinion	Self and team peer evaluations
Appreciate and learn from cultural and other differences	Self and team peer evaluations

Identify and synthesize existing research relevant to the project	Interim and final products
Identify and implement appropriate quantitative and/or qualitative data gathering methods	Interim and final products
Identify and implement appropriate data analysis procedures	Interim and final products
Determine findings	Interim and final products
Develop useful recommendations and/or tools and resources based on findings	Interim and final products
Synthesize and summarize large amounts of data and information	Interim and final products
Prepare clear and well-argued written deliverables tailored to the client's needs	Interim and final products
Prepare clear and well-argued verbal presentations tailored to the client's needs	Interim and final presentations

### **Course Requirements**

An array of potential projects has been identified for our section. You will see the applications and, in most cases, will be able to interact with prospective clients via Zoom, before marking your preferences. I will take your preferences into account along with the needs of the project, students' previous coursework, work and life experience, student schedules, team size, and the balance of skills among the team. Ultimately, it's my job to create teams that can do the work for the client. Teams are comprised of 3-5 students.

The class will involve presentations from the instructor, possible guest speakers, class discussion and team meetings. Course requirements include:

- enrollment in both semesters;
- attendance and participation in class activities and team meetings;
- completion of assignments on time;
- participation in project work;
- participation in meetings with clients;
- participation in preparation and presentation of findings.

Since Capstone is on-line this year, we presume client and team meetings will be as well. Travel for fieldwork is very unlikely. If it turns out to be possible in January or the spring, the school will provide financial support for the airfare if such work is necessary, but will not cover the full costs of travel. It may not be required or possible for all students on a team to travel.

### **Capstone Expenses:**

Each capstone team 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 others to do work that you are expected to do, e.g., writers, editors, graphic designers, etc. 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, available on the NYU Classes website.

### **Evaluation and Grading**

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

Grades will be allotted to individuals, not to the team as a whole. That is, team members may receive different grades if I feel that is warranted. I will make this judgment based both 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. If the client’s evaluation of your work is available, I will also take that into account.

Students will be graded on both the products they deliver to their clients and evidence of progressive learning throughout the course, based on the Learning Objectives. **60% is based on work products** identified in the milestones as well as any interim deliverables to the client or assigned by the faculty member. **40% is based on evidence of the individual student’s learning** during the course through participation in the team’s work and class activities, his/her ability to act on peer and faculty feedback; individual and team preparation for and performance at client meetings; and end-of-semester faculty, peer and self-evaluations.

## Required Readings and Other Resources

Course readings will be available on the NYU Classes website for this course.

## Course Milestones

The course has a series of milestones – both activities and products -- that guide and track your work over the course of the year. I've suggested time frames in parentheses, though actual timing may vary depending on the specific situation of each team and client.

These milestones include:

- Team formation (September);
- “Entry conference” with client and faculty to explain the process of the course, establish relationship, assess the client organization, and gather data in order to clarify the presenting problem or issue and client’s initial vision of a successful project (September/October);
- Preliminary client-team contract or work agreement (October);
- Negotiations with client to finalize contract (October/November);
- Final, signed client-team contract and detailed team workplan (October/November);
- Team charter (October/November)
- End-of-first semester self, team/peer, and course evaluations; discussion of team process and progress (December);
- January term: Continue project work (January)
- First draft of final project report to faculty (February/March);
- Second draft of final project report to faculty (March/April);
- Rehearsal of client presentation before class/faculty for feedback before presentation to client (March/April);
- Final report and presentation to client (April);
- End-of-second semester reflection and celebration (April/May);
- End-of-course self, team /peer, client and course evaluations (April/May);
- Presentation for Capstone Expo (May).

## **Academic Integrity**

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by Wagner's Academic Code. All Wagner students have already read and signed the Wagner Academic Oath. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

## **Henry and Lucy Moses Center for Students with Disabilities at NYU**

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## **NYU's Calendar Policy on Religious Holidays**

NYU's Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

## **Class Schedule Overview**

Students should expect to meet weekly as a class or team unless agreed in class. The sequence of classes, and due dates for assignments, could change depending on your meetings with clients and the substance of your projects.

Please refer to the Syllabus Part II for updated assignments and due dates:

[https://docs.google.com/document/d/1\\_NIVYjAZI3JIU4Vlb8fs9Xs5AUa3F5sEXtlb2Y-ldLs/edit?usp=sharing](https://docs.google.com/document/d/1_NIVYjAZI3JIU4Vlb8fs9Xs5AUa3F5sEXtlb2Y-ldLs/edit?usp=sharing)

Part II

Please carefully review the syllabus each week for assignments due that week and for those coming in the near future. Again, most assignments are not your end goals. They are tools to help you achieve project goals successfully and on time.

The list of weeks and topics that follows is preliminary and subject to change. Students should expect to meet weekly as a class or team unless agreed beforehand.

Important note about assignments:

- Assignments are due Sunday at 6 pm prior to class unless otherwise noted.
- Recurring assignment: Weekly Update
- Due dates for project related deliverables such as the contract, literature review, environmental scan may be different for each team. Each team will have their own internal workplan. If you will not hand in a deliverable by the dates on the syllabus, please let the Instructor know of your new deadline ahead of time.

**SPRING SEMESTER 2022**

During this semester, much of the time will be set aside for teams to meet/work on their own or with me. The schedule below incorporates flexibility about the need for formal class meeting times. However, as needed, I may schedule problem-solving or skill-building sessions, or call for a required meeting with your team, so **you must be available every Monday night during class time**. Also, for planning purposes, I have set below target deadlines, but, as you know from fall semester, **these deadlines could differ across projects with instructor permission**.

DATE	TOPIC(S)
1/24/22  Class 1	Team Updates <ul style="list-style-type: none"> <li>- Present Progress Updates</li> <li>- Review <a href="#">Final Report Guide Book</a> and come to class with any questions</li> </ul> <p><b>Due:</b> Final draft of Literature Review and Environmental Scan</p>
1/31/22  Class 2	<p><b>Due:</b> Outline of Final Report  <b>Due:</b> Update Work Plan            Full Class time to work in your teams</p> <p>**We will not meet as a class</p>

2/7/21 Class 3	<p><b>Due:</b> Schedule Final Presentation - instructor must be present and all members of team so ensure that you have everyone's availability prior to submitting possible dates to client</p> <p><b>Due:</b> Complete Findings Portion of Final Report</p>
2/14/22 Class 4	<p><b>Due:</b> Complete Recommendations Portion of Final Report</p>
2/21/22 Class 5	<p>No Class - President's Day</p> <p><b>Due:</b> 1st Draft of Final Report (Internal)</p> <p>Submit <a href="#">Questions for Panel of Past Capstone Students</a></p>
2/28/22 Class 6	<p><b>Panelist of Past Capstone Students: Writing and Designing the Final Report</b></p> <p><b>Due:</b> 1st Draft of Final Report (external)</p> <p>Reach out to Emily Austin to schedule appointment to discuss your 2nd draft</p> <p>Plan how you will use your team's \$500 for capstone related expenses</p> <p><b>Due March 4th - <a href="#">Capstone Project Abstract Form</a> (due Friday, March 4):</b> Each year 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). For reference, please refer to the attached guidelines; you can view abstracts of last year's projects in the Capstone Booklet available <a href="#">here</a>. To submit your team's abstract (required of only one team member), please complete this <a href="#">form</a>.</p>
3/07/22 Class 7	<p><b>Due:</b> 2nd Draft (internal)</p> <p>7:30 PM - Check in with QPL 8:00 PM - Check in with TAP</p>
3/14/22 Class 8	<p><b>Due:</b> 2nd Draft (external)</p> <p>Discuss best practice for delivering presentations</p>

3/21/22 Class 9	Editing Reports
3/28/22 Class 10	Reflection and Offering Feedback
4/04/22 Class 11	<b>Due:</b> 3rd draft of Final Report
04/11/22 Class 12	
04/18/22 Class 13	<ul style="list-style-type: none"> <li>- Discuss CATME and Team Evaluations</li> <li>- CATME Evaluations open</li> </ul> Presentation Rehearsal #1 *Record rehearsal or the final presentation  <b>Due:</b> Final Draft of Final Report
04/25/22 Class 14	<ul style="list-style-type: none"> <li>- Presentation Rehearsal # 2</li> <li>- Evaluations due 4/29</li> <li>- CATME evaluations released to students 4/30</li> </ul>
05/02/22 Class 15	Discuss Evaluations  <b>Due:</b> <ul style="list-style-type: none"> <li>- Submit google drive folder with Final drafts of the following to Instructor for final review prior:               <ul style="list-style-type: none"> <li>- Contract</li> <li>- Team Charter</li> <li>- Literature Review</li> <li>- Environmental Scan</li> <li>- Final Report</li> <li>- Final Presentation</li> <li>- Any additional documents created for the client</li> </ul> </li> </ul>

	- Instructor needs to sign off on the google folder above in order for you to submit to the client and wagner
05/09/22	Last Day of Class – Reflect and Celebrate
Class 16	<b>Due:</b> Submit final reports to client, Instructor and <a href="mailto:wagner.capstone@nyu.edu">wagner.capstone@nyu.edu</a>
5/10/22 Capstone Expo  5-8 PM	Capstone teams will present their project, research and recommendations. Teams will be assigned a time to present to other capstone students (outside of our class) and other instructors.  Wagner will send more details.

**ARCHIVE**

**FALL SEMESTER 2021**

DATE	TOPIC(S)	ASSIGNMENTS
9/13/21  <a href="#">Class 1</a>	Welcome & Introductions What are best practices for capstone projects?	<ul style="list-style-type: none"> <li>● Watch video: <a href="#">What is capstone?</a> This an overview of what to expect in Capstone</li> <li>● Introduce yourself to your team and share resume (cc instructor)</li> <li>● Conduct background research on your client</li> <li>● Review client proposal, presentation and other relevant data available</li> <li>● <b>Due:</b> Develop a list of questions about the project to discuss with your team/instructor</li> <li>● <b>Due:</b> Review Syllabus <a href="#">Part I</a> and <a href="#">Part II</a> and Capstone Guide</li> <li>● <b>Due:</b> Create a shared google drive (invite instructor as well) to host project documents.</li> <li>● <b>Due 9/15:</b> Send out first client email introducing your team (cc Instructor)</li> <li>● Reading: <a href="#">Flawless Consulting, Chapters 1, 2, 3</a></li> </ul>

<p>9/20/21 <a href="#">Class 2</a></p>	<p>Client Contracts &amp; Community Norms</p>	<p><b>Individual</b></p> <ul style="list-style-type: none"> <li>● What do YOU expect or need in order to be successful in this class? Come to the next class with ideas on what we can add to our class community norms. Add your thoughts and ideas on the <a href="#">Class Community Agreements</a> jamboard</li> <li>● Review samples of <a href="#">client contracts</a> and be prepared to discuss strengths and weaknesses</li> <li>● Watch: <a href="#">Capstone consulting videos</a>: Watch all of them; they are all short. Pay special attention to the last video which is about the Client Meeting.</li> </ul> <p><b>Team:</b></p> <ul style="list-style-type: none"> <li>● Review examples of <a href="#">team charters</a> and start drafting your team's charter</li> <li>● <b>Due:</b> Schedule one get-together purely about getting to know each other. Take a picture of your team together/screenshot during your fun activity and add it to the weekly update.</li> <li>● <b>Due:</b> Schedule initial client meetings within the next 2 weeks. Instructor will need to be present for the first call so please ask me about my availability before scheduling the first meeting. I suggest using doodle or a similar application to determine everyone's availability. <b><u>Please copy me on ALL emails to the client.</u></b></li> <li>● In preparation of your client meeting, please prepare the following: <ul style="list-style-type: none"> <li>○ <b>An agenda</b> for your first client meeting (this will be sent to the client a few days before your meeting). Here is one example of an <a href="#">Initial Client Meeting Agenda</a></li> <li>○ A set of <b>empowering and open-ended</b> questions for the client <ul style="list-style-type: none"> <li>■ Optional: Some teams have found it helpful to develop a script and assign roles such as a timekeeper, and assign students to particular questions or topics so that everyone has an opportunity to interact with the client. A script will also be helpful if someone in your team is running late or unexpectedly absent.</li> </ul> </li> <li>○ <b>Draft of project scope</b> <ul style="list-style-type: none"> <li>■ I suggest reviewing the proposal and listing out 1) what is a priority for your team 2) what your team would</li> </ul> </li> </ul> </li> </ul>
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		<p>prefer to work on 3) what topics/problems your team would prefer NOT to work on. For projects with LOTS of problems, you could also bundle some of the deliverables as Option 1 and Option 2 just to help you and your team start thinking about project scope. After the client meeting, this document may change completely, but it will at least guide some of your questions.</p> <ul style="list-style-type: none"> <li>● <b>Recurring Assignment: Weekly update email (<a href="#">see examples here</a>).</b> Please include: <ul style="list-style-type: none"> <li>■ Accomplishments/Work completed this past week</li> <li>■ Learning moments</li> <li>■ Project Risks</li> <li>■ Any questions/Feedback for Instructor</li> <li>■ Assignments due: (please provide a hyperlink to assignments in your weekly update)</li> <li>■ Date, time and location of your in person meeting to get to know your team.</li> <li>■ <b>**Please note, the weekly update is a recurring assignment every week</b></li> </ul> </li> </ul>
<p>9/27/21  Class 3</p>	<p>Team Charters  Equity, Diversity and Inclusion in Teams</p>	<p>Individual</p> <ul style="list-style-type: none"> <li>● Review examples of <a href="#">team charters</a></li> <li>● <b>Due: 1st Reflection Paper:</b> Reflect on what your most successful team projects and the ones that needed improvement. What made them a success or failure? How did you contribute to the success? Taking lessons from your experience, what do you plan on doing in your Capstone teams to ensure a successful team experience and project? See <a href="#">Reflection Rubric</a> for more details on how reflection papers will be graded. Please share your reflection paper with everyone in your team.</li> <li>● Watch: <a href="#">Scope Creep</a> (must be signed into nyu to see full video)</li> <li>● <b>Reading:</b> <a href="#">How Management Teams Can Have A Good Fight</a></li> <li>● <b>Reading:</b> <a href="#">What is intersectionality, and what does it have to do with me?</a></li> <li>● <b>Reading:</b> <a href="#">How to Define Diversity, Equity and Inclusion at Work</a></li> </ul>

		<ul style="list-style-type: none"> <li>● (Optional) Reading: <a href="#">Sverdrup, Therese E. and Vidar Schei. "Cut Me Some Slack': The Psychological Contracts as a Foundation for Understanding Team Charters." The Journal of Applied Behavioral Science 51.4 (December 2015): 451–478.</a></li> </ul> <p>Teams</p> <ul style="list-style-type: none"> <li>● <b>Due:</b> Draft Project Scope and Questions (please hyperlink all assignments due in the weekly update)</li> <li>● <b>Due:</b> Draft of Team Charter</li> <li>● Weekly Update for Instructor and for Client - Please also start sending a client facing weekly update by Sunday 6pm (cc instructor). This will look different than the instructor facing weekly updates and will include items like - 1) Summary of this past week's activities and progress 2) Project Risks 3) Client Requests or Reminders. Teams may structure differently depending on the needs and wishes of the client. If you would like, I can take a look at it before you send it out to the client.</li> </ul>
<p>10/4/21</p> <p>Class 4</p>	<p>What are we working towards? How can backwards planning, work plans, and good team communication get my team to the finish line?</p> <ul style="list-style-type: none"> <li>- Backwards Planning from Final Report</li> <li>- In Class: <a href="#">Expert Team Activity</a></li> </ul>	<p>Team</p> <ul style="list-style-type: none"> <li>● We would like students to break up into teams focused on the work products. Each team assigns a representative to become an "expert" on one of the following areas: <ul style="list-style-type: none"> <li>○ Team 1. <a href="#">Literature Review</a></li> <li>○ Team 2. <a href="#">Environmental Scan</a></li> <li>○ Team 3. Designing and Creating <a href="#">Final Report</a> and <a href="#">Final Presentation</a></li> </ul> </li> <li>● <b>Due:</b> Final Team Charter (though making revisions throughout this process is encouraged)</li> <li>● In class: report back in class on your client meeting (what went well, surprises, lessons learned, remaining questions, etc)</li> <li>● Describe your client's problem in one or two sentences. What is the problem they are trying to solve?</li> </ul> <p>Individual</p> <ul style="list-style-type: none"> <li>● Review deck on <a href="#">Backwards Planning and Final Report</a></li> </ul>

		<ul style="list-style-type: none"> <li>● Reading: <a href="#">Flawless Consulting, Chapters 4, 5, 6</a></li> <li>● Review copies of the <a href="#">Final Report a</a> and be prepared to discuss strengths and weaknesses</li> <li>● Come to class knowing which expert team you will be part of</li> <li>● Conduct research on your assigned expert area. Students should complete the following for their deliverable - 1) research best practices 2) look up examples on the syllabus and online 3) develop questions about that deliverable and be prepared to discuss with their expert team how to best share that information with the rest of their team See the <a href="#">Expert Team Activity</a> document to review the questions. You will discuss your answers and research in your expert teams in class.</li> </ul>
<p>10/12/21 <b>Tuesday</b>  Class 5</p>	Project Scope and Work Plans	<p>We are meeting on Tuesday, October 12th at 6:45 PM since Monday is a holiday **</p> <ul style="list-style-type: none"> <li>● Describe your project and the opportunity to make an impact in one (or two) sentences. What is the challenge? What are you trying to solve?</li> <li>● In Class: Be prepared to present your draft contract and project scope (include a timeline with estimated due dates so you can start to think about deadlines). Teams can share their screens and walk us through their project scope then solicit comments and questions.</li> <li>● Review examples of <a href="#">work plans</a></li> <li>● Complete Wagner Brief Course Evaluation</li> <li>● <b>Due:</b> Draft of Project Scope &amp; Client Contract</li> </ul>
<p>10/18/21  Class 6</p>	Project Management	<p>Team</p> <ul style="list-style-type: none"> <li>● Schedule time to review contract and project scope with client</li> <li>● <b>Review:</b> <a href="#">Deck on Work Plans</a></li> <li>● <b>Reading:</b> <a href="#">What is PERT and how can we use it?</a></li> <li>● <b>Due:</b> Draft of work plan</li> <li>● <b>Due:</b> <a href="#">Vote on Topic for Class 8</a></li> <li>● <b>Due:</b> Revised Contract</li> </ul>

<p>10/25/21</p> <p>Class 7</p>	<p>Environmental Scan</p>	<ul style="list-style-type: none"> <li>● Review examples of <a href="#">environmental scans</a> and make a list of any questions you have. Consider what are the strengths and weaknesses of the examples in the folder. What are some lessons/takeaways you can apply to your own environmental scan?</li> <li>● Come to class with your team's preliminary plan for tackling the environmental scan. Specifically, try to plan out the work that you intend to do for the internal scan and external scan and be prepared to share that plan. <ul style="list-style-type: none"> <li>○ For example, will you interview experts? Send out surveys to participants?</li> </ul> </li> </ul>
<p>11/1/21</p> <p>Class 8</p>	<p>How will your team develop a culture of feedback and reflection?</p> <p>Giving and Receiving Feedback</p> <p>Topic of Student Choice: More Group Work Time</p>	<ul style="list-style-type: none"> <li>● Readings: <ul style="list-style-type: none"> <li>○ <a href="#">Don't be nice; Be Helpful</a></li> <li>○ <a href="#">How To Give Feedback People Can Actually Use</a></li> <li>○ <a href="#">You've Been Doing a Fantastic Job. Just This One Thing...</a></li> </ul> </li> <li>● Optional lynda video: <a href="#">Giving and Receiving Feedback</a></li> <li>● Volunteer Needed: To collect instructor feedback form for next week's class virtually</li> <li>● <b>Due:</b> Final Signed Contract and Work Plan</li> <li>● This week: Draft outline of environmental scan (or find another way to show progress in the environmental scan)</li> </ul>
<p>11/08/21</p> <p>Class 9</p>	<p>Debrief Feedback</p>	<p><b>Team</b></p> <ul style="list-style-type: none"> <li>● Set up an appointment with the Capstone Librarian Katie to identify academic sources for your literature review by emailing her at <a href="mailto:katie.wissel@nyu.edu">katie.wissel@nyu.edu</a> <ul style="list-style-type: none"> <li>● Let me know what date you are scheduled to meet with her.</li> <li>● In anticipation of the meeting, I suggest emailing her a summary of your project and what your literature review's main research questions are so she can share resources and databases that would be helpful.</li> </ul> </li> <li>● Feedback structure - Please let me know how you would like to structure your feedback session in class <ul style="list-style-type: none"> <li>● Do you want me to share back out your feedback anonymously? (if you do want me to share it back</li> </ul> </li> </ul>

		<p>anonymously, please send it to me no later than Saturday 11:59 PM to give me enough time to compile and also time for your teammates to read your feedback).</p> <ul style="list-style-type: none"> <li>• I know each team discussed a different strategy in class, so please just put that in the weekly update so I am aware of your plan.</li> </ul> <p><b>Individual</b></p> <ul style="list-style-type: none"> <li>• <b>Feedback Reflection:</b> In preparation of team feedback discussions happening this week, students should complete the forms attached by copying and saving it as "Name_Self", "Name_Peer-[name of team member]." Please save as a google doc and share with me. <ul style="list-style-type: none"> <li>• For the instructor feedback, please email it to Mary Kate <a href="mailto:mkl8696@nyu.edu">mkl8696@nyu.edu</a> so it will stay anonymous to me. MK will compile your feedback and email it to me as one document.</li> <li>• It is important to frame the reflection in a way that you would want to receive feedback. Please discuss specific moments where your teammates helped move the project forward and areas/moments that they can work on or handle differently. Please read the resources below for more info on how to deliver meaningful and helpful feedback. <ul style="list-style-type: none"> <li>• <a href="#">Mid Semester Feedback Forms for Self</a></li> <li>• <a href="#">Mid Semester Feedback Form for Team members</a></li> <li>• <a href="#">Mid Semester Feedback Form for Instructor</a></li> </ul> </li> </ul> </li> <li>• Optional Reading: Difficult Conversations, "<u>The 'What Happened' Conversation</u>" (pp. 21-82)</li> <li>• Reading: <a href="#">How to Handle Surprise Criticism</a></li> <li>• Difficult Conversations, "<u>The Feelings Conversation</u>" (pp. 83-108) and "<u>The Identity Conversation</u>" (pp. 109-128)</li> <li>• Watch: <a href="#">The secret to giving great feedback</a></li> <li>• Optional: Check in with Sonia -Feel free to set an appointment with me to discuss your growth and progress in the class so far.</li> </ul>
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11/15/21 Class 10	Literature Review	<ul style="list-style-type: none"> <li>● Review <a href="#">Wagner Capstone Library Guide</a></li> <li>● Use Bobst Library databases to find scholarly articles</li> <li>● Review examples of <a href="#">literature reviews</a> and be prepared to discuss strengths and weaknesses</li> <li>● In class: Share results of research and discuss lit review examples</li> <li>● This week: Draft outline of literature review</li> <li>● Optional: Complete <a href="#">Literature Review Chart</a></li> <li>● Review: <a href="#">Writing Rubric</a> (know how your writing will be graded)</li> <li>● <b>Reading:</b> <a href="#">Writing a Literature Review</a></li> <li>● Weekly update: Report back on how team feedback went and overall team areas of improvement and strength</li> </ul>
11/22/21 Class 11	Writing Reports 7:00 - 7:30 PM Presentation by Emily Austin	<ul style="list-style-type: none"> <li>● Reading: <a href="#">Why No One is Reading Your Reports</a></li> <li>● Bring questions you have about writing your reports <ul style="list-style-type: none"> <li>○ Ex. How to organize your findings? How to condense all your research into manageable pieces?</li> </ul> </li> </ul>
11/29/21 Class 12	Present Findings from Research Open and Discuss Qualtrics Evaluation	<ul style="list-style-type: none"> <li>● Optional: Slide Deck presenting findings to date</li> <li>● Optional: Set up time with Emily Austin (writing tutor) to review and offer feedback on the lit review and/or environmental scan. Email her at <a href="mailto:ea86@nyu.edu">ea86@nyu.edu</a> and please be sure to CC Instructor.</li> <li>● Students should log into Qualtrics and bring to class any questions they have</li> <li>● NYU is also sending out a link for course evaluations. Please fill it out by 12/2</li> </ul>

<p>12/6/21</p> <p>Class 13</p>		<p><b>Due:</b> Draft of Literature Review</p>
<p>12/13/21</p> <p>Class 14</p>	<p>Reflect</p> <p>Team Culture &amp; Feedback</p>	<ul style="list-style-type: none"> <li>● <a href="#">Sign up for Individual Check Ins with Instructor</a></li> <li>● <b>Due:</b> Draft of Environmental Scan</li> <li>● <b>Due by Friday December 12th: Qualtrics Evaluations</b></li> <li>● Qualtrics data will be returned to students on 12/14</li> <li>● Teams Debrief Qualtrics Evaluation</li> </ul>
<p>During January Break</p>		<ul style="list-style-type: none"> <li>● <b>Due:</b> 2nd Draft of Environmental Scan</li> <li>● <b>Due:</b> 2nd Draft of Literature Review</li> </ul>