

# Capstone Research Seminar

(GLOA 720-DL1, Spring 2021, 100% asynchronous)

classroom: ~\\_(~)~/

Global Affairs Program, George Mason University

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# 1. INSTRUCTOR

## Dr. Byunghwan Son

- Office: Horizon Hall 6235
  - BUT, we will **not** meet in-person in this semester at all. Do not come to the GLOA office area.
- Office Hours
  - All office hours are online via email. Between 2 and 4 PM, Tuesdays and Thursdays, you can expect to have a very prompt response to your email from me.
- email: [bson3\(at\)gmu.edu](mailto:bson3(at)gmu.edu)
  - email policy: you can email me whenever you want, but my responses to emails sent to me after 5 pm weekdays as well as any time during the weekend will be *significantly* slow. For best responses, you are strongly advised to try to use the normal working hours (9 AM to 5 PM, Monday through Friday).
  - in your email, please indicate 1) who you are (name) and 2) which class you're in (GLOA 720).
  - important: Use Mason email for any communication to **protect your privacy**. This is a very strict GMU rule, but also a smart thing to do. Emails from a non-Mason account won't be answered. So if you are not getting my response to your email, first check if you sent it from your Mason account.

# 2. COURSE DESCRIPTION

This *asynchronous* Capstone Research Seminar offers an opportunity for GLOA MA students to draw upon the different skills and bodies of knowledge acquired and honed during your MA career. The goal is to prepare you to operate in a complex global environment that requires a range of analytical skills. We tap into the result of your previous coursework which has so far trained you to think critically of your own orientations, worldview, and presuppositions. In this class, you will apply them to a specific research of your choice. While we start out talking extensively about social science research methods, the course is not a research methods course as such; it rather sets out to explore ways we can link theories and concepts to methods in order to generate new knowledge and persuasive arguments. The underlying assumption is that in order to operate effectively in a global age, we need to know not only how to produce knowledge and arguments but also assess and evaluate those made by others, their (implicit or explicit) presuppositions, blind spots, and understandings. The frequent presentations as well as peer-review assignments are to incorporate these assumptions into an effective learning process. As such, this seminar is not to turn you into an academic. Nor is it an MA thesis class in disguise. Instead, it is a collective learning experience that reflects common aspects of academic and non-academic professions where analytical speaking, writing, and communications are of critical importance. All those efforts will be reflected in your final outcome of the class, a capstone research paper. So, yes, the whole thing boils down to the paper.

# 3. COURSE REQUIREMENT

## 1. 100% **asynchronous** class

This is 100% asynchronous class. Except for our very first meeting, there won't be any *mandatory* Zoom call throughout the semester. As you know very well, there are pros and cons about asynchronous modes (which you can read more about in articles like [this](#)). I do not like an asynchronous class just as much as the next person: It takes about twice as much time to prep and triple the time to manage without all the fun a professor can have in a live classroom. I nonetheless opted for an asynchronous mode primarily for inclusiveness and fairness. In the middle of

this crisis, it is not uncommon that some of us are put in unusual situations. Situations where one cannot spare two hours during the 'working hours' regularly with a stable internet connection in a relatively private and safe space. As such, an asynchronous mode lets even the most vulnerable of us get the job done by allowing flexibility. You can pass the class even if your only availability is 2AM in your car. It is an equalizer. This definitely does not mean less work, however. No matter your circumstances, you are expected to fulfil the course requirement. On my end, I will do my best to make up for the deficiencies that an asynchronous class might bring about. For instance, I will be reasonably prompt in responding to your inquiries such that the effect of the lack of immediate feedback can be minimized. The class is structured in a way that you are not offered any less opportunities to learn than the opportunities allowed for those in a in-person 610 class (though probably with less fun). So I demand you to step up and meet me in the middle. The importance of completing readings and paying attention to what other people have to say (presentations and comments, all in Blackboard) is much more important in an asynchronous class than in a synchronous one. After all, the effectiveness of an asynchronous class can be amplified when you actively take advantage of it.

## 2. A typical weekly schedule

- Each weekly module (the lecture video) is released at **5:00 PM, Monday**.
- You will watch the lecture video(s) as well as watch and read the presentation (not necessarily on Monday but definitely before Thursday). You will then react to *some*, though probably not all, of them by making a 'reply' to them. The presenter (as well as myself) will react to these reactions. There could be some back-and-forth. These interactions count towards your participation grades (see below for details) as long as they happen by **5 PM, Thursday**. Presenters will not be obligated to react to comments that are made after this time.
- The idea is that we spend several hours a week for this class. When you are presenting, a little more than that. Not presenting, a little less. You can structure your time for this class in a flexible manner: putting those hours all together on a night, or spreading them throughout the week. That's the beauty of an asynchronous class.

## 3. Readings

- Completing all the required readings is only a minimal requirement for a graduate seminar. In this capstone, we will have most of the readings at the first half of the semester.
- Our discussions will be firmly anchored to the readings as well as people's research projects. Particular attention is given to the research methods employed.
- *Recommended* readings are by definition not required. They are something you can tap into to dig deeper, particularly when you are interested in the subject.
- there is no textbook you need to purchase. Instead, the reading list for each week is specified below. Most of them are electronically available via GMU library webpage (as well as in ).
  - this is part of training; I will be more than happy to help if necessary.
  - the readings you cannot access electronically will be made available on Blackboard.

## 4. Participation (20%)

- active participation in class discussions is expected of every student in this graduate seminar. As is the case in any seminar, we learn the most when we talk. In the online seminar, an active participation means you are responding to the lecture video and your classmates'

presentations and comments. All this happens through the Discussion Board function of Blackboard. All interactions that happen by 5:00 Thursday each week will be considered a 'participation.'

- the evaluation on your participation rests upon my subjective assessment of the extent to which you contributed to our collective understanding of the class subject. In practical terms, both frequency and quality matter.

## 5. Capstone Research (80%)

The capstone research consists of the following:

- A. pitching the idea (5%)
- B. literature review (with a rudimentary intro and argument, 20%)
- C. presentation of the research (10%)
- D. two rounds of peer-reviews of others' research (5%)
- E. the actual paper (40%)

### 5.1. The pitch (5%), 2/8 and 2/15

You already have a topic of your interest if you have taken GLOA 605 (or for that matter, 610). Okay, sometimes you are not very enthusiastic about it anymore, but that's fine. The point is to go through the whole process of research. It doesn't really matter if you don't like your topic/subject (but it definitely helps when you like it). You will choose your topic and you will pitch it to the class to see if it's a doable one. The **DOABILITY** is the keyword here. Since our goal is to complete a research project, you have to pick up a research project that is doable. One important thing to think about it is how concrete, as opposed to general, your topic is. You are giving the pitch on 2/8 or 2/15. You will be given feedback and suggestions from me and your classmates. It is perfectly fine if you're lost or unsure about the topic. Just say that you are in the pitch, and let's collectively figure things out. So you don't need to consult me on your topic before the pitch. In the pitch, you are expected to provide:

- **research question:** Your research question should be related to at least some of the following questions: What is the question(s) that can be answered by your paper? What kind of people do you think should read your paper? What kind of news stories, if any, is your research engaging? What's the motivation of your research? This will determine how 'important' and/or 'interesting' your research is.
- **topic:** While tapping on the topic you might already have, there are some conditions/restrictions. The topic should be global, meaning that a certain portion of your research—e.g., actor, framework, or data—should 'cross a border.' You, a student in the United States, studying any of the global region (even Canada!) should satisfy this condition. A purely American subject, in other words, needs to be avoided. Again, try not to be general. Be specific. The topic should be also very concrete. An easy, but definitely not the only, way to satisfy this condition is to focus on a specific policy of a country and to *evaluate* it.
- **method & data:** What kind of method would you use? You have a large swath of empirical methods in your pocket as you've taken 605. So think about what you can utilize. In so doing, you will invariably think about the data. Is it interview data? Is it a survey? Archives? Discourse? Social media? Second-hand historical data? Or some combinations of those? Whatever that is, tell us what you envision is a good way to get the business done. There's no

'right' method; there are ones that make your project doable/(un)doable. Choose a method that you are already familiar with, something you can actually implement.

- **tentative argument/conclusion** (optional): You haven't done your research yet and the argument has not been formed (probably). But if you have a vague idea as to what kind of argument you want to have or a conclusion you think you will be arriving at, just talk about it.

The pitch is your opportunity to get early feedback on your research, so take advantage of it. But also be honest about where you are, what you have, and what you're unsure of. Use it to your favor. *If you give a pitch on a scheduled date, you will have the whole 5%.* Upload a **video**, no longer than five minutes (no minimum required). The deadline for the pitch is 5:00 PM Monday of 2/8 or 2/15. And others are expected to give feedback by 5:00 PM, Thursday of the week (fill out the form available in Blackboard and post it as a 'reply' to the pitch video). Who's giving the pitch at which week is specified in Blackboard. Start working on the pitch as early as possible.

## 5.2. The literature review (20%): 5:00PM, 3/15

The general format of a research paper will be:

1. Introduction
2. Literature Review
3. Theory and/or Argument
4. Empirical Analysis
5. Conclusion

(for a general instruction of how to write a research paper, see <https://youtu.be/h-JuMI9bUF4>.) You are expected turn in a fully-finished **Literature Review** of your paper as well as rudimentary **Introduction** and **Theory and/or Argument** by (5:00 PM, 3/15). We will discuss what each of these is, but in essence, you cannot write a literature review without having an argument and a general sense of what the paper is going to be like (introduction). The heavy emphasis is, of course, on the literature review itself. In the literature review:

- include at least six academic sources (such as academic books or peer-reviewed journal articles). You are also encouraged to use non-academic sources as much as you want including policy report, blog posts, news or magazine articles, but they don't count towards the 6 academic sources requirement.
- highlight the contribution of your paper to the literature. This doesn't have to be (or probably should not be) something grandiose. Small things like '*few people talked about X in country Y's context*' is just fine. The important part here is to demonstrate 'few people.' We will discuss this in much more detail in class.

## 5.3. Peer Review (5%)

Review *two pitches* and *two presentations* of your classmates. Use the form in Blackboard. There's no length limit or maximum, but try to be helpful and, most importantly, polite. Complete the form and upload it no later than 5:00 PM, Thursday of the week of the pitch (presentation). You are a designated reviewer of two of your classmates. Refer to the list in Blackboard (Course Content) to see whose work you're reviewing.

#### 5.4. Presentation (10%)

By early-to-mid April, I expect that you are completing your empirical analysis, although it is not quite written out entirely. This is a critical juncture where you need feedback both from your peers as well as from me. Are you interpreting the data right? Does what your empirical analysis presents actually support your argument? Do you need a follow-up interview of a particular interviewee? These things are important questions to ask and usually pretty hard to answer all by yourself. So present your all-but-not written research. Some presentations spots are quite early and some are quite late. There are pros and cons. The earlier you present, the more time you can actually incorporate the feedback you receive into your paper. But if you are nowhere near implementing your empirical analysis, probably you might not be able to present your research. The later you present, the more time you get to work on it. But you might have little time to incorporate the feedback into your writing, which is important. Make your own choice. A sign-up sheet will be made available when we approach this period. In the presentation, include the following:

- the primary argument (or hypothesis)
- the finding from the empirical analysis
- tentative conclusion

Make the presentation no longer than 8 minutes. Create a video containing the presentation and upload it.

#### 5.5. One-on-One (not graded)

You will have a one-on-one zoom session (no longer than 30 minutes) in the weeks of 3/22 and 3/29. We are going to discuss your project with particular focus on your literature review and how to go forward. It is perfectly normal that the session ends up very short, particularly when your project is in a good shape. A sign-up sheet will be made available when we approach it.

#### 5.6. The paper (40%), due 5:00 PM, 5/3

1. Introduction
2. Literature Review
3. Theory and/or Argument
4. Empirical Analysis
5. Conclusion

You will have all five parts of a research paper in your final paper. Since by this time, you will already have the literature review (and rudimentary and theory) completed, much work is on the empirical analysis. Unlike a research design or proposal, you are actually implementing an empirical analysis. You will go through books, articles and/or archives to do a historical case study; you will do (virtual) interviews of people; you will spend quite some time in a subreddit to collect data (quotes and discussions) for a discourse analysis; or you will run a survey (your classmates) using Qualtrics. You will implement an actual empirical analysis. Several things to keep in mind:

- *Safety first.* Unless the person is already in your pandemic 'bubble,' no in-person interview is encouraged (if you choose to use interview to collect data). Use Zoom.

- *We all pitch in for surveys.* The primary target population for survey (if, and only if, you use one) will be the class. **Everybody is obligated to promptly complete a survey that any of your classmates distributes.**
- *No travel.* I don't have the authority to restrict your freedom of movement, but you are strongly discouraged from doing any research trip. So any in-person ethnography or participatory observation are off the table. We are not even discussing them.
- *Doability.* I will say it again. Choose what is doable. If you haven't, for example, taken any quantitative method class already, using a quantitative method is not a good idea. If you don't know much about drug lords other than several Netflix shows (like myself), working on trans-border drug trafficking would not be a good idea as finding data is tricky. Pick something you are already familiar with. Go back to your undergraduate or 605 projects. Remember, the goal is to produce, to go through the *whole* process research.

## 4. COURSE POLICY

### 1. Presentation Policy

All presentations will be created in the form of video using tools such as YouTube (or the likes of it—e.g., vimeo) or Kaltura Capture. Or you can use recording software (e.g., OBS) and then use these tools. No matter what you use, do not upload the video file itself. Either embed the video (i.e., Kaltura) or simply leave a link to the video (i.e., the likes of YouTube) in the Blackboard page. The latter is preferred although the former is acceptable. Showing your face in the video would improve the effectiveness of your delivery, so it is preferred. But it is **not required**. There will not be any direct grading consequences of not showing your face in the video.

### 2. Safe Return to Campus Statement: *for your information*

All students taking courses with a face-to-face component are required to take Safe Return to Campus Training prior to visiting campus. Training is available in Blackboard (<https://mymason.gmu.edu>). Students are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage ([www2.gmu.edu/safe-return-plan](http://www2.gmu.edu/safe-return-plan)). Similarly, all students in face-to-face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system and students will receive either a Green, Yellow, or Red email response. Only students who receive a "green" notification are permitted to attend courses with a face-to-face component. If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

### 3. Online Activities

Since this is a fully online course with an extensive use of videos, there are several rules we always have to adhere to. First, do not download—let alone share—any of the videos posted in Blackboard. This includes my lecture videos and your classmates' presentation videos. There's a **privacy** concern here as well as copyright issues. Both are federal legal matters and can involve felony charges. Second, that said, when you are making videos (this applies to me too), be mindful of a possibility

that it gets out to the public. Thus, do necessary things to protect yourself (e.g., what do you have in your background?). Third, keep all your discussions in Blackboard. Since we don't meet in-person, we have to put in extra efforts in keeping our interactions professional. One way to do so is having conversations in open space, which in our case is Blackboard. Communications amongst yourselves are beyond my jurisdiction, but at least course-related communications should be happening within Blackboard.

#### **4. Assignment Submission**

All assignments are expected to be submitted electronically in Blackboard (IMPORTANT: Technical difficulties are not rare. Try to submit it early.). **Be sure to make it a pdf file** (note that this part is different from the GLOA MA Student Guide). Other than that, unless specified otherwise here, strictly adhere to the GLOA MA Student Guide for format of your written assignments.

#### **5. Co-working Policy**

Publication is one of the most frequently cited indicators of scholarly excellence and therefore an integral part of any graduate education. As a graduate student, getting your work published in a journal, be it professional or academic, is challenging for a variety of reasons. Many students therefore opt for co-working on a manuscript with professors. Co-working policies may vary among professors, mine is simple; 1) the one who initiates (**either a student(s) or myself**) is responsible for providing reasonable evidence that the project is doable and appealing to the target audience and 2) the one who contributed most to the completion of the projects gets the first authorship.

#### **6. Accommodations**

If you have a documented learning disability or other condition that may affect academic performance you should: 1) Make sure this documentation is on file with the Office of Disability Services (SUB I, Rm. 222; 993-2474; [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc)) to determine the accommodations you need; and 2) Talk with me to plan your accommodation needs. Covid-19 Disability Service Update: <https://ds.gmu.edu/response-to-covid-19/>.

#### **7. Academic Integrity**

Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. When you rely on someone else's work, you will give that source full credit, typically in the form of an in-text citation and bibliographic reference. If you are unaware of what counts as plagiarism see here:

<http://mason.gmu.edu/~montecin/plagiarism.htm>.

Students caught violating the Honor Code will receive a failing grade in this course and will be reported to the proper university authorities for further disciplinary action.



## 8. Grading Scale

>= 93.00	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	<= 59.99	F

# The class does not give 'I' (incomplete).

# Please note here that there is no 'round up' of scores at the end of the semester. 92.99999, for example, is A-.

## 9. Rubric (or the lack thereof)

There's is no hard rubric for the written assignments as there could be many different ways to do a good work. But here's some expectation for a certain level of grades. Remember, the worst paper is the one that talks about a irrelevant topic. The *concreteness* of your paper would explain the variation within the columns in the table below.

if total possible point = 20:	[20.0-19.0]	[18.9-17.0]	[16.9-13.0]	[12.9-10.0]
extraordinarily insightful analysis (" <i>you made me cry</i> ")	✓			
direct answer with relevant points (" <i>there's no major shortcoming</i> ")	✓	✓		
proper format w/ reasonable clarity (" <i>You are trying to make a point and I am confident that I understand it</i> ")	✓	✓	✓	
meeting minimal requirements (" <i>it takes a form of paper that talks about a relevant topic</i> ")	✓	✓	✓	✓

## 10. Diversity Statement

\* this section reflects in part [Mason's diversity statement](#).

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

There's a practical element here too. You (will) live in an increasingly diverse society where practicing inclusiveness might help you in the long-run (even if you do not agree with some of these values!). You are strongly encouraged to check out important websites such as [Anti-Racism Resources](#) and [GMU Religious Holiday Calendar](#). It is the obligation of the student to provide faculty, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent due to religious observances.

## 5. CLASS (READING) SCHEDULE

- \* We mimic the schedule of a face-to-face version of this class. The dates provided below indicates the time when the lecture video is made available. It does NOT mean that you are supposed to watch the video on those dates. Remember, this is a *asynchronous* course.
- \* Unless specified as 'recommended,' all the listed readings are required readings.
- \* Readings and the reading schedules are subject to change.

### 1. 25. First Day. Introduction and Housekeeping

- No reading. But we will go over the syllabus and there's a lot going on in this syllabus. So you are expected to read the syllabus in its entirety in advance for your own good.
- There will be a Zoom session (7:00 PM, 1.5 hrs), which will be *the first and the last* required Zoom call where the entire class meets.
- The Zoom link will be made available in Blackboard.

### 2.1. The Methods, a Primer

- King, G., Keohane, R. O., and Verba, S. (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press, Princeton. Ch. 1.
- Gerring, J. (2012). *Social Science Methodology: A Unified Framework*. Cambridge University Press, Cambridge, second edition. Ch. 2.: access to scanned version available via GMU library webpage (click the 'HathiTrust' link and then login by choosing 'George Mason University' from the login).
- Kapiszewski, D. and Karcher, S. (2020). Transparency in practice in qualitative research. *PS: Political Science & Politics*, Forthcoming. Doi: <https://doi.org/10.1017/S1049096520000955>.
- APA Style Guide. Purdue University. [shorturl.at/imLUZ](http://shorturl.at/imLUZ).

### 2.8 Pitch your idea (1)

- See Blackboard to see who's giving a pitch.
- Upload your pitch video by 5:00 PM, 2/8.
- By 5:00 PM, Thursday, provide feedback to pitched ideas (at least three of them) by 'replying.'

### 2.15 Pitch your idea (2)

- See Blackboard to see who's giving a pitch.
- Upload your pitch video by 5:00 PM, 2/15.
- By 5:00 PM, Thursday, provide feedback to pitched ideas (at least three of them) by 'replying.'

## 2.22 How to Not Write a Bad Literature Review

- Knopf, J. W. (2006). Doing a literature review. *PS: Political Science & Politics*, 39(01):127–132.
- Organizing Your Social Sciences Research Paper. University of Southern California Libraries. <https://libguides.usc.edu/writingguide/purpose>: use the tabs on the left.
- The Literature Review: A Few Tips On Conducting It. University of Toronto. <https://advice.writing.utoronto.ca/types-of-writing/literature-review/>.
- GMU resources: <https://infoguides.gmu.edu/litreview> (recommended)

## 3.1. Method Recap 1: Case Studies, Historical Analysis, & Process Tracing

- George, A. L. and Bennett, A. (2006). *Case Studies and Theory Development in the Social Sciences*. MIT Press, Cambridge. Chs. 3 & 5 (Blackboard) (Ch. 10 is recommended)
- Mahoney, J. (2004). Comparative-Historical Methodology. *Annual Review of Sociology*, 30:81–101.
- Steinberg, D. A. and Shih, V. C. (2012). Interest Group Influence in Authoritarian States: The Political Determinants of Chinese Exchange Rate Policy. *Comparative Political Studies*, 45(11):1405–1434.

## 3.8. Method Recap 2: Discourse Analysis & Social Media

- Klačnja, M., Barberá, P., Beauchamp, N., Nagler, J., and Tucker, J. (2017). Measuring public opinion with social media data. In Atkeson, L. R. and Alvarez, R. M., editors, *The Oxford Handbook of Polling and Survey Methods*. Oxford University Press. (Blackboard)
- Chilwa, I. and Ifukor, P. (2015). ‘War against our Children’: Stance and evaluation in#BringBackOurGirls campaign discourse on Twitter and Facebook. *Discourse & Society*, 26(3):267–296.
- Bouvier, G. and Machin, D. (2018). Critical discourse analysis and the challenges and opportunities of social media. *Review of Communication*, 18(3):178–192.

## 3.15. Method Recap 3: Interview & Survey

- **Literature Review due (5:00 PM)**
- Jones, T., Baxter, M., and Khanduja, V. (2013). A quick guide to survey research. *The Annals of The Royal College of Surgeons of England*, 95(1):5–7.
- Qualtrics Beginner Tutorial: [https://youtu.be/\\_hSo-ldj19k](https://youtu.be/_hSo-ldj19k).
- Leech, B. L. (2002). Asking questions: Techniques for semistructured interviews. *PS: Political Science & Politics*, 35(4):665–668.
- Fujii, L. A. (2008). The Power of Local Ties: Popular Participation in the Rwandan Genocide. *Security Studies*, 17(3):568–597.

## (the weeks of) 3.22 and 3.29. One-on-One meetings during the week days

- Sign-up will be made available when we approach this period.
- Each meeting lasts no more than 30 minutes.

## 4.5. Presentation (1)

- Sign-up will be made available.
- Upload the presentation video by 5:00PM

- By 5:00 PM, Thursday, the designated reviewers are expected to provide feedback (at least three of them) by submitting a review form (available in Blackboard) as a 'reply.'

#### 4.12. No class

- The instructor will be in a week-long virtual conference.

#### 4. 19. Presentation (2)

- Sign-up will be made available.
- Upload the presentation video by 5:00PM
- By 5:00 PM, Thursday, the designated reviewers are expected to provide feedback (at least three of them) by submitting a review form (available in Blackboard) as a 'reply.'

#### 4.26. Presentation (3) and Wrap-up

- Sign-up will be made available.
- Upload the presentation video by 5:00PM
- By 5:00 PM, Thursday, the designated reviewers are expected to provide feedback (at least three of them) by submitting a review form (available in Blackboard) as a 'reply.'

#### 5.3. Final Paper Due 5:00 PM.