

**ESPM 4041W Problem Solving for Environmental Change  
Fall 2017  
Syllabus**

<b>Instructors:</b> Kristen C. Nelson 312 Green Hall 612 624-1277 Office hours by appt. <a href="mailto:nelso468@umn.edu">nelso468@umn.edu</a>	Gary Johnson 101E Green Hall 612-625-3765 Office hours by appt. <a href="mailto:johns054@umn.edu">johns054@umn.edu</a>	TA: Dan Wattenhofer 101B Green Hall Office hrs. Tuesday 2-3 pm <a href="mailto:watt0147@umn.edu">watt0147@umn.edu</a>
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**Website:** <http://www.forestry.umn.edu/current-students/course-websites/espm-4041w>

**Moodle:** <https://ay17.moodle.umn.edu/course/view.php?id=32883>

**Scheduled Time:** Tuesday & Thursday 3:00-4:55; Green Hall 203 for general class meetings.

**Prerequisite:** Senior in ESPM (with most required courses taken), or with consent of course instructors.

**Teaching Assistant:**

Office hours: Tuesdays & Thursdays, 2:00-3:00pm or by appointment

**Course Format:** Each year students in ESPM 4041 work with a client to perform ‘real world’ projects involving environmental science, policy and land use planning. Students work in groups of four to six people. The group’s goal is to gather data relevant to the client’s objectives, analyze the data, and - based on the data - make recommendations for future use. Students will produce a final written report for the client, design a poster about the findings for public display, develop a short, formal presentation describing the findings, and present their findings to the client group.

This year the client group is the City of Roseville (<http://www.ci.roseville.mn.us/>). The overall goal of this project is to assist the City of Roseville as they move forward with their planning for organics recycling, vegetation management, stormwater management, park use, multi-use streets, and outreach. Each group project generally involves the following related to the specific topic:

- Locate existing data, identify existing policies/practices, and map significant attributes,
- Review the Roseville comprehensive plan, ordinances, and programs; then compare what they are doing to similar communities in MN or other relevant regions,
- Inventory and analyze factors relevant to your project to produce new findings that will inform your recommendations,
- Develop an evidence-driven report with recommendations that support Roseville’s values, goals, and practice, and
- Support communication of and deliberation about the recommendations with outreach materials ( e.g. powerpoint presentation and poster).

**Course Philosophy**

Transformative learning is designed to create a dynamic relationship among the practitioners, students, and instructors, so a shared body of knowledge promotes learning by all and personal growth. As Slavich and Zimbardo (2012) note, “from this perspective, instructors are intellectual coaches who create teams of students who collaborate with each other and with their teacher”—we would add, and the partner practitioners. They go on to say, “Teachers assume the traditional role of facilitating students’ acquisition of key course concepts, but do so while enhancing students’ personal development and attitudes toward learning. They accomplish these goals by establishing a shared vision for a course, providing modeling and mastery experiences, challenging and encouraging students, personalizing attention and feedback, creating

experiential lessons that transcend the boundaries of the classroom, and promoting ample opportunities for prefection and reflection."<sup>1</sup>

**This course is writing intensive. Each student is required** to write portions of the report, submit their writing to the instructor and redraft their writing based on comments from the instructor. One person in your group can not do all the writing. You can choose to assign one person in your group to edit the group's writing so that the final document is written consistently throughout. In addition, each student is required to turn in an electronic journal weekly, an experiential reflection of your work and what this means for your future career/growth.

Three instructors are listed for the course. Professors Nelson and Johnson are responsible for all aspects of the course. Your group is assigned to one of these instructors and their guidance is central for any part of your group's project. They are responsible for any questions related to the general project, group work, discussions, final written reports, final presentations, and relationship with the client. Hannah Ramer is your primary contact for questions you may have about the technical aspects of the project. She will help you with the logistics of searching for information on the internet, identifying experts for consultation, using the Moodle site for sharing information across groups or finding class materials, designing graphics/tables, preparing the posters, preparing PowerPoint presentations, and general organizational issues.

**Groups:** Students have been assigned to one of nine groups. All groups will meet together as a full class in Rm. 203 Green Hall. This room will be a tight fit, so groups may meet down the hall in #220A and upstairs in #310 for group project work, after the full class sessions.

<b>GROUP #</b>	<b>TOPIC</b>
Group 1	Organics Recycling (Nelson)
Group 2	Right-of-Ways Vegetation (Johnson)
Group 3	Tree Canopy (Johnson)
Group 4	Park Way-Finding & Public Art (Nelson)
Group 5	Green Steps City Advancement (Johnson)
Group 6	Stormwater Pond Decision Analysis (Johnson)
Group 7	Park Assets Assessment (Nelson)
Group 8	Natural Resource Restoration Program (Johnson)
Group 9	Resident Natural Resources Outreach (Nelson)

Groups are to meet at scheduled times and as needed outside of class for your project requirements. Expect to be working on the project outside of class time, with group members and/or individually for 12 hrs/week, the University standard. This experiential class will require work in the evenings, on weekends, and during the week as the tasks demand. There will be a few periods with moderate workload and several periods with a high demand for time, depending on how your group distributes the work over the semester.

In most instances, the group will decide the division of labor to complete the project on time. Typically, work is partitioned according to the strengths and interests of each individual. However, most tasks require more time and knowledge than any one member can provide. Therefore, it's critical that you collaborate as a group as well as with other groups.

Each group should choose a group leader. The group leader is responsible for coordinating the group efforts by setting meeting times, developing a plan of work to complete the project on time, and monitoring task coordination among group members. The group leader performs these duties with the consent and counsel of his or her group members and group instructor. It is important you choose a group leader who can work well

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<sup>1</sup> Slavich, G.M. and P.G. Zimbardo. 2012. Transformational Teaching: Theoretical Underpinnings, Basic Principles, and Core Methods, Educ Psychol Rev, DOI 10.1007/s10648-012-9199-6.

with others, is organized, understands the importance of getting work done in a professional and timely manner and is someone you will listen to and who listens to the group.

**Text and Other Materials:** There is no text for this class and few lectures. You will be provided with the following materials in the first class and posted on the Moodle site:

- Course syllabus
- Course schedule
- Group project descriptions
- Written evaluation form
- Oral presentation evaluation form
- Peer evaluation form
- Description of experiential reflection and journal entry requirements
- Report content and formatting suggestions
- Map and directions to first client meeting – on Moodle
- List of contacts for city staff and other professionals

During the first week of class, groups should visit Roseville to begin to familiarize themselves with the landscape. You will meet with the Roseville staff for a listening session and Question & Answer session within the first two weeks.

**Attendance:** It is never a good idea to miss this class. Attendance is required at scheduled class sessions unless your group's instructor has excused you. Class periods that are open for group work or separate fieldwork are identified in the Class Schedule. Course instructors or TAs may schedule other times with you that are not shown on this schedule, most often to meet with a particular group or with the group leaders. Your attendance is required at these meetings unless your group's instructor has excused you.

If you miss a required full class session or a scheduled group meeting, because you are gathering data for your project or any other reason, inform your instructor and your group leader via email or voicemail BEFORE the class or scheduled meeting takes place. A lack of this professional curtesy can lower your grade. Your personal attendance in both classroom as well as group meetings is part of your performance evaluation that your instructors make as one of the grading criteria for individual grades on a proportional basis. If you choose not to notify your group leader and instructor for planned absences, you may be fired from your group.

**Email Addresses:** All students will supply their group members and instructors with their email address. Email is the University's official communication channel. You are responsible for checking your email every day. Email will be used for contacting students and groups throughout the semester.

**Reports and Presentations:** Follow the guidelines your instructor provides for preparing draft and final written reports. All written assignments (including drafts of assignments) **must** be typed in Microsoft Word (.docx). For each draft, you will hand in a paper copy in class AND email an electronic version to your group's instructor. Drafts as well as the final report will reflect a professional product. (Drafts can be printed on the back of recycled paper.) Drafts are not outlines and do not include phrases such as "need to add economic argument here".

You will need to take photographs for your report for the cover of your report, the poster, and the presentation. You want photos that provide a sense of the areas in which you gathered data—photos of problems and assets. The final format of your presentation will be discussed in class and outlined by the class later in the semester. See the Class Schedule for dates.

**Course Grade:** Students must take this course A-F. Only members of groups whose final report and final presentation are of professional quality will be eligible for an 'A' grade. Professional quality means you read

and followed the instructor’s guidelines. *The grades given to the group products may or may not be the grades given to each individual in the group.* Your grade is also based on your individual contribution to the group products. Your grade for individual contributions is a combination of your instructor’s performance evaluation and peer evaluations.

Each group member will keep an electronic journal of class and field activities to document work undertaken and accomplished. It is a good way for you to keep track of your contributions and plan for producing the final products. You must submit an electronic copy of your journal on Moodle EVERY THURSDAY by 5:30pm. Your instructor will review your journal every week throughout the semester. This will help you assess your effort, challenges, and accomplishments in a timely way.

You will also periodically complete prefection and reflection questions that will help you reflect beyond this project to your personal and career aspirations. These will be submitted electronically via Moodle.

On a rare occasion, disagreement exists about an individual's final grade. Acceptable journal entries document your work and provide support for any disagreement about your final grade. Without timely and complete journal entries, instructors will not consider grade adjustments if disagreement does occur.

To help you understand how your grade is determined, the following four forms are handed out on the first day of class:

- *Example of Evaluation Form used by instructor for final oral presentation.*
- *Example of Evaluation Form used by instructor for final written document.*
- *Example of form used for peer review evaluation.*
- *Example of journal entry requirements.*

Estimated breakdown of final grades:

a.	Your performance evaluation based on: attendance, participation in class, instructor and TA evaluations, journal entries and oral assignments*	15%
b.	Written assignments (scheduled drafts)	15%
c.	Final group paper	30% <sup>2</sup>
d.	Final group presentation and poster	25% <sup>2</sup>
e.	Peer evaluation*	15%

\*These percentages – a total of 30% of your final grade – are individual evaluations. The group’s overall project grade accounts for 70% of an individual’s final grade.

This class is different from any of your previous classes because it is a client-driven, experiential learning approach. It includes group work, individual initiatives, and relationship building with the client. The instructors provide guidance but class will not be dominated by content-lectures or instructor decisions. The students will develop the projects in a collaborative effort within their group, among groups, with the clients, and the instructors. In the collaboration we expect that everyone will have professional expectations for an individual’s contribution. We will not be grading you on your knowledge of the subject matter but on your ability to use your knowledge about a particular subject, and gain new knowledge, to solve a problem as a group. Your grade depends on: class participation, responsible interaction with the clients, ability to use your knowledge to accomplish a task, ability to function as a responsible group member, ability to organize and

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<sup>2</sup> The group paper is worth 30% of the total points possible for this class and the group presentation is worth 25%. However, you will only receive the grade the group receives for each of these products IF you have participated fully in all aspects of the producing the product.

present material orally, and ability to organize and present material effectively in a professionally written document. Instructor and peer evaluations are critical to your final grade.

The work schedule is demanding for this type of class but very fulfilling, as the client will be using your recommendations. It is expected that all group members will contribute equally to the tasks at hand but may not be doing the same tasks. If a group member is not doing his/her fair share, the group leader is expected to alert the group's instructor who will talk with the group member about improving their contribution, ultimately warning them that a lower grade can be expected unless the person increases his/her effort and results.

It is possible to receive a D or F in this class. It is also possible to be fired from your group which means you would need to retake the class. If you are fired from your group, you will withdraw from this class. This is a warning to be heeded; students have failed this class in the past and have been fired from groups in the past. Having said the above, it is rare that students receive less than a B in this class. In fact, many receive an A given their effort, the professional quality of the work, and the instructor's requirement that a draft is never done until it has a professional contribution. So, stay on task, work well with your group, and you should be able to contribute something very helpful for sustainable management.

**Lab Fee:** Lab fees cover costs of data gathering, your final report, and poster preparation materials. You must have a receipt to get reimbursed, with the exception of mileage. The receipt is a University requirement, not ours. Without a receipt, there is no reimbursement possible.

**Student academic integrity:** As a member of the University community you are expected to engage in the highest level of academic integrity. Academic dishonesty or plagiarism will not be tolerated. ALL students should read the attachment: *Academic Integrity at the University of Minnesota*. Also, please visit the University's site on academic integrity--<http://www.oscai.umn.edu/>

**Honor system:** The honor system contributes to the development and expression of ethical standards desirable for all professionals in whom the public places confidence. Plagiarism is cheating. Anyone who copies the work of other professionals, authors, or students and doesn't cite their sources in the body of the report and in the reference section of the report will receive a grade of 'F' and the final report may receive a grade of 'F'. If you are unclear about what this means, ask your instructor to explain it to you. The U of M Libraries system offers tutorials on how to cite sources and avoid plagiarism. <http://tutorial.lib.umn.edu/>

**Policy on students with disabilities:** Any student with a documented disability condition (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructors as soon as possible at the beginning of the semester. You should also contact Disability Services on campus if you haven't already done so. Their phone number is: 612 624-3316.

**Professionalism:** Your success in this class depends on you being here, working with your group so that you and your group keep on track and produce something of value. No one is excused from turning assignments in on time. You must also be *on time* to all client meetings and the final presentation.

At times you will find this course to be: troublesome, difficult, easy to put off, hard to figure out what you are supposed to do, rewarding, useful as a reference for job hunting, fun, interesting, and required. At this point in your academic career, you will have had numerous courses in your field of study. All of you are acquainted, to some extent, with information relating to natural resources/environmental issues from the perspectives of: water, economics, energy, soils, land use, wildlife, data acquisition and analysis, planning, policy, and recreation. This is your chance to 'pull together' what you have learned. All of you in this class have the ability to accomplish the demands of this class, while learning something about yourself.

### Daily Schedule of Activities

<b>Date &amp; Room(s)</b>	<b>In Class Activity</b>	<b>Deadline/Items to be turned in</b> <i>Italics indicated assign to hand in or post</i>
<b>Sept. 5</b>	Introductions, expectations, course materials handout, group assignments  Introduction to the Projects Preflection Journal exercise	Select and turn in: <ul style="list-style-type: none"> <li>• <i>Name of your group leader</i></li> <li>• <i>Names of all group members with:</i> <ul style="list-style-type: none"> <li>• <i>Phone numbers and</i></li> <li>• <i>Email addresses for each member</i></li> </ul> </li> </ul>
<b>Sept. 7</b>	Beginning a research project: Problems/issues Research Questions Methodologies Questions for the Client  Over the weekend – visit Roseville	Group work: <ul style="list-style-type: none"> <li>• Narrow research questions</li> <li>• Develop methodologies</li> <li>• Prepare questions for clients</li> </ul> <i>Journal entries due by Midnight.</i> <i>Reflection Question #1 due by Midnight.</i>
<b>Sept. 12</b>	<b>Meeting with the clients at City Hall</b> <b>2661 Civic Center Drive</b> <b>Roseville, MN 55113</b> <b>3:30-4:45pm</b>  <b>YOU MUST ATTEND THIS MEETING AND YOU MUST BE ON TIME FOR THIS MEETING!</b>	See directions and transportation plan on Moodle.  3:30pm prompt start time.  <a href="http://www.cityofroseville.com/806/Directions">http://www.cityofroseville.com/806/Directions</a>
<b>Sept. 14</b>	Debriefing from client meeting.  Report on field visits and preliminary web research  Do online research (laws, policies, plans, literature) and preliminary method design.  Develop communication plan and preliminary work assignments	Group work: <ul style="list-style-type: none"> <li>• Clarification of expectations and tasks</li> <li>• <i>Timeline - in detail for Sept.</i></li> </ul> <i>Journal entries due by Midnight.</i>

<p><b>Sept. 19</b></p>	<p>3:00-4:00—Discussion of technical guidelines for first report assignment:</p> <ul style="list-style-type: none"> <li>• What goes in the Introduction?</li> <li>• Report formatting and References.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>• Refine research questions and methodologies</li> <li>• Refine issue identification and methodologies after client meeting</li> </ul>	<p>Group work:</p> <ul style="list-style-type: none"> <li>• <i>Hand in 1-page description of research questions and methods.</i></li> </ul>
<p><b>Sept. 21</b></p>	<p>Class discussion of group map and report formatting guidelines (Liaisons lead and complete)</p> <p>Group work:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Development of methods</li> <li>• Field work</li> </ul>	<p><i>Journal entries due by Midnight.</i></p>
<p><b>Sept. 26</b></p>	<p>3:00-5:00 Class checking in with all groups on what you’ve accomplished at this point. Each group shares its map and inventory data.</p> <p>Each group will give a brief presentation (3-5 min) on what you will be doing. Presentation will include:</p> <ul style="list-style-type: none"> <li>• Introduction-focus on why you are doing the project-who needs the information and how it will help them plan for future use,</li> <li>• The kind of data needed</li> <li>• Where, when, and how you intend to gather your data, and</li> <li>• A rough timeline of project tasks and necessary coordination with other groups</li> </ul>	<p>Prepare BRIEF PowerPoint (3 slides) with your main points.</p>

<p><b>Sept. 28</b></p>	<p>3:00-3:40 Instructors and group leaders meeting</p> <p>Group Work: in the field</p>	<p>Hand in:</p> <ul style="list-style-type: none"> <li>• <i>First report assignment</i> <ul style="list-style-type: none"> <li>• <i>Cover page</i></li> <li>• <i>Acknowledgements</i></li> <li>• <i>Table of Contents</i></li> <li>• <i>List of tables</i></li> <li>• <i>List of figures</i></li> <li>• <i>Introduction (and all subsections)</i></li> <li>• <i>References</i></li> </ul> </li> </ul> <p><i>Journal entries due by Midnight.</i></p>
<p><b>Oct. 3</b></p>	<p>3:00-3:45 Discussion of technical guidelines for second report assignment</p> <ul style="list-style-type: none"> <li>• What belongs in ‘description of the area’</li> <li>• ‘Methods’</li> </ul> <p>3:45-5:00 Return and discuss first report assignment with each group</p>	
<p><b>Oct. 5</b></p>	<p>Group Work</p>	<p>Hand in:</p> <ul style="list-style-type: none"> <li>• <i>REVISED first report assignment along with marked up version of your first report assignment</i></li> </ul> <p><i>Journal entries due by Midnight</i></p>
<p><b>Oct. 10</b></p>	<p>Group Work</p>	
<p><b>Oct. 12</b></p>	<p>3:00-3:30 Discussion of technical guidelines for third report assignment:</p> <ul style="list-style-type: none"> <li>• What belongs in the Findings section?</li> <li>• Developing report tables and interpreting data in tables</li> </ul> <p>4:00-5:00 Instructors and group leaders meeting</p> <p>Group Work</p>	<p>Hand in:</p> <ul style="list-style-type: none"> <li>• Updated project timeline</li> <li>• <i>Second report assignment (along with final corrections to revised first report assignment). Second draft of report includes the following:</i> <ul style="list-style-type: none"> <li>• <i>Introduction: visions &amp; objectives,</i></li> <li>• <i>Study area/site characteristics,</i></li> <li>• <i>Methods section,</i></li> <li>• <i>Titles for remaining sections,</i></li> <li>• <i>Formatted references, and</i></li> <li>• <i>Drafts of all maps, figures, and tables relevant to the sections above</i></li> </ul> </li> </ul> <p><i>Journal entries due by Midnight.</i></p>

<p><b>Oct. 17</b></p>	<p>3:00-4:00 Discuss technical guidelines for the following sections of the report:</p> <ul style="list-style-type: none"> <li>• Inventory/Findings</li> <li>• Recommendations</li> <li>• Conclusions</li> <li>• Executive Summary</li> <li>• Appendices</li> <li>• Poster/Map for public meeting</li> </ul> <p>4:00 Return and discuss draft of second report assignment</p>	
<p><b>Oct. 19</b></p>	<p>Group work: Data analysis</p> <p>Brainstorming Recommendations</p> <p>Coordination with other groups on recommendations</p>	<p><i>Journal entries due by Midnight</i></p> <p><i>Reflection Question #2 by Midnight</i></p>
<p><b>Oct. 24</b></p>	<p>3:00-3:30</p> <ul style="list-style-type: none"> <li>• Common Vision Statement</li> <li>• Preliminary Findings/Recommendations</li> </ul>	<p>Hand in:</p> <ul style="list-style-type: none"> <li>• <i>Revised second report assignment. Also include the marked up copy that was returned to you.</i></li> </ul>
<p><b>Oct. 26</b></p>	<p>Group work</p>	<p><i>Journal entries due by Midnight</i></p>
<p><b>Oct. 31</b></p>	<p><b>3:00-5:00 Presentation to Client: Question &amp; Answer Session with clients</b></p> <p>Location: GH203</p>	<p>Your group must put together a BRIEF PowerPoint (4-6 slides) on your group's progress and preliminary recommendations.</p> <p><b>ALL FIELDWORK AND INTERVIEWS SHOULD BE DONE BY THIS DATE</b></p>
<p><b>Nov. 2</b></p>	<p>Group work</p>	<p><i>Journal entries due by Midnight.</i></p>
<p><b>Nov. 7</b></p>	<p>Group work</p>	

<p><b>Nov. 9</b></p>	<p>3:00-3:30 Discuss draft model for poster  Group work</p>	<p><i>Hand in:</i></p> <ul style="list-style-type: none"> <li>• <i>Third written report assignment including:</i> <ul style="list-style-type: none"> <li>• <i>All revised parts from assignments 1 &amp; 2</i></li> <li>• <i>'Executive summary'</i></li> <li>• <i>'Findings'</i></li> <li>• <i>'Recommendations'</i></li> <li>• <i>'Conclusions'</i></li> <li>• <i>'Updated references'</i></li> <li>• <i>All tables and maps</i></li> <li>• <i>All appendices</i></li> </ul> </li> <li>• <i>Also include the marked up draft that was given back to you.</i></li> </ul>
<p><b>Nov. 14</b></p>	<p>Group work</p>	
<p><b>Nov. 16</b></p>	<p>3:00-3:30 Discuss PowerPoint presentation  3:30-4:00 Review invitation letters/emails to clients and other interested parties. Your list of invitees should include all the people you have contacted for this study.</p>	<p><i>Turn in:</i></p> <ul style="list-style-type: none"> <li>• <i>Complete list of invitees</i></li> </ul> <p><i>Journal entries due by Midnight</i> <i>Reflection Question #3 due by Midnight.</i></p>
<p><b>Nov. 21</b></p>	<p>3:00-4:30 Outline oral presentations and poster presentations  4:30-5:00 Group work</p>	<p><i>Turn in:</i></p> <ul style="list-style-type: none"> <li>• <i>REVISED and FULLY FORMATTED third written report assignment. All maps, figures, and tables should be in their final form. Also include marked up draft that was returned to you.</i></li> </ul> <p><i>Journal entries due by Midnight</i></p>
<p><b>Nov. 23</b></p>	<p>THANKSGIVING BREAK</p>	
<p><b>Nov. 28</b></p>	<p>3:00-3:30 Instructors and group leaders meeting  In-class group work with instructors: Prepare slides and outline for presentation. Check on draft poster.</p>	<p><i>Hand in:</i></p> <ul style="list-style-type: none"> <li>• <i>Final copy of invitation email</i></li> </ul>

<p><b>Nov. 30</b></p>	<p>3:00-5:00 First presentation run-through—you must prepare your presentation using PowerPoint. Your group’s presentation is limited to 6 minutes of talking and 2 minutes for questions from the audience. You may NOT exceed the time allotted for talking.</p> <p>Pick 2 people from your group to do the presenting. We fully expect that speakers will represent their group’s diversity.</p>	<p>Hand in:</p> <ul style="list-style-type: none"> <li>• <i>Draft poster (small size just for review 8.5 x 12 or 8.5 x 11)</i></li> </ul> <p>Hand in:  <b>Final report with ALL REVISIONS made and turned in to your faculty member for final check</b>, along with <b>all</b> marked up drafts that were returned to you. <b>BE SURE THAT EVERYTHING IS CORRECTLY FORMATTED.</b></p> <p><i>Journal entries due by Midnight</i></p>
<p><b>Dec. 5</b></p>	<p>3:00-5:00 Second presentation run-through.</p>	<p>Hand in:</p> <ul style="list-style-type: none"> <li>• <i>Second poster draft for final check (small size just for review 8.5 x 12 or 8.5 x 11)</i></li> </ul>
<p><b>Dec. 7</b></p>	<p>3:00-5:00 Third presentation run-through.</p> <p>All students MUST sign up for their exit interview with their faculty member.</p>	<p><b>Poster completed and submitted by students for printing. Reports printed &amp; bound by instructors.</b></p> <p><i>Journal entries due by Midnight.</i></p>
<p><b>Dec. 12</b></p>	<p>3:00-5:00 Final refinements of the presentation.</p>	<p><i>Reflection Question #4 due by Exit Interview.</i></p>
<p><b>Dec. 13</b></p>	<p><b>6:30-8:30pm                  Presentation to Roseville                  Staff, Council members, invited guests, and public</b></p> <p><a href="http://www.cityofroseville.com/806/Directions">http://www.cityofroseville.com/806/Directions</a></p>	<p><b>ALL STUDENTS MUST BE PRESENT</b></p> <p><b>Arrive NO LATER THAN 5:30pm!</b></p> <p><b>Presentation                  City Hall                  2661 Civic Center Drive                  Roseville, MN 55113</b></p>
<p><b>Dec. 14<sup>th</sup>-                  15<sup>th</sup></b></p>	<p>Exit interviews – as scheduled with your instructor</p> <p><i>(There is no class meeting during the final exam period)</i></p>	<p>During Exit Interview: Hand in the original and one copy of your Group Evaluation Form. In addition, bring 1 copy of your reflection question #4. You cannot do the exit interview</p>

		without a completed Group Evaluation Form.
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