

Submit originals and one copy and electronic copy to the Faculty Senate Office  
(Email electronic copy to jbharvie@alaska.edu)

**REQUEST FOR CORE WRITING INTENSIVE DESIGNATOR**  
**REVISED AND RESUBMITTED 1/28/15**

**SUBMITTED BY:**

Department	<b>ALASKA NATIVE STUDIES &amp; RURAL DEVELOPMENT</b>	College/School	<b>CRCD</b>
Prepared by	<b>JENNY BELL-JONES</b>	Phone	<b>907 474 6842</b>
Email Contact	<b>jbjones@alaska.edu</b>		<b>DIANE BENSON debenson2@alaska.edu</b>

See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**1. COURSE IDENTIFICATION:**

Dept	<b>ANS</b>	Course #	<b>478W</b>	No. of Credits	<b>3</b>
------	------------	----------	-------------	----------------	----------

<b>COURSE TITLE</b>	<b>ALASKA NATIVE STUDIES SENIOR THESIS</b>
---------------------	--

Existing Course	<input type="checkbox"/>	New Course Pending Approval*	<input checked="" type="checkbox"/>
-----------------	--------------------------	------------------------------	-------------------------------------

\*Must be approved by appropriate Curriculum Council.)

**2. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits. If there extensive changes to an existing course, include the CHANGED CATALOG DESCRIPTION as well. (Doing so will facilitate correct Banner entries.)**

ANS 478W Alaska Native Studies Senior Thesis 3 credits offered spring  
This is a capstone course that allows the student to draw together the concepts, ideas, vocabulary, case studies and situations learned in Alaska Native Studies courses and in their concentration area and to apply them in a way that results in either an expansion and extension of students' knowledge or in a tangible product that benefits others. ANS 478W enables students to develop a research paper (about 30 to 35 pages in length) exploring a specific Native Studies topic of their choice, building on concepts learned in the ANS program. This course is required for Alaska Native Studies majors. **PREREQUISITES:** Senior standing required. Also completion of ANS 350 and RD350 or permission of the instructor

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course designator applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

**The Alaska Native Studies Program is a rigorous program of study with courses intended to support skillsets for students who will find careers in leadership with Tribes and other Native organizations and/or within the state or federal governments. We expect a significant number of our graduates to continue their education either in law school or in some other field at the graduate level. The Alaska Native Studies Senior Thesis is intended to provide a capstone course (required by the Faculty Senate for all BA programs as of December 2014) for these students, which will challenge them to synthesize their learning and will require results that indicate high levels of research and writing competency. We have developed a comprehensive syllabus that requires intensive writing work throughout, with the intention that our**

students, who will know this is ahead of them when they come into the program, will strive to produce their best quality work. We feel that an undergraduate course with a minimum page requirement of 30 pages which focuses so heavily on writing warrants the inclusion of the “W” designator, and in turn this will result in enhanced student learning outcomes.

**\*Please review pink highlighted sections of the grading table and schedule (week 8) in the attached syllabus to see percentages of the grade attributed to basic elements noted below.**

The **attached syllabus** must clearly reflect the following basic elements for a class to be **WRITING INTENSIVE**. Please note them directly on the syllabus, using the corresponding letter.

- A** A majority of the final grade is derived from writing activities
- B** A research paper/project
- C** Personal conference with the student
- D** Drafts/revisions/Feedback

**APPROVALS:**

	Date	1/28/15
Signature, Chair, Program/Department of: <b>DANSRD</b>		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

	Date	
Signature, Chair, Senate Core Review Committee		



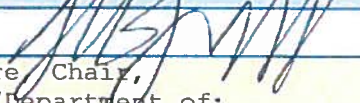

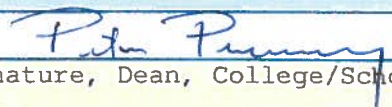
as of December 2014) for these students, which will challenge them to synthesize their learning and will require results that indicate high levels of research and writing competency. We have developed a comprehensive syllabus that requires intensive writing work throughout, with the intention that our students, who will know this is ahead of them when they come into the program, will strive to produce their best quality work. We feel that an undergraduate course with a minimum page requirement of 30 pages which focuses so heavily on writing warrants the inclusion of the "W" designator, and in turn this will result in enhanced student learning outcomes.

\*Please review pink highlighted sections of the grading table and schedule (week 8) in the attached syllabus to see percentages of the grade attributed to basic elements noted below.

The attached syllabus must clearly reflect the following basic elements for a class to be **WRITING INTENSIVE**. Please note them directly on the syllabus, using the corresponding letter.

- A A majority of the final grade is derived from writing activities
- B A research paper/project
- C Personal conference with the student
- D Drafts/revisions/Feedback

**APPROVALS:**

		Date	1/28/15
Signature, Chair, Program/Department of:		DANSRD	
		Date	24 Feb 2015
Signature, Chair, College/School Curriculum Council for:		CRCD	
		Date	2/24/15
Signature, Dean, College/School of:			

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

		Date	
Signature, Chair, Senate Core Review Committee			

**University of Alaska Fairbanks  
College of Rural and Community Development  
Department of Alaska Native Studies and Rural Development**

**ANS 478W – Alaska Native Studies Senior Thesis**

**COURSE SYLLABUS**

**Fall 2015**

3 Credits – Audio-Conference Course

Course Meets (One 3 hour meeting per week TBD)

**Call-In Number:** 1-800-570-3591

**Student Pin:** 2823276

**Requirements:** Phone and computer or means to call into audio conferences, and to access and utilize the Internet, Blackboard, and e-mail

**INSTRUCTOR:**

Diane E Benson, MFA  
2221 E Northern Lights Blvd., Suite 121  
Anchorage, AK 99508

Office: 907-279-2706  
Fax: 907-279-2716  
[Debenson2@alaska.edu](mailto:Debenson2@alaska.edu)

**OFFICE HOURS:** By Appointment

Prior to course start: Complete the ANS 478W Senior Thesis Research Outline Form (available on the DANSRD website)

**COURSE DESCRIPTION** (Proposed Catalogue Description pending approval)

ANS 478W Alaska Native Studies Senior Thesis 3 credits offered spring

This is a capstone course that allows the student to draw together the concepts, ideas, vocabulary, case studies and situations learned in Alaska Native Studies courses and in their concentration area and to apply them in a way that results in either an expansion and extension of students' knowledge or in a tangible product that benefits others. ANS 478W enables students to develop a research paper (about 30 to 35 pages in length) exploring a specific Native Studies topic of their choice, building on concepts learned in the ANS program. This course is required for Alaska Native Studies majors.

**PREREQUISITES:** Senior standing required. Also completion of ANS 350 and RD350 or permission of the instructor

## **INSTRUCTIONAL METHODS**

The course will use the Blackboard on-line system for delivery of course materials and submission of assignments as well as audio-conference for course lectures, student discussions, and individual conferences, and the use of e-mail communications between students and the instructor.

## **REQUIRED TEXTS**

-*How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper* by Charles Lipson, 2005. (Hardcover, Kindle, or Paperback)

-*CliffsQuickReview Writing: Grammar, Usage, and Style* by J. Eggenschwiler & E. D. Biggs (2001 or later)

-*The APA Pocket Handbook: Rules for Format and Documentation* by Jill Rossiter (2007 or later)

## **REQUIRED READINGS**

The Elements of Style [This is an abbreviated version of the Strunk and White text]

<http://faculty.washington.edu/heagerty/Courses/b572/public/StrunkWhite.pdf>

Student Media Guide to Copyright Law: <http://www.splc.org/article/1998/01/the-student-media-guide-to-copyright-law>

APA Citation Style: <https://www.library.cornell.edu/research/citation/apa>

Citing/Documenting Resources: <http://library.uaf.edu/lis101-citing>

## **COURSE GOALS**

Students will:

- Develop a thesis question and statement and outline a draft.
- Demonstrate and utilize elements of writing and style.
- Advance their learning and ability to format a paper and cite sources.
- Research their chosen subject and utilize various research sources.
- Further learn and practice ethical research.
- Write, edit and polish a critical research thesis.
- Learn about submitting academic work for publication and/or presentation.

## **STUDENT LEARNING OUTCOMES**

At the completion of ANS 478 students will be able to write a 30 to 35 page paper ready for submission to an academic publication. They will be able to demonstrate their research capabilities via this writing and to produce a finished document that properly informs their readership on the chosen subject.

## **ACADEMIC EXPECTATIONS/COURSE POLICIES:**

Academic Integrity: All work developed and submitted in this course must be the student's own. All sources, including ideas, quotations, and paraphrases, must be documented using the DANSRD required American Psychological Association (APA) style. APA style must be used to format papers and for the citations of sources.

Plagiarism also includes “self-plagiarism,” meaning using all or part of a paper that was written previously for a different class or assignment and failing to indicate that it is earlier work. In addition, material copied from a course lecture or web link but not appropriately cited is also regarded as plagiarism. The discovery of plagiarism will result in a failing grade for the paper and potentially, failure for the course. Students are strongly urged to visit the following websites:

1. Examples of Plagiarism: <http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf>
2. University of Alaska Student Code of Conduct: <http://www.uaa.alaska.edu/deanofstudents/StudentJudicialServices/code.cfm>

Attendance: It is imperative that students attend every class and be on time. If you miss a class you risk losing points for attendance as well as for any work or presentation due for that class period. You also will miss the lecture and the opportunity to ask questions. If, for some grave reason, you must miss a class session, out of courtesy to the instructor and your fellow students, please advise the instructor before class that you may be absent.

Participation: Students are expected to participate in classroom discussions and to be prepared. Students must read the assigned materials and bring thoughtful questions to class. Since this is a writing (W) intensive course, it is expected that you will practice effective communications in both speaking and writing.

Competency: It is expected that students will demonstrate an appropriate level of competency in information literacy using skills learned from previous courses to identify, locate and access needed information, and to evaluate content and integrate and communicate information, and to otherwise read and write with college level ability.

Computer Ability: Students must have the knowledge to make efficient use of computers, and of the internet and Blackboard.

Work Habits: While work habits differ from student to student, successful completion of your thesis requires you to work consistently over the course of the entire semester. You should set aside a regular time each week to work on this course, and to progress with both your research and your writing. A rushed, last-minute effort at the end of the semester will be obvious and is not acceptable.

### **ABOUT THE THESIS REQUIREMENTS**

Typically, your topic for the paper in this course will relate closely to your concentration area (i.e. Alaska Native Forms of Cultural Expression, Alaska Native Education, Alaska Native Language, Alaska Native Law, Government and Politics). The final product will be a polished work that reflects your best abilities in doing careful research and writing, critical thinking, and effective oral communication. This thesis may be useful to you in

job interviews or in applications for graduate school. ANS 478W is recognized as a three credit upper-division writing intensive class (W). This means that part of the conferences and progress evaluations will focus on your writing and that you will be expected to achieve and maintain excellence in writing, and that writing will constitute a significant part of your final grade.

Selecting a Topic: In selecting a topic, you should think both about a specific issue and its larger historical, political, educational, or socio-cultural context. Look back in your notes and readings from ANS core courses like ANS 350 and ANS 401. You may wish to discuss your ideas and “brainstorm” with faculty members and with fellow students. As a part of your ANS program, you identified a “concentration area.” This might help you focus on a topic. Another approach to selecting a topic is to identify a topic or issue which you simply want to learn more about and develop expertise in.

Some examples of senior thesis topics:

- An analysis of socio-economic and cultural *impacts of oil and gas leasing* on Kenai Peninsula communities
- *The case for sustainability as a central criterion in planning* for a southwest Alaska Yup'ik community
- *The historical evolution of community healing* in an Interior Alaska Athabaskan village
- The cultural roots of *entrepreneurship* as a role within indigenous communities
- Strategies for *improving educational and training opportunities* in Aleutian-Pribilof Island communities
- A plan for *supporting students* in their post-secondary education programs and degree completions
- The value of the internet to students and researchers in accessing information about *indigenous claims and settlements around the world*
- A manual *introducing subsistence* to lay-persons that contrasts legal and indigenous perspectives relating to this topic

**Very early identification of an appropriate topic is critical to successful and on-time completion of your work. This is why you are asked to complete a Research Thesis Outline Form prior to the first day of class. It gets you thinking and gets you started.**

The Thesis Statement: You will develop a thesis statement early on in the course. Your thesis statement might regard research of tribal courts, Native issues in schools in your region, language and cultural retention issues, or any other topic related to Alaska Native Studies. This is the focal point for the development of your paper. Keep in mind your paper should not only describe a specific issue or problem, but also provide context. And regardless of whether your primary intention is to analyze, argue, or explain your topic, your thesis statement should be carefully crafted.

NOTE: It is important to bear in mind that you must include in your paper a **description of your process, and address such things as how and why you decided on and developed your particular thesis, what challenges you had to overcome, what you learned, what you would change, and what future research it suggests.**

Research: You should plan to draw upon a number of different sources for your paper. Both written (Library/internet) and oral sources (interviews/oral histories) may be used.

**Successful completion of this course requires:**

- early identification and narrowing of topic,
- early completion of a written introduction,
- systematic search for appropriate written and other sources (e.g., oral history or other interviews),
- clear understanding of major concepts and issues,
- meeting deadlines for each state of project preparation,
- adherence to agreed-upon deadlines for review by faculty.

**STUDENT EVALUATIONS AND GRADES**

Grading is based on the standards below and computed as follows:

- Class attendance and participation                      15%
- Writing assignments    21%
- Progress updates as scheduled                              15%
- Final draft of paper    10%
- Oral presentation of paper                                      9%
- Final paper    30%
- Total    100%

	Number Given	Point per Unit	Points Value	% of Grade
Attendance & Participation	15	1	15	15%
Periodic Writing Assignments	7	3	21	21% <b><u>A</u></b>
Progress Updates	3	5	15	15% <b><u>D &amp; A</u></b>
Final Draft	1	10	10	10% <b><u>A, B &amp; D</u></b>
Oral Presentation	1	9	9	9%
Final Paper	1	30	30	30% <b><u>A &amp; B</u></b>
TOTALS			100 Points	100%

NOTE: bold letters and highlights are included in table to assist with Format 7 review. They will be removed after review is completed as will the highlight in week 8 (3)



Plus and minus grades will be assigned. Their numerical values can be found under Academics and Regulations; Grading System and Grade Point Average Computation in the 2014-2015 UAF electronic catalog. Rules regarding "C" grades may be reviewed at [http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

**Students should review the "What Makes it an A" on Blackboard to see what the instructor expects for an "A" grade paper!**

#### **INSTRUCTOR POLICY ON ATTENDANCE & INCOMPLETE GRADES:**

An "I" (Incomplete) grade will be given only in circumstances of documented serious emergency. Since this course is a requirement for graduation from the Alaska Native Studies program and is usually taken during the final semester before graduation, students who receive an "I" grade need to be aware that this will prevent them from graduating.

Attendance is mandatory. Attendance accounts for 15% of your overall grade but if you miss two or more classes you will find that you cannot successfully complete the other 85% so it is a very important 15%. Even if absences are excused, you will still lose points, as well as the benefit of class discussion. Do not expect to get by merely listening to the class recording. It is in your best interest to attend class.

NOTE: Please, if you have any questions at any time throughout this course, or any questions about the syllabus, notify me. It is your responsibility to contact me for clarification and assistance.

#### **WRITING ASSISTANCE**

The UAF Writing Center provides assistance as quoted from their website: [uaf-writing-center@alaska.edu](mailto:uaf-writing-center@alaska.edu)

"The UAF Writing Center employs a full staff of graduate level tutors who are trained to give writing and formatting advice on any project at any stage of conception -- from brainstorming to final edits. **For those of you unable to meet us on-site, we offer distance tutorials by phone from 7-10 pm on Monday through Thursday, and from 1-6pm on Sundays.**

Any interested students should contact the Writing Center by phone at [\(907\) 474-5314](tel:9074745314) or by email at [fywrc@uaf.edu](mailto:fywrc@uaf.edu) to set up an appointment. We will ask students to email us a draft of their work (or prompt if they haven't yet started) at least an hour before the designated appointment time for review."

#### **OTHER UAF STUDENT SUPPORT SERVICES:**

- Office of Information Technology 907-450-8300 (1-800-478-8226) [www.alaska.edu/oit/index.xml](http://www.alaska.edu/oit/index.xml) or email [helpdesk@alaska.edu](mailto:helpdesk@alaska.edu)
- Off-campus Library 907-474-7482 (1-800-478-5348) <http://library.uaf.edu/offcampus>

- CRCD Bookstore 907-474-7711 (1-877-651-4002) or email at [CRCD-gotbooks@alaska.edu](mailto:CRCD-gotbooks@alaska.edu). Website: <http://www.crcd.uaf.rural.bkstr.com/>

**STUDENTS WITH DISABILITIES:**

Students with a documented disability requiring accommodations should notify the instructor at the beginning of the semester. The Office of Disability Services implements the Americans with Disabilities Act (ADA) and insures that UAF students have equal access to the campus and to course materials. The instructor will work with the Office of Disabilities Services to provide reasonable accommodations and access for students with disabilities. (907-474-5655). [Uaf-disabilityservices@alaska.edu](mailto:Uaf-disabilityservices@alaska.edu)

**TITLE IX BOR POLICY ON DISCRIMINATION, HARASSMENT AND VIOLENCE**

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) You may access confidential counseling by contacting the UA Health & Counseling Center at 474-7043
- 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
- 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

**Department of Alaska Native Studies & Rural Development Mission Statement**

“Our mission is to strengthen leadership capacity for rural and indigenous communities in Alaska and the circumpolar North through degree programs that promote academic excellence, personal development, professional skills, global awareness, respect for indigenous cultures, and commitment to community. We seek to include a keen awareness of the scope, richness, and variety of Alaska Native cultural heritages, and a series of critical perspectives on the historical and the contemporary indigenous experience for all our students.”

## SCHEDULE FOR ANS 478W SENIOR THESIS

### I. PRE-WRITE PHASE

#### **WEEK 1 – DUE: ANS 478W SENIOR THESIS RESEARCH OUTLINE FORM**

Introductions, Syllabus & Course Overview

**Discussion:** Selecting the Topic/the Thesis Statement

Diagnostic: In-class writing exercise – when completed submit via e-mail to instructor  
(not graded)

ASSIGNMENT: (To do before next week)

1. Read: Thesis Statements, UNC Chapel Hill, online at - <http://writingcenter.unc.edu/handouts/thesis-statements/>
2. Read: Lipson, Chapters 1 - Introduction, 2 – Useful nuts and bolts, 3 – Taking effective notes and avoiding plagiarism, & 4 – Refining your topic, writing a proposal, and beginning research
3. Write: Prospectus Draft – tell what you intend to do and how you plan to go about it. Submit on Blackboard

#### **WEEK 2 – DUE: PROSPECTUS DRAFT (3 PTS)**

**Discussion:** Refining your topic/Topic Revision

ASSIGNMENT:

1. Read: Lipson, Chapters 13 – Working Efficiently, & 15 – Thesis time schedule
2. Write: Edit and finalize Prospectus and post on Blackboard

#### **WEEK 3 – DUE: FINAL PROSPECTUS (3 PTS)**

**Discussion:** The Thesis time schedule/Outline

ASSIGNMENT:

1. Read: Lipson, Chapters 5 – What is good thesis research? & 7 – Every thesis should have a thesis
2. Write: Progress Report #1 – Summarize your readings. Develop your bibliography and List of references. Include preliminary annotated bibliography/list of references (what you have already read, what you are reading now, what do you still plan to read). Post on Blackboard

#### **WEEK 4 – DUE: PROGRESS REPORT #1 ESSAY & BIBLIOGRAPHY (5 PTS)**

**Discussion:** Interviews/Research

Will you interview people? Who?

ASSIGNMENT:

1. Read: Protecting Sources & Information: <http://www.splc.org/page/protecting-sources-information>

2. Read: Interview: Alaska Native Elders Share the Secrets of Successful Aging:  
<http://aginghorizons.com/2011/06/interview-alaskan-native-elders-share-the-secrets-of-successful-aging/>
3. Read: Writing About Cultures:  
<http://www.uvm.edu/wid/writingcenter/tutortips/anthroculture.html>
4. Write: What will you ask them? Write an essay on interviewing and include at end a list of potential questions for your interview(s). 2-3 PAGES

### **WEEK 5 – DUE: ESSAY ON INTERVIEWING WITH QUESTIONS (3 PTS)**

**Discussion:** Doing Research/Library and Internet Research

ASSIGNMENT:

1. Read Lipson, Chapters 8 – Planning and prewriting: how do they help your thesis?, 9 – Writing your best, 10 – Effective openings, smooth transitions, and strong closings
2. Write: Abstract and post on Blackboard

## II. DRAFT PHASE

### **WEEK 6 – DUE: ABSTRACT (3 PTS)**

**Discussion:** Formatting Style/Writing

ASSIGNMENT:

1. Read: Lipson, Chapter 6 – Using case studies effectively
2. Read: How to Write a Good Case Study:  
<http://www.gttp.org/docs/HowToWriteAGoodCase.pdf>
3. Read: Genres in Academic Writing: Case Studies:  
<http://www.uefap.com/writing/genre/casestud.htm>
4. Write: Complete paper Outline and draft an Introduction (Post on Blackboard)

### **WEEK 7 – DUE: PROGRESS REPORT #2 DETAILED OUTLINE AND INTRODUCTION (5 PTS)**

**Discussion:** Utilizing Case Studies/Learning from Case Studies

ASSIGNMENT:

1. Read Lipson: Chapters 11 – Good editing makes good writing, 12 – Presenting information visually
2. Write: Draft and edit a stand-alone section for your paper

### **WEEK 8 – DUE: ESSAY – A STAND-ALONE SECTION OF YOUR PAPER (3 PTS)**

**Discussion:** Writing, Editing and Style

ASSIGNMENT:

1. Read: Lipson, Chapters 14 – Overcoming Problems, 16 – Tips and Reminders
  2. Write: Summary of your Research; how is it used in your paper? Explain
  3. **Schedule your personal conference with the instructor to review your progress.**
- Conferences must take place by the end of week nine! C**



### **WEEK 9 – DUE: PROGRESS REPORT #3 SUMMARY OF RESEARCH (5 PTS)**

**Discussion:** A review

**ASSIGNMENT:** Read

1. 15 Copyright Rules every Student should know:  
<http://www.onlinecolleges.net/15-copyright-rules-every-student-should-know/>
2. Ultimate Guide to Copyright for Students:  
<http://www.whoishostingthis.com/resources/student-copyright/>
3. Copyright Basics for Graduate Students:  
[http://library.uoregon.edu/diglib/irg/copyright\\_grad\\_students.html](http://library.uoregon.edu/diglib/irg/copyright_grad_students.html)
4. Student Media Guide to Copyright Law:  
<http://www.splc.org/article/1998/01/the-student-media-guide-to-copyright-law>
5. Write: Work on the mid-section (body) of your paper

### **WEEK 10 – DUE: MID-SECTION DRAFT (3PTS)**

**Discussion:** Understanding Plagiarism and Copyright

**ASSIGNMENT:**

1. Read: Lipson, Chapter 17 – Frequently Asked Questions
2. Write: Complete Draft of final paper

### III. REWRITE PHASE

### **WEEK 11 – DUE: DRAFT OF PAPER (10 PTS)**

**Discussion:** Editing Your Draft

**ASSIGNMENT:**

1. Read: Lipson, Chapter 18 – What to do when you're all done
2. Write: An annotated Bibliography and Post on Blackboard

### **WEEK 12 – DUE: ANNOTATED BIBLIOGRAPHY (3 PTS)**

**Discussion:** Footnotes & Citations

**ASSIGNMENT:**

1. Read: Lipson, Chapter 19 – Thesis defense and second readers : questions and answers
2. Read: Academic journal articles(TBD)
3. Write and Edit

### **WEEK 13 – FINALIZING YOUR PAPER**

**Discussion:** Choosing a Journal and Submitting

**ASSIGNMENT:**

Finalize and Polish Paper

### **WEEK 14 – AUDIO-CONFERENCE PRESENTATIONS (9 PTS)**

**Discussion:** Q & A

**ASSIGNMENT:**

Finalize and Polish Paper

**WEEK 15 – AUDIO-CONFERENCE PRESENTATIONS CONTINUED**

**DUE: FINAL PAPER (30 PTS)**

**Discussion:** Wrap up

You've done it! Congratulations!!