**Introduction to Historical Research/**

**Research in Disability Studies**

**HIST 3300-005/DS 3331-001, Fall 2014**

**Tuesday & Thursday, 11:00-12:20 pm**

**University Hall 13**

**Professor:** Dr. Sarah Rose

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**Department of History phone:** 817-272-2861

**Faculty Profile:** http://www.uta.edu/profiles/Sarah-Rose

**Office:** UH 328

**Office Hours:** Tuesdays & Thursdays, 2:30-4:00 pm

**COURSE DESCRIPTION**

This course will introduce students to the craft of history in a hands-on manner. Students will explore the nature of history, the standards historians seek to follow, different ways of writing history, methods for evaluating evidence, and how to structure a narrative. To better focus our investigations, this class will concentrate on the history of disability—a field that ranges from madness, prosthetics, and freak shows to wheelchair sports, injured veterans, and , among many other topics.

This course is designed to break the process of research and writing into a series of manageable steps and to help students build the analytical, research, and writing skills crucial for upper-level history classes.  We will begin by exploring major perspectives on the writing of disability history; our primary focus will be on the United States but with some excursions elsewhere. Students will then frame their own essay-length studies on a topic within the history of disability that can be written using ample online primary sources, as well as locally-available sources. Past topics have included the history of accessibility in video games, masculinity and injuries in professional football, artistic representations of medieval madness, and uranium mining on the Navajo reservation, among others.

This course counts toward the Minor in Disability Studies (<http://disabilitystudies.uta.edu>)

**STUDENT LEARNING OUTCOMES**

After successfully completing this course, students will be able to:

1. Gather and distinguish between primary and secondary sources.
2. Analyze competing secondary historical accounts and discuss the differences in historians’ interpretations of past events.
3. Drawing on their secondary historical knowledge, analyze and interpret primary sources in historical context.
4. Write a thesis-driven essay that presents a new and coherent interpretation of an aspect of U.S. disability history.

**REQUIRED TEXTS (available on 2-hour reserve at the Central Library)**

Richard A. Marius and Melvin E. Page, *A Short Guide to Writing about History, 9th edition* (New York: Longman, 2015)

Kim E. Nielsen, *A Disability History of the United States* (New York: Beacon, 2012)

**RECOMMENDED TEXT (two copies available at reference desk at floor 2)**

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations, 7th edition* (Chicago: University of Chicago Press, 2007)

(or more limited online version at <http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html>)

**BLACKBOARD MATERIALS**

All other readings will be available via the class Blackboard site. You can access these materials by navigating to <https://elearn.uta.edu> and logging in with your UTA NetID and password. Select HIST 3300-005, then “Readings” on the left-hand menu.

Please bring all readings under discussion to class.

**COURSE REQUIREMENTS**

Participation and attendance 10% (100 points)

Journal entries 2.0% each (100 points total)

Analytical outlines 12% (120 points)

Research development assignments 13% (130 points)

Draft of research paper 20% (200 points)

Final revision of research paper 25% (250 points)

Oral presentation of research 10% (100 points)

**Grading scale:** A = 900-1000 points; B = 800-899 points; C = 700-799 points; D = 600-699 points;   
F = 599 points and below

I will post grades for all assignments on Blackboard, as well as a midterm progress grade for participation.

**Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend *at least* an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, conducting research.

***Regular class attendance and participation (10%):*** As with any course, participation is crucial for success in this class. Good participation involves three inter-connected elements: preparation, attendance, and engaged participation.

Preparation: I expect you to prepare by critically reading the assigned materials *before class*. I strongly advise that you mark up the readings and/or take notes and bring these notes to class. *Please bring make sure to bring all readings under discussion to class.*

Attendance: At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I require attendance.

You cannot participate unless you attend class and arrive on time. I understand that the unexpected can occur, and you are *allowed two* *unexcused absences* without affecting your grade. Regular tardiness or leaving early will also affect your grade. If you miss class for a legitimate reason (documented family emergency, illness, athletic team event, etc.), you must contact me in advance if at all possible. Each class, I will pass around a sign-in sheet. It is your responsibility to make sure that you sign in.

0-2 unexcused absences A = maximum participation grade

3 unexcused absences B = maximum participation grade

4 unexcused absences C = maximum participation grade

5 unexcused absences D = maximum participation grade

6+ unexcused absences F = maximum participation grade

Engaged Participation: Good participation means contributing thoughtfully to discussions and in-class activities and demonstrating careful consideration of the readings. It also means asking good questions just as much as knowing how to answer a question. During discussions, please keep in mind that the goal is balanced participation. If you find yourself hogging the floor, please yield it; if you find yourself being a wallflower, please speak up.

***Journal entries (10%)*:** To help you prepare for class discussion and practice careful, analytical reading, you will submit five journal entries on Blackboard during the first several weeks of class. The seven dates for which journal entries can be submitted are marked in the syllabus with “Assignment: Journal entry.” You can therefore choose to skip two of those days. Each graded entry will be worth 20 points (or 2% of your grade). Journals are due by 10 am on the day of class.

Journal entries should be ~2 substantial paragraphs long and should respond to the question posted for that day. (<http://elearn.uta.edu>). Each journal entry should directly engage with the readings for that day (e.g., quotes or examples); please give a page number if you use a quote.

***Analytical outlines (12%):*** This assignment will help you practice critical reading skills and prepare you for upper-level history coursework. You will submit three analytical outlines of articles that we will read in class. Each outline should cover the following topics: 1) identify the historical problem or question that the author is seeking to address, 2) outline the major arguments and sub-arguments, 3) identify the primary sources used by the author, 4) state the implications of the argument for disability history, and 5) state your evaluation of the article. The analytical outlines will be worth 30, 40, and 50 points, respectively, and will be due on Sept. 2, Sept. 9, & Sept. 25.

***Research development assignments (13%):***research questions, proposal, annotated bibliography, and “first page of paper.” You must turn in these assignments on time to receive these points.

Research questions (~1 page, 30 points), *due Sept. 23*: State and briefly discuss 3-4 questions that you are interested in investigating within disability history. Explain why these questions might be important to the larger field of study and why you are interested in them.

Research plan and annotated bibliography (3-4 pages, 50 points), *due Oct. 9:* Your research plan should outline your research topic, explain what historical questions your essay will attempt to answer, indicate how several other historians have approached this topic, and suggest how your research will contribute to current scholarship. Think about what might be controversial about your topic, unexplained, incomplete, or in need of reinterpretation. Although you probably will have several research questions that you wish to answer, focus on outlining an overarching question that will drive your research. Finally, address the “so what?” question: why is your project important and interesting to the study of history, writ large?

The annotated bibliography should briefly discuss the primary sources and secondary sources that you have found so far. Explain the different types of primary sources that you have identified, their location, and what they contain that is important for your project. Briefly comment on the books, journal articles, and book chapters that you have found thus far and their relevance to your project. If you are covering a topic about which no one else has written, explore what scholars have written on similar topics.

“First page” of research paper, *due Nov.* 4 in class (50 points): This is a first stab at writing your introduction in a clear and intriguing way. The introduction is always the hardest section to write, but we will discuss strategies and share “first pages” (first 2-3 pages if necessary) in class. Bring enough copies for everyone to read.

Grades for written work will be based on both the content and the quality of writing. Your paper must be typed in a standard 12-point font (e.g., Times, not Courier). You must properly cite all quotes, paraphrases, and ideas. We will discuss proper citation format in class.

***Draft of research paper (20%):*** due to my office (UH 328) or the History Department office (UH 201) with a time stamp **by 12:20 pm on Thursday, November 20;** please also upload your draft to Blackboard.

This paper should draw on your research in primary and secondary sources and be 15-20 pages in length. You must have a thesis based on evidence that you thoroughly discuss within the body of the paper. Your draft must be properly footnoted (or an honest effort at following Turabian/Chicago style) and must be virtually free of grammatical errors. You must have someone else proofread it before you turn it in.

***Oral presentation (10%):*** A ten-minute presentation near the end of the semester in which you outline your major research question, your key sources, and your findings, as well as answer questions from classmates. These presentations will be graded on clarity, organization, and presentation of your major argument and evidence. If at all possible, presentations should include illustrations and a good PowerPoint; we will talk about how to use PowerPoint. All students are expected to attend the presentations and to offer constructive criticism to their peers.

***Final version of research paper (25%):*** due to my office (UH 328) or the History Department office (UH 201) **with a time stamp by 1:30 pm on Thursday, December 9;** please also upload your draft to Blackboard. The final version should be revised in accordance with the comments that you receive on your draft and oral presentation.

**Librarians to Contact:** Ben Huseman ([huseman@uta.edu](mailto:huseman@uta.edu)) and Leslie Wagner ([leslie.wagner@uta.edu](mailto:leslie.wagner@uta.edu))

**Etiquette**

I strive to create a respectful, distraction-free learning environment. Please be respectful of the class and your fellow students.*You are expected to arrive on time and remain for the duration of the class.* Please inform me if you need to leave early. *Cell phones and pagers must be turned off during class.*

If you are regularly absent, routinely arrive late or leave the room during the middle of class, use your laptop for anything other than taking notes, play on your phone, sleep, send or read texts, read non-course materials during class, engage in chitchat during class, or otherwise neglect to participate, I will grade you down for the day and will not give you the benefit of the doubt if your final grade is on the border between two grades.

Unless you have a legitimate reason for having your phone out of your bag (e.g., family emergency) *and* you have asked permission from me, cell phones must remain on vibrate and in your bag for the duration of the class. Otherwise, I will count you as absent.

**Other notes on grading**

1. Extensions will only be granted in cases of documented emergencies (e.g., police report or doctor’s note). Late assignments will penalized one grade per day.
2. I will consider improvement in your work over the course of your semester when calculating your final grade.
3. You must complete all assignments to pass the course.

**IMPORTANT POLICIES**

This syllabus is subject to revision over the course of the semester. I will notify you about any changes in class and by e-mail.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** The final drop day is October 29. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364. Solutions that benefit one student can end up helping the class as a whole, so please feel free to come forward with any questions or suggestions inside or outside of class.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**My Plagiarism Policy:** If you copy someone else’s words or ideas—from the internet, books, other people’s papers, encyclopedias, among other sources—without crediting them and using quotation marks for any direct quotes, you are committing plagiarism. If you change just a few words and do not credit the author, that is also plagiarism. If you have any questions, please see me or consult Charles Lipson’s *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success*, 2nd edition (Chicago, 2008) in the library. Penalties for plagiarism on assignments will range from a zero on the assignment to an F in the class. I also will report you to the Office for Student Conduct, which might lead to expulsion if you have a record.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Writing Center:** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit [https://uta.mywconline.com/](https://owa.uta.edu/owa/luket@exchange.uta.edu/redir.aspx?C=jqplelmmw0KcvkWv1pRv_rHS8ofUUtFIXl_CWZTLffEmCPyZf3x4ncUbBmD9p3gSPROCbhSJj7U.&URL=https%3a%2f%2futa.mywconline.com%2f" \t "_blank) to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located in the center of UH on the side away from the main quadrangle. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

**SCHEDULE OF TOPICS AND ASSIGNMENTS**

**WEEK 1**

**August 21: Introductions**

* Read the full syllabus and e-mail me with any questions ([srose@uta.edu](mailto:srose@uta.edu))

**WEEK 2**

**August 26: What is disability? What is history? Reading secondary sources**

* Marius & Page, *A Short Guide*, p. 1-21
* Nielsen, *A Disability History of the United States*, introduction & ch. 1 (p. xi-xxiii and 1-11)

Assignment: Journal entry

**August 28: Disability in early America/Historical thinking**

* Marius & Page, *A Short Guide*, ch. 2 (p. 26-47)
* Nielsen, *A Disability History of the United States*, ch. 2 & 3 (p. 12-48)

Assignment: Journal entry

**WEEK 3**

**September 2: Disability & Community in Antebellum America/Plagiarism**

* Marius & Page, *A Short Guide*, p. 21-25
* Alice R. Wexler, “Chorea and Community in a Nineteenth-Century Town,” *Bulletin of the History of Medicine* 76, no. 3 (Fall 2002): 495-527 **(Blackboard)**
* Dea H. Boster, “An ‘Epeleptick’ Bondswoman: Fits, Slavery, and Power in the Antebellum South,” *Bulletin of the History of Medicine* 83, no. 2 (Summer 2009): 271-301 **(Blackboard)**

Assignment: Analytical outline #1 due

**September 4:** **The rise of the asylum/Evaluating primary sources**

* Nielsen, *A Disability History of the United States*, ch. 4 & 5 (p. 49-99)
* Primary sources:
  + Samuel Gridley Howe, “A Selection from *Report Made to the Legislature of Massachusetts Upon Idiocy* (1848)” from *Mental Retardation in America*, pp. 23-26 **(Blackboard)**
  + Examples of “ugly laws” from Susan M. Schweik, *The Ugly Laws: Disability in Public* (New York University Press, 2009), pp. 201-206 **(Blackboard)**

Assignment: Journal entry

**WEEK 4**

**September 9: Eugenics and citizenship/Locating primary sources—part 1**

* Nielsen, *A Disability History of the United States*, p. 100-102, 110-124 (parts of ch. 6)
* Douglas C. Baynton, “Defectives in the Land: Disability and American Immigration Policy, 1882-1924,” *Journal of American Ethnic History* (Spring 2005): 31-44 **(Blackboard)**
* Paul A. Lombardo, *Three Generations, No Imbeciles* (Johns Hopkins University Press, 2008), 1-29 **(Blackboard)**

Assignment: Analytical outline #2

**September 11:** **Life as a disabled worker/Locating primary sources—part 2**

* Sarah F. Rose, “‘We do not prefer cripples, but they can earn full wages’: Mechanization, Efficiency, and the Quest for Interchangeable Workers, 1880s-1920s,” in *No Right to Be Idle: The Invention of Disability, 1840s-1930s* (under advance contract with University of North Carolina Press) **(Blackboard)**
* Primary sources:
  + Letters from Ford Motor Company archives, research notes from social reformer John Fitch, 1937 strike article from *New York Times* **(Blackboard)**

Assignment: Journal entry & bring in a primary source on a topic that interests you

**WEEK 5**

**September 16: Research strategies workshop at library and Special Collections**

* Marius & Page, *A Short Guide*, p. 48-85 (ch. 3 and first part of ch. 4)

Assignment: Journal entry

**September 18: Meanings of disability/Visual sources**

* Douglas C. Baynton, “Disability and the Justification of Inequality in American History,” in *The New Disability History: American Perspectives*, ed. Paul K. Longmore and Lauri Umansky (New York: NYU Press, 2001), p. 33-57 **(Blackboard)**
* In *The New Disability History*: Rosemarie Garland Thomson, “Seeing the Disabled: Visual Rhetorics of Disability in Popular Photography,” in *The New Disability History*, p. 335-374 **(Blackboard)**

Assignment: Journal entry

**WEEK 6**

**September 23: Freak Shows/Historiography**

* Robert Bogdan, “The Social Construction of Freaks,” in *Freakery: Cultural Spectacles of the Extraordinary Body*, ed. Rosemarie Garland Thomson (1996), pp. 23-37 **(Blackboard)**
* David A. Gerber, “The ‘Careers’ of People Exhibited in Freak Shows: The Problem of Volition and Valorization,” in *Freakery* pp. 38-54 **(Blackboard)**
* Paul K. Longmore and Lauri Umansky, “Introduction: Disability History: From the Margins to the Mainstream,” in Longmore and Umansky, *The New Disability History*, pp. 1-29

Assignment: Research questions due; be prepared to briefly discuss yours in class

**September 25: The rehabilitation movement**

* In *The New Disability History*: K. Walter Hickel, “Medicine, Bureaucracy, and Social Welfare: The Politics of Disability Compensation for American Veterans of World War I,” pp. 236-267 **(Blackboard)**
* Daniel J. Wilson, “Passing in the Shadow of FDR: Polio Survivors, Passing, and the Negotiation of Disability” in *Disability and Passing*, pp. 13-35 **(Blackboard)**

Assignment: Analytical outline #3 due

**WEEK 7**

**September 30**: **Disability Communities, Disability Rights/Oral histories**

* Nielsen, *A Disability History of the United States*, ch. 7-8 and epilogue (p. 131-185)
* Primary sources:
  + Oral histories from Susan Schwartzenberg, *Becoming Citizens: Family Life and the Politics of Disability* (Seattle: University of Washington Press, 2005) **(Blackboard)**

Assignment: Journal entry

**\*\*\*\*September 30 & October 2-3:** individual meetings with professor about potential topic**\*\*\*\***

**October 2**: **Constructing a good proposal & bibliography, citing sources, & the research process**

* Marius and Page, *A Short Guide*, ch. 6 (p. 124-142)

**WEEK 8**

**October 7 & 9:** independent work on proposal and bibliography (no class)

Assignment: Research plan and annotated bibliography due by 12:20 pm on October 9

* Upload to Blackboard & bring paper copy to my office (UH 328) or to the department office (UH 201) with a time-stamp)

**WEEK 9**

**October 14 & 16:** work independently on research (no class)

**\*\*\*\*October 14, 15, & 16** individual meetings with professor about research plan & bibliography**\*\*\*\***

* Marius & Page, *A Short Guide*, p. 86-97 (part of ch. 4)

**WEEK 10**

**October 21 & 23:** independent work on your research and writing (no class)

**WEEK 11**

**October 28 & 30:** thesis and outlining workshops (class will be divided in half)

**WEEK 12**

**November 4: Framing your argument**

Assignment: “first page” of paper due

* Bring 20 copies of your “first page” to class; we will go over them as a group
* Be prepared to discuss what writing challenges you are facing, as well as ch. 5 of Marius and Page

**\*\*\*\*November 4, 5, & 6: The pleasure and pain of writing:** individual meetings with professor\*\*\*

* Marius & Page, *A Short Guide*, ch. 5 (p. 98-123)—be prepared to discuss it with me

**November 6: The makings of a good first draft**

* Read *all three* sample research papers posted on Blackboard. We will discuss these first in small groups and then move to a class-wide discussion of grammar, style, and citation.
* We will also discuss best practices for oral presentations and you will sign up for a time slot

**WEEK 13**

**November 11 & 13**: work independently on draft (no class)

**WEEK 14**

**November 18: Class presentations start (attendance required!)**

**November 20:** draft of research paper due in my office or UH 202 (with time stamp) by 12:30

pm; please also upload it to Blackboard! (no class this day)

**WEEK 15**

**November 25: Class presentations continue (attendance required);** continue revising draft

**\*\*\*\*November 24, 25, & 26:** Pick up drafts in individual meetings with professor**\*\*\*\***

**November 27: NO CLASS (Thanksgiving)**

**WEEK 16**

**December 2: Class presentations continue (attendance required);** continue revising draft

**Finals Week**

**Tuesday, December 9**: **Upload your final draft to Blackboard and deliver a paper version and your draft with my comments to my office or to UH 201 (with time stamp) by 1:30 pm.**

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

—Dr. Sarah Rose