

RECEIVED

MAR 31 2015

OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 10/2/2014

1b. Department/Division: Writing, Rhetoric and Digital Studies

1c. Contact Person

Name: Brian McNely

Email: brian.mcnelly@gmail.com

Phone: 859-218-0957

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: WRD 304

2c. Full Title: Writing in the Social Sciences

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Instruction and practice with the major genres and argumentative structures of writing in the social sciences. Special emphasis on—and practice with—the written norms that shape disciplinary knowledge in social scientific fields.

2k. Prerequisites, if any: Completion of Composition and Communication requirement or consent of instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: No

If No, explain: This course requires no new facilities, and several current WRD faculty members are qualified to teach WRD 304.

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This course will serve as the GCCR course for the Department of Political Science. In addition to serving our own majors and minors, we anticipate enrollments from Political Science to be between 90 and 120 students per year. We anticipate, therefore, that we will offer 3 to 5 sections per year.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain: This course requires no new facilities, and several current WRD faculty members are qualified to teach WRD 304.

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: This course will serve as the GCCR course for the Department of Political Science.

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JR1236|Jeffrey R Rice|WRD 304 NEW Dept Review|20141029

SIGNATURE|ACSI222|Anna C Harmon|WRD 304 NEW College Review|20141120

SIGNATURE|JMETT2|Joanie Ett-Mims|WRD 304 NEW Undergrad Council Review|20150331

General Course Information

- Full and accurate title of the course
- Departmental and college prefix
- Course prefix, number and section number
- Scheduled meeting day(s), time and place

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor
- Office phone number
- Office address
- UK email address
- Times of regularly scheduled office hours and if prior appointment is required

Course Description

- Reasonably detailed overview of the course (course description should match on syllabus and eCATS form)
- Prerequisites, if any (should match on syllabus and eCATS form)
- Student learning outcomes
- Course goals/objectives
- Required materials (textbook, lab materials, etc.)
- Outline of the content, which must conform to the Bulletin description
- Summary description of the components that contribute to the determination of course grade
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)
- Final examination information: date, time, duration and location
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus
- Policy on academic accommodations due to disability. Standard language is below:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

UGE Review ()

Add course description and prerequisites to syllabus

Include boilerplate policy for Academic Integrity

add midterm grading statement

Add make up policy for missed work with an excused absence

Course Policies

- Attendance**
- Excused absences**
- Make-up opportunities**
- Verification of absences**
- Submission of assignments**
- Academic integrity, cheating & plagiarism**
- Classroom behavior, decorum and civility**
- Professional preparations**
- Group work & student collaboration**

Committee Review ()

Comments

Courses Request Tracking

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate R

[Open in full window to print or save](#)

Attachments:

Upload File

	ID	Attachment
Delete	4190	WRD 304 UGC Review Checklist.docx
Delete	4600	WRD 304 Syllabus.pdf

1

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input checked="" type="radio"/> 3 Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

Instruction and practice with the major genres and argumentative structures of writing in the social sciences. Special emphasis on—and practice with—the written norms that shape disciplinary knowledge in social scientific fields.

k. Prerequisites, if any:

Completion of Composition and Communication requirement or consent of instructor.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

This course requires no new facilities, and several current WRD faculty members are qualified to teach WRD 304.

6. * What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

This course will serve as the GCCR course for the Department of Political Science. In addition to serving our own majors and minors, we anticipate enrollments from Political Science to be between 90 and 120 students per year.

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement [§] for ANY program? Yes No

If YES [§], list affected programs:

This course will serve as the GCCR course for the Department of Political Science.

10. Information to be Placed on Syllabus.

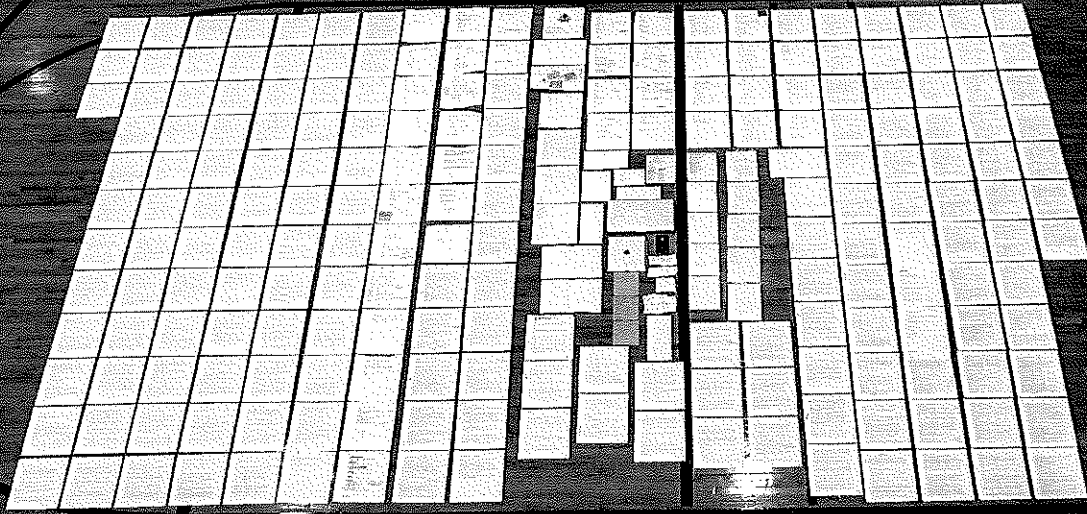
a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

[§] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
^{§§} The chair of the cross-listing department must sign off on the Signature Routing Log.

[304]



[WRITING IN THE SOCIAL SCIENCES]

WRD 304-001 :: Generic

T/TH 9:30-10:45 :: WTYL B-35

Brian J. McNely, Ph.D.

POT 1315 | brian.mcnely@uky.edu | [@bmcnely](https://twitter.com/bmcnely)

Office Hours :: T/TH 2:00-3:15 and by appointment

[ABOUT]

Course Description

Instruction and practice with the major genres and argumentative structures of writing in the social sciences. Special emphasis on—and practice with—the written norms that shape disciplinary knowledge in social scientific fields.

Prerequisites

Completion of Composition and Communication requirement or consent of instructor.

“Writing does not exist apart from its uses, for it is a tool for accomplishing object(ive)s beyond itself. The tool is continually transformed by its use into myriad and always changing genres.” “Learning to write means learning to write in the ways (genres) those in an activity system write.” Genres, therefore, are “historically constituted ways of forming and using this tool called writing among the people who carry on an activity.” “There is no autonomous, generalizable skill or set of skills called 'writing' that can be learned and applied to all genres or activities.”

— Russell, 1995

“Genres are not simply text types; they are culturally and historically grounded ways of 'seeing and conceptualizing reality.'”

— Spinuzzi, 2003

Over the next 16 weeks, we'll explore writing in the social sciences by focusing on the culturally and historically conditioned ways in which social scientific genres and arguments play out in actual practice. Common written genres and subgenres in the social sciences are typified responses to recurring situations shaped by field-specific norms and expectations. It is through these common genres that social scientists make things happen and effect change in the world.

Genres are “traditions of producing, using, and interpreting artifacts” (Spinuzzi, 2003) that emerge from *practice*—from everyday expectations about how people in a given discipline or profession will think, make, and do. Genres embody “a galaxy of assumptions, strategies, and ideological orientations” (Spinuzzi, 2003) that a given social scientist must negotiate when writing for academic and professional audiences.

Professional and scholarly communication in the social sciences, then, has the power to profoundly shape disciplinary knowledge, public policy, and civic engagement. In WRD 304, you will explore and practice communicating in the genres that professionals in your field use to make and share knowledge, and to define and shape disciplinary identities.

This course provides full GCCR credit for majors in Political Science. Check with your advisor for more information. To receive GCCR credit for this course, you must have successfully completed at least 30 hours of college-level coursework (that is, have sophomore status).

[STUDENT LEARNING OUTCOMES]

Students will—

Practice communicating in social scientific genres:

- Recognize and work with common disciplinary genres and styles of communication
- Consider the impact of social scientific writing in everyday experience
- Practice and improve proficiency with common tools and technologies of social scientific writing

Analyze social scientific artifacts and practices:

- Critically interact with scholarly examples and models of writing in the social sciences
- Explain rhetorical choices made by professional writers, and the impacts of those choices
- Analyze scholarship to better understand rhetorical, social, cultural, and political implications of disciplinary writing

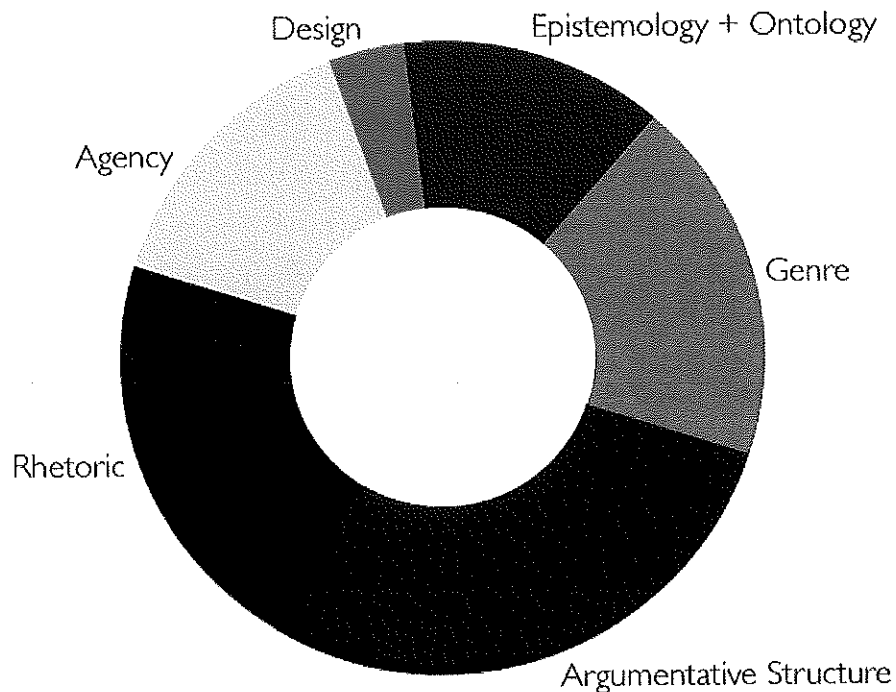
Research common communication practices in the social sciences:

- Plan and implement appropriate research practices in disciplinary contexts
- Recognize appropriateness of different methods for producing and researching practices and contexts
- Explore disciplinary writing as a way of thinking, knowing, and being

Produce discipline-specific artifacts:

- Apply rhetorical and design principles to produce work in common genres
- Apply principles of fair use, copyright and documentation conventions for print and digital media
- Recognize rhetorical possibilities of different modes and make sound choices when combining modes

[KEYWORDS]



[SOURCES]

Selected academic journal articles and chapters provided via Blackboard [BB] or syllabus [[hyperlinked](#)]
Bazerman, C. (2014). *A rhetoric of literate action: Literate action Volume 1*. [BB]
Strunk, W., & White, E.B. (2000). *The Elements of Style* (4th ed.).
Publication manual of the American Psychological Association, 6th Edition.

[ASSESSMENT]

Deliverables

Practica (3) [1,500 words across three assignments GCCR]	300
Literature Review [1,000–1,500 words GCCR]	150
IRB Protocol OR Policy Brief [1,000–1,500 words GCCR]	150
Scholarly Presentation (oral/visual communication) [GCCR]	100
Research Essay [3,000 words GCCR]	300

Course Total: 1,000

Grading Scale

A	900–1,000
B	800–899
C	700–799
D	600–699
E	0–599

NB: An average grade of "C" or better is required for GCCR credit on GCCR assignments. Midterm grades will be posted at [MyUK](#) by the deadline established in the Academic Calendar; in lieu of a Final Exam, final essays are due by N:NN pm on mm/dd/yy.

[DETAILS]

Grading Policy

Deliverables are assessed according to criteria distributed through Blackboard.

Storage and Backup

This course will require the consistent use of one or more of the following methods of digital storage and backup: [Dropbox](#) :: [SugarSync](#) :: [Evernote](#) :: [Google Drive](#)

Plagiarism and Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the

university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Attendance, Withdrawals, and Incompletes

Come to class—it's fun!

Don't be late—you'll miss important stuff!

If you have more than 3 unexcused absences—for any reason—your final grade will be lowered by 50 points (5% of the course grade) for *each* missed class beyond the limit (for example, 4 absences will result in a 50 point reduction from your final course total).

Whenever possible, please notify me of absences prior to class. S.R. 5.2.4.2 defines the following as acceptable reasons for **excused absences**: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

You may be asked to **verify absences** in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Make up opportunity: When an absence is excused, you will have an opportunity to make up missed work and/or exams. It is your responsibility to inform me of your absence—preferably in advance, but no later than one week after.

If you anticipate an absence for a major religious holiday please notify me (in writing) of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Students Needing Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours (or via appointment). In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

In other words, please see me so that we can focus most effectively on your learning!

Writing Center

The UK Writing Center offers free one-to-one assistance on all of your writing projects for all of your classes. The Writing Center is full of wonderful people.

They are located in the HUB of the W.T. Young Library (B108B) and are open from 9:00am to 9:00pm, Monday through Thursday, and 9:00am to 3:00pm on Friday.

[CALENDAR + SCHEDULE]

Important Dates

Practicum I — Exploring Argumentative Structures	Tues, Week 4
Practicum II — Surveying Research Questions in your Field	Tues, Week 5
Practicum III — Tracing Scholarly Networks	Tues, Week 6
Literature Review	Tues, Week 10
IRB Protocol OR Policy Brief	Tues, Week 12
Scholarly Presentations	Weeks 15 & 16
Final Essays	12.16

[Complete readings *before* the class for which they are assigned, take notes, and prepare to interact in class.]

Week 1

Thur Writing is the Greatest Invention | On the New Literacy
{Brief, provocative, online reading from Political Science or related field.}

Week 2

Tues Scott, R. (1967). On viewing rhetoric as epistemic. [BB]
Strunk & White: Forward and Introduction
{Short reading from Political Science on writing/communication.}

Thur *APA Manual* Foreword, Introduction, & Ch. 4 | Grammar and usage refresher
Strunk & White Ch. 1

Week 3

Tues Emig, J. (2006). Inquiry paradigms and writing. [BB]
Dirk, K. (2010). Navigating genres. [BB]

Thur Jones, R. (2010). Finding the good argument, OR, why bother with logic? [BB]

Week 4

Tues {Recent scholarly article from a major journal, chosen by students.}
APA Manual Ch. 1 | Overview of scholarship in the social sciences
Practicum Due | Exploring Argumentative Structures [GCCR]

Thur Bazerman Ch. 1 | Rhetorics of speaking and writing [BB]
Strunk & White Ch. 3

Week 5

Tues Bazerman Ch. 2 | Knowing where you are: Genre [BB]
APA Manual Ch. 2 | Scholarly structures and forms
Practicum Due | Surveying Research Questions in your Field [GCCR]

Thur Bazerman Ch. 3 | When you are: Temporality and genre [BB]

Week 6

Tues Bazerman Ch. 4 | Intertextuality: Citation networks and assemblages of texts [BB]
Practicum Due | Tracing Scholarly Networks [GCCR Information Literacy in the Discipline]

Thur *APA Manual* Ch. 3 | Writing clearly and concisely

Strunk & White Ch. 2

Week 7

- Tues {Article on argumentative structures and/or lit reviews in the social sciences} [BB]
Strunk & White Ch. 4
Literature Review Ideation and Development [GCCR]
- Thur Bazerman Ch. 5 | Kairos, social facts, speech acts [BB]
Literature Review Ideation and Development [GCCR]

Week 8

- Tues Bazerman Ch. 6 | Emergent motives, situations, forms [BB]
Literature Review Ideation and Development [GCCR]
- Thur Bazerman Ch. 7 | Text strategics [BB]
IRB Protocol Ideation and Development [GCCR]
Literature Review Peer Review [GCCR]

Week 9

- Tues *APA Manual* Ch. 5 | Data displays and visual evidence
IRB Protocol/Policy Brief Development and Peer/Instructor Review [GCCR]
- Thur Bazerman Ch. 8 | Emergent forms, emergent meanings [BB]
IRB Protocol/Policy Brief Development and Peer/Instructor Review [GCCR]

Week 10

- Tues *APA Manual* Ch. 6 & 7 OR Chicago Manual of Style (Political Science norms)
Reviewing citation practices and examples
Literature Review Due [GCCR]
Final Essay Ideation, Development, and Peer/Instructor Review [GCCR]
- Thur *APA Manual* Ch. 8 | Professional writing practices in the social sciences
Strunk & White Ch. 5

Week 11

- Tues Bazerman Ch. 9 | Social scientific meanings and representations [BB]
Protocol Draft and Peer Review [GCCR]
- Thur Bazerman Ch. 10 | Textual organization and movement [BB]

Week 12

- Tues {Article on human subjects research and ethics in Political Science} [BB]
IRB Protocol/Policy Brief Due [GCCR]
- Thur Bazerman Ch. 11 | Style and revision [BB]

Week 13

- Tues Bazerman Ch. 12 | Managing writing processes [BB]
Scholarly Presentations: Ideation and Peer/Instructor Review [GCCR]
- Thur {Article on public policy/civic engagement in social science research} [BB]

Week 14

Tues **Scholarly Presentations and Final Essays Workshop and Peer/Instructor Review**
[GCCR]

Thur **No Class—Thanksgiving**

Week 15

Tues **Scholarly Presentations [GCCR]**

Thur **Scholarly Presentations [GCCR]**

Week 16

Tues **Scholarly Presentations [GCCR]**

Thur **Scholarly Presentations [GCCR]**

Final

Thur 3:30–5:30pm
Final Essays Due [GCCR]