POS6736 Conduct of Political Inquiry

School of Politics, Security, and International Affairs
University of Central Florida
Fall 2020

Dr. Wright
Class Location: V Course Designation
As a result of COVID-19, all lectures will be delivered via Zoom at regularly scheduled class time (additional details below)
Class Meeting: Mondays, 6-8:50pm EST
Office Hours: Wednesdays and Fridays, 9 to 11am EST, and by appointment
Email: `Kenicia.Wright@ucf.edu`

COURSE DESCRIPTION

Prerequisites: Graduate standing or consent of the instructor (3 credit hours)

This is a graduate-level seminar aimed at introducing graduate students to research design and introductory data analysis used in political science research. This seminar introduces students to the logic of inquiry, basic elements of empirical research, and methodology commonly applied in scholarly research. Assigned readings are from scholars across disciplines to give students a well rounded introduction to political inquiry and assignments require students think critically about reading and apply the material covered to their research interests. We will cover an array of topics, including: the design of social inquiry, data collection, data analysis, descriptive statistics, and causal inference. Students will learn to identify scholarly research, formulate original research questions and related theories, derive hypotheses from their theories, and develop preliminary analysis. During the final weeks of the course, students will present their original research.

COURSE OBJECTIVES

Students who complete this course will learn how to:

- Locate, understand, and critically discuss scholarly research
- Understand and explain the research strategies scholars across scholarly disciplines use
- Understand and explain the difference between quantitative and qualitative research
- Use the tools learned in this course to develop a research paper that explores an original political science related research and contains introduction, literature review, theory, hypotheses, and conclusion sections (more details below)

- Identify appropriate measures for dependent, independent, and control variables in a quantitative research project or details for examining key concepts in a qualitative research project
- Complete appropriate analysis for topics related to their research interests

REQUIRED TEXTS

There are four required texts for this course. These are important texts for developing an understanding of the foundation related to social inquiry and paper writing in the social sciences. There are several options for gaining access to these texts, including borrowing one of the several copies available for check-out/ILLIAD request through the UCF Library or purchasing these texts through UCF library as well as online sites. **Students are expected to have their books by the second week of class!**

1. Johnson, Reynolds, and Mycoff. 2020. *Political Science Research Methods*. (PSRM in the Course Schedule.) Sage Publishing. 9th Edition.
   ISBN: 9781544331430

2. Baglione, Lisa A. 2020. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*. CQ Press. Fourth Edition.
   ISBN: 978-1506367422

3. King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. (KKV in the Course Schedule.) Princeton University Press.
   ISBN-13: 978-0691034713

4. I will also assign scholarly articles. These articles can be accessed through the UCF Library website.

ASSIGNMENTS AND GRADE BREAKDOWN

ATTENDANCE, PREPARATION, AND IN-CLASS PARTICIPATION: 100 POINTS

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for synchronous class meetings. During regularly scheduled class times, students are expected to log in and contribute to discussions. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar. Students are encouraged to familiarize themselves with Zoom by visiting the UCF Zoom Guides at `https://cdl.ucf.edu/support/webcourses/zoom/`. You may choose to use Zoom on your mobile device (phone or tablet), but you must sign in using your UCF NID and password; improper classroom behavior is not tolerated within Zoom sessions and may result in a

referral to the Office of Student Conduct. You can contact Webcourses@UCF Support at `https://cdl.ucf.edu/support/webcourses/` if you have any technical issues accessing Zoom.

Any enrolled student who isn't able to synchronously attend the lecture, should contact Dr. Wright no later than Week 2! To earn attendance points, each student must "attend" the Zoom meeting, share their camera (i.e. be visible the entire class time), offer meaningful contribution to class discussions, and respectfully engage in dialogue with their colleagues. Student performance will be assessed twice: **(1) at the midpoint of the semester (after the Week 6 seminar)** and (2) from the midpoint to the second half of the semester **(after the Week 13 seminar)**. Points earned will be based on the percent of engagement from each student over each time period.

SHORT RESPONSE PAPERS: 200 POINTS

There are two required Short Response Papers in this course. These papers must be uploaded as a Word document or PDF that focus on *academic articles assigned in this course that contains quantitative methods*. The first paper must be submitted to Webcourses **by Week 6** and the second paper must be submitted *by Week 13*. Papers can't be submitted after the article is discussed in class. Grading will be based on accuracy and clarity of writing in addressing each of the following required items:

- A summary of the RQ, theory (argument presented in the reading), hypotheses, and main findings *in your own words* (no longer than one paragraph).
- An explanation of the methods in the article that explains the Methods / methodological approach *in your own words* and why the approach is appropriate (no longer than one paragraph).
- ONE limitation or shortcoming in the article; this limitation should NOT be in the reading and should center on ONE way you think the reading could be improved. You should state **a specific component** of the article that you didn't understand or found confusing, a specific factor that you think didn't receive appropriate attention, etc. - clarity, details, and originality are key to fulfilling this requirement (no longer than two paragraphs).
- Entire submission should NOT be longer than 2 double spaced pages / approximately 500 words!

EXAMS: 100 points each, 200 points total

To ensure students understand the key concepts and main points of assigned readings in this course, there are two exams. Given the V-Course Designation and Dr. Wright's desire to reduce any stress with completing this assignment, we will discuss availability of the exam during the Week 2 seminar; the course syllabus will be updated based on the discussion.

Exams will be in **Week 9 and Week 13**, may consist of multiple choice, true/false, and/or essay questions, and each exam is worth 100 points. Additional details will be given during class as the semester progresses.

STUDENT LED DISCUSSION WEEK: 100 points
Students will lead ONE discussion of ONE reading related to their research interest during Week 7. Students must upload a Word document or PDF with the APA citations of THREE scholarly articles related to their research interests by **Week 5, Monday at 8am EST** for review by Dr. Wright; the list should be rank-ordered and is the student's responsibility to ensure access to all listed articles. Dr. Wright will review the proposed articles and select the most appropriate article for in-class discussion; an Announcement will be posted in Webcourses with additional details (reading assignments, time of presentation, schedule, etc.). **Late submissions will NOT be accepted without proof of a University approved excuse!**

Requirements:

- Upload a Word document or PDF with APA citations of THREE scholarly articles related to your interests. (worth 25 points, due Week 5, Monday at 8am EST)
- Offer an accurate and clear overview of the reading during in-class discussion and respectfully respond to all questions from colleagues (worth 35 points)
- Upload a Word document or PDF with four questions for the readings you are assigned by **Monday, Week 7 at 8am EST** to Webcourses. Grading will be based on whether the questions reflect an accurate understanding - and critical thinking about - key points of the readings. (40 points)

RESEARCH PAPER: WORTH A TOTAL OF 400 POINTS: Students enrolled in this course must complete a research paper. Instead of submitting the entire paper for the first time at the end of the semester, this course is designed so that students receive feedback from Dr. Wright on key sections of their paper *throughout the semester*. Dr. Wright provides extensive comments to aid students in developing their papers over the semester. Remember, writing is a process, not a "one shot" game! Grading will be based on how well the student addresses comments they receive over the semester, appropriate interpretation of preliminary model results, overall quality of the paper, and incorporation of FIVE specific points from the assigned texts in the final paper draft. Requirements:

1. Upload a Word document or PDF to Webcourses with THREE appropriately specified research questions (RQs) for feedback from Dr. Wright; our class will cover the Baglione text, which explains key components of appropriate RQs (Due: Week 4, Monday at 8am EST; 30 points).

2. Select the one RQ you will study in your paper; upload a Word document or PDF to Webcourses with that clearly specified RQ, the APA citation of three sources related to your RQ, a summary of each source (each summary should be no more than one paragraph), and no more than one paragraph that explains how it relates to your RQ (Due Monday, Week 4 at 8am EST; 70 points).

3. Theory and Hypothesis Draft - no longer than 2 pages of the original argument that you're making; students should note the key concepts in their RQ, provide a clear, logical argument on how concepts are related, account for how their theory relates to existing literature, and provide ONE clearly stated hypotheses that can be tested using publicly available data. This section should (at a minimum) should address: Does your argument align with existing literature? If so, how are you building on what we know about the topic? If not, what does your argument provide insight on that the existing literature misses? *Critically important that students know the data they are interested in using contains appropriate measures for key concepts related to their RQ when developing this section of the paper.* (Due Week 8 at 8am EST; 100 points)

4. Student Conference (worth a total of 100 points):

   - There will be a two-part Student Conference at the end of the course. **All students are required to attend BOTH conference days. Students should contact Dr. Wright no later that Week 2 if there is a scheduling conflict. Any one who doesn't attend both conference days without approval from Dr. Wright are subject to a "0" for all conference related assignments.** Student will present a conference style presentation of their paper, answer questions from their colleagues, and serve as a discussant for a colleague's paper. Dr. Wright will assign discussants and provide a schedule as the student conference approaches.
   - Upload a Word document or PDF to Webcourses with your final paper draft by **Monday, Week 14 at 8am EST**. Required - students who do not upload this will receive a "0" for all conference related assignments.
   - Upload a Word document or PDF to Webcourses with Discussant comments **the Monday *before* the author presents at 8am EST**; for clarity - the due date of this assignment will depend on the day that the author presents. Discussants are expected to thoroughly read and upload a Word document with five comments for their assigned paper; the comments should reflect critical thinking and discussant assignments will be made near the date of the conference. All students will be informed of their discussant assignments, due dates for providing comments, etc. shortly after papers are uploaded in Week 14. (70 points)
   - Ask a minimum of THREE questions during different presentations on both days of the conference. (During the conference, in the Zoom meeting "chat"; 30 points)

5. "Final" Paper: Should be in 12 pt Times New Roman font, double-spaced, and align with APA Citation Format. ALL submissions MUST be uploaded as a Word document

or PDF to the Turnitin link in Webcourses by 12/7/2020 (date of the scheduled final for this course). Students are subject to a "0" on paper related assignments and/or the course, if their submission has a high match with items in the Turnitin system - USE appropriate APA in-text citations! Your paper MUST contain appropriate preliminary analysis, accurate interpretation of results, and headings and appropriate discussion of each required section listed below:

- Paper Title
- I. Introduction
- II. Literature Review
- III. Theory and Hypothesis/es
- IV. Data and Methods
- V. Findings / Discussion
- VI. Conclusion

Grading:
A: 929.5 - 1000 points
A-: 899.5 - 929.4 points
B+: 869.5 - 899.4 points
B: 829.5 - 869.4 points
B-: 799.5-829.4 points
C+: 769.5 - 799.4 points
C: 729.5 - 769.4 points
C-: 699.5-729.4 points
D+: 669.5 - 699.4 points
D: 629.5-669.4 points
D-: 600-629.4 points
F: 599.4 points and below

LATE ASSIGNMENT SUBMISSIONS

Make-up Exams and Assignments: Per university policy, you are ONLY allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances (see: `http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf` for more information), or legal obligations (such as jury duty). **Email Dr. Wright as soon as you are aware that there is a conflict between the deadline for an assignment in this course and a University approved excuse**. University approved excuses must be supported with the appropriate documentation and the proof of the excuse must be provided to Dr. Wright within FIVE business days of the absence or assignment deadline. Contact Dr. Wright if you have any questions about what is considered a University approved excuse, appropriate

documentation, etc.

COURSE ACCESSIBILITY STATEMENT

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) `http://sas.sdes.ucf.edu/` (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

UNIVERSITY WRITING CENTER

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work with you on your writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call (407)823-2197.

ACADEMIC MISCONDUCT

Students should familiarize themselves with UCF's Rules of Conduct at `http://osc.sdes.ucf.edu/process/roc`. Section 1, "Academic Misconduct" lists the behavior students are prohibited from engaging in. Dr. Wright adheres to the highest standards of academic integrity, so do not ask or expect me to change your grade illegitimately; the appropriate steps will be taken for any student who plagiarizes or cheats on any kind on an examination, quiz, or assignment in this course. Plagiarism includes not properly citing sources, passing off someone else's work as your own, submitting a paper you wrote for a different class, helping others violate academic behavior standards, etc. Contact Dr. Wright if you have any questions about appropriately citing work you refer to or rely on to create any assignments for this course. See the UCF Golden Rule (`http://goldenrule.sdes.ucf.edu/zgrade`), the FTCL page on academic integrity, and the library web-site for additional information on this. Penalties for violating rules, policies, and instructions within this course can range from a zero on the assignment to an "F" letter grade in the course. In addition, an Academic Misconduct report may be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on your transcript. Dr. Wright cares about your success and would like to avoid this - please

demonstrate values of honesty, trust, and integrity; no grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: if it comes to it, take the zero, not a shortcut!

CAMPUS SAFETY STATEMENT

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to `https://my.ucf.edu` and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

DEPLOYED ACTIVE DUTY MILITARY STUDENTS

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

DISCUSSION QUESTIONS

Students are expected to "attend" class with assigned class readings complete. At a minimum, each student should be able to discuss the following questions for empirical readings:

1. What is the research question being examined in the reading?
2. What does the existing literature "say" about the question?
3. What is the theory?
4. What are key variables / concepts? Measurement?
5. What are the hypotheses? How are they tested?
6. What are the findings? Implications of the results?
7. Are you convinced by the argument? What would you change?

COURSE SCHEDULE

Week 1: August 24th - Course Introduction
During this seminar, there will be Course Introductions, Course Syllabus review, explaining how to write to a professor, and an exercise finding and reading academic articles.
Assigned Readings:

1. How to email a professor: `http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html`.
2. Gustafsoon and Hagstrom. 2017. "What is the Point? Teaching Graduate Students how to control political science research puzzles."
3. "The Weekly Standard Makes a Fact Free Argument about Political Science. Here are Some Facts" reading (students can locate this reading using a Google search for the title)
4. Video: Critiquing a journal article - `https://www.youtube.com/watch?v=g-a1LIKTLhQ`

Week 2: August 31st - Understanding the Empirical Approach
Students are expected to complete the readings listed below *before* class. During today's seminar, we will discuss requirements for the course exams.

1. August 28th: Drop / Swap Deadline.
2. PSRM, Ch. 1: "Introduction" and Ch. 2: "The Empirical Approach to Political Science"
3. Baglione, Ch. 1: "So You Have to Write a Research Paper" and Ch. 2: "Getting Started: Finding a Research Question"
4. Lau, O., & Yohai, I. (2016). Using quantitative methods in industry. *PS: Political Science & Politics*, 49(3), 524.
5. Shames, S. L., & Wise, T. (2017). Gender, diversity, and methods in political science: A theory of selection and survival biases. *PS: Political Science & Politics*, 50(3), 811-823.

Week 3: September 7th - The Basics of Social Science Research
Although we will not have a seminar meeting on this day, students are expected to read and understand the key points from the following assigned readings:
Assigned Readings:

1. PSRM, Ch. 3: "Beginning the Research Process..."

2. Baglione, Ch. 3: "Learning Proper Citation Forms, Finding the Scholarly Debate, and Summarizing and Classifying Arguments: The Annotated Bibliography"

3. KKV, Ch. 1 - Sections 1.1 and 1.2

Week 4: September 14th - Understanding the Scholarly Debate
Students must upload a Word document or PDF to Webcourses with THREE appropriately specified RQs by Monday at 8am. Assigned Readings:

1. Baglione, Ch. 4: "Making Sense of the Scholarly Answers to Your Research Question: Writing the Literature Review"

2. In-class exercise reviewing the *Annual Review of Political Science*

3. Howard, J. W. (2019). Free speech and hate speech. *Annual Review of Political Science*, 22, 93-109.

4. Hasen, R. L. (2019). Polarization and the Judiciary. *Annual Review of Political Science*, 22, 261-276.

5. Koubi, V. (2019). Climate change and conflict. *Annual review of political science*, 22, 343-360.

Week 5: September 21st - Quantitative Research
Students should submit a Word document or PDF with the APA citations of THREE academic articles they are interested in discussing during the Student led discussion by Monday at 8am EST. Each student is required to submit two Short Response Papers; students must have uploaded their *first* Short Response Paper by the start of today's class.
Assigned Readings:

1. PSRM, Ch. 4: "The Building Blocks of Social Scientific Research..." and PSRM, Ch. 8 "Making Empirical Observations..."

2. Baglione, Ch. 5: "Effectively Distilling Your Argument: The Thesis, Model, and Hypothesis"

3. Kuehn, D., & Rohlfing, I. (2016). Are there really two cultures? A pilot study on the application of qualitative and quantitative methods in political science. *European Journal of Political Research*, 55(4), 885-905.

4. Mahoney, J., & Goertz, G. (2006). A tale of two cultures: Contrasting quantitative and qualitative research. *Political analysis*, 227-249.

Week 6: September 28th - Correlation vs. Causation
Students must upload a Word document or PDF to Webcourses with the clearly specified RQ you will study for your final paper, APA citation of three sources, and a summary of each source by Monday at 8am. Student performance grades for the first half of the course will be uploaded in Webcourses after this week's class.
Assigned Readings:

1. PSRM, Ch. 5: "Sampling" and PSRM, Ch. 6: "Research Design..."
2. KKV, Ch. 3: "Causality and Causal Inference"
3. Baum, M. A., & Potter, P. B. (2008). The relationships between mass media, public opinion, and foreign policy: Toward a theoretical synthesis. *Annual Review of Political Science*, 11, 39-65.
4. Brewer, P. R., Gross, K., Aday, S., & Willnat, L. (2004). International trust and public opinion about world affairs. *American Journal of Political Science*, 48(1), 93-109.
5. Esarey, J., & Schwindt-Bayer, L. A. (2019). Estimating causal relationships between womens representation in government and corruption. *Comparative Political Studies*, 52(11), 1713-1741.
6. Sondheimer, R. M., & Green, D. P. (2010). Using experiments to estimate the effects of education on voter turnout. *American Journal of Political Science*, 54(1), 174-189.

Week 7: October 5th - Student led discussions
Students will lead the discussion during today's lecture. Each student must upload a Word document or PDF with four questions related to their assigned reading by Monday, at 8am EST.

Week 8: October 12th - Qualitative Research
Assigned Readings:

1. PSRM, Ch. 7 "Qualitative Research..."
2. KKV, Chapter 2: "Descriptive Inference"
3. Hayes, D., & Guardino, M. (2011). The influence of foreign voices on US public opinion. *American Journal of Political Science*, 55(4), 831-851.
4. Pepinsky, T. B. (2019). The return of the single-country study. *Annual Review of Political Science*, 22, 187-203.
5. Whitten, G. D., & Williams, L. K. (2011). Buttery guns and welfare hawks: The politics of defense spending in advanced industrial democracies. *American Journal of Political Science*, 55(1), 117-134.

Week 9: October 19th - Quantitative Research Designs
Exam I will open for students this week. Additional details will be provided in an Announcement in Webcourses.
Assigned Readings:

1. PSRM, Ch. 9: "Quantitative Research Designs" and Ch. 10: "Quantitative Methods"
2. Baglione, Ch. 6: "Revising and Editing Your Work" and Ch. 7: " Making Your Plan and Protecting Yourself from Criticism: The Research Design"
3. King et al. 1994, Ch. 6 "Increasing the Number of Observations"
4. Burden, B. C. (2018). Disagreement over ID requirements and minority voter turnout. *The Journal of Politics*, 80(3), 1060-1063.
5. Kalin, M., & Sambanis, N. (2018). How to think about social identity. *Annual Review of Political Science*, 21, 239-257.
6. Alamillo, R. (2019). HISPANICS PARA TRUMP?: Denial of Racism and Hispanic Support for Trump. *Du Bois Review: Social Science Research on Race*, 16(2), 457-487.

Week 10: October 26th - Theory and Hypotheses Development
Students must submit their Theory and Hypothesis Draft by Monday, at 8am EST.
Assigned Readings:

1. PSRM, Ch. 11: "Making Sense of Data"
2. KKV, Chapter 1, Section 1.3 (Themes of this Volume)
3. Chouhoud, Y., Dana, K., & Barreto, M. (2019). American Muslim Political Participation: Between Diversity and Cohesion. *Politics & Religion*, 12(4).
4. Hobbs, W., & Lajevardi, N. (2019). Effects of divisive political campaigns on the day-to-day segregation of Arab and Muslim Americans. *American Political Science Review*, 113(1), 270-276.
5. Sanchez et al. 2015 "Stuck between a rock and a hard place: The Relationship between Latino/a's personal connections to immigrants and issue salience and presidential approval"

Week 11: November 2nd - Testing Relationships
Assigned Readings:

1. PSRM, Ch. 12: "Testing Relationships"
2. Baglione, Ch. 8: "Evaluating the Argument..."

3. KKV, Ch. 4: "Determining What to Observe" and Ch. 5 "Understanding What to Avoid"

4. Bleich, E. (2002). Integrating ideas into policy-making analysis: Frames and race policies in Britain and France. *Comparative Political Studies*, 35(9), 1054-1076.

5. Choi, S. W., & Piazza, J. A. (2016). Ethnic groups, political exclusion and domestic terrorism. *Defence and Peace Economics*, 27(1), 37-63.

6. Folke, O., & Rickne, J. (2016). The glass ceiling in politics: Formalization and empirical tests. *Comparative Political Studies*, 49(5), 567-599.

Week 12: November 9th - Analyzing Relationships
Students are expected to download the .do file provided in Webcourses and follow along with the Stata Data Exercise during today's class!

1. PSRM, Ch. 13: "Analyzing Relationships for Categorical Data" and PSRM, Ch. 14: "Regression"

2. KKV, Ch. 6: "Increasing the Number of Observations"

3. Barnes, T. D., & O'Brien, D. Z. (2018). Defending the realm: The appointment of female defense ministers worldwide. *American Journal of Political Science*, 62(2), 355-368.

4. Gelpi, C., & Feaver, P. D. (2002). Speak softly and carry a big stick? Veterans in the political elite and the American use of force. *American Political Science Review*, 96(4), 779-793.

5. Teigen, J. M. (2006). Enduring effects of the uniform: Previous military experience and voting turnout. *Political Research Quarterly*, 59(4), 601-607.

Week 13: November 16th - Bringing Your Paper Together
Students must have submitted their second Short Response Paper by the start of today's class. Student performance grades for the second half of the course will be uploaded in Webcourses after this week's class. Exam 2 will also be available.
Assigned Readings:

1. PSRM, Ch. 15: "The Research Report..."

2. Baglione, Ch. 9 "Bringing the Paper Together in Three Essential Ways: The Conclusion, Introduction, and Title"

Week 14: November 23rd - Student Conference, Day One
Week 15: November 30th - Student Conference, Day Two
These weeks are reserved for student presentations - every enrolled student is expected to present the projects they have worked on this semester. For more details, requirements, expectations - review the "Student Conference" portion of this Course Syllabus and Announcements in Webcourses.
Assigned Readings:

1. By Week 13, Dr. Wright will post an Announcement in Webcourses that lists the reading(s) and reading assignments.

December 7th: Final Papers are Due
Students must upload their final paper drafts to the Turnitin link in Webcourses by December 7th at 6pm EST. Late submissions will not be accepted without proof of a University approved excuse. All submissions should align with the requirements noted in this Course Syllabus and emphasized throughout the semester.

NOTE: The instructor reserves the right to make changes to the schedule, assigned readings, due dates, etc., at any point. Any changes will be noted in an Announcement in Webcourses and an updated Course Syllabus will be provided in Webcourses. Students are expected to regularly check their UCF email and Webcourses.