POS 4300.0001: Research Methods and Intelligence
Fall 2023 (3 credits)

Tuesday and Thursday, 9:00-10:20 am EST
Location: HPH 310 (Lab)

Instructor: Dr. Kelsey Larsen
Office: HPH 302F
Email: kelsey.larsen@ucf.edu
Phone: 407-823-2608
Office Hours (either in person or via Zoom):
- Tuesday 1:30-2:30pm
- Wednesday 12:00-1:00pm
- Thursday 1:30-2:30pm
- By appointment

You can pre-reserve your Office Hours slots at
https://calendly.com/kelseylarsen/officehours
(see Instructor Contact Information below for more guidance)

COURSE INFORMATION

Course Description:

The purpose of this course is to provide students with elite training in advanced quantitative skills for intelligence analysis. It demystifies—and de-fangs—data science concepts to make them practically relevant for the next generation of policymakers and analysts. It begins with overviews of the stakeholders, agencies, and environments that classify intelligence research, and progresses to explore the common research cycle of intelligence organizations. The course continues with in-depth considerations of research question conceptualization and the intelligence mindsets that inform it; modalities of data collection and sample design; fundamental tools of descriptive and inferential quantitative analysis, particularly under conditions of uncertainty; as well as IC-specific best practices and guidelines for writing and briefing intelligence conclusions.

Course Objectives:

At the end of this course, students will be able to:
- Describe the network of actors, agencies, and environments that conduct intelligence research
- Locate and utilize existing and new sources of data relevant to intelligence analysts and organizations
- Apply basic software analysis skills for quantitative intelligence analyses
- Clearly and accurately summarize intelligence research for technical and non-technical audiences
- Produce original research and form conclusions/recommendations for intelligence use

Course Prerequisite:
As indicated by the Course Catalog, there is a prerequisite for this course (POS3703 Scope and Methods in Political Science, or an equivalent course in research methods for social sciences). If you are unsure if you have met this requirement, consult with your academic advisor as soon as possible to be sure you qualify to be enrolled in the course.

Recommended Textbooks (hard copy or digital):

Note that there is no required textbook for this course—key intelligence and statistical principles will be explained in-class rather than via an assigned text (meaning attendance is particularly important).

However, if you are planning on a career in intelligence analysis, it's highly recommended you consider purchasing/consulting the following text:

- Waltz, Edward (2017). Quantitative Intelligence Analysis. Lanham, MD: Rowman & Littlefield.
    - Purchase/viewing options: digital copies are available for rental and purchase for roughly $20-30 (see *VitalSource*) while new paperback copies are available for roughly $30 (see Amazon). A course copy is also available on reserve at the UCF Main Library.

In addition, if you're feeling uncertain about your knowledge from the course's statistics prerequisite (POS3703 or equivalent course), you might find it helpful to review the past knowledge you accumulated by exploring *The Essentials of Political Analysis* textbook by Pollock/Edwards (on reserve at the Main Library), or *The Basic Practice of Statistics* by Moore (available at the Main Library).

Course Technology Requirement:

At various points, this course will draw upon software applications designed to enhance how we develop, execute, and communicate quantitative intelligence analyses. One specific application we will use is STATA, which is available in our classroom (the HPH 310 computer lab) and is free to access from anywhere for all course students (via UCF Apps). Note that accessing STATA in the UCFApps universe can require some time depending on your unique operating system and computer access (and that anytime you need help with that process, head directly to UCF IT for assistance). It also means that anytime the University's main network is down, you may experience connectivity issues. Therefore, it's highly recommend you do one of three things: first, always start your homework as early as is feasibly possible, to ensure that your connection is never an issue! Second, use the specific practice time allocated in the HPH310 computer lab to work on your assignments. Third, for those students who prefer downloading a personal copy of STATA directly to their computer, they can do so for approximately $48 through the STATA website.

Graded Assignments:

- Participation (15%)
- Homework (20%)
- Midterm Exam (20%)
- Rapid Analysis Class Exercise (25%)
- Final Project (20%)

Class Participation:
Students are expected to attend every class session, to have read the assigned readings thoroughly, and to actively participate in class discussions with thoughtful and informed engagement. While it is possible to occasionally miss a course meeting, it is very difficult to be successful in the course if you do not plan to attend at least 90% of the course meetings. Intelligence issues, even in research, especially require the active interaction of different viewpoints—and this can only happen if everyone comes to class ready and willing to make their viewpoints heard and, in turn, hear the viewpoints of others. Students will have multiple opportunities to participate in group work as part of this course, with specific instructions to be provided by the instructor.

Homework:
In order to practice the research analytic skills of the course, students will complete a total of five problem sets. These problem sets may, at times, require students to make use of software for statistical/other analyses. The instructor will provide detailed information about the instructions and expectations in advance of each homework assignment.

Midterm exam:
There will be a midterm exam, designed to assess students' understandings of the readings, lectures, and homework exercises. More information on the exam format and material will be provided by the instructor in-class.

Rapid Analysis Class Exercise (RACE):
Students will participate in a 12-day group exercise known as the RACE (Rapid Analysis Class Exercise). In this exercise, students will be pre-assigned to teams and will be provided relevant info regarding an intelligence analysis task requiring a research briefing. Over the course of the following week student teams will be responsible for a comprehensive analysis of the intelligence issue at hand, culminating in in-class briefings presented for critique. Students will be evaluated according to both their individual contributions and their group products.

Final Project:
Throughout the course, students will apply the knowledge gained from the lectures, readings, and practical exercises to develop and execute their own unique quantitative intelligence analysis report. They will formulate hypotheses about the relationship between explanatory factors and outcomes of interest, survey related context and literature, locate original intelligence data sources, use analytical course tools to evaluate the nature of the relationship

of interest, and ultimately form conclusions/recommendations/predictions based on the findings. More information about the Final Project will be released throughout the semester.

Grading Scale

Letter Grade	Percentage	Total points
A	93%-100%	925- 1000
A-	90-93%	895 - 924
B+	87-89%	865 - 894
B	84-86%	835 - 864
B-	80-83%	795 - 834
C+	77-79%	765 - 794
C	74-76%	735 - 764
C-	70-73%	695 - 734
D+	67-69%	665 - 694
D	64-66%	635 - 664
D-	60-63%	595 - 634
F	0-59%	0-594

Policy on Late Homework

Students are expected to submit all homework assignments the assigned due dates. But, we all know that sometimes work/life/otherwise gets in the way—our work schedules get moved, or our car breaks down, or we catch a cold, and just can't quite meet the deadline set. In those cases, **late homework assignments are accepted with a half-grade deduction** (e.g., A to A-) for every 24 hour period the assignment is late. Be smart, and use that policy to your strategic benefit—noting that you can still often earn Bs on assignments that are 2-3 days late, but also that anything more than 10 days late is a failing assignment. However, keep in mind that this policy applies only to homework assignments, and not other categories of assessments like the final project.

Policy on Absences

As noted in the Class Participation grade section, it is expected that any student enrolling in the course is committed to attending every class session, completing course tasks, and engaging in course discussions. Excused absences apply to when a student experiences an emergency (e.g., hospitalization, family death, religious observance, military service, emergency medical provider visit)—any students in this category should contact the instructor as soon as possible to talk about opportunities to catch up on material. However, if a student chooses to miss class for a work obligation, a previously scheduled appointment, non-University affiliated travel, other reasons, that absence is not considered excused, and it is recommended the students book Office Hours appointments or borrow notes from classmates to ensure they do not fall behind.

Important Registrar Dates and Deadlines:

- Drop/Swap deadline: Friday August 25, 2023 by 11:59pm EST
- Withdrawal deadline: Friday October 27, 2023 by 11:59pm EST
- Grade Forgiveness Deadline (see here for rules and regulations): Saturday December 2, 2023 at 11:59pm EST

Instructor Contact Information

Office Hours will be held in-person and via Zoom, unless otherwise noted in class. Office Hours appointments can be pre-reserved—indeed, it's highly recommended you reserve your own dedicated slot to avoid having to wait endlessly in the waiting room! Reservations are easy: First, visit https://calendly.com/kelseylarsen/officehours. Then, it's a simple two-click process:

- Select the time/date you'd like to meet and click 'Confirm.' Don't see a time available? That means it's already filled up, so see if you can find another that works.
- Enter some basic details: your name/email, what you're hoping to chat about, and the format you'd prefer to meet in.
- Once your details are entered, click 'Schedule event.' You'll receive an email invitation (with your personal Zoom link, if applicable), and your dedicated meeting time will be all locked in!

Please limit yourself to no more than 2 reservations on any given date, to be sure everyone gets their questions answered. If you feel like you'll need more time than that or have other scheduling concerns, contact Dr. Larsen directly to make an appointment.

Of course, you can also message the instructor with written questions/concerns anytime—she pledges to respond to you as soon as possible. This typically means between 24-36 hours during the week, and 36-48 hours during the weekend. Pro tip from Dr. Larsen to you: Emails often get responded to around the 5pm-ish hour… so if you submit before then, you're more likely to get a response that same day 🤓 If you send a message and ever don't receive a response within those weekday/weekend time limits, feel comfortable sending it again-- Dr. Larsen never intentionally ignores any message, so it may have just gone to the wrong folder!

If you have requests for things like recommendation letters, note that earlier is always better—please make those requests with at least 10 days before the deadline, so Dr. Larsen has ample time to write and submit letters on your behalf.

UCF CARES

Finally, as of Fall 2023, UCF's expectations of you as a student have returned to pre-pandemic levels. This latest shift can at times feel overwhelming, so if at any point you're feeling swamped by academic, financial, or other obligations, UCF has made a multitude of resources available to all students. Please head straight to UCFCares.com to find resources and support for yourself or others-- free services and information are included for a variety of concerns you

might have, including but not limited to access to food, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Hurricane/Inclement Weather Statement

Fall 2022 taught us that even the most inland parts of Florida need to be prepared for whatever hurricane season might throw our way. If any inclement weather impacts our course's regularly scheduled programming, we will always follow official UCF guidance regarding campus closures. In addition, the instructor will make any adaptations to the course schedule that are necessary for the lessons of the course to still be effectively learned, and will communicate those adaptations to the course via Webcourses.

UNIVERSITY POLICIES: GENERAL

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Statement on Using AI Tools

This class may make use of Artificial Intelligence (AI) in various ways. You are permitted to use AI only in the manner and means described in class; any attempt to represent AI output inappropriately as your own work that does not comply with those rules will be treated as plagiarism.

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*<https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could 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 one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating 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: talk to your instructor, make a plan, take a compromise rather than a shortcut.

Please note: Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, et cetera. Just because you may not be in a formal classroom setting while taking a quiz or test does not mean that the completion of graded work should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- **Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.**
- **Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.**

- **The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.**
- **Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.**
- **Representing AI output inappropriately as your own work, in a way that does not follow course guidance, is considered academic misconduct.**

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an "F" in the course depending on the act.

Course Accessibility:

The University of Central Florida is committed to providing access and inclusion 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.

Campus Safety:

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.

- 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.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military:

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.

Authorized University Events/Co-curricular Activities:
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

Religious Observances:
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

Copyright:
This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private

conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

General Technology Requirements:

You will be expected to have daily access to the internet and email, given that important course assignments and announcements will be delivered via Webcourses@UCF. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. Students are also required to use the Canvas communication tools or their Knight's email account to communicate with the instructor; please note that if you use a personal email account, it may be designated as spam.

Academic Engagement Requirement:

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Webcourses@UCF quiz in the course site by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

This syllabus is exceptionally long, but all these policies are designed to inform (and protect!) you. Have any questions about these policies? Reach out to Dr. Larsen—otherwise, the core course schedule is on the next page 😎

COURSE SCHEDULE

The following course schedule is subject to amendment by the instructor before the course begins and/or with advance notice.

Date	Topic	Readings	Important Notes
22 August	Course introduction	- None	

24 August	Intelligence: Actors, Institutions, Ethics	- Read:
		  - Central Intelligence Agency (2016). *Telling Data Stories: an Interview with CIA's Dr. Calvin Andrus.* <https://www.cia.gov/stories/story/telling-data-stories-an-interview-with-cias-dr-calvin-andrus/>.
		- Browse:
		  - U.S. Intelligence Community (2022). *How Intelligence Works.* <https://www.intelligencecareers.gov/icintelligence.html>.
		  - Office of the Director of National Intelligence (2022). *Members of the IC*. <https://www.dni.gov/index.php/what-we-do/members-of-the-ic>.
		  - Office of the Director of National Intelligence (2022). *Principles of Professional Ethics for the Intelligence Community*. < <https://www.dni.gov/index.php/how-we-work/ethics>.
			Academic Engagement Activity due by 8/25 at 11:59pm EST

29 August	Models in intelligence: Mental	- Danzig, R. (2011). *Driving in the Dark: Ten Propositions About Prediction and National Security.* Washington, DC: Center for a New American Security. - (Optional) Waltz, E. (2014). *Quantitative Intelligence Analysis*. Lanham, MD: Rowman & Littlefield. Pp. 39-51.	
05 September	Models in intelligence: Conceptual	- Rittel, H. and Webber, M. (1973). "Dilemmas in a General Theory of Planning." *Policy Sciences*, Vol. 4 No. 2, pp. 155-169.	

		- (Optional) Waltz, E. (2014). *Quantitative Intelligence Analysis*. Lanham, MD: Rowman & Littlefield. Pp. 11-27.	
07 September	Collecting indicators	Office of the Director of National Intelligence (2022). *What is Intelligence?* < https://www.dni.gov/index.php/what-we-do/what-is-intelligence>.	
12 September	Validating/ authenticating indicators	- West, D. (2017). *How to combat fake news and misinformation*. Brookings Institution. < https://www.brookings.edu/research/how-to-combat-fake-news-and-disinformation/>.	
14 September	Validating/ authenticating indicators	- Sayler, K. (2022) *Deep Fakes and National Security*. Congressional Research Service. < https://crsreports.congress.gov/product/pdf/IF/IF11333>	HW #1 due 9/14 by 11:59pm EST
19 September	Intelligence indicator resources	- Central Intelligence Agency (2022). *CIA World Factbook*. < https://www.cia.gov/the-world-factbook/>. -	
21 September	Operationalizing and organizing indicators	- Matthews, W. (2002). "FBI struggles with data management," *Federal Computer Week*. URL: <https://fcw.com/articles/2002/12/01/fbi-struggles-with-data-management.aspx>.	
26 September	Operationalizing and organizing indicators	- Al-Attrash, F. (2017) "What Government needs to know about data management." *GovLoop.* <https://www.govloop.com/government-needs-know-data-management/>.	
28 September	Descriptive findings – methods and tools	- (Optional) Waltz, E. (2014). *Quantitative Intelligence Analysis*. Lanham, MD: Rowman & Littlefield. Pp. 152-157.	HW #2 due 9/28 by 11:59pm EST
03 October	Descriptive findings – methods and tools	- Central Intelligence Agency (1962). *Special National Intelligence Estimate: Communist China's Nuclear Weapons Program*. Washington, DC.	

05 October	Correlative findings – methods and tools	- (Optional) Waltz, E. (2014). *Quantitative Intelligence Analysis*. Lanham, MD: Rowman & Littlefield. Pp. 28-31.	
10 October	Correlative findings – methods and tools	- Central Intelligence Agency (1987). *National Intelligence Estimate: Insurgency and Counterinsurgency in Peru, Colombia, and Ecuador*. Washington, DC.	
12 October	Predictive findings– methods and tools	- Central Intelligence Agency (1984). National Intelligence Estimate: *Warning of War in Europe*. Washington, DC. -	HW #3 due 10/12 by 11:59pm EST
17 October	Predictive findings– methods and tools	- Central Intelligence Agency (1971). *National Intelligence Estimate: The Soviet Role in Latin America*. Washington, DC.	
19 October	Midterm Review	- Review course materials	
24 October	Midterm Exam (IN CLASS)	- N/A	
26 October	Additional predictive tools	- TBA -	
31 October	Integrating descriptive, correlative, predictive, and probabilistic findings for intelligence	- Major, J. (2014). *Communicating with Intelligence.* Lanham, MD: Rowman & Littlefield. Pp. 239-249. - Office of Training and Education (n.d.). *Analytic Thinking and Presentation for Intelligence Producers: Analysis Training Handbook.* Washington, DC: Central Intelligence Agency, pp. 71-79.	
02 November	RACE Introduction + work day	Webcourses documents released in-class	Homework #4 due 11/2 by 11:59pm EST

07 November	RACE work day	Webcourses documents	
14 November	RACE work day	Webcourses documents	
16 November	RACE Briefings (IN CLASS)	None	
21 November	Final Project Workshop	-	
23 November	NO CLASS	- Thanksgiving Holiday!	
28 November	Estimating probability	- Nye, J. (1994) "Peering into the future." *Foreign Affairs*, pp. 82-93. Schrage, M. (2005). - "What Percent Is 'Slam Dunk'? Give Us Odds on Those Estimates." *The Washington Post.* < https://www.washingtonpost.com/wp-dyn/articles/A37115-2005Feb19.html>	
30 November	Probability cont'd	- Davis, B. (2022). "A Forecasting Model Used by the CIA Predicts a Surprising Turn in U.S.-China Relations." *Politico.* < https://www.politico.com/news/magazine/2022/05/26/game-theory-predicts-biden-tariffs-china-cia-00035104>.	Homework #5 due 11/30 by 11:59pm EST
05 December	NO CLASS - Finals Week	- Be working on your final paper!	
07 December	**FINAL PROJECT DUE VIA WEBCOURSES@UCF AT 5:00 PM EST**		