Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/ for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL
(Attach copy of syllabus)

REVISED AND RESUBMITTED 1/28/15

SUBMITTED BY:

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

1. ACTION DESIRED (CHECK ONE):

Trial Course		New Course	X

2. COURSE IDENTIFICATION:

Dept	**ANS**	Course #	**478W**	No. of Credits	**3**

Justify upper/lower division status & number of credits:

This request for an upper division three credit course is in line with BOR regulation 10.04.090. A bachelor's degree program at UAF now requires a capstone course; this three credit course will be graded using the common methodology established in university regulation. Upper division status is required for a senior thesis in our four year degree program.

3. PROPOSED COURSE TITLE: **ALASKA NATIVE STUDIES SENIOR THESIS**

4. To be CROSS LISTED? YES/NO **NO**   If yes, Dept: ____ Course # ____

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED?* YES/NO **NO**   If yes, Dept. ____ Course # ____

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

6. FREQUENCY OF OFFERING: **EVERY SPRING**

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING
(Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)   **SPRING 2016**

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)	1	2	3	4	5	X	6 weeks to full semester

OTHER FORMAT (specify)	

Mode of delivery (specify lecture, field trips, labs, etc)	LECTURE/AUDIO CONFERENCE SUPPORTED BY BLACKBOARD/PERSONAL MEETINGS WITH STUDENTS VIA AUDIO.

9. *CONTACT HOURS PER WEEK*:	3	LECTURE hours/weeks		LAB hours /week		PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/ for more information on number of credits.

OTHER HOURS (specify type) | |

10. COMPLETE *CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):*

Example of a **complete** *description:*

FISH F487 W, O Fisheries Management
3 Credits   Offered Spring
Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

ANS 478W Alaska Native Studies Senior Thesis
3 Credits Offered Spring

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

11. *COURSE CLASSIFICATIONS:* Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities		S = Social Sciences	

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.**	YES:	X	NO:	

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, **Format 6**		W = Writing Intensive, **Format 7**	**X**	X = Baccalaureate Core	

11.A *Is course content related to northern, arctic or circumpolar studies? If yes, a* *"snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES	**X**		NO		

12. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES		NO	X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	

How many times may the course be repeated for credit?		TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS
If the course can be repeated with <u>variable</u> credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS

13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.

LETTER: **X**   PASS/FAIL: [ ]

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES	**SENIOR STANDING REQUIRED. ALSO ANS 350 AND RD 350, OR PERMISSION OF THE INSTRUCTOR**

These will be *required* before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS	**NONE**

16. PROPOSED COURSE FEES	**$NONE**

Has a memo been submitted through your dean to the Provost for fee approval?
Yes/No [ ]

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? Yes/No	**NO**

If yes, give semester, year, course #, etc.:	

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

THIS COURSE WILL BE A REGULAR PART OF FACULTY WORKLOAD. WE DO NOT ANTICIPATE ANY ADDITIONAL IMPACT ON THE DEPARTMENT OR BUDGET

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No	**X**	Yes		**LIBRARY PROVIDES US WITH REGULAR UPDATES OF NEW ANS MATERIALS AND WE BELIEVE THAT THEIR COLLECTION IS MORE THAN SUFFICIENT**

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

The only program that will be affected is the Rural Development Program. J B Jones is Chair of DANSRD which houses ANS and RD and the Department is aware of this change and fully supports it.

21. POSITIVE AND NEGATIVE IMPACTS

*Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.*

3

Effect on RD will be positive. It has been difficult for RD to accommodate the needs of Alaska Native Studies students for a capstone course and the arrangement whereby ANS students would use the RD 475 designator for their capstone course was only intended to be temporary pending the creation of a dedicated capstone course for ANS. Providing a capstone course for ANS students will make it easier for RD faculty to teach their course focusing on RD students rather than trying to serve the needs of both.

JUSTIFICATION FOR ACTION REQUESTED

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

The UAF Faculty Senate now requires that all BA programs have a capstone course. ANS has "borrowed" some Rural Development Capstone courses since the program became part of DANSRD because we do not yet have the student numbers in ANS to justify multiple new courses. While this has worked well in the case of the RD 350 research course, when it came to RD 475 it has been has been difficult for both students and faculty because the RD Senior Project is intended as a capstone course for the RD program which is an applied program. The ANS program is not an applied program. Most ANS students have not taken the other RD courses that would prepare them for the RD Senior Project so RD faculty have had to try to adapt requirements for the different skill sets of the ANS students.
ANS is not an applied program, it has different goals than those of RD, and it needs its own capstone course designed specifically for the program.
ANS 478 will meet this need and also bring the ANS program into compliance with Faculty Senate requirements.

APPROVALS: Add additional signature lines as needed.

SEE ATTACHED PAGE WITH BELL-JONES SIGNATURE	Date	1/28
Signature, Chair, Program/Department of: DANSRD		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

Offerings above the level of approved programs must be approved in advance by the Provost.
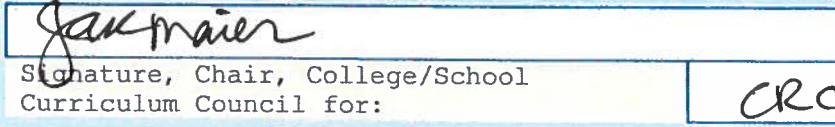
	Date	
Signature of Provost (if above level of approved programs)		

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

	Date	
Signature, Chair Faculty Senate Review Committee: ___Curriculum Review ___GAAC		
___Core Review ___SADAC		

APPROVALS: Add additional signature lines as needed.

	Date	1/28
Signature, Chair, Program/Department of:	DANSRD	

	Date	24 Feb 2015
Signature, Chair, College/School Curriculum Council for:	CRCD	

	Date	2/24/15
Signature, Dean, College/School of:		

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

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

	Date	
Signature, Chair Faculty Senate Review Committee:	___Curriculum Review ___GAAC	
	___Core Review ___SADAC	

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

5

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

ANS 478W – Alaska Native Studies Senior Thesis

COURSE SYLLABUS
Fall 2015
3 Credits – Audio-Conference Course
Course Meets (One 3 hour meeting per week TBD)

Call-In Number: 1-800-570-3591   **Student Pin:** 2823276
Requirements: Phone and computer or means to call into audio conferences, and to access and utilize the Internet, Blackboard, and e-mail

INSTRUCTOR:

Diane E Benson, MFA   Office: 907-279-2706
2221 E Northern Lights Blvd., Suite 121   Fax: 907-279-2716
Anchorage, AK 99508   **Debenson2@alaska.edu**

OFFICE HOURS: By Appointment

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

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

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

REQUIRED TEXTS
-*How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper* by Charles Lipson, 2005. (Hardcover, Kindle, or Paperback)
-*CliffsQuickReview Writing: Grammar, Usage, and Style* by J. Eggenschwiler & E. D. Biggs (2001 or later)
-*The APA Pocket Handbook: Rules for Format and Documentation* by Jill Rossiter (2007 or later)

REQUIRED READINGS
The Elements of Style [This is an abbreviated version of the Strunk and White text]
http://faculty.washington.edu/heagerty/Courses/b572/public/StrunkWhite.pdf
Student Media Guide to Copyright Law: http://www.splc.org/article/1998/01/the-student-media-guide-to-copyright-law
APA Citation Style: https://www.library.cornell.edu/research/citation/apa
Citing/Documenting Resources: http://library.uaf.edu/ls101-citing

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

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

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

Plagiarism also includes "self-plagiarism," meaning using all or part of a paper that was written previously for a different class or assignment and failing to indicate that it is earlier work. In addition, material copied from a course lecture or web link but not appropriately cited is also regarded as plagiarism. The discovery of plagiarism will result in a failing grade for the paper and potentially, failure for the course. Students are strongly urged to visit the following websites:
1. Examples of Plagiarism: http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf
2. University of Alaska Student Code of Conduct:
http://www.uaa.alaska.edu/deanofstudents/StudentJudicialServices/code.cfm

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

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

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

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

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

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

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

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

Some examples of senior thesis topics:

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

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

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

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

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

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

STUDENT EVALUATIONS AND GRADES
Grading is based on the standards below and computed as follows:
- Class attendance and participation   15%
- Writing assignments   21%
- Progress updates as scheduled   15%
- Final draft of paper   10%
- Oral presentation of paper   9%
- Final paper   30%
          Total   100%

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

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

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

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

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

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

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

WRITING ASSISTANCE
The UAF Writing Center provides assistance as quoted from their website: **uaf-writing-center@alaska.edu**
"The UAF Writing Center employs a full staff of graduate level tutors who are trained to give writing and formatting advice on any project at any stage of conception -- from brainstorming to final edits. **For those of you unable to meet us on-site, we offer distance tutorials by phone from 7-10 pm on Monday through Thursday, and from 1-6pm on Sundays.**
Any interested students should contact the Writing Center by phone at **(907) 474-5314** or by email at fywrc@uaf.edu to set up an appointment. We will ask students to email us a draft of their work (or prompt if they haven't yet started) at least an hour before the designated appointment time for review."

OTHER UAF STUDENT SUPPORT SERVICES:
- Office of Information Technology 907-450-8300 (1-800-478-8226) www.alaska.edu/oit/index.xml or email helpdesk@alaska.edu
- Off-campus Library 907-474-7482 (1-800-478-5348) http://library.uaf.edu/offcampus

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

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

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

1) You may access confidential counseling by contacting the UA Health & Counseling Center at 474-7043

2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;

3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

Department of Alaska Native Studies & Rural Development Mission Statement

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

SCHEDULE FOR ANS 478W SENIOR THESIS

I. PRE-WRITE PHASE

WEEK 1 – DUE: ANS 478W SENIOR THESIS RESEARCH OUTLINE FORM
Introductions, Syllabus & Course Overview
Discussion: Selecting the Topic/the Thesis Statement
Diagnostic: In-class writing exercise – when completed submit via e-mail to instructor
(not graded)
ASSIGNMENT: (To do before next week)
1. Read: Thesis Statements, UNC Chapel Hill, online at -
   http://writingcenter.unc.edu/handouts/thesis-statements/
2. Read: Lipson, Chapters 1 - Introduction, 2 – Useful nuts and bolts, 3 – Taking
   effective notes and avoiding plagiarism, & 4 – Refining your topic, writing a
   proposal, and beginning research
3. Write: Prospectus Draft – tell what you intend to do and how you plan to go
   about it. Submit on Blackboard

WEEK 2 – DUE: PROSPECTUS DRAFT (3 PTS)
Discussion: Refining your topic/Topic Revision
ASSIGNMENT:
1. Read: Lipson, Chapters 13 – Working Efficiently, & 15 – Thesis time schedule
2. Write: Edit and finalize Prospectus and post on Blackboard

WEEK 3 – DUE: FINAL PROSPECTUS (3 PTS)
Discussion: The Thesis time schedule/Outline
ASSIGNMENT:
1. Read: Lipson, Chapters 5 – What is good thesis research? & 7 – Every thesis
   should have a thesis
2. Write: Progress Report #1 – Summarize your readings. Develop your bibliography
   and List of references. Include preliminary annotated bibliography/list of
   references (what you have already read, what you are reading now, what do you
   still plan to read). Post on Blackboard

WEEK 4 – DUE: PROGRESS REPORT #1 ESSAY & BIBLIOGRAPHY **(5 PTS)**
Discussion: Interviews/Research
 Will you interview people? Who?
ASSIGNMENT:
1. Read: Protecting Sources & Information: http://www.splc.org/page/protecting-
   sources-information

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

WEEK 5 – DUE: ESSAY ON INTERVIEWING WITH QUESTIONS (3 PTS)
Discussion: Doing Research/Library and Internet Research
ASSIGNMENT:
1. Read Lipson, Chapters 8 – Planning and prewriting: how do they help your thesis?, 9 – Writing your best, 10 – Effective openings, smooth transitions, and strong closings
2. Write: Abstract and post on Blackboard

II. DRAFT PHASE

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

WEEK 7 – DUE: PROGRESS REPORT #2 DETAILED OUTLINE AND INTRODUCTION (5 PTS)
Discussion: Utilizing Case Studies/Learning from Case Studies
ASSIGNMENT:
1. Read Lipson: Chapters 11 – Good editing makes good writing, 12 – Presenting information visually
2. Write: Draft and edit a stand-alone section for your paper

WEEK 8 – DUE: ESSAY – A STAND-ALONE SECTION OF YOUR PAPER (3 PTS)
Discussion: Writing, Editing and Style
ASSIGNMENT:
1. Read: Lipson, Chapters 14 – Overcoming Problems, 16 – Tips and Reminders
2. Write: Summary of your Research; how is it used in your paper? Explain
3. **Schedule your personal conference with the instructor to review your progress. Conferences must take place by the end of week nine! C**

WEEK 9 – DUE: PROGRESS REPORT #3 SUMMARY OF RESEARCH **(5 PTS)**
Discussion: A review
ASSIGNMENT: Read
1. 15 Copyright Rules every Student should know:
   http://www.onlinecolleges.net/15-copyright-rules-every-student-should-know/
2. Ultimate Guide to Copyright for Students:
   http://www.whoishostingthis.com/resources/student-copyright/
3. Copyright Basics for Graduate Students:
   http://library.uoregon.edu/diglib/irg/copyright_grad_students.html
4. Student Media Guide to Copyright Law:
   http://www.splc.org/article/1998/01/the-student-media-guide-to-copyright-law
5. Write: Work on the mid-section (body) of your paper

WEEK 10 – DUE: MID-SECTION DRAFT (3PTS)
Discussion: Understanding Plagiarism and Copyright
ASSIGNMENT:
1. Read: Lipson, Chapter 17 – Frequently Asked Questions
2. Write: Complete Draft of final paper

III. REWRITE PHASE

WEEK 11 – DUE: DRAFT OF PAPER (10 PTS)
Discussion: Editing Your Draft
ASSIGNMENT:
1. Read: Lipson, Chapter 18 – What to do when you're all done
2. Write: An annotated Bibliography and Post on Blackboard

WEEK 12 – DUE: ANNOTATED BIBLIOGRAPHY (3 PTS)
Discussion: Footnotes & Citations
ASSIGNMENT:
1. Read: Lipson, Chapter 19 – Thesis defense and second readers : questions and answers
2. Read: Academic journal articles(TBD)
3. Write and Edit

WEEK 13 – FINALIZING YOUR PAPER
Discussion: Choosing a Journal and Submitting
ASSIGNMENT:
Finalize and Polish Paper

WEEK 14 – AUDIO-CONFERENCE PRESENTATIONS (9 PTS)

Discussion: Q & A
ASSIGNMENT:
Finalize and Polish Paper

WEEK 15 – AUDIO-CONFERENCE PRESENTATIONS CONTINUED
DUE: FINAL PAPER (30 PTS)
Discussion: Wrap up
You've done it! Congratulations!!