

**First Year Seminar 188C**  
**The State of the Family: Constitutional Law**  
**and the American Family**  
**Spring 2008**

Tuesday and Thursday 8:30-10:00 AM – Whitman 166  
Tuesday 2:20-3:50 PM – Valentine 104

Instructor: Cathy Crosby-Currie, J.D. Ph.D.

First Year Program, Whitman 168

Phone: 229-5167 (Office); 386-4497 (Home)

email: [cacrcu@stlawu.edu](mailto:cacrcu@stlawu.edu)

Mentor: Amelia Bell; email: [aabell06@stlawu.edu](mailto:aabell06@stlawu.edu); cell phone: (503) 936-4146

Mentor office hours: Sunday and Wednesday 7-9 PM in ODY (first floor near computer labs)

### **Overview of the Course**

What power should the state have within the private realm of the family? What rights do parents have to decide how they will raise their children? Does the right to marry apply to opposite sex couples only? In this course, we will examine the controversies that arise when constitutional rights collide with state and federal laws governing the family. We will begin with an exploration of the basic concept of liberty. We will then explore the foundational U.S. Supreme Court cases that established the fundamental right to parent and then look at the situations when recognition of that right is complicated by the alleged abuse and/or neglect of the parents. We turn then to the right to marry and the debate currently raging in the United States over same-sex marriage. As we explore these issues as a group, you will be exploring another issue about constitutional rights and the family through your research project. During the last third of the semester, you will be sharing what you have learned with each other through discussions you will lead on the topic of your project.

A major goal of this course is to challenge and expand your critical thinking skills by requiring you to grapple with the texts of actual U.S. Supreme Court cases; you will read the full text of at least seven U.S. Supreme Court cases this semester. Importantly, this course will not give you “the” answer to the Constitutional questions we will explore. Rather it will provide you with some ideas for determining what questions are important and how to find and understand the resources available to construct possible answers of your own.

The content work of the course will generally take place during the Tuesday and Thursday morning sessions. The Tuesday afternoon period will be used mostly for working on your communication skills. Just as the fall was devoted to sharpening your reading, writing and speaking skills in general, the spring will be devoted to sharpening your research skills. However, we will continue to work on improving your ability to read texts critically and write and speak effectively. One of those Tuesday afternoon meetings will be a library workshop,

while others will involve classroom work and others will involve one-on-one conferences with me.

We have an outstanding mentor for this course, Amelia Bell. Amelia will join us in class about once each week and will be available for several office hours as well. Amelia was in this First Year Seminar last spring and hence has experience with the exact material you will be studying this semester. She also has a strong interest in issues regarding families and the law, strong skills and a whole lot of patience. Take advantage of her expertise and her desire to help you reach your potential.

## **First-Year Program Philosophy and Goals 2007-08**

The First-Year Program (FYP) and First-Year Seminar (FYS) are the first steps in a four-year process of helping you meet the University's Aims and Objectives and the broader goals of a liberal education. The faculty of the FYP and FYS see themselves as partners and mentors in the process of working with you to acquire the intellectual habits of mind, the writing, speaking, and research skills, and the ethical self-reflection that are at the core of a liberal education. The FYP and FYS will ask you to consider new perspectives on the world and your place in it and will challenge you to confront many of the hidden assumptions you bring to college with you. We hope to open you to new ideas, help you to see the complexity of the way in which knowledge gets produced and used in society, and encourage you to see yourself as an active contributor in making the world a better place. The course topics, the texts you will read, listen to, and watch, the in-class and out-of-class activities you will engage in, and the writing, speaking, and research assignments you will work on are all designed to introduce you to the depth of critical thinking and the quality and complexity of the communication skills that will be expected of you at SLU and as a citizen of an increasingly diverse society.

First and foremost among our goals are those related to your abilities as a communicator. The work of the FYP and FYS asks you to design and deliver written, spoken, performed and/or visual texts that demonstrate basic skills in the relevant modes of communication and with an increasing degree of rhetorical sensitivity. Our focus on "rhetorical sensitivity" means that we expect you to cultivate the awareness that all of your communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, aural or visual. To become a good communicator, you need to recognize that the creation of meaningful and powerful written, spoken, performed, or visual texts involves both a creator and an audience, and that therefore the voice you adopt in your communication, the audience you imagine yourself communicating to, and the social and ethical context of the content, matter a great deal in creating such texts. One important way to become a better communicator is to become a better critical reader, viewer, and listener, which is why we will ask you to engage challenging materials in a variety of forms and work with you to learn how to interpret them.

Learning to read, listen, write, speak, do research and/or perform well also requires feedback. As faculty, we submit our work for feedback from colleagues all the time, and giving and receiving constructive feedback from both friends and strangers is central to collaborative work in any field and is itself a form of critical thinking and learning. We further recognize that this

feedback process is not linear and that good communication requires that you continually rethink, restructure, and revise your work in order for it to be your best. This is why we require that your writing, speaking, and performance assignments be “projects” that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in the texts that you produce. Furthermore, we see all of these forms of communication as complementary and intertwined, which is why many of your assignments will ask you to integrate elements of the written, spoken, performed, and visual. Finally, developing good habits of critical inquiry and communication also means reflecting on the ethical dimensions of how your work represents that of others, thus one of our goals is to help you to understand both the nature of academic integrity and the social processes by which knowledge is produced and represented.

To ensure that the program is meeting its stated goals, all FYP and FYS syllabi are read by other faculty in the program to determine if they include a variety of assignments that foster the writing, speaking, research, and critical thinking goals of the program. All FYP and FYS courses have to be approved by faculty in the program before they are offered.

### **First-Year Seminar research project learning goals**

With respect to research skills specifically, our learning goals for the spring are that students should:

- Be introduced to ways of conducting productive and imaginative inquiry and research in order to become a part of the various conversations surrounding issues.
- Learn to differentiate among the various ways that information is produced and presented, between popular and scholarly journals and books, between mainstream and alternative publications, between primary and secondary sources.
- Learn how to evaluate and synthesize information, whether gathered from traditional sources, such as books and journals, or from websites or electronic media.
- Begin to develop the skills of critical analysis in the interpretation and use of information gathered from any source.
- Be introduced to the ethical obligations that scholars have to both responsibly represent their sources and inform their readers of the sources of their information, as well as learning, and being held responsible for the proper use of, the conventions of scholarly citation and attribution.
- Present the results of your research through writing, speaking, visual elements, or other multimedia forms in such a way that you demonstrate the ability to communicate effectively using the rhetorical conventions of the chosen form.

## Course Texts

The following is the list of required readings. The required books are available in the bookstore. Links are provided on Angel to the court cases. Two additional readings will be available on Electronic reserves; I will explain how to access those when those become due. See the course schedule, found later in the syllabus, for when readings are due. You will also be required to complete short readings for the Sharing Your Research Days (see below) that occur later in the semester; for these days, electronic versions of the readings and/or links to the readings will be posted on Angel.

### **Required Books:**

Davis, J. P. (2007). *The Rowman & Littlefield Guide to Writing with Sources (3<sup>rd</sup> ed.)*. New York, NY: Rowman & Littlefield Publishers, Inc.

Hacker, D. (2004). *A pocket style manual (4<sup>th</sup> ed.)*. New York, NY: Bedford/St. Martin's.

Mill, J.S. (1859/1986). *On Liberty*. New York, NY: Penguin Books.

Perrin, R. (2004). *Pocket guide to APA style*. Boston: Houghton-Mifflin.

### **Electronic Reserves:**

Gerstmann, E. (2004). *Same-sex marriage and the Constitution*. New York: Cambridge. [Chapters 4 & 5]

Rauch, J. (2004). *Gay marriage: Why it is good for gays, good for straights, and good for America*. New York: Times Books. [selected sections]

### **U.S. Supreme Court Cases:**

*Deshaney v. Winnebago*, 489 U.S. 189 (1989).

*Lassiter v. Department of Social Services*, 452 U.S. 18 (1981).

*Lawrence v. Texas*, 539 U.S. 558 (2003).

*Meyer v. Nebraska*, 262 U.S. 390 (1923).

*Pierce v. Society of Sisters*, 268 U.S. 510 (1925).

*Prince v. Massachusetts*, 321 U.S. 158 (1944).

*Santosky v. Kramer*. 455 U.S. 745 (1982).

## Assignments and Grades

| Assignment  | % of Final Grade |
|---|------------------|
| Class preparation and participation – other (including Tuesday PM sessions) | 15%              |
| Class preparation and participation – SYR Days                              | 7%               |
| <i>On Liberty</i> paper and group presentation                              | 10%              |
| Research skills exam  | 8%               |
| Sharing Your Research assignment  | 15%              |
| Research project:   |                  |
| Notes on sources/Précis   | 10%              |
| Functional outline  | 10%              |
| Full draft  | 10%              |
| Final draft   | 10%              |
| Research binder and reflective essay  | 5%               |
|   | Total of: 100%   |

Class preparation and participation: The First Year Program considers students to be partners in the search for knowledge. Much of your learning in this course will occur through articulating your own thoughts, beliefs, and knowledge as well as listening to the ideas of your colleagues. These dialogues are central to fulfilling our goals for the course, and I expect every member of the class to engage fully in classroom activities, coming prepared and ready to participate. Attendance and participation will be monitored very closely and on a daily basis.

Simply talking a lot in class is not good participation. Good participation is about the quality and seriousness of your engagement in the course; it is about speaking to *learn* not to hear yourself speak. Quality class participation includes coming to class every day well-prepared, paying attention, making *meaningful* contributions to class discussions, and being a pleasant, productive member of this class. You can participate in the intellectual and social experience of this course in multiple ways, and I will try and provide many different ways for you to participate. Expecting students to speak in class is not meant to penalize those of you who are shy or reticent to speak up. It is meant to reward you for attempting, in your own personal way, to engage in the learning process and to make this class an effective as well as enjoyable intellectual and social experience for you and your fellow students. Note that the above applies to our Tuesday afternoon meetings and the Sharing Your Learning Days as well as our regular Tuesday and Thursday morning classes.

*On Liberty* paper and group presentation: Our examination of J.S. Mill's *On Liberty* will be foundational to our understanding of liberty—a concept which lies at the center of issues regarding constitutional law and the family. For this project, you will write and revise a paper in which you render a decision on a hypothetical case using Mill's arguments on liberty. In addition, you will work with a group to develop a group decision on this same case which you will present and discuss with the rest of the class. A separate assignment sheet will be provided on this assignment.

Research skills exam: After you have done the bulk of your research, you will take an exam on the skills necessary to conduct library-based research effectively. The exam will be open book and open notebook. Its purpose is to make sure that you have proficiency in the research skills on which we have been working so that you can then apply them in the future. The exam will take place in the morning on Tuesday, April 1<sup>st</sup>.

Sharing your research (SYR) assignment: A significant component of this class is for you to learn from each other; the SYR assignment is the cornerstone of that learning. Specifically, on several days of class during the second half of the semester (SYR Days), each of you will be responsible for conducting 30 minutes worth of class. You will not be lecturing on your topic, but rather creating an environment wherein your classmates can learn some key lesson about the topic of your research project through their engagement with the topic. Prior to your SYR, you will choose a short (i.e., 5 pages or fewer) reading from your research for everyone to read. I would encourage you to begin thinking about what part or parts of articles or court cases you will use for that purpose early in the research process, so that we can prepare for it in advance. You will be provided with a detailed assignment sheet, and we will spend two class periods preparing for this assignment.

Research project: Obviously we will talk a great deal about the research project during the semester as it is the main assignment of the course. As you can see from the grade table, the project will be broken down into pieces that build toward a complete full draft and revised final draft. The total weight of the research project is 45% of your final course grade. You will complete some graded and some ungraded *but required* assignments for the project. The due dates for each component can be found in the course schedule. We will talk about the various assignments in more detail as they approach, and I will provide you with a separate handout for all but the research question. Here is a quick overview:

Research question: The first part of the project is developing a research question from the topic for your project. A research question is the focused, arguable and researchable question (i.e., the starting point for developing your focused, arguable and researchable thesis) you wish to explore within the topic. For example, a paper on interracial adoption might explore the question of why fewer black families than white families adopt black babies. Or perhaps it could explore the relationship between the efficacy of foster care and interracial adoption. Each topic has a variety of questions you can formulate from it.

Notes on sources and précis: One of the key portions of the research project will be keeping notes on your sources. Rather than providing me with a running bibliography or an annotated bibliography, you will be asked to fill out a worksheet on every source you are considering using for your project. These worksheets are designed to help you begin the process of sifting through the sources you find, evaluating them and determining how useful they will be; they will also help you keep track of the searches that you have conducted. You will be asked to turn in worksheets for at least 10 sources during the semester along with histories of your searches. Finally, you will complete a précis (a specific type of summary) for at least two sources that you expect to figure prominently in your project. You will also turn in a revised version of your research question each time you turn in your notes on sources.

Thesis, claims and evidence: Once the bulk of your research, reading and note-taking is completed, you will begin the process of moving from the body of literature you have amassed to your own scholarly paper. The first step in this process will be to develop a working thesis and to identify the claims that you will need to establish to support of that thesis. After you have identified your thesis and claims, you will need to evaluate the evidence for those claims found within the literature you have uncovered. This process will inevitably lead to revising your claims and hence your thesis. You will turn in a thesis, a set of claims, and the support for each claim so that I can provide you with some feedback on the structure of your paper. You will also turn in a current list of references in American Psychological Association (APA) format with your thesis, claims and evidence; we will discuss APA format extensively in class.

Functional outlines: After creating a structure for your argument, you will then organize that argument through a functional outline. A functional outline is an organizational strategy in which the writer discusses the purpose of each section and each paragraph of his or her paper and the content to be covered. You will turn in two drafts of your functional outline on which I will give you feedback. With the first draft, you will also provide a cover letter, discussing the strengths and weaknesses of your outline at that point, and with both drafts, you will provide an updated list of your references in APA format.

Full and final drafts: I will provide you with more information on what I mean by a “full draft” when we are approaching that point in the process, but please note that a full draft is emphatically not a “first draft.” On the other hand, if you have taken good notes on your sources and taken the thesis, claims and evidence and functional outline assignments seriously, writing the full draft should be relatively easy. I also expect that the changes you make between this draft and the final draft will be about polishing your writing, as I’ll already have seen your sources and gone over the organization of the paper. As with the functional outline, you will provide a cover letter with your full draft.

Research binder and reflective essay: You will be required to keep all of your research project materials over the course of the semester in a three-ring binder. In that binder, you will keep all assignment sheets, your completed NOS worksheets, search histories, research questions, other notes you take on the sources you are using, copies of all the articles and book chapters on which you take notes (i.e., the sources you will be using for your research paper), all versions of the assignments that you are required to complete as part of the research project (e.g., the functional outline drafts) including those with my feedback on them, and any other notes and record-keeping you do that is relevant to the research project. You will turn in the binder as you hand in various portions of the research project as indicated in the course schedule. Failure to turn in your binder when it is required will affect your final grade on the research project. This binder is an organizational and pedagogical tool—a place to keep all of the materials relevant to the research project to both improve your own organizational skills that you can then apply to future research projects and to provide me with a convenient way of keeping track of what you’re doing. At the end of the semester, you will be required to write a reflective essay on your work this semester, which you will include in the binder when you turn it in for the last time during exams.

Late policies: Unless I announce a schedule change in class or via email, the due dates in this syllabus are to be respected. You can find the dates and times that assignments are due in the course schedule. All late graded work is subject to a 0.2 penalty per 24 hours of lateness (including weekends). Ungraded work that is turned in late will be subject to the following late penalties, which will be deducted from your grade on the final draft: .15 if received within one day; .2 if received within two days and .25 if received within three days. After three days, ungraded work may not be accepted, and regardless, the penalty will be .5 deducted from your grade on the final draft. Extensions will only be given under extreme extenuating circumstances. Requests for extensions should be made at least 48 hours before the due date.

Changes to the schedule: Although I do not expect changes, it is possible that the order of events on this syllabus may change as the semester progresses due to unforeseen circumstances. I will make every effort to notify you about such changes as soon, and as frequently, as possible. However, it remains your responsibility to be aware of such changes. Attendance in class and reading your email on a regular basis will ensure that you always know of any changes. “I didn’t know we changed that” is not a legitimate excuse for late or missing work.

Professionalism: The First Year Program emphasizes community and close contact between faculty and students. That emphasis has at times been misinterpreted to mean that FYS classrooms are somehow exempt from basic rules of academic courtesy. I do hope we are able to build a relaxed environment that encourages participation and learning, but that does not mean that I or your classmates will tolerate behavior that makes it impossible for others to concentrate on the task at hand. I expect you to demonstrate positive citizenship and to have a professional attitude toward the course by being serious of purpose, attentive to your work, and collegial to your classmates, Amelia and me. Professionalism includes, but is not limited to, such qualities as: turning off cell phones before coming to class; keeping all appointments with me, Amelia and your classmates; knowing and abiding by policies regarding academic honesty; keeping notes and your research binder organized and readily accessible; having assignments ready on the dates they are due; giving classmates detailed, constructive feedback on their work when you are asked to do so; always arriving to class or an appointment with something to write with and something to write on.

**The State of the Family: The Constitution  
and the American Family  
Spring 2008  
Course Schedule**

| <b>WEEK 1 (January 21-25)</b>         |   |   |
|---------------------------------------|---|---|
|                                       | <b>TUESDAY (1/22)</b>   | <b>THURSDAY (1/24)</b>  |
| Morning                               | <i>Topic:</i> Introduction to the course<br><i>Reading:</i> none  | <i>No class – C<sup>3</sup> out-of-town</i><br><i>Assignment:</i> <u>Free-write re: family and constitutional law due by 8:30 AM to Angel drop box</u>                  |
| <b>Seminar &amp; Project</b>          | <i>No class – C<sup>3</sup> out-of-town</i>   |   |
| <b>WEEK 2 (January 28-February 1)</b> |   |   |
|                                       | <b>TUESDAY (1/29)</b>   | <b>THURSDAY (1/31)</b>  |
| Morning                               | <i>Topic:</i> Understanding liberty<br><i>Reading:</i> Editor's introduction (pp. 7-27 required), Chapter 1 (Introductory) and Chapter 2 (On Liberty of Thought and Discussion) from Mill | <i>Topic:</i> Understanding liberty<br><i>Reading:</i> Chapter 3 (Of Individuality); Chapter 4 (Of the Limits of Authority)<br><i>Handout:</i> Case decision assignment |
| <b>Seminar &amp; Project</b>          | <b>TUESDAY -</b> <i>Topic:</i> Intro to research project; Finding good sources<br><i>Handout:</i> Topic rating sheet  | <b>FRIDAY:</b> <u><i>Rating sheet of topics due at 4:30 PM on Angel</i></u>   |

| <b>WEEK 3 (February 4-8)</b>   |  |   |
|--------------------------------|--|---|
|                                | <b>TUESDAY (2/5)</b>   | <b>THURSDAY (2/7)</b>   |
| Morning                        | <i>Topic:</i> Basics of constitutional analysis<br><i>Reading:</i> none<br><b><i>Return drafts of case decisions</i></b>           | <i>Topic:</i> Understanding liberty<br><i>Reading:</i> Mill<br><i>Assignment:</i> <u>Revised version of case decision (with draft) due at class time – one copy for self; one for C<sup>3</sup></u> |
| <b>Seminar &amp; Project</b>   | <b>SUNDAY (2/3):</b> <u>First draft of case decision due at 2:00 PM on Angel</u>   | <b>TUESDAY - Topic:</b> Using search databases<br><i>Handouts:</i> NOS assignment and worksheet<br><b>LOCATION: ODY 140B</b>  |
| <b>WEEK 4 (February 11-15)</b> |  |   |
|                                | <b>TUESDAY (2/12)</b>  | <b>THURSDAY (2/14)</b>  |
| Morning                        | <i>Topic:</i> Parental rights<br><i>Readings:</i> Meyer, Pierce and Prince<br><b><i>Return revised case decisions</i></b>          | <i>Topic:</i> The best interests of the child<br><i>Reading:</i> none   |
| <b>Seminar &amp; Project</b>   | <b>TUESDAY - Topic:</b> Library workshop – Web sources; citation format  | <b>FRIDAY:</b> <u>Notes on Sources I with research binder due by 4:30 PM to Cathy's office</u>  |
| <b>WEEK 5 (February 18-22)</b> |  |   |
|                                | <b>TUESDAY (2/18)</b>  | <b>THURSDAY (2/21)</b>  |
| Morning                        | <i>Topic:</i> Child abuse & neglect: The problem with definitions<br><i>Reading:</i> none<br><b><i>Return research binders</i></b> | <i>Topic:</i> Child abuse & neglect: Constitutional rights in termination cases<br><i>Reading:</i> <i>Lassiter v. Department of Social Services</i>   |
| <b>Seminar &amp; Project</b>   | <b>TUESDAY (2/18):</b> <u>Final draft of case decision (with all previous drafts) due in morning class</u>                         | <b>TUESDAY - Topic:</b> Individual project conferences – 10 minute conferences (1:00-4:00)  |

| <b>WEEK 6 (February 25-29)</b> |   |   |
|--------------------------------|---|---|
|                                | <b>TUESDAY (2/26)</b>   | <b>THURSDAY (2/28)</b>  |
| Morning                        | <i>Topic:</i> Child abuse & neglect: Constitutional rights in termination cases<br><i>Goals:</i> demonstrate case reading proficiency by having them complete <i>Santosky</i> case worksheet in groups<br><i>Reading:</i> <i>Santosky v. Kramer</i>                               | <i>Topic:</i> Child abuse & neglect: A Constitutional right to state protection?<br><i>Goals:</i> critically examine the argument in <i>DeShaney</i> that found no right<br><i>Reading:</i> <i>DeShaney v. Winnebago County</i> |
| <b>Seminar &amp; Project</b>   | <b>TUESDAY</b> - <i>Topic:</i> Thesis, claims, and evidence and “Speed-dating”  | <b>FRIDAY:</b> <u><i>Notes on Sources II/Precis with research binder due by 4:30 PM to Cathy’s office</i></u>   |
| <b>WEEK 7 (March 3-7)</b>      |   |   |
|                                | <b>TUESDAY (3/4)</b>  | <b>THURSDAY (3/6)</b>   |
| Morning                        | <i>Topic:</i> Same-Sex Marriage: The right to marry<br><i>Reading:</i> Gerstmann, chapter 4<br><b>Return research binders</b>   | <i>Topic:</i> Same-Sex Marriage: The right to same-sex marriage?<br><b>NOTE: Amelia’s office hours will be on Saturday for the following weekend.</b>   |
| <b>Seminar &amp; Project</b>   | <b>TUESDAY</b> - <i>Topic:</i> Structuring a research paper<br><i>Goals:</i> discuss does/says distinction; explain the functional outline for a research paper<br><i>In-class activity:</i> ordering the revised claims of example; working on own claims order<br><b>Amelia</b> |   |
| <b>WEEK 8 (March 10-14)</b>    |   |   |
|                                | <b>TUESDAY (3/11)</b>   | <b>THURSDAY (3/13)</b>  |
| Morning                        | <i>Topic:</i> Same-Sex Marriage: The right to same-sex marriage?<br><i>Reading:</i> Gerstmann, chapter 5; <i>Lawrence</i> majority opinion<br><b>Return TCEs</b>  | <i>Topic:</i> Same-Sex Marriage: What else to consider?<br><i>Reading:</i> Justice Scalia’s dissent in <i>Lawrence</i> ; excerpt from   |
| <b>Seminar &amp; Project</b>   | <b>SUNDAY</b> - <u><i>Thesis, Claims, and Evidence with reference list due by 2:00 PM on Angel.</i></u>   | <b>TUESDAY:</b> <i>Topic:</i> Individual project conferences – 10-minute conferences (1:00-4:00)  |
| <b>SPRING BREAK - YEAH!</b>    |   |   |

| <b>WEEK 9 (March 24-28)</b>       |   |   |
|-----------------------------------|---|---|
|                                   | <b>TUESDAY (3/25)</b>   | <b>THURSDAY (3/27)</b>  |
| Morning                           | <i>Topic:</i> Ethics and rhetoric of working with sources; APA in-text citation format<br><i>Reading:</i> All of Davis        | <i>Topic:</i> Preparing for the SYR days<br><i>Readings:</i> none   |
| <b>Seminar &amp; Project</b>      | <b>TUESDAY</b> – <i>Topic:</i> Preparing for the SYR days; CSQ<br><i>Reading:</i> Sharing Your Research packet                | <b>FRIDAY</b> - <u><i>Functional outline with cover letter, reference list and research binder due at 4:30 PM to Cathy's office</i></u>                   |
| <b>WEEK 10 (March 31-April 4)</b> |   |   |
|                                   | <b>TUESDAY (4/1)</b>  | <b>THURSDAY (4/3)</b>   |
| Morning                           | <i>Topic:</i> <b>RESEARCH SKILLS EXAM</b>   | <i>Topic:</i> Individual writing conferences – 10-minute conferences (8:30-11:00)   |
| <b>Seminar &amp; Project</b>      | <i>Topic:</i> Individual project/SYR conferences – 20 minute conferences  |   |
| <b>WEEK 11 (April 7-11)</b>       |   |   |
|                                   | <b>TUESDAY (4/8)</b>  | <b>THURSDAY (4/10)</b>  |
| Morning                           | <i>Topic:</i> Sharing Your Research Day (2)<br><i>Reading:</i> readings for SYRs  | <i>Topic:</i> Sharing Your Research Day (2)<br><i>Reading:</i> readings for SYRs  |
| <b>Seminar &amp; Project</b>      | <b>TUESDAY</b> - <i>Topic:</i> Sharing Your Research Day (1); Individual SYR conferences<br><i>Reading:</i> readings for SYRs | <b>FRIDAY:</b> <u><i>Revised functional outline with reference list and research binder due at 4:30 PM to Cathy's office; also submit FO to Angel</i></u> |

| <b>WEEK 12 (April 14-18)</b>    |  |  |
|---------------------------------|--|--|
|                                 | <b>TUESDAY (4/15)</b>  | <b>THURSDAY (4/17)</b>   |
| Morning                         | <i>Topic:</i> Sharing Your Research Day (2)<br><i>Reading:</i> readings for SYRs<br><i>Handout:</i> Reflective essay assignment      | <i>Topic:</i> Sharing Your Research Day (2)<br><i>Reading:</i> readings for SYRs                                 |
| <b>Seminar &amp; Project</b>    | <b>TUESDAY</b> - <i>Topic:</i> Sharing Your Research Day (1); Individual SYR conferences<br><i>Reading:</i> readings for SYRs        | <b>FRIDAY</b> - <u><i>Full draft with cover letter and research binder due at 4:30 PM. to Cathy's office</i></u> |
| <b>WEEK 13 (April 21-25)</b>    |  |  |
|                                 | <b>TUESDAY (4/22)</b>  | <b>THURSDAY (4/24)</b>   |
| Morning                         | <i>Topic:</i> Sharing Your Research Day (2)<br><i>Reading:</i> readings for SYRs   | <i>Topic:</i> Sharing Your Research Day (2)<br><i>Reading:</i> readings for SYRs                                 |
| <b>Seminar &amp; Project</b>    | <b>TUESDAY</b> - <i>Topic:</i> Sharing Your Research Day (2); Individual SYR conferences<br><i>Reading:</i> readings for SYRs        |  |
| <b>WEEK 14 (April 28-May 2)</b> |  |  |
|                                 | <b>TUESDAY (4/29)</b>  | <b>THURSDAY (5/1)</b>  |
| Morning                         | <i>Topic:</i> Sharing Your Research Day (2)<br><i>Reading:</i> readings for SYRs   | <i>Topic:</i> Individual draft conferences   |
| <b>Seminar &amp; Project</b>    | <b>TUESDAY</b> - <i>Topic:</i> Wrapping up the semester<br><i>Reading:</i> none<br><i>Return research binders</i>                    |  |
| <b>EXAM WEEK</b>                |  |  |
|                                 | <b>May 7 (W)</b>   |  |
|                                 | <u><i>Final draft of research paper with research binder containing final reflective essay due at 4:30 PM to Cathy's office.</i></u> |  |