

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number INTS 499 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

*Existing Course
 Meets requirement for International
 Studies Degrees
 See memo and syllabus attached*

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

COUNCIL**

	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Content (substantive change)	A	A	A		I			A	A
4.	Number of hours (lecture, lab, contact)	A	A	A		A			A	A
5.	Course number within the hundred	A	A	I		I			I	I
6.	Course number beyond the hundred	A	A	A		A			A	A
7.	Prerequisites	A	A	A		I			I	I
8.	Course fee(s)	A	--	A		--			A	I
9.	From U to G or G to U	A	A	A		A			A	A
10.	Cross list with another dept: U or G level	A	A	A		A			A	A
11.	Department of record	A	A	A		A			A	A
12.	Open or close a course	A	A	A		A			A	A
13.	New course — See Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A		A			A	A

* Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

**Courses offered only to students seeking teacher certification must go through the Teacher Education Council.

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

A = Approval I = Information

	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	COUNCIL			Provost	Faculty	President
						UGEC	UUAC	GRAD			
1.	University Requirements — Change in approved course content**	A	A	A		A			A	--	A
2.	University Requirements — Add or drop a required course from the University Requirements chart**	A	A	A		A			A	A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements**	A	A	A		A			A	--	A
4.	University Requirements — Change hours within a menu on the University Requirements chart**	A	A	A		A			A	A	A
4.	Major — Revision of major ♦ ‡	A	A	A		A			A	--	A
5.	Major — Adopt or change admission requirements	A	A	A		A			A	--	A
6.	Major — Add or discontinue	A	A	A		A			A	A	A
7.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A
8.	Minor — Revise course selection	A	A	A		I			I	--	I
	Minor — Add or discontinue	A	A	A		A			A	--	A
9.	Degree — Add or discontinue	A	A	A		A			A	A	A
10.	Any change to a graduate degree program*	A	A	A		A			A	--	A

♦ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

‡ Program or course changes applying to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

* All graduate degree plan changes must go through the Graduate Council.

** Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and corequisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

Note: The Board of Trustees is informed when a major or degree is added or discontinued.

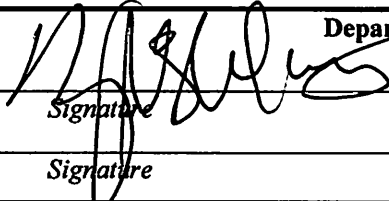
Revised 4-18-12

Approval Chart for Academic Information Changes

	Change to the Catalog	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	General requirements for graduation including course requirements that are common to all majors for all degrees*	--	--	--		A		A	A	A	--
2.	Admission requirements	--	--	--		A		A	A	A	--
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A	--
4.	Requirements for graduating with honors	--	--	--		A		A	A	A	--
5.	Other academic policy changes	--	--	--		A		A	--	A	

* The UUAC approved the clarification that "general requirements for graduation" means the seventeen items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-2-11

Department/School Chair(s)	
 Signature	Feb 8 2013 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Memo

From Department of History, Ron Morgan

To: UGEC

Re: INTS 499 is fulfilling the following capstone requirements:

- A required paper with a minimum length of 2000 words (approximately 7 pages) and worth a minimum of 10% of the assessment for the course in which it is included. This paper provides an opportunity for a summative assessment of the student's information literacy skills, including the proper citation of a minimum of 5 appropriate sources that support their research. Options to satisfy this prompt include, but are not limited to, a traditional research paper; a evaluative/reflective essay that accompanies a creative or scholarly work (such as a senior art show or recital), describing elements of the creative process; or a business plan that incorporates market research and analysis with the proposal of a specific entrepreneurial venture.
- An assignment that demonstrates the student's ability to think critically about faith and vocation as it is expressed in a particular discipline met by a course or experience in the students' degree plan or major.
- A comprehensive skills and accomplishments inventory reflecting the student's scholarship (research and creative activities), accomplishments, co-curricular activities, service, leadership, internships, integrative thinking, knowledge, etc.
- For all 3 items listed above, I refer you to page 2 on the attached syllabus. Do let me know if you need something more than this.

INTS 499: Research Seminar in International Studies
Prof. Ronald J. Morgan – Spring 2013

Contacting Dr. Morgan

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Office: Ad Building 324

History Dept. Phone: 674-2370

Dr. Morgan's office: 674-2150

Course Times and Places

MWF 1:00-1:50

Ad Building 321

Office Hours: by appointment

Course Description

Those who pursue the emerging academic field of Global Studies do so because they are interested in connections, interactions, and interdependencies. Global Studies is an area of analysis located at the intersection of the social sciences, natural sciences, and the humanities. This course invites students to employ tools and insights from geography, economics, political science, environmental studies, and history, to name a few, as they raise complex questions about the contemporary world.

Global Studies scholars seek to make sense of the phenomenon known as “globalization” a pursuit that ultimately leads to the problem of definitions: What is “globalization”? What are its key features? Is today’s globalization a unique stage in human history, or simply one more episode in a long history of intensified global interactions? In this course, we consider such questions by exploring globalization in its economic, political, cultural, ecological, and ideological dimensions. The student who successfully completes this course will be able to demonstrate an understanding of the complex nature of global interactions and be conversant with the scholarly literature and debates about the nature of “globalization.”

As a senior capstone experience, this course will challenge the student to critically analyze, reflect, and write about the nature of Global Studies from the perspective of Christian Worldview. In addition, he or she will demonstrate the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality in the field of Global Studies.

Required Readings

Christopher Heuertz & Christine Pohl, *Friendship at the Margins*. Downers Grove, IL: IVP Books, 2010. ISBN: 978-0-8308-3454-9

Luttinger and Dicum, *The Coffee Book: Anatomy of an Industry from Crop to the Last Drop*. New York: The New Press, 2006. ISBN: 1595580603

Manfred Steger, *Globalization: A Very Short Introduction*. 2nd ed. New York: Oxford University Press, 2009. ISBN: 978-0-19-955226-6.

Additional readings TBA.

Earning the Grade

A student’s *final grade* reflects his/her innate intellectual abilities, skill development, mastery of subject matter, and work ethic. In this course, final letter grade is calculated based on the following scale: A=92-100, B=83-92, C=74-83, D=65-74, and F reflects a course average below 65%.

- I. Participation (10%). Daily reading preparation, which the student will demonstrate by making oral contributions to the learning community and through making quality Blog Discussion Posts and follow-up comments in OpenClass.
- II. Friendship at the Margins Essay (10%). Details TBA.
- III. Dimensions of Globalization: Critical Book Analysis (10%). Details TBA.
- IV. Research Tutorial on a Global Issue (50%). Details TBA.
- V. Final Exam: Coffee & Globalization (15%).
- VI. Skills and Accomplishments Resumé (5%)

Demonstrating Student Learning Outcomes

1. *Students will think and write critically about global issues.*

Blog Discussions in OpenClass. Students will be periodically required to respond to writing prompts based on assigned readings.

2. *Students will reflect vocationally and theologically on Christian commitment to cross-cultural engagement, understanding, and service.*

Friendship at the Margins Essay: Based on the assigned text *Friendship at the Margins*, face-to-face interactions with co-author Chris Heuertz, and a variety of other readings on intercultural engagement, student will write a reflective essay that considers his or her personal sense of global vocation and commitment. This assignment will fulfill the vocational requirements for an ACU senior capstone course. Details TBA.

3. *Students will demonstrate familiarity with the interdisciplinary scholarly literature and debates about the nature of “globalization.”*

Critical Book Analysis. Each student will select a book title from among a list that Dr. Morgan will write a conventional book review (800 word minimum) followed by a critical analysis of how the book relates to themes discussed in assigned readings and seminar discussions (500-600 words). The student will deliver the written analysis to Dr. Morgan (via email attachment) by 10 p.m. on the night before the in-class presentation. Each paper will be posted in OpenClass for all class members (see Final Exam, below).

4. *Students will be able to articulate the multi-dimensional nature of global phenomena.*

Final exam over coffee as a global economic, consumerist, cultural, and ideological phenomenon. In the final exam, students will demonstrate their understanding of links between the global coffee phenomenon and major dimensions of globalization as addressed by Manfred Steger and five other authors covered in the five Critical Book Analyses.

5. *Students will demonstrate the ability to frame questions, carry out critical analysis, and produce written research work of substantial complexity and quality in the field of Global Studies.*

Global Studies Research Tutorial Project. See pages 6-8.

6. *Students will create an inventory of achievements in the form of a resumé.* The document should include the student’s scholarship (research and creative activities), accomplishments, co-curricular activities, service, leadership, internships, etc.

General Policies

Attendance policy: A student does not gain points by attending, but may lose points from the final course average by missing class, as follows: 3 absences = -3; 4 = -8; 5 = -15; 6 = -25; 7 = fail.

(Note: I do not distinguish between “excused” and “unexcused” absences; any and all misses are included in one’s attendance record. Also, 3 late arrivals will be counted as an absence; after that, each two subsequent late arrivals will count as a miss.)

Late Work: Unless I approve an extension prior to an assignment’s due date, a late project will be penalized 1 letter grade for the first day late and one-half letter grade per day for each additional day late up to one week. After that, the assignment, if completed, will receive an “F,” (i.e., 55%).

Missing quizzes or exams: The purpose of these Thursday quizzes is to reward class attendance & daily reading, as well as to help you be better prepared for the three essay exams. Each quiz covers lecture material and related readings from the date of the previous quiz (including readings assigned for the quiz date itself).

Note: I will drop the lowest of your quiz scores; if you miss one, I simply drop that score. There are no make-ups, except for the following exceptions: (1) Absence due to your participation in an official ACU-related activity; you must request a make-up exam **in advance of the date**; (2) Illness or family crisis; you may bring written medical (or otherwise appropriate) proof and arrange to make up the exam within one week of the original exam date. **Be on notice!** No make up is offered for any personal preference reasons (travel, non-emergency medical, etc. – Before you arrange such things, check your syllabus and avoid exam dates). If you do miss one quiz for an excusable reason, be sure to document the reason for the absence (even though I will drop that 0 score). This will ensure that if you miss a second quiz for an excusable reason, there will be grounds for a make-up quiz.

You are responsible for bringing your own 15-question Scantron card to class on exam days. The Campus Store sells packages of 15 cards.

There will be three essay exams over class lectures, primary source readings, and discussions (57%). These exams will test your knowledge of historical processes and major concepts that have been covered in readings and in lectures. Exam includes both identification of terms and one long essay. An excellent essay will include the following strengths: clear definition of terms or concepts; strong use of historical examples; above-average attention to detail; integration of primary sources into your discussion. There will be very little in-class review; I welcome you to meet with us at our designated office hours.

If you **miss an exam** for an unexcused reason, you will receive a grade of zero. If for one of the above excusable reasons, be sure to document the reason, preferably before the exam date.

NOTE: You must bring three 8.5” x 11” exam blue books to class by Thursday, Sept.20. Please write your name, Banner ID number and course number on the cover. Failure to turn these in on time will result in a 5-point deduction from your first essay exam score.

Academic Integrity: It is expected that all students will adhere to the University’s Academic Integrity Policy. Violations will be addressed as described in the Policy. While the University enforces the Policy, the most powerful motive for integrity and truthfulness comes from one’s desire to imitate God’s nature in their life. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is

available for review at the Provost's office web site (www.acu.edu/campusoffices/provost) and these offices: Provost, college deans, dean of campus life, director of student judicial affairs, director of residential life, and academic departments. **Consequences for violations** include a score of 0 on the assignment in question and immediate referral to the Dean of Students. A second violation will result in the student being dropped from the course with a grade of F.

Special Needs Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha office directly at (325) 674-2667.

ACU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Technology policy

Please set cell phones to “silent” during class; do not consult phones for text messages. Students may find laptops or ipads useful for in-class work. I expect such technology to serve *exclusively* our classroom purposes – no facebook or other surfing, please. Students who violate this policy will be advised after class and counted absent for that class period. *Under no circumstances may class sessions be audio or video recorded without the express written consent of the professor.*

Contacting Dr. Morgan

Please feel free to visit me during my posted office hours or to email me with any questions or concerns. When you write to me, please do the following:

- Include HIST436 in the subject line so I can easily distinguish your mail from the numerous messages I receive each day.
- Include your name, either in the message, signature, or “sender” line.
- Label any attached document with your name and a descriptive label (Smith Achebe Essay).

Course Calendar

Note: Assignment in right column is due on corresponding date in the left column.

Abbreviations (in right column): CBA = “Critical Book Analysis”; H&P = *Friendship at the Margins*; Coffee = *The Coffee Book*; Transf. = *Transformations at the Edge of the World*

Date	Topic	Assignment
M 14 Jan	---	
W 16 Jan	Introduction	
F 18 Jan	Globalization: Complexities & Contradictions	Steger, Intro & Ch.1

M 21 Jan	MLK Day – No classes	
W 23 Jan	Globalization: Historical Dimensions	Steger Ch.2
F 25 Jan	Globalization: Economic Dimensions	Steger Ch.3
M 28 Jan	Coffee History	Coffee Preface & Ch.1
W 30 Jan	The World Today	TBA
F 1 Feb	Vocation of Friendship	H&P Intro. & Ch.1
M 4 Feb	Coffee from Crop to Cup	Coffee Ch.2
W 6 Feb	Discussing the Tutorial	Tutorial 1
F 8 Feb	Reconnecting Righteousness & Justice	H&P Ch.2
M 11 Feb	Trading beans	Coffee Ch.3; Tutorial 2
W 13 Feb	Workshop in Library Research (Meet in Lib.)	
F 15 Feb	Mutuality	H&P Ch.3; <i>Transf.</i> Ch.11
M 18 Feb	Health, Marketing & Mega-roasters	Coffee Ch.4
W 20 Feb	The World Today	TBA; CBA 1
F 22 Feb	Ambiguities and Tensions	H&P Ch.4; <i>Transf.</i> Ch.2
M 25 Feb	Research Proposals	Tutorial 3
W 27 Feb	No 1 p.m. meeting: Halbert gatherings with Chris Heuertz on Wed. & Thurs.: Attend 2!	
F 1 Mar	Spirituality of the Margins	H&P Ch.5
M 4 Mar	Tutorials	Tutorial 4
W 6 Mar	Globalization: Political Dimensions	Steger Ch.4
F 8 Mar	No class meeting	Friendship at the Margins Essay
M 11 Mar	<i>Spring Break</i>	
W 13 Mar	<i>Spring Break</i>	
F 15 Mar	<i>Spring Break</i>	
M 18 Mar	The World Today	TBA; CBA 2
W 20 Mar	(3 pm) Guests: Moving the jobs abroad	
F 22 Mar	Tutorials	Tutorial 5
M 25 Mar	The US and Europe	Kagan (OC)
W 27 Mar	Going up-scale: The Specialty Coffee Boom	Coffee Ch.5
F 29 Mar	Easter Break	
M 1 Apr	Sustainability & Ethical Consumption	Coffee Ch.6
W 3 Apr	Guest scholar: Can trade be free <i>and</i> fair?	Steger, 98-121
F 5 Apr	Globalization: Cultural Dimensions	Steger Ch.5
M 8 Apr	Tutorials	Tutorial 6
W 10 Apr	Clash of Civilizations?	Huntington (OC)
F 12 Apr	Jihadist globalisms	Steger 121-8; CBA 3
M 15 Apr	Globalization: Ecological Dimensions	Steger Ch.6
W 17 Apr	Tutorials	Tutorial 7
F 19 Apr	New Urbanism	Elisara (OC)
M 22 Apr	More Dimensions of Globalization	CBA 4 & 5
W 24 Apr	(3 pm) Guest: Reconciling Local and Global	Slimbach (OC)
F 26 Apr	Tutorial Peer Reviews	Tutorial 8
M 29 Apr	Tutorial Peer Reviews	Tutorial 8
W 1 May	The World Today + Assessing the Future	
Sat 4 May	Final Draft due (11:59 p.m.)	Tutorial 9
R 9 May	Final Exam (2:00-3:45 p.m.)	

INTS 499: Research Seminar in International Studies
Research Tutorial – Spring 2013
Professor Ron Morgan

The research tutorial project accounts for 50% of your total grade in this course, consisting of 40% for the final paper product and 10% for contribution to the tutorial group process.

What is the tutorial?

In the research tutorial, each student formulates a research question relating to the field of Global Studies. Extensive research and a multi-step writing process will result in a final paper that will account for 50% of the total grade in this course.

But why is it called “tutorial”?

The “tutorial” is a unique learning experience that consists of three defining features. First, the work is done in clearly defined stages, with phases of the work to be completed and evaluated at designated points in the semester. Second, through participation in a working group of peers, each student receives critical feedback from peers and the professor or “tutor.” Third, each student will offer critical feedback to other student researchers. The tutorial emphasizes process as well as product; indeed, each student will grow academically through participation in the group process.

The success of the tutorial system depends on the active exchange of ideas between student, tutor and peers. One need not be an experienced debater in order to do well in tutorials, but one must be prepared to give and defend opinions, as well as to accept constructive criticism and advice. Through this method of learning the student will develop better research, organizational, and critical thinking skills. The benefits of this process will transcend the academic; students will also gain transferable skills that employers find attractive when recruiting university graduates.

What is required in terms of final written product?

The research paper must meet the following requirements and include the following elements:

- **Formatting:**
 - Font: Times New Roman 11, with standard borders
 - Pagination in lower right corner
 - 3,500-4,000 words (10-12 pages)
 - Cover Page: Paper title, personal and course details, tutor’s name, and date
- **Paper Content**
 - The Body of the Paper
 - Conclusion section: Your own analysis of the issues, as well as reflection on how this research has enhanced your understanding and personal conclusions, including perhaps attention to unresolved questions, where future research needs to go, etc.

- Bibliography: Minimum 20 sources, which must consist of the following
 - Academic books and articles (whether accessed in paper or electronic copy): at least 60% of cited sources;
 - Journalistic sources: no more than 25% of cited sources (When using journalistic sources, use substantial pieces from credible sources; avoid articles that, through their brevity, are basically no more than “news briefs.”)
 - Other: Websites or position papers or policy statements from websites of entities (governmental, non-profit, lobbying, etc.) whose work is relevant to your research question

How will the Final Research Product be evaluated?

- *Research Skills (40%)*. Do you provide clear, well-defined research questions & maintain consistent focus on those issues throughout the paper? Have you carefully chosen the most relevant and credible sources? Does the research data clearly inform and support your conclusions? Do you go well beyond the level of knowledge that any informed citizen would have simply by following current events?
- *Analytical Skills (25%)*. How conceptually rich and nuanced is your analysis? For example, does your title provide a useful framework for your paper? In the case of controversy, debate, or varied perspectives, have you considered all sides? Have you acknowledged contradictions in the sources, inconsistencies in arguments on one side or the other, etc.? Does each part of the paper contribute to the whole, illuminating your research question?
- *Writing Skills (20%)*. Does your paper’s structure conform to required format? Does it flow well, enabling the reader to follow your line of thought and building a case towards a clear conclusion? Does your introduction hook your reader? Is the language clear and crisp? Are paragraphs coherent, with a clear opening topic sentence and an obvious internal logic?
- *Documenting Skills (15%)*. Are your sources – articles, interviews & observation – clearly evident and documented in your text according to MLA criteria?

Calendar of Tutorial Steps

Note: Failure to fulfill requirements & deadlines will result in point reduction for final project grade.

The label “Tutorial 1,” “Tutorial 2,” etc. match the same designations on the main course calendar on page 5 of this syllabus.

Date	Activities & Assignments
Wed, Feb.6	<i>Tutorial 1</i> . Meet with Dr. Morgan at least once by this date to discuss research interests and a possible topic.
Mon, Feb.11	<i>Tutorial 2</i> . Communicate your topic and likely primary research question to Dr. Morgan before class time today.
Mon, Feb.25	<i>Tutorial 3</i> . Research Proposal due (as MS Word doc, emailed as attachment). [See details for this at top of page 8.]

	Presentation of tutorial topic, research questions, and initial research, as follows: 1) <i>Clearly</i> state the topic, articulating at 1 primary (over-arching) and at least 3 supporting research questions (Note: Normally you should move from the most general to the more specific.) <u>Example:</u> Topic: Fair Trade movement. Primary Question: What is the Fair Trade Movement and is it likely to be sustainable over time? Secondary or Supporting questions: What distinguishes FT products from non-FT? What evidence is there that FT has brought real benefits to third world producers, and is that likely to continue? Is it a positive or negative trend that large corporations are adopting the products and language of “Fair Trade”? (In other words, is this a cynical marketing ploy that will undermine the true intent of the original FT goals?) 2) Present annotated bibliographic entries for two sources, as follows: For each source, a 250-word annotation divided into two paragraphs: • First: A brief summary of the source’s key points and arguments; • Second: An analysis of how the source enhances your understanding of the research questions, and how you will use it in your paper.
Mon, Mar.4	<i>Tutorial 4.</i> Research updates. Present an annotated bibliography of at least 4 research sources (as you did in Tutorial 3).
Fri, Mar.22	<i>Tutorial 5.</i> Present a 400 to 500-word description of an institution (of your choice) that has significance for your research. As in Tutorials 3 and 4, divide discussion into two paragraphs: a description of the institution, followed by analysis of its significance for your paper. Cite at least 2 sources for this information.
Mon, Apr.8	<i>Tutorial 6.</i> Present an outline for the paper (detailed to the paragraph, not sentence level), together with an Introduction paragraph (approx. 100 words) that introduces your research question and thesis statement.
Wed, Apr.17	<i>Tutorial 7.</i> 1st draft due in class. Turn in 3 copies of your research paper; 1 for tutor and 2 for peer reviewers (Cover page is not necessary at this stage). We will also discuss the handout “How to do a Peer Critique.”
Fri, Apr.26 & Mon, Apr.29	<i>Tutorial 8.</i> Peer Review sessions As assigned, each peer reviewer will provide written feedback for 2 peer papers following the criteria outlined in “How to do a Peer Critique.”
Sat, May 4	<i>Tutorial 9.</i> Final Draft is due to Dr. Morgan (delivery method TBA)