

Methods of Historical Research: Mexican American Civil Rights History

Dr. Philis M. Barragán Goetz



Committee for Barrio Betterment candidates for San Antonio City Council, 1971. Left to right: Guillermo "Willie" Benavides, Gloria Cabrera, Rosie Castro, and Mario Compean. Courtesy of the Raza Unida Party.

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Office Hours

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Course Materials

- [The Princeton Guide to Historical Research](#), Zachary M. Schrag

LEARNING OUTCOMES

UNDERSTAND THE SIGNIFICANCE OF HISTORICAL SOURCE MATERIALS TO THE HISTORIAN'S CRAFT.

CONDUCT PRIMARY AND SECONDARY SOURCE RESEARCH USING DIGITAL DATABASES AND ARCHIVES.

IMPROVE CRITICAL THINKING SKILLS AS YOU TURN A TOPIC IDEA INTO AN ORIGINAL WORK OF HISTORICAL RESEARCH WITH AN ARGUMENT AND SUPPORTING EVIDENCE.

ARTICULATE IN CLASS DISCUSSION AND IN WRITING THE SIGNIFICANCE OF THE RELATIONSHIP BETWEEN SCHOLARSHIP AND THE COMMUNITY.

COURSE DESCRIPTION

This course is designed to introduce students to the way in which professional historians conduct research, interpret evidence, and construct a narrative by carrying out these steps themselves. We will learn how to cast a wide net in looking for source material, navigating both digital databases and archival collections. Under close direction from the instructor, students will produce a research paper of significant length, which will become part of TAMUSA's Digital Commons collection and the Mexican American Civil Rights Institute's archival collection. You can view previous student papers in the Digital Commons collection [here](#).

This class is taught in collaboration with the [Mexican American Civil Rights Institute \(MACRI\)](#), and all of our research will be topics in Mexican American Civil Rights history.

ASSIGNMENTS

- **RESEARCH JOURNAL:** 10% There will be 1 Student Introduction Assignment and 4 research journal posts due throughout the semester. The writing in this space is different from other assignments, as it doesn't necessarily have to be formal. Other students will not see what you write.
- **CLIOVIS NOTES & TIMELINE:** 10%. We will be getting a tutorial from the ClioVis team at the beginning of this term. You will use the software throughout the semester to help you organize your research notes and create a timeline based on your work.
- **PAPER PROPOSAL:** 5%. At the beginning of the semester, I will provide students with a list of possible research topics. You must submit a paragraph stating which topic you selected, along with a short list of secondary sources that will provide you with the historical context for that topic.
- **ANNOTATED BIBLIOGRAPHY:** 10%. You will need to submit an annotated bibliography with a minimum of 10 sources, both primary and secondary. You need to provide your tentative thesis for the final paper and presentation.
- **POWER POINT/CANVA SLIDES:** 10%. You need to create slides for your presentation. Your slides will be graded on how well they support your presentation.
- **ROUGH DRAFT:** 15%. We will have a Peer Review Workshop in class. The higher quality of a draft that you turn in, the better feedback you will receive. Part of this portion of your final grade will be based on your participation in the peer-editing workshop.
- **FINAL DRAFT:** 25%. 15-20 pages (4000-5500 words), 1-inch margins, 12 pt. Times New Roman font, double-spaced. You will be graded on the quality of your thesis, your use of primary and secondary sources, how well you drew from digital databases and local archival collections, and the quality of your written narrative. A portion of your grade will also be based on the quality of the changes that you make between the rough draft and the final draft. Submitting your rough draft as a final draft will result in a failing grade.
- **PRESENTATION AT CONFERENCE:** 15%. At the end of every semester, every Methods student has to give a presentation of their work. You will be presenting your research at a one-day conference that will take place at the Mexican American Civil Rights Institute and will be open to the public. You will be graded on the quality of your research, as well as how well prepared you are to give your presentation. The conference will be November 22.

WRITING TIPS

- Historians are not creative writers. We cannot just make stuff up as we go along. Arguments are based in evidence.
- Start your primary and secondary source research as soon as you can. This will give you the most amount of time with your sources--to reread them, think about them, and make connections. Historians need time to think about how to turn their research finds into a well-written narrative.
- This means that you need to spend ample time both conducting research and writing the paper.
- If you struggle with getting the writing started, make a detailed outline.
- Allow yourself time to write multiple drafts. No one's first (or second or third) draft is any good. It is not just a cliché: writing really is a process.



**JACK KEROUAC
WROTE *ON THE ROAD* IN
THREE WEEKS WHILE
UNDER THE INFLUENCE.
THIS TACTIC WILL NOT
WORK FOR THIS CLASS.**

COURSE EXPECTATIONS



Gus Garcia, 1952. *San Antonio Light and Express* Newspapers / UTSA Special Collections

GRADING SCALE

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- Below 60 F

ATTENDANCE: Attendance in this class is imperative. Changes to the syllabus, advice, and feedback will be given in class and via blackboard announcements. If you miss more than 5 classes, your grade will drop one letter grade (-10 points). Cell phones should be on silent during class. Laptops and tablets should only be used to take notes. And please, put the headphones and earbuds away.

LATE/MAKE UP WORK: Make-ups will be given only in the case of documented medical or family emergencies. They must be completed before the last day of classes. For each day an assignment is late, its grade drops 5 points. I will not accept late work after 6 days. If you need to request an extension, you must contact me before the due date to make your request.

PARTICIPATION AND COURTESY: This is one of the most difficult classes you will take because it will require you to exercise self discipline, critical thinking, research skills, writing skills, and presentation skills. But, hopefully, it will also be one of the most rewarding classes because of the demanding nature of it, because you will have an opportunity to share your work with the community, and because of the connections you will make with your peers. Your participation helps you develop your own skills, while encouraging your peers to develop theirs. Do the readings, conduct your research, get your work done, and be excellent to each other.

ACADEMIC MISCONDUCT: Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor or, if necessary, to the appropriate academic department head.

Students guilty of academic misconduct will receive a zero on the assignment and will be reported to Academic Affairs.

The Elephant in Our Classroom

TL;DR The use of AI is not allowed. It constitutes academic dishonesty. You will get a zero.

AI is everywhere these days, so let's confront the elephant in our classroom--the elephant in every classroom. Here's what happens every time you use AI: the software draws from the published work of others--without their consent, without citing them or compensating them--and produces a seemingly polished piece of writing. But this piece of writing is full of made up evidence and falsified citations. The skills required of a student of history include reading critically; assessing a scholar's use of evidence; making connections between primary and secondary sources; understanding categories of analysis, like race, class and gender; and constructing your own arguments that require you to use all these skills. AI plagiarizes from people who have waded through these intellectual trenches. It does not itself have these skills. And every time you use AI to write or to construct analysis, you are losing the ability to do this yourself. Writing and critical thinking are not easy skills to develop. They can make you uncomfortable and uneasy. They are time consuming and inconvenient. But they help you develop your voice as a writer, as a thinker, and as a human being living in our modern world. With our backs against the wall, we're forced to answer the question: how much are we willing to pay for convenience? If you've read this far, you know that I believe the costs are too high. Students are not authorized to use any AI software in this course, and I will not use it either. It is dishonest and a form of plagiarism. You will not receive any credit for work that uses AI.

IF YOU DON'T GET THIS REFERENCE, WATCH TERMINATOR AND TERMINATOR 2 IMMEDIATELY.



UNIVERSITY POLICIES & RESOURCES

STUDENT MISCONDUCT: Appropriate conduct is essential to the effective functioning of the University. University policy defines unacceptable conduct, both academic and non-academic misconduct, and penalties for such behavior in The Student Handbook and The Student Code of Conduct.

SIX-DROP RULE: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

EMAIL POLICY AND COURSE COMMUNICATIONS: All correspondence between professors and students must occur via University email accounts. If your jaguar account is not working, contact the help desk at sahelp@tamusa.tamusc.edu or at 210-784-4357.

FINANCIAL AID AND VERIFICATION OF ATTENDANCE: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

COUNSELING SERVICES: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit <http://tamusa.edu/studentcounseling>

Crisis support is available 24/7 by calling the SCC at 210-784-1331. Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

THE ACADEMIC LEARNING CENTER: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202

STUDENT ACADEMIC SUCCESS CENTER: takes a developmental approach to help students complete their academic goals from orientation through graduation. The Center offers academic and skills workshops, one-on-one appointments, and online resources to help retention efforts at Texas A&M University-San Antonio. The goal of the Center is to help students discover, self-reflect, and become independent learners. Student Academic Success is located in Modular C. Their services are currently offered virtually or by phone. To contact the Center, please call 210-784-1307 or email at Student.Success@tamusa.edu.

THE WRITING, LANGUAGE, AND DIGITAL COMPOSING CENTER supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics>.

ACADEMIC ACCOMMODATIONS FOR PERSONS WITH DISABILITIES: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services as soon as possible

RELIGIOUS OBSERVANCES: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided with an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

MILITARY AFFAIRS: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397

EMERGENCY PREPAREDNESS: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information about Emergency Operations Plan and the Emergency Action Plan can be found [here](#). Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

MEETING BASIC NEEDS: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable me to direct you to available resources.

UNIVERSITY POLICIES & RESOURCES

YOUNG JAGUARS can support parenting students with daycare who meet this criteria: Must be enrolled in classes at TAMUSA in the current semester. Must be Pell eligible or a single parent. They serve children ages 3 to 12-years-old. Children must be enrolled in Pre-K-3 through 6th grade. youngjaguars@tamusa.edu (210) 784-2636

PREGNANT/PARENTING STUDENTS: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable modifications to pregnant students as would be provided to a student with temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K). Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

STATEMENT OF HARASSMENT AND DISCRIMINATION: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

STUDENTS' RIGHTS AND RESPONSIBILITIES: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university students' rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated. Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

COURSE SCHEDULE

I reserve the right to change this syllabus as necessary during the semester.

WEEK 1: COURSE INTRODUCTION, DEFINING TERMS, AND MEXICAN AMERICAN CIVIL RIGHTS

T Class Introduction and Mexican American Civil Rights

Th Defining Terms: History, Historiography, and Sources Reading and Assignments Due

- Schrag, Introduction-Chapter 2

STUDENT INTRODUCTION ASSIGNMENT DUE BEFORE MIDNIGHT, FRIDAY, 8/29.

WEEK 2: INFORMATION AND TRAINING

T Class Visit by Dr. Sarah Z. Gould, Director of the Mexican American Civil Rights Institute Reading and Assignments Due

- Schrag, Chapters 4-6

Th ClioVis Presentation by Dr. Marcus Golding Reading and Assignments Due

- Schrag, Chapter 4
- Choose research topic
- Begin looking for secondary sources, and include them in ClioVis.

WEEK 3: RESEARCH TRAINING

T TAMUSA Librarians' Presentation on Digital Databases Reading and Assignments Due

- Schrag, Chapters 8-9
- Continue secondary source research

Th Navigating Digital Databases, Archival Repositories, and Citations Reading and Assignments Due

- Schrag, Chapter 10

**PAPER PROPOSALS DUE BEFORE MIDNIGHT, FRIDAY, 9/12.
RESEARCH JOURNAL 1 DUE BEFORE MIDNIGHT, SUNDAY, 9/14.**

WEEK 4: IN-CLASS RESEARCH WORKSHOP

T In-Class Research Workshop Reading and Assignments Due

- Schrag, Chapters 11-12

Th In-Class Research Workshop Reading and Assignments Due

- Schrag, Chapter 13
- Finish secondary source research. You should have a solid understanding of the historiography and what scholars have written about your topic.
- Begin primary source research, and be sure to include your findings in ClioVis.

KEY DATES

- Sept. 1: Labor Day
- Nov. 14: Last day to drop with an automatic "W"
- Nov. 27-29: Thanksgiving Holiday
- Dec. 4: Last day of class
- Dec. 6-12: Final Exams

For more key dates, see

<https://www.tamusa.edu/academics/academic-calendar/current-year/fall-2025.html>

WEEK 5: IN-CLASS RESEARCH WORKSHOP

T In-Class Research Workshop

Readings and Assignments Due

- Continue primary source research

Th In-Class Research Workshop

Reading and Assignments Due

- Continue primary source research
- Have a list of all your primary and secondary sources for your annotated bibliography.

WEEK 6: ANNOTATED BIBLIOGRAPHY

T In-Class Annotated Bibliography Workshop

Reading and Assignments Due

- Begin your annotated bibliography

Th Annotated Bibliography Peer Review

Reading and Assignments Due

- Bring a complete draft of your annotated bibliography to class.

**PEER REVIEW WORKSHEET DUE IN CLASS, THURSDAY, 10/2
ANNOTATED BIBLIOGRAPHY DUE FRIDAY, 10/3, BEFORE MIDNIGHT.
RESEARCH JOURNAL 2 DUE SUNDAY, 10/5.**

WEEK 7: IN-CLASS RESEARCH/WRITING WORKSHOPS

T In-Class Research and Writing Workshop

Reading and Assignments Due

- Finish your research, if you haven't already.

Th In-Class Research and Writing Workshop

Reading and Assignments Due

- Begin writing, if you haven't already.

CLIOVIS NOTES AND TIMELINE DUE FRIDAY, 10/10, BEFORE MIDNIGHT.

WEEK 8: IN-CLASS WRITING WORKSHOP

T In-Class Writing Workshop

Reading and Assignments Due

- Continue writing.

Th In-Class Writing Workshop

Reading and Assignments Due

- Continue writing.

WEEK 9: RESEARCH CHECK-IN

T Students Share Research with the Class

Reading and Assignments Due

- Continue writing.
- Begin work on slides.

Th Students Share Research with the Class

Reading and Assignments Due

- Continue writing.
- Continue working on slides.

RESEARCH JOURNAL 3 DUE SUNDAY, 10/26, BEFORE MIDNIGHT.

WEEK 10: IN-CLASS WRITING WORKSHOP

T In-Class Writing Workshop

Readings and Assignments Due

- Continue writing.
- Continue working on slides.

Th In-Class Writing Workshop

Reading and Assignments Due

- Continue writing.
- Continue working on slides.

WEEK 11: IN-CLASS WRITING WORKSHOP

T In-Class Writing Workshop

Readings and Assignments Due

- Continue writing.
- Continue working on slides.

Th In-Class Writing Workshop

Reading and Assignments Due

- Continue writing.
- Continue working on slides.

WEEK 12: ROUGH DRAFT PEER REVIEW WORKSHOP

T In-Class Rough Draft Peer Review Workshop

Reading and Assignments Due

- Bring a complete (FINISHED) rough draft to class.

Th In-Class Rough Draft Peer Review Workshop

Reading and Assignments Due

- Finish the Peer Review Worksheet. Bring it to class.

**PEER REVIEW WORKSHEET DUE IN CLASS, THURSDAY, 11/13.
ROUGH DRAFT DUE FRIDAY, 11/14, BEFORE MIDNIGHT.
RESEARCH JOURNAL 4 DUE SUNDAY, 11/16, BEFORE MIDNIGHT.**

WEEK 13: STUDENTS' PRACTICE PRESENTATIONS

T Student Presentations

Reading and Assignments Due

- Finish slides and presentation notes. Be ready to give your presentation to the class.

Th Student Presentations

Reading and Assignments Due

- Be ready to give your presentation to the class.

**POWER POINT/CANVA SLIDES DUE TUESDAY, 11/18, BEFORE MIDNIGHT.
Student/MACRI CONFERENCE ON SATURDAY, 11/22.**

WEEK 14: WRITING WORKSHOP

T Begin Revising Your Draft

Reading and Assignments Due

- Continue revising and writing.

Th Thanksgiving Holiday. No Class.

Reading and Assignments Due

- Continue writing and revising.

WEEK 15: FINAL CONVERSATIONS

T In-Class Revision Workshop
Reading and Assignments Due
• Continue revising and writing.

Th Final Conversations
Reading and Assignments Due
• Continue writing and revising.

CLIOVIS NOTES AND TIMELINE DUE THURSDAY, 12/4, BEFORE MIDNIGHT.

FINAL DRAFTS DUE TUESDAY, 12/9, BEFORE MIDNIGHT.

NOTES & QUESTIONS: