

Honors Capstone

PSYC 494.HON

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Class Time: T 2 – 3:15 (AH0201)

R 2 – 3:15 (online synchronous)

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Course Description

This course is designed to assist you in the development of your Honors thesis. A large emphasis within the course is also placed on pursuing career interests related to psychology and preparation for the graduate school application process.

Course Texts

Cone, J. D., & Foster, S. L. (2006). *Dissertations and theses from start to finish, 2nd Edition*. Washington, D. C.: American Psychological Association.

To properly format your thesis, you are expected to have dependable access to the *Publication Manual of the American Psychological Association, 7th Edition* (2020). Washington, D.C.: American Psychological Association.

Suggested Resources

- Your notes and materials from PSYC 220/221
- An SPSS book/manual

Websites on Blackboard to Reference

- GRE
- Missouri Psychological Association conference information
- ILLOWA conference information

Course Objectives

Via participation in this course and related assignments, students will develop the following professional skills:

- Identify and establish a working relationship with a thesis project chair and other relevant committee members

- Build and strengthen the ability to cooperate with, learn from, and interact respectfully with committee members
- Understand the procedural, organizational, and social skills needed to prepare for graduate school in psychology
- Develop a strategy for applying to graduate programs and/or job searching
- Actively engage with, support, and learn from a diverse group of advanced psychology students with similar professional goals

Via participation in this course and related assignments, students will acquire the following advanced academic skills:

- Demonstrate engaging presentation skills through presentations, the thesis proposal, and the defense meeting
- Develop a curriculum vitae/resume
- Develop a personal statement/cover letter that highlights skills and experiences
- Formulate a workable research question(s) that can be developed into an Honor's thesis
- With thesis chair mentorship and approval, propose the Honor's thesis project *during the Fall semester*
- With thesis chair mentorship and approval, defend the Honor's thesis project *(required in order to graduate from SIUE)*
- Publicly present the thesis project at a conference or research meeting (not required, but strongly encouraged)

Course Assignments

Progress Activities. Each of the following activities is worth 5 points.

- Where are you now?
- CITI certificate
- Thesis readiness survey
- Each thesis progress report (total of 4)
- Questions about grad school
- Final exam

Annotated Bibliography and Reverse Outline. Students will choose three articles to summarize in an annotated bibliography, and a fourth article to reverse outline. Each of the selected articles should be used in the student's literature review. The reverse outline should

be conducted on an article that is particularly relevant to the student's potential project, with preference also given to articles that are very well written. The goal of this assignment is to understand the structure of journal articles, and the important details from studies that need to be included in a literature review.

Personal Statement. A personal statement will be completed by each student, possibly in preparation for graduate school applications. Example personal statements will be reviewed in class, and feedback will be provided individually. Grading will be based on completion, careful editing, and sophisticated presentation of professional experiences and attributes.

Curriculum Vitae. Students will compose a CV or resume (depending upon post-graduation aspirations), from which to receive feedback. Examples will be reviewed in class, and individual feedback will be given as needed. Grading will be based on completion, careful editing, and sophisticated presentation of professional experiences and attributes.

Literature review outline. Students will outline the structure of the literature in their selected area, including major sections and subsections, using either Roman Numerals or Headings in APA format with bullet points. Key points to be made in each section should be listed to the maximum extent possible, with a citation for each.

Literature Review Draft. Students will submit a pre-proposal draft of the literature review for thesis project, so that the instructor can provide feedback on writing, formatting, and idea development. While working on the draft, students should also be soliciting and responding to feedback from their thesis committee chair.

Single-Blind Peer Review of Literature Review Draft. Students will submit a copy of their literature review to the instructor. The instructor will disseminate to each student in the course two of their peers' literature reviews. Students will then complete a single-blind review, in which the author of the literature review is known, but the reviewers' identities are not. Guidance regarding how to execute a constructive review of others' work will be provided in class. Grading for this assignment will be based on the thoroughness, collegiality, and professionalism with which students complete their reviews. *Upon completing the review, peers should send their feedback to the instructor, in order to protect the single-blind process.*

Challenges in Psychology “Poster” Presentation. In groups of two, students will identify and research a contemporary challenge in psychology. “Challenge” could mean an empirical controversy (e.g., mixed evidence), an emerging or unpopular conclusion, a cultural challenge, or an area of knowledge that has proven difficult to translate to real world settings. In the presentation, students should clearly define the challenge, explain how it came about, and present representative research studies highlighting each “side” of the challenge.

- In the case of an empirical controversy, sides will refer to literature representative of each set of findings. (Illustrative non-contemporary example: The nature/nurture debate).
- In the case of emerging/unpopular conclusions, one side would be literature representative of the traditional school of thought, and the other would be literature representing an evolution or change to the traditional conclusion. (Illustrative non-contemporary example: The evolution of cognitive psychology and its effects on behavioral theory).
- In the case of a cultural challenge, one set of literature will represent an issue or knowledge base without regard to cross-cultural or multicultural factors, and the other set of literature will highlight cross-cultural or multicultural needs inherent to the issue. (Illustrative non-contemporary example: Individualism in western psychology as it affects social/clinical/counseling psychology findings).
- In the case of difficulties in translation, one set of literature will establish the evidence-base, and the other will describe the challenges inherent to applying that knowledge, which may also include investigations of potential solutions. (Illustrative non-contemporary example: Increasing training and practice in cognitive behavioral therapy at the height of psychodynamic popularity).

It is possible that students may identify some other kind of challenge in contemporary psychology, in which case, instructor approval is required.

Assignment Requirements:

- Two to four articles should be summarized for each side of the issue (leading to a total of 4 – 8 articles). In the case of fewer articles, greater detail is expected, whereas if more articles are used, information will be more in summary form.
- Peers will work together to create a “poster” that summarizes the challenge and the state of the research regarding the current challenge, to be presented in an online virtual poster session format. Students will have approximately 10 minutes to present

their poster to the class, and answer questions about the issue they studied and what they found. While the structure of the presentation should originate with a poster, students are welcome to include links within the poster that provide additional details and information, and to include those in their presentation of the poster to their peers.

- Organize the presentation around the issue, using the format: Challenge and how it came about, Literature base 1, Literature base 2, Where are we now, and Implications for future research. Avoid presenting simply a list of study summaries.

Proposal Practice Run. As students are nearing their proposal meeting, they will present a draft of their proposal to their peers. The presentation should include as complete a thesis proposal as possible, at the time that it is given. These elements include but are not limited to: overview of relevant literature, statement of the problem, research questions, hypotheses, methods, and intended data analysis methods. Proposal presentation length should be determined in conjunction with the thesis chair, and typically ranges from 30 – 45 minutes, with time for questions during or following the presentation. Students should be prepared to take notes on feedback given or any noted changes needed during the presentation. Grading for this assignment will be based on thoroughness of materials, professional presentation skills, readiness to answer questions, and responsiveness to feedback.

Thesis Proposal and Professionalism Evaluation. The thesis project will be developed and proposed prior to the end of the fall semester. The written component of the thesis proposal will include a literature review that covers the relevant scholarship in the area of study, clear research questions with hypotheses as relevant, and a proposed study method that is adequate to address the study questions.

The adequacy of the thesis project will be evaluated by the thesis committee and chair. A thesis committee consists of the chair, who has relevant expertise in the area of study, and two other faculty members with related skills and knowledge. Committee members will read the thesis proposal document and attend the proposal meeting, and submit an evaluation of both using the Thesis Proposal Evaluation form. They will do the same when it is time to evaluate the completed thesis document and defense meeting, using the Thesis Defense Evaluation form. Students' professionalism while working on the proposal will be evaluated by the thesis chair, and will be reported to the instructor. Both completion and professionalism will be included in determining course grades.

The thesis proposal is REQUIRED to be completed prior to the end of the fall semester.

Any student who does not complete the proposal during the fall semester will be assigned an F in the Honors Capstone course and advised to enroll in another section of Capstone in the spring semester, to ensure on-time graduation.

Thesis Defense. All students enrolled in this course will receive a grade of DE, until the thesis project is successfully defended and approved by the committee. Please see the course policies section for more information about the requirements to be completed prior to graduation as a Psychology major.

Assignment	Total Points	Percentage of Grade
Progress Activities (listed above)	45	9%
Annotated bibliography and reverse outline	20	4%
Personal Statement	10	2%
CV/Resume	10	2%
Literature review outline	15	3%
Literature Review Draft	25	5%
Single-blind Peer Review of Lit. Review	30	6%
Challenges in Psychology Poster Session	50	10%
Proposal Practice Run	30	6%
Professionalism Evaluation (Chair)	20	4%
Thesis Proposal	90	18%
Thesis Defense	155	31%
Total	500	100%

Course Averages

A = 92% or above = 391 points or above

B = 84 – 91% = 357 – 390 points

C = 75 – 83% = 318.75 - 356 points

D = 60 – 74% = 255 – 318.74 points

F = Below 60% = Below 255 points

In the fall semester, all students will receive a Deferred grade in the course. The DE will remain on the transcript until the successful defense of their Honors Thesis and approval from the thesis committee. Please see the end of the syllabus for the related Psychology Department Honors Capstone policy, which also pertains to graduation requirements.

Extra Credit

Any student needing to conduct a practice run of data collection procedures to be used as part their thesis project may do so, for up to 10 points extra credit.

Instructor, Departmental, and University Policies

Instructor Policies

Online materials. Some course materials and many additional materials are available on our course Blackboard site. Simply click each link to access the materials. I have labeled each link and content area as intuitively as possible. Most assigned materials are in the assigned week of the course, labeled Week 1, Week 2, etc.

Technology Requirements. Because this is a hybrid course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Support for using Blackboard is available by calling 618-650-5500, or by visiting the SIUE web pages that provide information about Blackboard, e.g. <http://www.siu.edu/its/bb/>

At a minimum, you will need the following software/hardware to participate in this course:

- Microsoft Zoom
- computer with an updated operating system (e.g. Windows, Mac, Linux)
- updated Internet browser (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps. A secure, encrypted Wifi (requiring a login and password) is acceptable. Note that some Blackboard components will not work properly on free wifi from places like Starbucks, Panera's or McDonalds.
- Microsoft Office (SIUE Students get Free Office 365)
- Any other specialized software or basic software such as Adobe Reader, Media Players, Cloud Storage, Java, anti-virus software etc. (See: <http://www.siu.edu/its/software/index.shtml>)

Communication. All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding assignments, any changes to course structure, and to provide individual student feedback, when necessary.

Academic Engagement. Being engaged in this course includes checking email and Blackboard regularly, communicating with the instructor about any delays in completing course assignments, and being prepared to discuss class materials. During group discussions, you are expected to listen attentively to peers, attempt to understand their points before sharing your own, and respect the human dignity of your peers. Dissent is welcome, but it is not acceptable to introduce or defend points that dehumanize your peers. Shared humanity recognizes equal access to life, liberty, and opportunity/property; therefore, arguments that individuals within one socially constructed group have greater entitlement to life, liberty, or opportunity/property than others, on the sole basis of membership in that group, are not allowed, and will result in removal from the discussion. As a point of reference, if you are forcing one or more peers to “prove” that they are equally entitled to your basic rights, then you are likely dehumanizing them, and such behavior is not tolerated in this course.

Assignments. All assignments must be completed to receive a grade in this course. Please be aware that it is completely your responsibility to adhere to all relevant university guidelines related to officially withdrawing from this course.

APA Format in Written Work. Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the *7th edition* of the Publication Manual of the American Psychological Association. Please ensure that you have access to this text at any time that you may need it during the semester.

*****A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism.*****

If you would like additional instruction in the use of APA format, please arrange to speak with me, or seek out the resources described below.

Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance from outside sources to assist in improving their ability to revise their written work. University-based services for assisting students with professional writing include the Writing Center (<https://www.siu.edu/lss/writing-center/resources.shtml>), which also provides workshops in APA style.

Department Policies

The Psychology Department's Policy on Withdrawals and Incompletes. All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from an I to F.

The Psychology Department's Writing Policy. As a student in this course, you will be expected to display advanced undergraduate writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references, per *the 7th edition* of the APA manual.

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus or use one of the many online resources they have identified to help students. If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: if your paper violates any of the above stipulations, or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 25% of the total available points will be deducted.

[The Psychology Department's Policy on Plagiarism](#). Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <https://www.siu.edu/education/psychology/undergraduate/handbook.shtml>.

In addition, it is expressly prohibited for students to work together on, review, or look at each other's homework, papers, or presentations for this class.

[University Policies](#)

[Services for Students Needing Accommodations](#). It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement – such as time-limited exams, inaccessible web content or the use of non-captioned videos – please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine

reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726.

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Instructor note: I have endeavored to create a syllabus, Blackboard resources, and classroom environment that are accessible to learners using assistive devices and other learners with disabilities. If you are a learner with a disability and come across a resource, assignment, or task that is not accessible, please let me know of it as soon as possible so that I can take steps to correct it and/or find a more suitable replacement.

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2021)

Health and Safety. The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siue.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces. While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures. At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have [COVID-19 symptoms](#), but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available [here](#).
- Frequent washing or disinfecting of hands.
- Physical distancing.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

Academic Integrity. Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content. Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality. As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

Course Calendar (Tentative and Subject to Change)

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Assignments</i>	<i>Thesis Progress</i>
<i>Week 1</i>	<i>August 24</i> <i>In-person</i>	Class intro: Syllabus & agreements			
	<i>August 26</i> Zoom	IRB, What goes into a thesis and who helps?	Cone & Foster Chps. 2	Come to class with at least two questions and at least two discussion points	Complete "Where Are you Now?" by beginning of class
<i>Week 2</i>	<i>August 31</i> <i>In-person</i>	Self-care and time management	Self-management chapter on BB; Cone & Foster, Chp. 3	Come to class with at least two questions and at least two discussion points	Upload CITI certificate by beg of class
	<i>September 2</i> Zoom	Selecting a topic, mentor, & committee	Cone & Foster, Chp. 4	Come to class with at least two questions and at least two discussion points	Complete Thesis Readiness Survey by beg of class
<i>Week 3</i>	<i>September 7</i> <i>In-person</i>	Professionalism, Literature Reviews	Cone & Foster, Chp. 5	Come to class with at least two questions and at least two discussion points	
	<i>September 9</i> Zoom	Summarizing research findings	Notated example of literature review on BB; Watch video on how to summarize research findings	Come to class with at least two questions and at least two discussion points	Upload Thesis Progress Report #1 by beginning of class; needs to include id'd thesis chair
<i>Week 4</i>	<i>September 14</i> <i>In-person</i>	Literature Review, cont'd	Cone & Foster, Chp. 6; Lai & Landoll (2009)		

	<i>September 16</i> <i>No meeting</i>	Individual work on article annotations and reverse outline			
<i>Week 5</i>	<i>September 21</i> <i>In-person</i>	Introduction to grad school application process	Birchmeier et al., 2008; Judson et al., 2010; GPA & GRE info on BB	3 articles annotated + 1 reverse outlined – due by start of class	
	<i>September 23</i> <i>Zoom</i>	Letters of recommendation and interviews	Appleby & Appleby, 2007; Sleigh, 2009; watch <i>Mastering Graduate Interviews</i> on BB	Come to class with at least two questions and at least two discussion points	
<i>Week 6</i>	<i>September 28</i> <i>In-person</i>	Method & hypotheses	Cone & Foster, Chps. 7	Come to class with at least two questions and at least two discussion points; Complete questions about Grad School survey by start of class	
	<i>September 30</i> <i>Zoom</i>	Grad School Panel			
<i>Week 7</i>	<i>October 5</i> <i>In-person</i>	Challenges in Psychology Poster Session		CV/Resume and personal statement draft due by start of class	
	<i>October 7</i> <i>No meeting</i>	Individual work on literature review outline			Upload Thesis Progress Report #2 by beginning of class

Week 8	October 12 <i>In-person</i>	Methods & Research Design, cont'd	Cone & Foster, Chp. 8 & 9	Full literature review outline due by start of class; Come to class with at least two questions and at least two discussion points	
	October 14 Zoom	Managing committee meetings	Cone & Foster, Chp. 13	Come to class with at least two questions and at least two discussion points	
Week 9	October 19 <i>In-person</i>	Research methods in psychology	Nastasi & Schensul, 2005; Kratochwill & Levin chapter	Come to class with at least two questions and at least two discussion points	
	October 21 <i>No meeting</i>	Individual work on literature review draft and MPA proposals		Turn in literature review draft via email by 4 pm on 10/22	
Week 10	October 26 <i>In-person</i>	Practice Proposal #1 – Mikayla			
	October 28 – Zoom	Receive two peers' literature review drafts by 8 am on 10/27 , work on your reviews		Submit peer reviews via email to Dr. McKenney by 4pm on 10/29	
Week 11	November 2 <i>In-person</i>	Practice Proposal #2 – Alexandra			
	November 4 – Zoom	Data collection and management	Cone & Foster, Chp. 10	Come to class with at least two questions	

				and at least two discussion points	
Week 12	November 9	Practice Proposal #3 – Patricia			
	<i>In-person</i>	Day off: Cameron, Samuel			
	November 11	Presenting and discussing results	Cone & Foster, Chps. 11 & 12	Come to class with at least two questions and at least two discussion points	Upload Thesis Progress Report #3 by beginning of class
	Zoom				
Week 13	November 16	Practice Proposal #4 – Michelle			
	<i>In-person</i>	Day off: Alexandra, Patricia			
	November 18 -	Practice Proposal #5 – Barrett			
	Zoom	Day off: Mikayla, Samuel			
Thanksgiving Break					
Week 14	November 30 –	Practice Proposal #6 – Cameron			
	<i>In-person</i>	Day off: Dedra, Patricia			
	December 2	Practice Proposal #7 – Samuel			
	Zoom	Day off: Michelle, Cameron			
Week 15	December 7	Practice Proposal #8 – Dedra			Upload Thesis Progress Report #4 by beginning of class
	<i>In-person</i>	Day off: Adisyn, Alexandra			
	December 9	Practice Proposal #9 – Adisyn			
	Zoom	Day off: Barrett, Mikayla			
Week 16	December 13 (Monday)	Complete Final Exam Online <i>by 1:40 pm on 12/13/21</i>			

