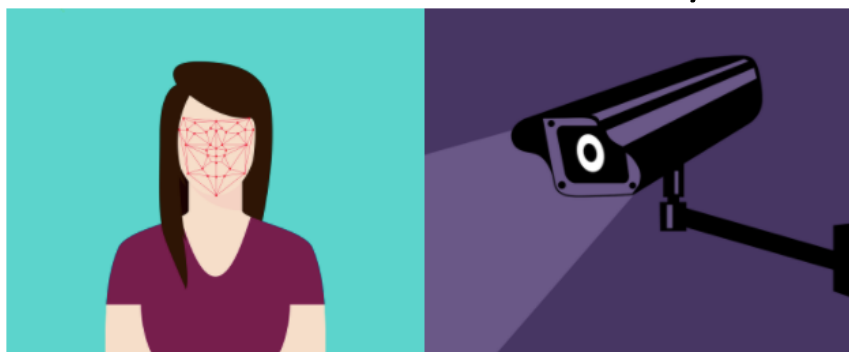


WRDS 150A 352 – Privacy



KEY INFORMATION

Instructor: Dr. Katie Fitzpatrick

Email: katie.fitzpatrick@ubc.ca

Live Class Time: January 10-21: Wednesdays and Fridays 1-1:50pm via Zoom

January 24 onward: Wednesdays and Fridays 1-1:50pm in BUCH D316

Office hours (a chance to talk to me about the course, get help/feedback):

Mondays 1-1:50pm via Zoom (and in Ponderosa Annex G Room 15 after Jan 24).

Extra office hours before major assignment deadlines.

LAND ACKNOWLEDGEMENT

The Vancouver campus of UBC is located on the traditional, ancestral, unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. I, like many of us, am now joining our class from other territories of Coast Salish peoples, to whom we should also be grateful.

GENERAL COURSE DESCRIPTION

WRDS 150 is an academic research and communication course. Typically, sections of WRDS 150 are designed around a topic—a concept or issue that has attracted both public interest and scholarly attention (see below for ours!).

WRDS 150 will introduce you to the ethical knowledge-making practices of scholarly communities, such as particular academic disciplines and research fields. You will begin to participate in scholarly conversations within those communities by performing the actions of apprentice academic researchers, scholarly communicators, and peer-reviewers. You will also produce work in several scholarly genres and familiarize yourself with the conventions of communication of specific academic disciplines. In doing so, you will begin to develop your own scholarly identity as a member of academic research communities.

This course fulfills the writing component of the Faculty of Arts Writing and Research Requirement. No LPI (Language Proficiency Index) is required.

SPECIFIC COURSE DESCRIPTION

Privacy: Today, we often hear that “privacy is dead.” Some blame growing surveillance by governments and by Silicon Valley tech companies, while others blame an increasingly confessional culture, characterized by constant “over-sharing” on social media or on reality television. In this course, we will read scholarly articles from disciplines like law, anthropology, sociology, and psychology in order to gain a wider perspective on contemporary privacy. We will consider, for example, RCMP surveillance of Indigenous peoples and the privacy implications of online learning. In addition to reading and analyzing scholarly articles, students will join the scholarly conversation by producing their own original research related to privacy and/or surveillance.

COURSE STRUCTURE

Rather than hold three live classes each week, I will be dividing the week up between asynchronous online and traditional in-person (or live on zoom) activities:

Mondays: Complete an asynchronous “Individual Learning Activity” by midnight.

Wednesdays: Attend Class, 1-1:50pm via Zoom or in BUCH D316.

Fridays: Attend Class, 1-1:50pm via Zoom or in BUCH D316.

*On days when a major assignment is due, the ILA or live class for that day will sometimes be cancelled. See schedule at the end of this syllabus for more info.

LEARNING OBJECTIVES

Working with scholarly sources to read and interpret academic discourse in context

1. You will work with scholarly articles to recognize how the conventions of communication within academic disciplines, including forms of argumentation and what counts as evidence, reflect and shape the types of knowledge associated with research cultures in the university. This will be done by:
 - a. Reading, summarizing, comparing, and critically evaluating scholarly articles, retaining the key arguments/findings and emphases of the originals.
 - b. Recognizing forms of argumentation and identifying the rhetorical moves made by members of specific academic research disciplines, such as practices of positioning, definition, attribution, hedging, and presupposition/assertion.
 - c. Recognizing the goals, methods, and citation practices of specific academic research disciplines.

Engaging in apprentice scholarly research

2. You will participate as apprentice members of academic research communities by identifying and tracing the scholarly conversation around a research problem and by developing questions, collecting evidence, and constructing arguments through ethical and collaborative practices of scholarship. This will be done by:
 - a. Developing a research project that addresses a gap in knowledge within a particular research community, and which implements relevant discursive features and rhetorical moves in a variety of genres, including a research proposal and working bibliography, a presentation, and a final paper.

- b. Gathering relevant and credible primary and secondary sources, using appropriate tools and methods, including UBC Library resources.
- c. Engaging responsibly with and within research communities, using appropriate citation practices that meet the expectations of academic integrity and adhering to ethical standards of data collection with research collaborators.
- d. Engaging in constructive and collaborative practices of knowledge production, including performing peer review and integrating feedback.

REQUIRED TEXTS

Scholarly Articles & Book Chapters (available via UBC Library Website or Canvas):

Crosby, Andrew & Jeffrey Monaghan, "Settler Colonialism and the Policing of Idle No More." *Social Justice*, vol. 43, no. 2, 2016, pp. 37-57. (CRIMINOLOGY)

Lee, Tiffany S. "Transforming Research Through Indigenous Cultural Protocols: Issues of Access, Privacy, and Respect." in *Access: A Zone of Comprehension and Intrusion*, edited by Brinda Jegatheesen, Emerald Group Publishing, 2008, pp. 125-139. (INDIGENOUS STUDIES)

Richards, Neil M. "The Dangers of Surveillance." *Harvard Law Review*, vol. 126, no. 7, 2013, pp. 1934-1965. (LAW/LEGAL STUDIES)

Stuart, Avelie and Mark Levine. "Beyond 'nothing to hide': When identity is key to privacy threat under surveillance." *European Journal of Social Psychology*, vol. 47, 2017, pp. 694-707. (PSYCHOLOGY)

Wortley, Scot & Akwasi Owusu-Bempah. "The Usual Suspects: Police Stop and Search Practices in Canada." *Policing & Society*, vol. 21, no. 4, 2011, pp. 395-407. (SOCIOLOGY)

OPTIONAL TEXTS

Textbook (available for purchase/rental via the UBC Bookstore):

Giltrow, Janet, Richard Gooding, and Daniel Burgoyne. *Academic Writing: An Introduction*. 4th edition. Broadview Press, 2021.

At the end of many "Individual Learning Activities," I'll indicate chapters from this book that might help you better understand the concepts covered. You can purchase a hardcopy from the UBC Bookstore or rent an e-text from their website.

ASSIGNMENTS AND ASSESSMENTS

10%	Scholarly Summary	Friday February 4, 11:59pm
8%	Peer Review of Research Proposals	Monday March 7, 11:59pm
15%	Research Proposal & Annotated Bibliography	Friday March 11, 11:59pm (draft due for peer review Friday March 4)
12%	Research Presentation	March 28, March 30, or April 1.
35%	Final Research Paper (1500-2000 words)	Monday April 11, 11:59pm

20%	Participation	ILAs and classes throughout term.
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ASSIGNMENTS AND ASSESSMENTS CONT'D

Major Writing Assignments: The writing assignments (Scholarly Summary, Research Proposal, & Final Research Paper) will be explained in class. We will also spend a lot of time (via lectures, homework activities, and group activities) going over the expectations for these and practicing the relevant skills.

Peer Review of Proposals: This assignment will require you to review Research Proposals written by two peers and make relevant recommendations for revision. More information will be provided closer to the date.

Research Presentation: In this assignment, you will share your research project with 1/3rd of your classmates via an oral presentation (with accompanying slideshow) or a poster presentation. More information will be provided closer to the date.

Individual Learning Activities:

Every Monday, you will do an “ILA” instead of coming to a live class. The grade for these is counted under participation (see below). ILAs are opportunities for you to learn the fundamentals of research writing on your own time. Each one will ask you to:

- 1) learn a concept by watching a 5-25 min pre-recorded lecture and/or reviewing written material.
- 2) apply that concept through one or more short writing activities (somewhere between a few sentences and a couple paragraphs of writing, depending on the activity).

Much of the most important content in the course will be delivered through ILAs, so it will be very important to complete them! I’ll also expect you to demonstrate knowledge of ILA concepts in your major writing assignments.

Participation:

In this course, you will learn to how to research and write like a scholar through repeated practice and frequent feedback. The asynchronous “Individual Learning Activities” due on Mondays (see above) will help with this, as will in-class group activities, discussions, and practice writing activities. For this reason, it is very important that you complete all ILAs and attend the vast majority of the live classes (unless you are feeling sick or need to self-isolate!). When attending class via zoom in the first part of the semester, you should not just log-in, but should be seated in a quiet, comfortable place where you can focus, raise your hand, write, participate in group activities, open links, navigate to Canvas, etc.

The rubric below shows that meeting these basic expectations will earn you a B in Participation. You can earn a higher grade by showing exceptional engagement during in-class discussions, activities, and group work. Attendance at office hours is also rewarded because getting 1-on-1

feedback on your writing during office hours is an excellent way to improve your performance in the class and develop as a researcher, writer, and scholar. Details are explained below:

+5-10%	For showing consistently strong engagement during live classes.	*Participating in discussion, asking questions, engaging in group work and practice activities.
+4%	Each time you bring a draft ILA or draft major assignment to office hours for feedback and apply/engage with the feedback given.	You can get points for this a maximum of 3 times (up to a 12% bonus) and it must be for a different assignment each time. However, you are welcome to come to office hours more than that just for the help!
73%	Base Grade of 73% granted (B) for: 1. completing all ILAs by the deadline and in the spirit they were asked. 2. attending most live classes. 3. taking notes on the day when it is your turn.	1. "Spirit they were asked" means instructions were followed and basic effort was shown. The first time your ILA work does not meet that level, I will give you a chance to re-do it. After that, it will be considered incomplete. 2. "Most live classes" means you can have 3 "free" absences. Beyond that, you should email me an explanation and provide any documentation requested. 3. Once we are back in-person, you will take turns taking notes for each other so that sick/absent classmates can keep up.
-5%	Each time you do not complete an ILA by the deadline OR if you fail to take notes on your turn.	Extensions on these may be granted in specific circumstances. Please email me as needed.
-3%	Each time you miss a class beyond the 3 "free" absences and without explanation.	Please in touch as soon as possible about any excused absences. Ideally, beforehand or 1-2 days afterwards.

*Deductions or additions of 5% would be 5% of your 20% participation grade. In other words, they would represent 1% of your total mark. For example, each time you miss an ILA you would lose 1% of your overall course grade.

COVID-ERA FAQ

Do we have to wear masks?

UBC policy: "Covid-19 Safety: You are required to wear a non-medical mask during our class meetings, for your own protection and for the safety and comfort of everyone else in the class.

For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of Covid-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.”

If you need to drink water during my class, please replace your mask between sips. If you are unable to wear a mask due to a medical condition, please contact the Centre for Accessibility at <https://students.ubc.ca/about-student-services/centre-for-accessibility>

What happens if I have to miss an in-person class because I feel sick or have to self-isolate?

You should regularly be completing a self-assessment for Covid-19 symptoms here:

<https://bc.thrive.health/covid19/en> and following all directives from Public Health.

I want you to stay home if you are sick or have been instructed to self-isolate. So, I will accept *up to 3 absences per term for everyone, no questions asked* (see participation rubric above). To help people stay caught up if they have to miss class, one student will be responsible for taking notes each Weds/Fri that we meet in-person and these will be posted online; any lecture slides will also be posted. As long as you are at 3 absences or below, it will be your choice whether/how to catch-up what you missed. You can read the notes/slides, come to office hours, talk to a classmate etc., but I won't be checking that make-up work.

If you are or anticipate being absent more than 3 times in a term for a valid reason, you will need to provide relevant paperwork like a [Student Self-Declaration Form](#). You will also need to have a discussion with me about how you can make up lost learning. But overall, please prioritize staying home if necessary; we will work out something! Your health, which also affects myself and your classmates, will always be the first priority.

UNIVERSITY POLICIES

From UBC: “UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website (<https://senate.ubc.ca/policies-resources-support-student-success>).”

COURSE POLICIES

COMMUNICATION

You can email me questions at katie.fitzpatrick@ubc.ca. I don't check email after 5pm or on weekends, but otherwise, I will try to answer within 24 hours. For longer conversations or feedback on your writing, please attend my virtual office hours (Mondays 1-1:50pm, plus additional office hours before major assignments).

GRADING

All faculty at UBC are required to follow UBC's grading scale for student assessment. The overall average in WRDS 150 classes typically falls between 68-72%.

Percentage	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F

EXTENSIONS, CONCESSIONS, & ACCOMMODATIONS

Late penalty: If you turn in an Individual Learning Activity late you will lose 5% of the participation grade. If you turn in any other assignment late, I will deduct 5% of your grade on that assignment for every 24 hours it is overdue (beginning after the first 24hrs).

Extensions: The late penalty will not apply if you request and receive an extension in advance. I am often flexible about extensions but make sure to contact me at least 24 hours before the deadline to ask for an extension.

Other Concessions: You may also receive a concession on missed or late assignments, or missed classes. According to UBC, these can be awarded for: medical issues, compassionate grounds (i.e. the death of a close family member), or conflicting responsibilities (part-time work that you knew about when you signed up for my course doesn't count; neither do time-zones conflicts, non-essential travel, or studying for other courses).

The first time you request a concession from me, you can use the Student Self-Declaration form: <https://students-2016.sites.olt.ubc.ca/files/2019/09/Student-Self-Declaration-Form-1.6-Arts.pdf> This just asks you to declare that you need a concession for medical, compassionate, or

conflicting responsibility reasons. It does not ask you to explain or provide documentation, but it does state that lying will be considered academic misconduct.

However, if you ask for any more concessions after this, or if your first request is particularly large or complex, I will ask you to go through Arts Advising. They will then determine whether the concession should be awarded.

Accessibility Accommodations: If you have an ongoing medical condition or disability that impacts your campus activities, or if you have received academic or other disability-related accommodations at another educational institution, then the Centre for Accessibility can assist in removing barriers to your learning at UBC. They can be reached at info.accessibility@ubc.ca and at: <https://students.ubc.ca/about-student-services/centre-for-accessibility>

TUTORING SERVICES AND WRITING SUPPORT FOR STUDENTS

Some students hire tutors or use a tutoring service on an occasional basis to assist them with specific assignments. Others work with a tutor on a regular basis. While we recognize that tutors are sometimes helpful, we have also observed that some tutors misdirect WRDS 150 students and thus impede their learning, as well as their success in the course. Using tutors may even inadvertently result in questionable academic conduct. We therefore encourage students interested in tutoring to seek support through the following:

* **UBC Centre for Writing and Scholarly Communication (CWSC).** The CWSC offers online writing feedback from peer writing consultants. Visit their website to request written feedback on your work (asynchronous) or book an appointment for a virtual consultation (synchronous):

<https://learningcommons.ubc.ca/improve-your-writing/writing-consultations/>

* **WriteAway, UBC's eTutoring platform:**

<https://ikblc.ubc.ca/resources/write-away/>

WELL-BEING, RESOURCES, AND COMMUNITY

University is always demanding and often isolating. Now, during the Covid-19 pandemic, you may be facing additional challenges. You may be looking for particular forms of community or support as you navigate these challenges. Be sure to take care of yourself and look out for each other. UBC offers many types of resources for students:

* **Arts Academic Advising,** drop-in and virtual appointments to help you add/drop courses, select programs, meet program requirements, secure extensions and concessions in difficult circumstances and more.

<https://www.arts.ubc.ca/student-support/academic-support/academic-advising/>

* **UBC Centre for Accessibility,** if you have an ongoing medical condition or disability that impacts your campus activities, or if you have received academic or other disability-related accommodations at another educational institution, then the Centre for Accessibility can assist in removing barriers to your learning at UBC. They can be reached at info.accessibility@ubc.ca and at: <https://students.ubc.ca/about-student-services/centre-for-accessibility>

* **Wellness Centre**, a place to get connected to mental and physical health supports and information students.ubc.ca/health

* **UBC Counselling Services**, *free counselling appointments currently available via phone* students.ubc.ca/health/counselling-services

* **First Nations Longhouse**, “an academic, social, spiritual, and cultural hub for Indigenous students attending UBC” <https://indigenous.ubc.ca/longhouse/>

* **UBC Pride Collective**, “The Pride Collective is an AMS resource group that offers educational and social services dealing with sexual and gender diversity to the UBC community” <https://www.prideubc.com/>

* **Sexual Assault Support Centre**, “committed to the education, support, and empowerment of people of all genders who are survivors of sexualized violence as well as their friends and family... free and confidential services” <https://www.ams.ubc.ca/student-services/sasc/>

Many other resources exist beyond these too! I might be able to help you find what you’re looking for, or you could try connecting with the Wellness Centre or Arts Advising, who could point you to other places and options.

Early Alert

If I am concerned for your wellbeing, I will reach out. I may also report my concerns to *Early Alert*, which is a UBC program that quickly connects students with support services. The information I provide is shared only with those who need it to support you and is sent because I wish to support your wellbeing and academic success, which I can do best by helping connect you to helpful resources. For more information on *Early Alert*, see:

<https://wellbeing.ubc.ca/early-alert>

ACADEMIC INTEGRITY

We – your instructors, WRDS, UBC and the scholarly community at large – share an understanding of the ethical ways that we use to produce knowledge. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work, but it also means we produce our own contributions that add to the scholarly conversation: we don’t buy or copy papers or exams, or have someone else edit them. We also don’t falsify data or sources, or hand in the same work in more than one course.

Because it is so important that research be done ethically, I expect WRDS 150 students to meet these expectations. The University requires that any instance of cheating or taking credit for someone else’s work, whether intentionally or unintentionally, will result in at minimum a zero for the assignment, and these cases will be reported to the Program Chair and the Faculty of Arts Associate Dean, Academic. See the UBC Calendar entries on “Academic Honesty,” “Academic Misconduct,” and “Disciplinary Measures,” and check out the Student Declaration and Responsibility. See “Tips for Avoiding Plagiarism” from the Chapman Learning Commons, and use UBC Library Research Guides for more information on [MLA](#), [APA](#), and other citation styles.

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All materials of this course (course handouts, lecture slides, and presentations, assessments, readings, etc.) are the intellectual property of the Course Instructor or licensed to be used by the copyright owner. Recording of classes is not permitted. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

WARNING

The warning below is relevant to online versions of this course. Since we will spend our first 2 weeks online and you may not be in Canada during that time, I have also included it for our course:

UBC: “During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. **If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you.**

UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <https://academic.ubc.ca/academic-freedom>”

****How this impacts WRDS 150A 352**:** In this course, we will discuss surveillance practices around the world. While our readings focus on surveillance in the US and Canada, government surveillance in other countries is also mentioned critically in some course readings. In addition, it is common for students to raise critiques of government surveillance around the world, and other controversial topics, in their own discussion comments or research papers. I will never require you to discuss a topic that you do not feel safe discussing, but, in this course, you may be exposed to material or ideas considered controversial or illegal in your own country. If you will be physically located outside Canada during our course, you might want to find a different section of WRDS 150A focused on a different theme. You are also welcome to contact me with any questions or concerns you have around this.

SCHEDULE

BLUE = ILA due (online, self-paced)

WHITE = Live Class

YELLOW = Change to normal schedule

MODULE 1: INTRO TO SCHOLARLY RESEARCH & WRITING

DATE/TIME	TASK	TOPIC COVERED
Mon Jan 10	Read the Syllabus (You're almost done! ☺) Complete Syllabus Quiz Introduce yourself on Discussion Board	Introduction to the Course
Weds Jan 12, 1-1:50pm	Attend Live Class (Zoom)	"They Say, I Say"; Intro to Surveillance & Privacy.
Fri Jan 14, 1-1:50pm	Attend Live Class (Zoom)	Academic Integrity; Reporting Expressions; Meeting your Small Groups.
Mon Jan 17, by 11:59pm	Read Richards, "The Dangers of Surveillance." Complete ILA #1	Gist Notes & Tree Diagrams
Weds Jan 19, 1-1:50pm	Attend Live Class (Zoom)	Discuss/Analyze Richards; Tree Diagrams cont'd.
Fri Jan 21, 1-1:50pm	Small Group Meetings via Zoom (Groups 1-3) OR Online Discussion Board (Groups 4-6)	"The Panopticon"

MODULE 2: SUMMARIZING SCHOLARLY RESEARCH

DATE/TIME	TASK	TOPIC COVERED
Mon Jan 24, By 11:59pm	Read Stuart & Levine, "Beyond 'Nothing to Hide'" Complete ILA #2	Quotation, Paraphrase, & Summary
Weds Jan 26, 1-1:50pm	Attend Live Class (In-Person from now on)	Discuss/Analyze Stuart & Levine; Summary Assignment explained.
Fri Jan 29, 1-1:50pm	Small Group Meetings in-person (Groups 4-6) OR Online Discussion Board (Groups 1-3)	Groups impacted by surveillance.
Mon Jan 31, by 11:59pm	Read your Summary article, Complete ILA #3	Tree Diagram
Weds Feb 2, 1-1:50pm	Attend Live Class	Discuss Summary Articles; Writing anxiety & writing confidence.

Fri Feb 4, 1-1:50pm	Attend Live Class with Summary Draft Midnight: SCHOLARLY SUMMARY DUE (10%)	Summary Workshop
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MODULE 3: DEVELOPING A RESEARCH PROJECT

DATE/TIME	TASK	TOPIC COVERED
Mon Feb 7, By 11:59pm	Read Wortley & Owusu-Bempah, "The Usual Suspects." Complete ILA #4	Four <u>Key</u> Concepts: Orchestration, State of Knowledge, Knowledge Deficit, & Research Question.
Weds Feb 9, 1-1:50pm	Attend Live Class	Discuss Wortley & Owusu-Bempah; Review Four Key Concepts.
Fri Feb 11, 1-1:50pm	Attend Live Class	The Research Proposal Assignment; Double Reporting Expressions.
Mon Feb 14, by 11:59pm	Read Crosby & Monaghan, "Policing Idle No More." Complete ILA #5	Primary vs. Secondary Sources; The Concept of Peer Review
Weds Feb 16 , 1-1:50pm	Attend Live Class	Definition & Apposition; Discuss Crosby & Monaghan.
Fri Feb 18, 1-1:50pm	Attend Live Class	Research Methods; Proposal Brainstorming Advice.
Feb 21-25	READING WEEK	***
Mon Feb 28, by 11:59pm	Complete ILA #6	Library Research 1: Finding Articles & Books, Backward Reference Searching.
Weds Mar 2, 1-1:50pm	Attend Live Class	Analyzing Primary Sources; Modality & Limiting Expressions.
Fri Mar 4, 1-1:50pm	Attend Live Class RESEARCH PROPOSAL DRAFT DUE, 4pm PST.	The Annotated Bibliography & APA vs. MLA; The Peer Review Assignment.

MODULE 4: CONDUCTING RESEARCH

DATE/TIME	TASK	TOPIC COVERED
Mon Mar 7	PEER REVIEW OF PROPOSALS DUE, midnight (8%) (No ILA)	Peer Review of Proposals
Weds Mar 9, 1-1:50pm	Attend Live Class	Qualitative Coding; Refining & Explaining your Method.
Fri Mar 11, 1-1:50pm	Attend Live Class REVISED RESEARCH PROPOSAL & ANNOTATED BIBLIOGRAPHY DUE, midnight (15%)	Introduction to Research Ethics.

Mon Mar 14, By 11:59pm	Read Lee, "Transforming Research Through Indigenous Cultural Protocols" Complete ILA #7	Reflecting on Research Ethics
Weds Mar 16, 1-1:50pm	Attend Live Class	Discuss Lee; Discursive I & Reflexivity.
Fri Mar 18, 1-1:50pm	Attend Live Class	Inclusive Writing; Library Research 2: Forward Reference Searching, Library Databases & Research Guides

MODULE 5: COMMUNICATING YOUR RESEARCH

DATE/TIME	TASK	TOPIC COVERED
Mon Mar 21, 11:59pm	Complete ILA #8	From Proposal to Presentation and Paper
Weds Mar 23, 1-1:50pm	Attend Live Class	Presentation & Final Paper Assignments Explained; Advice for Scholarly Speaking.
Fri Mar 25, 1-1:50pm	Attend Live Class	Titles & Introductions.
Mon Mar 28, By 11:59pm	Attend Class (if presenting)	PRESENTATION DUE (12%) for Groups 1 & 2.
Weds Mar 30, 1-1:50pm	Attend Class (if presenting)	PRESENTATION DUE (12%) for Groups 3 & 4.
Fri Apr 1, 1-1:50pm	Attend Class (if presenting)	PRESENTATION DUE (12%) for Groups 5 & 6.
Mon Apr 4, By 11:59pm	Complete ILA #9	Possible Paper Structures; Final Paper Outline
Weds Apr 6, 1-1:50pm	Attend Live Class	Writing Body Paragraphs; Conclusions.
Fri Apr 8, 1-1:50pm	Attend Live Class	Citing Primary Sources & Works Cited Review; Wrap-up & Goodbye!
Mon Apr 11, By 11:59pm	FINAL PAPER DUE, 11:59pm (35%)	
Tues Apr 12, By 11:59pm	Complete ILA #10	End of Term Reflection