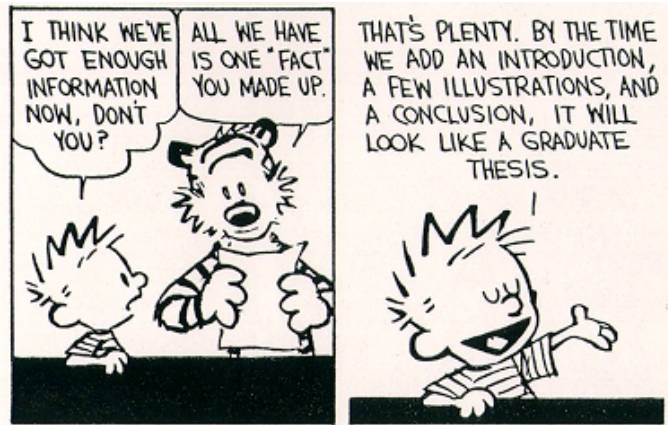


**MASTER OF HUMANITIES/MASTER OF SOCIAL SCIENCE (MHMSS) PROGRAM  
UNIVERSITY OF COLORADO DENVER**

**HUMN 5924: Directed Research and Reading in Interdisciplinary Humanities  
SSCI 5023: Research Perspectives in Interdisciplinary Social Science  
SPRING 2017**



**Prof. Margaret L. Woodhull  
Prof. Omar Swartz**

**Meeting Days and Time:** Wednesday, 5:30-8:20 pm

**Room:** Student Commons Building, 3208

**Course Website:** Canvas (<https://ucdenver.instructure.com/login>)

**MHMSS Program Web Address:** <http://clas.ucdenver.edu/ict/index.html>

**Dr. Woodhull's Contact Information:** Office: Student Commons Building (AB1), 3301; Office hours: M/W 3:30-4:30 pm and by appointment; email: [Margaret.woodhull@ucdenver.edu](mailto:Margaret.woodhull@ucdenver.edu); phone: (303) 315-3568

**Dr. Swartz's Contact Information:** Office: Student Commons Building, 3201 (AB1); Office Hours: T/W 3:30-5:00 pm and by appointment; Email: [omar.swartz@ucdenver.edu](mailto:omar.swartz@ucdenver.edu); phone: (303) 315-3567

**Course Description:** Directed Research and Reading in Interdisciplinary Humanities and Research Perspectives in Interdisciplinary Social Science are the final required courses for completion of the MH or MSS degree. Combined, this course represents the community and unity we seek to model and create for our graduate learning community. Specifically, the course provides students from across our programs a framework for producing their thesis or project proposal. Done well, this proposal will constitute a major milestone toward completing the thesis or project required for earning a MH or MSS degree. The course curriculum is designed to assist students in exploring interdisciplinary research practices as they develop a question and plan for investigating their individual topics. Readings, class discussion, and assignments are designed to foster strong methodological and theoretical models for analyzing thesis or project subject matter as well as a forum for discussing students' ideas and workshopping their writing with peers and CU Denver faculty. Initially, class will focus on defining research questions and bibliographies. Thereafter, weekly readings will alternate between focusing on some critical theoretical concerns in humanistic, social, and theoretical

scholarship before moving into more practical discussions surrounding application of critical inquiry models to one's own work and the writing process itself. Students will additionally consider formal research issues such as proper citation style, library research, book reviews, and techniques for formal presentations as part of preparing for their culminating writing of a project or thesis for the Master of Humanities or Master of Social Science degree.

**Course Objectives:** As final core courses, the combined HUMN 5924 and SSCI 5023 provide students a support structure and faculty oversight for preparing their final writing projects and oral exams. It re-familiarizes them with important research models and writing practices to assist in this effort. Upon completion, students must exhibit an understanding of formal research practices in their class presentations and written work and additionally demonstrate an ability to interpret meaningfully and independently data collected for class assignments as well as for their own research topics.

**Class Format:** Class will be conducted in a variety of formats. Typically, class will start with discussion of the assigned reading before moving on to a prepared exercise employing some aspect of the readings and/or assignments of the day. Group discussion of each member's project/thesis/theme topic will also feature regularly in the class. Assignments will focus on both critical evaluation and analysis of readings, and on student's own project progress. Certain classes will end early to allow for students to meet one-on-one with one or both instructors and/or their writing groups (discussed below).

**Required Texts:** The reading for the course will consist of both books and articles which can be downloaded from canvas. The two books students should purchase, either at the Auraria Bookstore or online through our Canvas web page, are: (1) Wayne Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, 3<sup>rd</sup> ed. (University of Chicago Press, 2008); (2) Gerald Graff and Cathy Birkenstein, *They Say/I Say*, 2<sup>nd</sup> ed. (W.W. Norton & Co., 2014)(**short version**).

All other readings can be retrieved from Canvas at <https://ucdenver.instructure.com/login> at least one week before they are due for in-class discussion.

**Recommended Texts:** In addition to the two books you need to purchase, we recommend some others from which we will be using sections of in this class but did not want you to have to buy. They are, nonetheless, excellent resources and we commend them to you: (1) John Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (Sage, 2014); (2) Allen F. Repko, *Interdisciplinary Research: Process and Theory*. 2<sup>nd</sup> ed. (Sage, 2012); (3) John M. Swales and Christine B. Feak. *Academic Writing for Graduate Students: Essential Tasks and Skills*. 3<sup>rd</sup> ed. (University of Michigan Press, 2012); and (4) Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. 7<sup>th</sup> rev. edition, Univ. of Chicago Press.

**Useful Web Sites for Academic Writing:** Students have found the following resources to be extremely helpful in finding practical answers to problems/questions that arise in learning the craft of academic writing and we recommend consulting them often:

- CU Denver Writing Center:  
<http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx>

- Online writing handbook at the University of Wisconsin, Madison: <http://www.writing.wisc.edu/Handbook/index.html>
- *Chicago Manual of Style*, 16<sup>th</sup> ed. Via Purdue University Writing Lab: <https://owl.english.purdue.edu/owl/resource/717/01/>
- Purdue University Online Writing Lab (OWL): <https://owl.english.purdue.edu/owl/>

**Attendance and Participation:** Because this is a graduate seminar, discussion of assigned readings and topics is key to a full and enriching experience for all participants. Additionally, we will regularly work together on project ideas, so please read carefully and thoughtfully all assigned texts and be prepared to discuss these and your peers' ideas in class. Non-participation in class can impair your final grade and reduce the usefulness of the course for you, impacting your ability to successfully complete the program.

In addition to the above, students are required to participate in an **online writing forum**. Much research has shown that daily "logging" and discussion of writing and research increases the writer's successful completion of her/his thesis or project. Therefore, students are required to log into Canvas each week to document their progress. In the interest of fostering good writing habits to get you through the final project we will check this forum on a regular basis and will comment on your logs as necessary during class time. This exercise constitutes part of your class participation grade.

**Attendance for this course is required.** Unexcused absences--e.g., non-medical or non-emergency--can incur a letter-grade drop in your final average. What constitutes a valid emergency is at the discretion of the instructor. Students who miss one or more classes should consider withdrawing from the course. It is the responsibility of the student to withdraw according to university rules. Please read all materials, and complete all assignments each week in order to participate in class. Also, please be prompt. Students who are going to be more than ten minutes late should contact either of us earlier in the day to let us know your situation (i.e., bad weather); alternatively, students can leave a message with Ms. Angela Beale, MHMSS Program Assistant (303) 315-3569. Excessive and/or disruptive tardiness may result in a penalty for your class participation grade.

**Course Assignments and Grading:** There are four grading areas into which all class assignments fall.

The following is a breakdown of assignments and their value toward a student's final grade:

1. **Weekly Assignments:** *Weekly assignments* consist of exercises designed to help students think creatively, critically, and productively about their research topic. Assignments ask students to consider bibliographic materials as well as theoretical and methodological approaches that they may use in their analysis and idea development. There are **10 items** marked with an asterisk (\*) on the schedule, accumulatively worth 25% of the final grade. Each will be graded on a 10 point scale for a total of 100 points. Below is a short description of each assignment:

- **\*Short Analyses and Tasks:** *Short analyses* of a reading should open with an expository statement of the reading's main goals and/or points and proceed with a succinct critical commentary on them. *Tasks* are writing exercises designed to develop student analytic skills, academic voice, and writing style.

- **\*Statement of the Question:** This assignment should introduce and explain the question, argument, or idea a student intends to research and analyze for her or his project/thesis or curriculum. It should explain why this is a significant issue and why your study will elaborate, challenge or innovate on this topic within its discourse. It should briefly describe the critical and most significant position(s) in the field on this issue (this will get elaborated in your literature review section) and where you as researcher stand in relation to those critical voices and why. Any hypotheses should be put forth here as well.
- **\*The Methodological and/or Theoretical Statement:** Students provide a statement of the scholarly mode in which you will investigate the topic and explain why it is an appropriate approach, which scholar(s) or what scholarship influenced or modeled for your own work. This will become the basis of your proposal's methodological or theoretical model section.
- **\*Descriptive Abstract:** Reduce your thesis/project idea to an abstract of 250 words or less. You must still retain the content and include the main points and any hypothetical conclusions or outcomes.
- **\*Annotated Bibliography:** The *annotated bibliography* should present *at least 12* bibliographic sources related to your topic ***culled from reputable, refereed resources***. It must include at least 4 scholarly books, and 4 articles from refereed journals. Of these 12 sources, at least 2 should be primary sources on material constituting your topic. The annotation for each should consist of a brief (3-5 sentence) description of the source's content and the reason it addresses your topic. Please note, students may not use online Web site resources for this initial effort. In final bibliographies, you may include online resources, but you must demonstrate their scholarly credibility and argue for their centrality in your project. We do not allow Wikipedia as a resource! This annotated bibliography will become the basis of your literature review.
- **\*Literature Review or State of the Research (Conversation):** This is a 4-5-page overview of the various authoritative positions and voices contributing to the conversation or discourse around your topic. What's the "they say" of your topic? Who are the authoritative voices, and what is their position on your topic's question? To craft this statement, use your annotated bibliography and develop it into a fleshed-out, prose statement

**2. Class participation and Writing Groups:** Productive contributions to class discussion and regular contribution to your writing group constitute a large portion of the participation grade. Grading criteria for participation include the following behaviors: *active listening; demonstrating cumulative learning; making of thoughtful comments; preparedness; questions and responses to the course material; showing initiative; soliciting feedback from instructor and other students and responding well to feedback, and willingness to allow others to speak.*

Scholarship has shown that one of the most important measures that ensures writing success is a writing partner or group. For this reason, you will be assigned a **writing group** for the semester. You will work in class with these peers to develop the project or thesis. Writing group work will include commenting on content, discussing methodological and theoretical models, editing each other's work, and providing support to one another through the writing process. During class writing group sessions, we circulate through your

groups to provide prompts, discuss students' topics, and answer questions. *We strongly recommend that you continue to work with your writing group or some version of it outside class and after this course is over as you delve into the writing of your project or thesis.* Class participation and writing group interaction is worth 25% of the final grade (100 points for the semester).

**3. Presentation of the Research Proposal to the Class:** The final class sessions will be dedicated to student presentations of their proposals. Length for each presentation will depend on number of students enrolled. Each presentation will conclude with a question-and-answer period. Presentations should introduce your topic, explain its relevance and its contribution to the general study of the topic. Students will discuss their research strategies in detail. This exercise is designed to prepare you for your final oral examination at the end of your thesis or project writing where you are expected to be the authority on your subject matter and able to answer faculty questions. Assignment is worth 25% of the final grade and will be graded on a 100-point scale.

**4. Final Proposal:** The culminating project for the class is your project or thesis proposal. The proposal is a detailed plan mapping out your study. The proposal has key components: statement of the problem; statement of the/your question addressing the problem; literature review; a statement of the work to be carried out; and bibliography. Details will unfold in class. Assignment is worth 25% of the final grade and graded on a 100-point scale

**\*\*\*Warning, To Be Strictly Enforced:** *Grading for assignments late by one day will begin at 80% of the total possible for the assignment. Thus, the late assignment can only yield a B at best. Each day late thereafter will incur another 10% penalty. Assignments will not be accepted beyond three days late. We do not tolerate plagiarism. Any instance of it will incur an F for the course. Students must satisfactorily complete all assignments in order to pass the class\*\*\**

**Final Grade for Course:** Student's final grade in this course will be generated according to the following scale: A = 400-380; A- = 379-360; B+ 359-346; B = 345-333; B- 332-320; C+ 319-306; C = 305-293; C- = 292-280; D+ = 279-266; D = 265-253; D- = 252-240. As per the policy of the MHMSS program, the following are the definitions for each letter grade: A = Excellent; A- = Very good; B+ = Good; B = Satisfactory; B- = passing but below program expectations. *Final grades below B- will not be counted toward the MSS or MH degree or any graduate certificate. As graduate students it is expected that you will do excellent work.*

## **OTHER IMPORTANT COURSE INFORMATION**

**Census Date:** All students must be officially registered in this class by census date (see registration and academic deadlines at the end of this syllabus). Students who are not officially registered by this date will **not** be allowed to add the course.

**CLAS Incomplete (IW/IF) Policy:** The faculty in the College of Liberal Arts and Sciences passed the following policy relating to the awarding of incomplete grades. This CLAS policy is consistent with the CU Denver campus policy. Incomplete grades (IW or IF) are NOT granted for low academic performance. To be eligible for an Incomplete grade, students MUST (1) successfully complete a minimum of 75% of the course, (2) have special circumstances beyond their control that preclude them from attending class and completing graded assignments, and

(3) make arrangements to complete missing assignments **with the original instructor**. Verification of special circumstances is required. Completion of a CLAS Course Completion Agreement is strongly suggested. Incompletes cannot be awarded that stipulate (1) a student may repeat the entire course, (2) repeat or replace existing grades, (3) allow the student an indeterminate period of time to complete a course, or (4) allow the student to repeat the course with a different instructor. The CLAS Course Completion Agreement is available from the CLAS Advising Office, NC 1030.

**Classroom Decorum:** Class discussions that give voice to a variety of perspectives will greatly enhance this learning experience. Therefore, prompt and regular attendance is essential, as is preparation. Please be aware that it is your responsibility to obtain missed assignments, notes, etc. from a classmate when you are absent, as classes may not be recorded without express permission from the instructor. Instructor will not email assignments, handouts, etc. Also, it is your responsibility to accept any penalties incurred due to your absence. Please also note that respect for each other and the contributions made to class discussions is expected of each student.

**Disability Accommodations:** The faculty at the University of Colorado system have both a legal and moral obligation to provide reasonable accommodations to students with disabilities. To be eligible for accommodations, students **must** be registered with the CU Denver Office of Disability Resources and Services (DRS), located at SCB, Suite 2116 (303-315-3510). The DRS staff has experience to assist faculty in determining reasonable accommodations and to coordinate these accommodations. If a student is given accommodations, they must be followed. If a student chooses not to accept the accommodations set forth by the DRS, they **MUST** complete all assignments and do all course work in the same manner as all other students. No exceptions or alternate forms of evaluation can be used except those mandated by the DRS. Faculty cannot arbitrarily decide to give a student extra time, extra assistance or other forms of aid unless it is formally mandated by the DRS.

**Handheld Technology:** Cell phones should be turned off before coming to class. Laptop computers are to be used only for taking notes. Students who use them for other purposes (i.e., checking email, playing games, etc.) will be asked to turn off their computers. Please do not engage in texting during class.

**MHMSS Incomplete Policy:** Incomplete grades are not given to students simply because they are receiving lower grades than they would like. To be eligible for an incomplete grade, students must have completed 75% of the course assignments with passing grades and have special circumstances outside of their control that preclude completion of the course. The incomplete grade that will be given if the above conditions are met is an IF, which means that if the student does not complete the work for the course within 12 months, the grade reverts to an F.

**Military Personal:** If you are a student in the military with the potential of being called to military service and/or training during the course of the semester, you are encouraged to contact your school/college Associate Dean or Advising Office immediately.

**Plagiarism Statement:** Plagiarism and cheating will not be tolerated and can lead to possible dismissal from the MHMSS program or from the University. At *minimum*, students who are caught cheating on an exam or plagiarizing a paper will receive *zero points* for that assignment. At the instructor's discretion, a student caught cheating or plagiarizing a paper can

be assigned an “F” *for the course*. They may also be asked to leave the program. Students are responsible for being attentive to, or observant of, campus policies about academic honesty as stated in the University’s Student Conduct Code. The Code can be found at <http://thunder1.cudenver.edu/studentlife/studentlife/discipline.html>. **When in doubt ask! We are here to help you learn.**

**Policy for Returning Papers & Exams:** We encourage students to provide us with a Self-Addressed-Stamped-Envelope (SESE) at the end of the semester so we can return their papers. We will keep student work (i.e., papers and exams) in our offices for exactly *one* semester, after which they will be destroyed.

**Religious Holiday Accommodations:** Faculty in the University of Colorado system have both a legal and moral obligation to provide reasonable accommodations to students who must be absent from classes because of religious holidays. Faculty are expected to develop course-consistent accommodations for students who miss class or graded assignments in order to observe religious holidays. Faculty are encouraged to (1) avoid examinations during major religious holidays and (2) ask students to privately identify all course conflicts at the beginning of the semester. For a list of such holidays, please consult <http://www.interfaithcalendar.org>.

**Student Complaints About Course or Instructor:** To resolve such complaints, students must (1) meet with the instructor face-to-face; (2) if not satisfied, meet with the head/chair of the department/unit or, in this case, a designated member of the MHMSS Advisory Board; (3) if not satisfied, appeal to the Associate Dean for Students, Dr. Sarah Fields. No step in this process may be skipped. See “Procedures for Student Grievances about Courses or Faculty, CLAS.”

**Student Email Policy:** Email is an official means of communication for students at CU Denver. All official university email, *including email we send as part of this class (which we will do on a fairly regular basis)*, will be sent to each student’s assigned CU Denver email address. CU Denver will *only* use CU Denver student email accounts if it elects to send email communication to students. CU Denver email accounts are available through IT Services. Students are responsible for reading emails received from CU Denver. Official emails sent through this system will be presumed to have been received by students.

**A Final Reminder:** Assignments are due in class on the day they are listed in the schedule below. We will accept **no weekly assignments in electronic form unless otherwise noted. We will accept the final proposal electronically, but we will accept NO LATE final proposals.** Please plan accordingly!

**\*\*\*\*COURSE SCHEDULE AND READINGS\*\*\*\***

*(Below is a **tentative** list of weekly readings, exercises, and discussions subject to adaptation)*

**Please Bring All Your Readings to Class Every Meeting**

<b>CLASS DATES AND THEMES</b>	<b>CLASS READINGS, AND DUE DATES: READINGS ARE DUE ON THE DATE THEY ARE LISTED</b>
<p><b>WEEK 1:</b> Jan. 18 <b>INTRODUCTIONS</b></p>	<p><b>Reading for Today:</b> None <b>Due Today:</b> Nothing <b>Class Format:</b></p> <ul style="list-style-type: none"> <li>• Welcomes and introductions, syllabus, course review and logistics.</li> <li>• Class discussion will focus on getting oriented to student needs and goals for the research project; traditions of doing research; and on exploring the nature, function, and experience of interdisciplinarity.</li> <li>• Students come prepared to present initial ideas for proposal topic and the reason why the topic interests them.</li> </ul> <div data-bbox="506 871 1421 1564" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> </div>

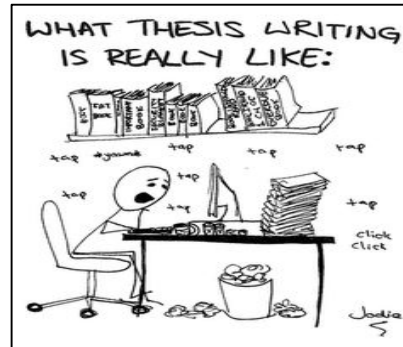


<p><b>WEEK 2:</b> Jan. 25 <b>GETTING STARTED: WHAT IS AN INTERDISCIPLINARY STUDY?</b></p>	<p><b>Reading for Today:</b></p> <ul style="list-style-type: none"> <li>• Joe Moran, “Introduction,” in <i>Interdisciplinarity</i> 2<sup>nd</sup> ed. (New York: Routledge, 2010), 1-16.</li> <li>• Allen F. Repko, “Defining Interdisciplinary Studies” and “Mapping the Drivers of Interdisciplinarity,” in <i>Interdisciplinary Research: Process and Theory</i> (Los Angeles, CA: Sage, 2012), 3-66.</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• <b>*Weekly Assignment 1: Short analysis</b> in which you address questions related to the reading, such as: What are the strengths and limitations of interdisciplinary research? How to generate interdisciplinary questions? What drives the interdisciplinary work that members of the class want to accomplish? (Maximum 300 words).*</li> <li>• <b>First stab at articulating your topic:</b> Craft a 2-paragraph/1-page explanation of your project or thesis idea. Write up and bring to class. (<i>Ungraded, but turned in.</i>) <ul style="list-style-type: none"> <li>▪ Helpful hints for writing a critical and/or exploratory analysis, see the online writing site at Purdue University: <a href="https://owl.english.purdue.edu/owl/section/1/3/">https://owl.english.purdue.edu/owl/section/1/3/</a></li> </ul> </li> </ul> <p><b>Class Format:</b></p> <ul style="list-style-type: none"> <li>• <i>Class discussion</i> which will focus the Moran and Repko readings and on student writing/articulation of their topics.</li> <li>• Dissemination and discussion of graduation packets consisting of important information you need to know to navigate the Graduate School paperwork, which we will provide.</li> <li>• Establishment of <b>Writing Groups</b> for the semester</li> </ul> <p><b>Suggestion for staying on track with research:</b></p> <ul style="list-style-type: none"> <li>• Begin developing a bibliography for your topic by looking for at least three general overviews and one detailed critical study of your topic.</li> </ul>
<p><b>WEEK 3:</b> Feb. 1 <b>GETTING STARTED: WHY ARE YOU WRITING A THESIS OR PROJECT? AND, WHAT’S THE DIFFERENCE BETWEEN A THESIS OR A PROJECT ANYWAYS?</b></p>	<p><b>Reading for Today:</b></p> <ul style="list-style-type: none"> <li>• James A. Anderson, “Scholarship in Society,” in <i>Communication Theory: Epistemological Foundations</i> (New York: Guilford Press, 1996), 186-197.</li> <li>• John M. Swales and Christine B. Feak, “Unit One: An Approach to Academic Writing,” in <i>Academic Writing for Graduate Students</i> (Ann Arbor, MI: University of Michigan Press, 2012), 1-54.</li> <li>• Wayne Booth, Gregory G. Colomb, and Joseph M. Williams, <i>The Craft of Research</i>, 3<sup>rd</sup> ed. (University of Chicago Press, 2008), 1-34.</li> </ul> <p><b>Due Today:</b></p> <ul style="list-style-type: none"> <li>• <b>*Weekly Assignment 2 (comprised of the three following exercises):</b> <ul style="list-style-type: none"> <li>▪ *1. Write a 1-2 paragraph summary of the key ideas in the Anderson reading.</li> <li>▪ *2. Write 2-3 paragraphs on the following questions: Who are the</li> </ul> </li> </ul>

important scholars working on your topic? What are the standard approaches to the study of your topic? What, in disciplinary terms, are its strengths, and weaknesses and how can an interdisciplinary perspective contribute? How will you establish your credibility to do this research? For whom will you speak and what persona will you develop?

**Class Format:**

- Discussion of readings. *Please bring ALL readings to class.*
- Discussion of individual topics in relation to the themes in the readings.

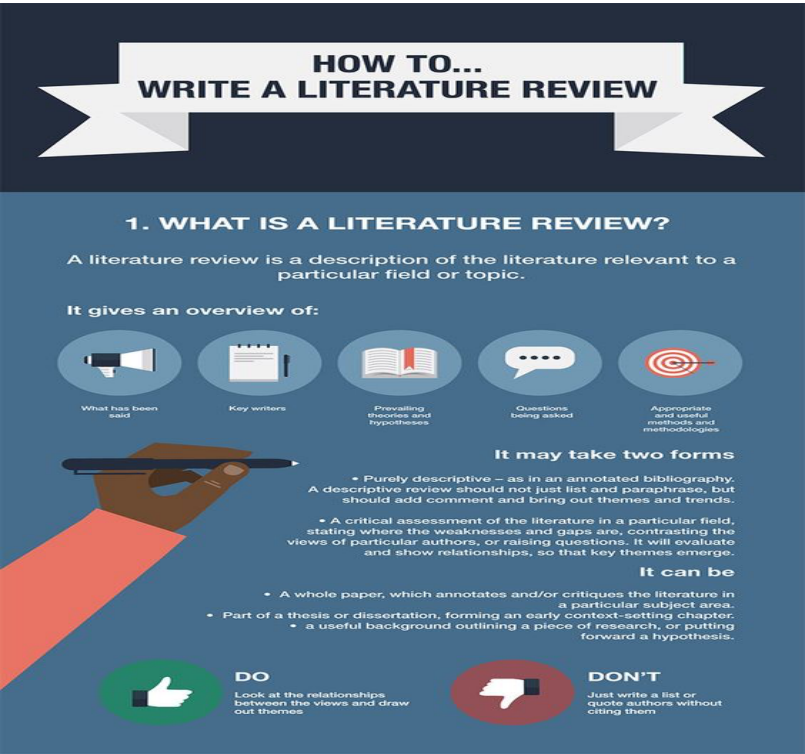


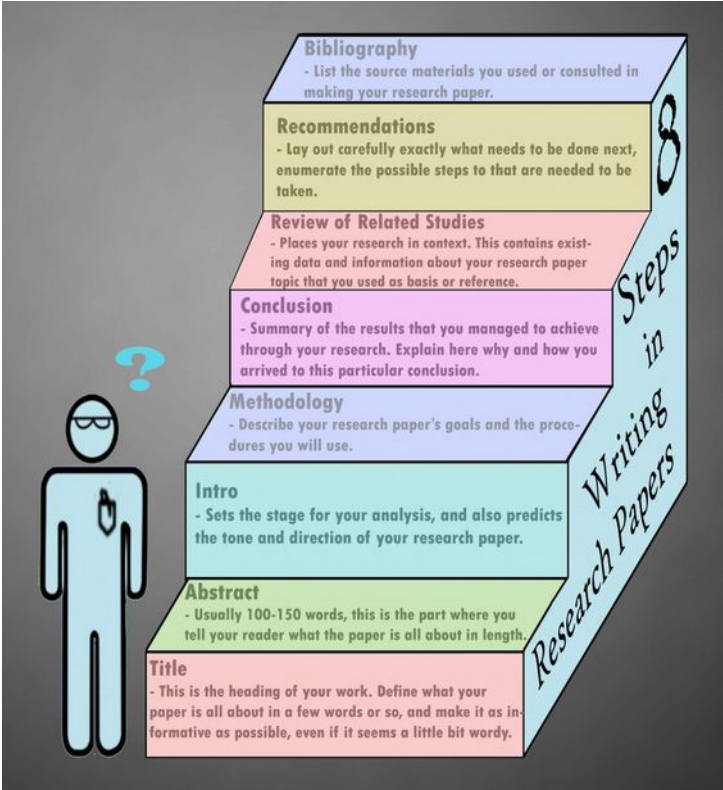
**Suggestion for staying on track with research:**

- Begin collecting bibliographic citations and determine a way to keep them organized.
- Find a general overview of your topic from the bibliography you started gathering and read one item for breadth. Consider: In what ways will your work fit into this broad picture? How will your approach to the topic contribute to larger field?

<p><b>Week 4:</b> Feb. 8 <b>DOING INTERDISCIPLINARY RESEARCH: WHAT IS YOUR TOPIC?</b> <b>WHAT IS YOUR QUESTION/ISSUE?</b> <b>GUEST LECTURER: PROF. ZOE FISCHER, AURARIA LIBRARIAN, WILL LECTURE ON INFORMATION LITERACY.</b> <b>This week's readings focus on articulating your disciplines and topic.</b></p>	<p><b>Reading for Today:</b></p> <ul style="list-style-type: none"> <li>• Repko, selections from “Beginning the Research Process” and “Introducing the Disciplines,” <i>Interdisciplinary Research</i>, 69-77; 80-89; 93-141.</li> <li>• Booth <i>et al.</i>, <i>Craft of Research</i>, 35-83.</li> </ul> <p><b>Due Today:</b></p> <ul style="list-style-type: none"> <li>• <b>*Weekly Assignment 3 (comprised of the following exercises):</b></li> <li>• *1. <b>Statement of the Problem:</b> As clearly as possible, write a roughly 500-word statement describing what you take to be the problem(s) within the fields that constitute your interdisciplinary work. Draw on the Booth reading for guidance. As you write, situate your topic using Repko, “Introducing the Disciplines,” especially, identifying what disciplines your topic most closely aligns with. What are the epistemological and methodological assumptions in these disciplines? How do they affect and/or inform your research and perspective? What will you take from these to approach your issue? What are the key issues in your topic and where does your question fit in?</li> <li>• 2. Bring a list of potential committee members to discuss in class and turn in to us. <i>Ungraded.</i></li> </ul> <p><b>Class Format:</b></p> <ul style="list-style-type: none"> <li>• Discussion of epistemological and methodological questions as they pertain to research.</li> <li>• Discussion of committee members and how they contribute to the thesis/project writing process.</li> <li>• Writing group work time permitting</li> </ul> <p><b>Suggestion for staying on track with research:</b></p> <ul style="list-style-type: none"> <li>• Continue reading toward broad knowledge of your topic.</li> </ul>
<p><b>Week 5:</b> Feb. 15 <b>FRAMING YOUR QUESTION/ISSUE/ PROBLEM: WHAT METHOD AND/OR THEORY IS APPROPRIATE?</b></p>	<p><b>Reading for Today:</b></p> <ul style="list-style-type: none"> <li>• Swales and Feak, “Unit Three: Problem, Process, Solution,” in <i>Academic Writing for Graduate Students</i>, 100-138.</li> <li>• Creswell, “The Selection of a Research Approach” and “The Use of Theory,” in <i>Research Design</i>, 1-76; and 92-103.</li> <li>• <b>STUDENTS COLLECTING DATA OR DOING INTERVIEWS MUST READ THE FOLLOWING:</b> Swales and Feak, “Unit Four: Data Commentary,” in <i>Academic Writing for Graduate Students</i>, 139-187.</li> </ul> <p><b>Due Today:</b></p> <ul style="list-style-type: none"> <li>• <b>*Weekly Assignment 4: Statement of the Question:</b> Write a 300-400 word statement describing the issues that gave rise to your question. Explain how the disciplines that the question arises from are not adequate for approaching your question, and how multiple disciplines and their approaches come together for interdisciplinarity to help you answer your question.*</li> </ul> <p><b>Class Format:</b></p>

	<ul style="list-style-type: none"> <li>• Discussion of readings.</li> <li>• Writing group work time permitting.</li> </ul> <p><b>Suggestion for staying on track with research:</b></p> <ul style="list-style-type: none"> <li>• Begin quick reading of the references in your bibliography in preparation for your annotated bibliography due soon.</li> <li>• Report to us on your interactions with potential committee members. Are they onboard? More importantly, how will each of them contribute to your thesis or project?</li> <li>• Keep reading a few articles from your developing bibliography or one of the books, perhaps its introduction, to get an overview of your topic</li> </ul>
<p><b>WEEK 6:</b> Feb. 22 <b>METHODS AND MODELS FOR MEANINGFUL ANALYSIS</b> <b>This week’s readings focus on different ways of analyzing your problem—what methods and/or theoretical frameworks are appropriate?</b></p>	<p><b>Reading for Today:</b></p> <ul style="list-style-type: none"> <li>• John W. Creswell, “Qualitative Methods,” “Quantitative Methods,” and “Mixed Methods Procedures,” in <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (Los Angeles, CA: Sage, 2014), 155-239.</li> <li>• Valerie Malhotra Bentz and Jeremy J. Shapiro, “From Positivism to Postmodernity: The Mindful Inquirer as a Philosopher,” in <i>Mindful Inquiry in Social Research</i> (Los Angeles, CA: Sage, 1998), 15-35.</li> <li>• Moran, <i>Interdisciplinarity</i>, 45-68; 74-102.</li> </ul> <p><b>Due Today:</b></p> <ul style="list-style-type: none"> <li>• <b>*Weekly Assignment 5: Methodological and/or Theoretical Statement</b> of ca. 500 words in which you identify the disciplines and methods and/or theories you are interested in considering for your study; how will you take them up in your own work? Why are these relevant to your work? What are the ideological or disciplinary assumptions that lay behind research on your topic as it is practiced and framed by scholars?</li> </ul> <p><b>Class Format:</b></p> <ul style="list-style-type: none"> <li>• Discussion of readings and assignments.</li> <li>• Writing group work time permitting.</li> </ul> <p><b>Suggestion for staying on track with research:</b></p> <ul style="list-style-type: none"> <li>• Keep working on a bibliography for your topic. Read with an eye to overviews and the established discourse in your topic.</li> <li>• Contact prospective committee members &amp; introduce your ideas to them.</li> </ul>
<p><b>WEEK 7:</b> March 1 <b>CLAIMS, QUESTIONS, HYPOTHESES AND ENTERING THE CONVERSATION</b></p>	<p><b>Reading for Today:</b></p> <ul style="list-style-type: none"> <li>• Booth <i>et al.</i>, <i>Craft of Research</i>, 103-151.</li> <li>• Gerald Graff and Cathy Birkenstein, <i>They Say/I Say: The Moves That Matter in Academic Writing</i> (W.W. Norton &amp; Co., 2014), vii-159.</li> <li>• Creswell, <i>Research Design</i>, 108-110.</li> </ul> <p><b>Due Today:</b></p> <ul style="list-style-type: none"> <li>• <b>*Weekly Assignment 6: Descriptive Abstract</b> of your topic: This short exercise asks you to draft to an abstract on your question and</li> </ul>

	<p>research in 250 words or less. You must convey to your reader the big idea/inquiry/ question and some sense of how it will be proven or demonstrated. <i>For assistance in writing an abstract, explore the links below.*</i></p> <ul style="list-style-type: none"> <li>• <b>Useful links for abstract writing:</b>  <a href="https://owl.english.purdue.edu/owl/resource/752/04/">https://owl.english.purdue.edu/owl/resource/752/04/</a></li> </ul>
<p><b>WEEK 8</b>  March 8  <b>GUEST VISIT:  WORKSHOP WITH  WRITING CENTER  STAFF: THESIS  STATEMENTS AND  LITERATURE  REVIEW</b></p>	<p><b>Reading for Today:</b></p> <ul style="list-style-type: none"> <li>• Repko, “Conducting the Literature Search,” in <i>Interdisciplinary Research</i>, 167-192.</li> <li>• Creswell, “Review of the Literature,” in <i>Research Design</i>, 25-50.</li> </ul> <p><b>Due Today:</b></p> <ul style="list-style-type: none"> <li>• <b>*Weekly Assignment 7: Annotated Bibliography</b> (see description above in syllabus). This exercise will form the basis of your Literature Review in the final proposal. *</li> </ul> <p><b>Bring two copies of your annotated bibliography assignment to class.</b></p> <p><b>Class Format:</b></p> <ul style="list-style-type: none"> <li>• Presentation from Writing Center staff.</li> </ul> <p><b>Suggestion for staying on track with research:</b></p> <ul style="list-style-type: none"> <li>• Meet with committee members this week to discuss where your work is moving. Determine if any will be taking sabbaticals or leaves in the next few semesters and plan accordingly. Determine their availability for the writing process.</li> </ul>  <p><b>HOW TO...  WRITE A LITERATURE REVIEW</b></p> <p><b>1. WHAT IS A LITERATURE REVIEW?</b></p> <p>A literature review is a description of the literature relevant to a particular field or topic.</p> <p>It gives an overview of:</p> <ul style="list-style-type: none"> <li>What has been said</li> <li>Key writers</li> <li>Prevailing theories and hypotheses</li> <li>Questions being asked</li> <li>Appropriate and useful methods and methodologies</li> </ul> <p>It may take two forms</p> <ul style="list-style-type: none"> <li>• Purely descriptive – as in an annotated bibliography. A descriptive review should not just list and paraphrase, but should add comment and bring out themes and trends.</li> <li>• A critical assessment of the literature in a particular field, stating where the weaknesses and gaps are, contrasting the views of particular authors, or raising questions. It will evaluate and show relationships, so that key themes emerge.</li> </ul> <p>It can be</p> <ul style="list-style-type: none"> <li>• A whole paper, which annotates and/or critiques the literature in a particular subject area.</li> <li>• Part of a thesis or dissertation, forming an early context-setting chapter.</li> <li>• a useful background outlining a piece of research, or putting forward a hypothesis.</li> </ul> <p><b>DO</b>  Look at the relationships between the views and draw out themes</p> <p><b>DON'T</b>  Just write a list or quote authors without citing them</p>
<p><b>WEEK 9:</b></p>	<p><b>Guest Lecture:</b> Dr. David Hildebrand from the Department of Philosophy will</p>

<p>March 15</p> <p><b>GUEST LECTURE:</b>  <b>DAVID HILDEBRAND, CU DENVER</b>  <b>PHILOSOPHY DEPT., ON RESEARCHING, WRITING, AND PROFESSIONAL PRESENTATIONS</b></p>	<p>discuss the process of planning, researching, and writing a book.</p> <p><b>Reading for Today:</b></p> <ul style="list-style-type: none"> <li>• Explore Dr. Hildebrand’s web site, especially the research links at <a href="http://davidhildebrand.org">http://davidhildebrand.org</a></li> <li>• Continue reading toward your topic using the items in your bibliography.</li> </ul> <p><b>Due Today:</b></p> <ul style="list-style-type: none"> <li>• <b>*Short Assignment 8:</b> Ca. 750-word draft of your literature review, detailing the state of the research on your topic.</li> </ul> <p>Prepare questions about your writing strategies, note-taking, organizing for a large writing project.</p>
<p><b>WEEK 10:</b>  March 22</p>	<p style="text-align: center;"><b>Spring Break: NO CLASS</b></p> <div style="text-align: center;">  </div>
<p><b>Week 11:</b>  March 29</p> <p><b>ELEMENTS OF A SUCCESSFUL PROPOSAL AND THESIS</b></p>	<p><b>Reading for Today:</b></p> <ul style="list-style-type: none"> <li>• Booth <i>et al.</i>, 171-22; 232-248.</li> <li>• Read the following sample proposals located on Canvas:</li> <li>• Mitchell Tribett, "Like the Plague": The Artaudian Theater of Sarah Kane MH thesis, 2014.</li> <li>• Alena Hopkins, The ‘Arduous Search for an Absolute Other’: Tourism, Identity, and Authenticity Expectations. MH Thesis CU-Denver, Summer 2014.</li> </ul> <p><b>Due Today:</b></p> <ul style="list-style-type: none"> <li>• <b>*Short Assignment 9: Prepare an introduction and conclusion for your proposal.</b> Use the guidelines in the Booth reading above.</li> </ul>



	<p><b>Class Format:</b></p> <ul style="list-style-type: none"> <li>• Class discussion will focus discussing the strengths and weaknesses of these proposals.</li> <li>• Group work on each student’s topic and proposal.</li> </ul>		
<p><b>WEEK 12:</b> April 5 <b>ELEMENTS OF A SUCCESSFUL PROPOSAL</b></p>	<p><b>Reading for Today:</b></p> <ul style="list-style-type: none"> <li>• Swales and Feak, “Unit Six: Writing Critiques,” in <i>Academic Writing for Graduate Students</i>, 228-276.</li> </ul> <p><b>Due Today:</b></p> <ul style="list-style-type: none"> <li>• <b>*Short Assignment 10:</b> Book Review</li> </ul> <p><b>Class Format:</b></p> <ul style="list-style-type: none"> <li>• Discussion of reading.</li> </ul> <p><b>Suggestion for staying on track with research:</b></p> <ul style="list-style-type: none"> <li>• We strongly recommend that you share a first draft of your proposal with your committee chair for feedback before the end of the semester.</li> </ul>		
<p><b>WEEK 13:</b> April 12 <b>INDIVIDUAL MEETINGS: NO CLASS MEETING TONIGHT</b></p>	<p>Individual meetings with Prof. Woodhull and/or Prof. Swartz to discuss student proposal and research progression. A sign-up sheet will be passed around in advance. Students may come in during office hours starting at 11 am.</p> <p style="text-align: center;"><b>NO CLASS MEETING</b></p> <p style="text-align: center;">50 better ways to say “looks/seems like...”</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>1. mirrors</li> <li>2. reflects</li> <li>3. suggests</li> <li>4. implies</li> <li>5. reveals</li> <li>6. echoes</li> <li>7. parodies</li> <li>8. mocks</li> <li>9. imitates</li> <li>10. emulates</li> <li>11. affects</li> <li>12. parrots</li> <li>13. resonates</li> <li>14. offers</li> <li>15. poses</li> <li>16. steers</li> <li>17. touts</li> <li>18. proposes</li> <li>19. commends</li> <li>20. hints</li> <li>21. mentions</li> <li>22. signifies</li> <li>23. denotes</li> <li>24. designates</li> <li>25. insinuates</li> </ol> </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>26. pretends</li> <li>27. refers</li> <li>28. announces</li> <li>29. declares</li> <li>30. divulges</li> <li>31. tells</li> <li>32. betrays</li> <li>33. broadcasts</li> <li>34. communicates</li> <li>35. notifies</li> <li>36. proclaims</li> <li>37. exposes</li> <li>38. parallels</li> <li>39. reverberates</li> <li>40. reiterates</li> <li>41. represents</li> <li>42. mimes</li> <li>43. mimics</li> <li>44. simulates</li> <li>45. feigns</li> <li>46. assumes</li> <li>47. resembles</li> <li>48. spoofs</li> <li>49. fakes</li> <li>50. adopts</li> </ol> </td> </tr> </table> <p style="text-align: center;"><a href="http://linestorm.tumblr.com">linestorm.tumblr.com</a></p>	<ol style="list-style-type: none"> <li>1. mirrors</li> <li>2. reflects</li> <li>3. suggests</li> <li>4. implies</li> <li>5. reveals</li> <li>6. echoes</li> <li>7. parodies</li> <li>8. mocks</li> <li>9. imitates</li> <li>10. emulates</li> <li>11. affects</li> <li>12. parrots</li> <li>13. resonates</li> <li>14. offers</li> <li>15. poses</li> <li>16. steers</li> <li>17. touts</li> <li>18. proposes</li> <li>19. commends</li> <li>20. hints</li> <li>21. mentions</li> <li>22. signifies</li> <li>23. denotes</li> <li>24. designates</li> <li>25. insinuates</li> </ol>	<ol style="list-style-type: none"> <li>26. pretends</li> <li>27. refers</li> <li>28. announces</li> <li>29. declares</li> <li>30. divulges</li> <li>31. tells</li> <li>32. betrays</li> <li>33. broadcasts</li> <li>34. communicates</li> <li>35. notifies</li> <li>36. proclaims</li> <li>37. exposes</li> <li>38. parallels</li> <li>39. reverberates</li> <li>40. reiterates</li> <li>41. represents</li> <li>42. mimes</li> <li>43. mimics</li> <li>44. simulates</li> <li>45. feigns</li> <li>46. assumes</li> <li>47. resembles</li> <li>48. spoofs</li> <li>49. fakes</li> <li>50. adopts</li> </ol>
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<p><b>WEEK 14:</b> April 19 <b>CLASS FINAL PRESENTATIONS</b></p>	<p><b>Class Presentations</b></p> <p>Each student will present her or his proposal to the class in a ca. 30-minute oral presentation to include question and answer and designed to mimic that of the oral exam experience.</p>		

<b>WEEK 15:</b> April 26 <b>CLASS FINAL PRESENTATIONS</b>	<b>Class Presentations</b> Each student will present her or his proposal to the class in a ca. 30-minute oral presentation to include question and answer and designed to mimic that of the oral exam experience.
<b>WEEK 16:</b> May 3 <b>CLASS FINAL PRESENTATIONS</b>	<b>Class Presentations</b> Each student will present her or his proposal to the class in a ca. 30-minute oral presentation to include question and answer and designed to mimic that of the oral exam experience.
May 8, Monday (Finals Week—Not a class meeting day)	<b>Not a Class day, BUT Final Proposals are due no later than 5 pm today, either electronically to our emails: <a href="mailto:margaret.woodhull@ucdenver.edu">margaret.woodhull@ucdenver.edu</a> or <a href="mailto:omar.swartz@ucdenver.edu">omar.swartz@ucdenver.edu</a>; or turn in in hard copy to our respective offices, CU Denver Student Commons Building, 3301 AND 3201.</b> <b>HAPPY SUMMER!!!</b>

**Please observe the following CLAS Academic Policies and Deadlines for 2017:**

**Academic Policies**

The following policies, procedures, and deadlines pertain to all students taking classes in the College of Liberal Arts and Sciences (CLAS). They are aligned with the Official University Academic Calendar found on the [Registrar's website](#).

**Schedule verification:** It is each student's responsibility to verify that their official registration and schedule of classes is correct in their UCDAccess portal before classes begin and by the university census date. Failure to verify schedule accuracy is not sufficient reason to justify late adds or withdrawals. Access to a course through Canvas is not evidence of official enrollment.

**E-mail:** Students must activate and regularly check their official CU Denver e-mail account for university related messages. Note: Canvas is not the location to access your CU Denver email account. Log into <http://www.ucdenver.edu/email/Pages/login.aspx>.

**Administrative drops:** Students may be administratively dropped if they do not meet the pre- and/or co-requisites for the course as detailed in the course description. Students may also be administratively dropped from a class if the course syllabus articulates attendance expectations prior to census date class and they do not meet those attendance expectations. Please note: this policy does not apply to all classes and should not be relied upon; if the plan is to no longer complete the course, students should follow the appropriate drop/withdrawal process.

**Late adds (after February 1, 2017) and late withdrawals (after April 17, 2017):** require a written petition, verifiable documentation, and dean's approval. CLAS undergraduate students should visit the CLAS Advising Office (NC 1030 – 303-556-2555) and graduate students should visit the Graduate School (12<sup>th</sup> floor LSC) to learn more about the petition process. Late withdrawal petition deadline: May 5, 2017.

**Co-requisites and withdrawals:** Dropping/withdrawing from a co-requisite course might require dropping/withdrawing from the other course. Students should read the course notes in the UCDAccess registration system and their course syllabus to determine the impact of this decision.

**Waitlists:** The Office of the Registrar notifies students at their CU Denver e-mail account if they are added to a class



from a waitlist. Students are not automatically dropped from a class if they never attended, stopped attending, or do not make tuition payments. Students will have access to Canvas when they are on a waitlist, but this does not mean that a student is enrolled or guaranteed a seat in the course. If a student is not enrolled in a course when the waitlists are purged on January 23, 2017, the student must complete an [Instructor Permission to Enroll Form](#) and bring it to the CLAS Advising Office (NC 1030) or have their instructor e-mail it to [clasinstructorpermission@ucdenver.edu](mailto:clasinstructorpermission@ucdenver.edu) in order to enroll in the class.

**Early Alert:** In order to support student success in a proactive way throughout the semester, faculty have the option to submit “kudos” to encourage students as well as academic “flags” to notify students of performance concerns. Students may anticipate receiving communication during these specific times during the semester:

**1st-2nd weeks, January 17-28**—No-Show Alert to notify non-attending students.

**5th-6th weeks, February 13-25**—Early Alert to notify students of performance and/or attendance concerns.

**9th-10th weeks, March 13-31**—Post-Midterm Alert to encourage students who show signs of failing the course to choose to work harder or to withdraw before the deadline.

## Applicable Forms

- **[SCHEDULE ADJUSTMENT FORM](#)** – Available on the Registrar’s website. Submit to the Office of the Registrar (SCB 5005).  
*Used to change registration when doing so via UCDAccess is not an option. Instances include but are not limited to: withdrawing from one or more courses after census date but before the withdrawal deadline (between February 2<sup>nd</sup> and April 3<sup>rd</sup>; instructor signature required); withdrawing from one or more courses after the withdrawal deadline but before the CLAS extended withdrawal deadline (between April 4<sup>th</sup> and April 17<sup>th</sup>; instructor signature and CLAS Advising signature required).*
- **[INSTRUCTOR PERMISSION TO ENROLL FORM](#)** – Available on CLAS Advising’s website. Submit to CLAS Advising (NC 1030) either in person or have the instructor e-mail it to [clasinstructorpermission@ucdenver.edu](mailto:clasinstructorpermission@ucdenver.edu).  
*Used to add one or more courses after the add deadline but before census date (between January 24<sup>th</sup> and February 1<sup>st</sup>; instructor permission required).*
- **LATE ADD AND WITHDRAWAL PETITIONS** – Undergraduates visit CLAS Advising (NC 1030) and graduates visit the Graduate School (12<sup>th</sup> floor LSC) for more information.  
*Used to petition to add one or more full-term courses after census date (February 1<sup>st</sup>; verifiable documentation required), or to withdraw from one or more courses after the withdrawal deadlines but before finals week (between April 18<sup>th</sup> and May 5<sup>th</sup>; verifiable documentation required).*

## Spring 2017 CLAS Important Dates and Deadlines

January 17 **SPRING 2017 CLASSES BEGIN**

January 22 **ADD DEADLINE (11:59 pm)**

Last day to add or waitlist a class using UCDAccess.

January 23 **DROP DEADLINE (11:59 pm)**

Last day to drop a class without a \$100 drop fee, including section changes. Students wishing to drop classes can do so via UCDAccess.

**NO ADDING OF CLASSES IS PERMITTED TODAY**

### **WAITLISTS PURGED**

All waitlists are eliminated. Students should check their schedule in UCDAccess to confirm in which classes they are officially enrolled. Canvas does not reflect official enrollment.

- January 24 – **ADD CLASSES WITH INSTRUCTOR PERMISSION**
- February 1 (5 pm) Students must obtain instructor permission to add a course using the [Instructor Permission to Enroll Form](#) and bring it to the CLAS Advising Office (NC 1030) or have their instructor e-mail it to [clasinstructorpermission@ucdenver.edu](mailto:clasinstructorpermission@ucdenver.edu)
- February 1 (5 pm) **CENSUS DATE**
- ADD WITH INSTRUCTOR PERMISSION DEADLINE**
- To add a course January 24 – February 1, 2017, the instructor needs to sign an [Instructor Permission to Enroll Form](#) and the completed form should be brought to the CLAS Advising Office (NC 1030) or have the instructor e-mail it to [clasinstructorpermission@ucdenver.edu](mailto:clasinstructorpermission@ucdenver.edu)
- After today, a written petition, verifiable documentation, and dean’s approval via CLAS Advising (NC 1030 – 303-556-2555) are required to add a class and students will be charged the full tuition amount. College Opportunity Fund (COF) will not apply and these credits will not be deducted from eligible students’ lifetime hours after today.
- LAST DAY TO DROP A CLASS OR WITHDRAW FROM TERM WITHOUT “W”**
- Last day to drop full-term classes with a financial adjustment. Students wishing to drop classes can do so via UCDAccess.
- After this date, withdrawal from classes requires instructor signature approval on the [Schedule Adjustment Form](#), course(s) will appear on transcripts with a grade of “W,” and no tuition adjustment will be made.
- After this date, a complete withdrawal (dropping all classes) from the term will require the signature of the dean through the CLAS Advising office (NC 1030 – 303-566-2555).
- GRADUATION APPLICATION DEADLINE**
- Last day to apply for Spring 2017 graduation. Undergraduates must make an appointment to see their academic advisors before this date to apply. Graduate students must complete the Intent to Graduate and Candidate for Degree forms.
- PASS/FAIL, NO CREDIT DEADLINE**
- Last day to request No Credit or Pass/Fail grade for a class using a [Schedule Adjustment Form](#).
- LAST DAY TO PETITION FOR A REDUCTION OF PhD DISSERTATION HOURS**
- March 20 – 26 **SPRING BREAK** – No classes. Campus open.
- April 3 (5 pm) **COURSE WITHDRAWAL DEADLINE WITH SCHEDULE ADJUSTMENT FORM**
- After February 1, 2017, students must obtain instructor permission to withdraw from a course using the [Schedule Adjustment Form](#) and must bring the signed form to the Office of the Registrar (SCB 5005). Dean’s approval via CLAS Advising (NC 1030 – 303-556-2555) is needed after today. If the course has a co-requisite, check the course notes in the UCDAccess registration system and the course syllabus to determine the impact of dropping/withdrawing from a co-requisite course.
- April 17 (5 pm) **CLAS EXTENDED COURSE WITHDRAWAL DEADLINE WITH SCHEDULE ADJUSTMENT FORM**
- After April 3, to withdraw from a course, complete a [Schedule Adjustment Form](#), with instructor’s and CLAS Advising representative’s signatures, and submit it to the Office of the Registrar (SCB 5005). After today, a written petition, verifiable documentation, and dean’s approval via CLAS Advising (NC 1030 – 303-556-2555) are required to withdraw from a class.
- May 5 **LATE WITHDRAWAL PETITION DEADLINE**
- Deadline to petition to withdraw from Spring 2017 courses. Contact CLAS Advising (NC 1030 – 303-556-2555) for further information. After this date, only retroactive withdrawals are considered. Contact CLAS Advising (NC 1030 – 303-556-2555) for further information on retroactive withdrawals.
- May 8 – 13 **FINALS WEEK**

May 13 **END OF SEMESTER**  
**SPRING COMMENCEMENT**

May 18 **FINAL GRADES AVAILABLE**

Check for official grades in the UCDAccess portal and on transcripts (tentative). Canvas does not display final course grades.