BLED 690.01E
Advanced Research in Bilingual Education
Syllabus
Spring 2022

Class Meetings:
Mondays, 5:00-10 PM at the Metroplex on
01/31, 2/14, 2/28, 3/21, 4/4, 4/18, (4/45 online), 5/9

Instructor Information

Instructor: Dr. Alexandra Babino, Associate Professor

Office Location: EDS 224   **Department Phone**: 903-886-5535

Conference Times: Before class, after class, and by appointment

University Email Address: Alexandra.Babino@tamuc.edu

Course Overview

Course Description:

In-depth analysis of major topics of critical concern to the profession including common misconceptions about emergent bilinguals (EBs) and bilingual/ESL programs, effective strategies and methods for teaching EBs, and research findings in the areas of oral language and literacy development and academic achievement for bilingual learners. Prerequisite: Doctoral level standing or consent of the instructor.

Student Learning Outcomes (SLOs): The student will ...

1. Identify and apply a variety of theoretical frameworks to bilingual/ESL research.
2. Summarize and evaluate bilingual/ESL research studies published in accepted scholarly venues.
3. Review and evaluate quantitative, qualitative, and mixed methods research methodologies and apply them to bilingual/ESL research topics of individual interest.
4. Conduct, analyze, and write up findings and a discussion of a case study on language identities and ideologies.

5. Examine and synthesize nuances related to major trends in bilingual/ESL research using a variety of scholarly skills with greater efficiency.

Textbook (Required):
Lippi-Green, R. (2011). English with an accent: Language, ideology, and discrimination in the United States (2nd Ed.) ISBN-13: 978-0415559119; ISBN-10: 0415559111

Textbook (Optional):
Preece, S. (2016). The Routledge handbook of language and identity. (1st Ed.) ISBN-13: 978-0367353896 ISBN-10: 036735389X

Supplementary readings and handouts for activities during class sessions are listed on the course calendar and available through links on the website course.

<div style="border:1px solid black;">

Course Requirements

</div>

800 points total

****All assignments are due on <u>Monday at midnight</u> of each week,
except for a) the week of our online class and b) the last week of class****

Attendance/Professionalism (25 pts X 7 Face-to-Face sessions + 1 online class session = 200 points): Attend all class sessions, arrive on time, and stay the entire time. Read all assigned chapters before they are due, participate in whole and small group discussions, and exhibit all expected aspects of professionalism (see the course policies.)

For the online class session to be held on Monday, 4/25 you will answer two questions with an original post of at least 200 words and 3 citations each. Then, you will include two-follow up posts to other classmates that are 40+ words in length. This means you will create a total of 6 posts: two originals and 4 follow-up posts. The original posts should occur by Thursday of that week and the follow-up posts by Sunday.

> SLO #1: Identify and apply a variety of theoretical frameworks to bilingual/ESL research.
> SLO #2: Summarize and evaluate bilingual/ESL research studies published in accepted scholarly venues.
> SLO #3 Review and evaluate quantitative, qualitative, and mixed methods research methodologies and apply them to bilingual/ESL research topics of individual interest.

> **Assessment Method:** If all the above is done, you will earn 25 points per session.

Research-to-Practice Discussion Leader (50 points): During an assigned week decided on at the first class, each student will prepare a brief presentation (10-15 minutes) to give an overview of that week's readings plus the class reading that Dr. Babino will provide. Additionally, each presenting student will provide a handout and 3-5 discussion questions related to the topic that

week. Questions should examine the theories, research methods, and practical implications for schools. *This assignment can be completed individually or with a partner.*

> SLO #1. Identify and apply a variety of theoretical frameworks to bilingual/ESL research.
> SLO #2. Summarize and evaluate bilingual/ESL research studies published in accepted scholarly venues.
> SLO #5. Examine and synthesize nuances related to major trends in bilingual/ESL research using a variety of scholarly skills with greater efficiency.

> **Assessment Method:** Research-to-Practice Discussion Leader Rubric.

Language Ideologies and Identities Research Project (175 points): You will choose one person to interview regarding their language ideologies and identities using survey questions and a semi-structured interview developed in class. Afterwards, you will transcribe, analyze, and write up the findings. Finally, you will provide a brief discussion on the major findings with implications for theory, research, and practice. *This assignment can be completed individually or with a partner.*

> SLO #1. Identify and apply a variety of theoretical frameworks to bilingual/ESL research.
> SLO #4: Conduct, analyze, and write up findings and a discussion of language identities and ideologies.

> **Assessment Method:** Language Ideologies and Identities Research Rubric.

Annotated Bibliography + Conceptual Matrix (200 pts): Students will choose a topic from the "Research Needs" in Bilingual/ESL Education list relevant to the dissertation topic they may pursue, locate 15 or more research articles/book chapters for that topic, & create an annotated bibliography for the articles found. Afterwards, they will create a conceptual matrix with key information related to the articles, including: citation, setting, participants, methodology, theoretical framework, major findings, implications for research, and implications for practice.

> SLO #1. Identify and apply a variety of theoretical frameworks to bilingual/ESL research.
> SLO #2. Summarize and evaluate bilingual/ESL research studies published in accepted scholarly venues.
> SLO #3. Review and evaluate quantitative, qualitative, and mixed methods research methodologies and apply them to bilingual/ESL research topics of individual interest.
> SLO #5. Examine and synthesize nuances related to major trends in bilingual/ESL research using a variety of scholarly skills with greater efficiency.

> **Assessment Method:** Annotated Bibliographies Checklist.

Research Presentation (75 points): Students will identify a topic of interest (from the annotated bibliography) and examine the topic in depth. The topic must be approved by Dr. Babino. After a critical analysis of the topic, students will draw conclusions about the body of knowledge and develop a presentation to communicate the research findings to a group of bilingual/ESL educators familiar with the issues in the field. Before presenting their research, they will meet

with Dr. Babino to review major findings and a tentative outline of their presentation. This meeting can occur anytime between Week 10-14. Copies of all handout materials will be provided to students during the presentation. Students will be provided with 30-40 minutes to present their findings.

SLO #1. Identify and apply a variety of theoretical frameworks to bilingual/ESL research.
SLO #2. Summarize and evaluate bilingual/ESL research studies published in accepted scholarly venues.
SLO #3. Review and evaluate quantitative, qualitative, and mixed methods research methodologies and apply them to bilingual/ESL research topics of individual interest.
SLO #5. Examine and synthesize nuances related to major trends in bilingual/ESL research using a variety of scholarly skills with greater efficiency.

Assessment Method: Research Presentation Rubric.

Doctoral Exam Practice Question and Final Self-Reflection (100 points): Each student will choose one out of several options of doctoral level qualifying examination questions to answer. References to the questions should follow the APA (7th Edition) format and will be submitted to Dr. Babino for review and feedback. Additionally, each student will create a self-reflection, including a review of their knowledge on the major topics discussed in this course, an explanation of future research interests, discussion on his/her growth in relation to scholarly skills, and plan for future study and scholarly skills development.

SLO #1. Identify and apply a variety of theoretical frameworks to bilingual/ESL research.
SLO #5. Examine and synthesize nuances related to major trends in bilingual/ESL research using a variety of scholarly skills with greater efficiency.

Assessment Method: Doctoral Exam Question and Self-Reflection Rubric.

Grading Policies

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

Electronic Gradebook:
- All grades will be recorded in the online gradebook. This allows you to see how many points each assignment was awarded and what percentage score you have earned up to that point in time, 24 hours a day, seven days a week.

- Click on the score itself to see if I have made any comments such as complementing various aspects of your work or making suggestions for improvement.
- I try my best to grade all assignments within a week after the due date.

Attendance/Participation:
- Active participation in all aspects of this course is highly encouraged, especially since we only meet in person 7 times.
- In the event you have to miss a class period, please email Dr. B ahead of time to work on an alternative arrangement to earn credit for attendance. Unless there is a grave circumstance that we have discussed, this may only be competed <u>one time</u> for attendance credit.
- All assignments must be completed to pass the course.

Late turn-ins:
- All assignments are to be completed and uploaded into the assigned submission folder in myLEO by 11:59 P.M. (midnight) on the day they are due.
- Late work may be turned in with a 10% deduction on the total grade for each day the assignment is late.
- After a week past the due date, no late assignments will be accepted.

Written Assignments (5% subtracted per item):
- Include a header (name, date, course) on all your written assignments. Put it all on one line.
- Font size must not exceed 12 point. Times Roman preferred.
- Margins should be no larger than 1" on all sides.
- Reports should be double-spaced.
- College level writing is expected in terms of organization, structure, and editing. Excessive spelling, grammar, punctuation, capitalization, etc errors will result in points deducted.

Cite your Sources:
- APA style should be used for all references. Include a citation in the body of your report (Author, Year) and a bibliography at the end. A complete guide to APA style is available at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- See the section on plagiarism for the possible consequences of not giving credit where credit is due.

Note about doctoral classes:
- Doctoral classes are designed to engage you in the dynamic process of expanding and strengthening your skills as a scholar. This primarily includes:

- o Reading widely and deeply the seminal and contemporary works regarding major research niches in a particular field;

- o Making nuanced connections between individual works to gain a "sense" of the field;

- o Writing clearly by substantiating your claims through relevant, reliable research using APA 7th edition citations.

- ***Your readings and assignments are critical to your success in this course and growing as a scholar.*** Students are expected to spend approximately 6 hours per week on coursework. The points you earn for your class discussions, annotated bibliography, and final paper are designed to encourage you to develop deep reading so that you may synthesize major ideas across many texts. While I do provide a minimum amount of reading, our thinking should grow to be "how much can I read to gain a deep and detailed 'sense' of this subject matter?" The answer to this question is usually significantly more than the minimum requirement for an assignment.

- I understand managing work, school, and family responsibilities is challenging. If you encounter any especially challenging circumstances, please reach out to me as soon as possible so that I can partner with you in managing it: this may mean talking through strategies to manage the course load/ specific experiences or in the rare case providing an extension with proof of family or medical emergency.

Course Organization

How the Course is Organized
This web-enhanced class includes all major course documents in myLEO, the new online platform for TAMUC. ***Please* check the Course Calendar for the due dates of major assignments, including assignment explanations, and resources to help you complete the assignments.** Please be sure to review these instructions and all associated documents carefully before beginning your assignments.

A submission folder clearly labeled using the name of the assignment, is set up for every assignment. The boxes are found under the "Activities" and "Assignments" tabs on the top toolbar in myLEO. Upload all assignments electronically into the submission folder by midnight on the day they are due. Use Microsoft Word as your word processor and save your files with a .doc extension. Please be sure to bring a copy of your assignment to class or have access to it digitally to refer to.

Communication and Support

Communication

You can easily use the "Email" tab on the top toolbar of myLEO to email me, any individual, or the whole class if you like*. I will only send email to your university email addresses using this system so please check your MyLeo email frequently.* Feel free to communicate your classmates or me via email if you have any questions or concerns (other than tech support issues).

I am happy to answer any questions you have about the course or the program, but please do be sure to check the syllabus and other myLEO materials first to see that any of your questions can be answered there. I try to anticipate your questions as best I can by answering as many as possible in the assignment explanations.

Additionally, it is very important to me to respond to you as quickly as possible during business hours, Monday through Friday from 8-5PM. If you email me outside of these times then I will respond you as soon as I can the next business day. On days I have back-to-back meetings and/or classes, it may take me longer to respond. *So, if you have any questions regarding an assignment that is due,* ***I recommend asking your questions far enough in advance that you have one or two business days to work on an assignment after hearing from me.***

myLEO Announcements
When you log on to the course via your myLeo, please check to see if there are any announcements. I often pass on announcements from the university as well as make my own about events such as BESO (Bilingual/ESL Education Student Organization) meetings. I may also post here such things as changes in the schedule such as when assignments are due or provide further clarifications for specific assignments.

myLEO Student Technical Support
Texas A&M University-Commerce provides students technical support in the use of myLEO. The student help desk may be reached by the following means 24 hours a day, seven days a week.

    Chat Support: Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
    Phone: 1-866-656-5511 (Toll Free) to speak with myLEO Technical Support Representative.
    Email: helpdesk@online.tamuc.org to initiate a support request with myLEO Technical Support Representative.
    Help: Click on the *'Help'* button on the toolbar for information regarding working with myLEO

Turning in Assignments
Your assignments are to be uploaded, as an attachment, to the appropriate assignment submission folder in myLEO. In myLEO, you will click on "Activities" on the home bar, then "Assignments". Afterwards, locate the assignment title to upload your assignment by the due date. I recommend you not wait until the last minute to upload your work to the submission folder as you may encounter technical difficulties. **Please do not** type your work into the box that opens up or copy and paste text from your document into it. The box is for your comments to me about the work, eg. "Dr. Babino, please grade this latest report, not the one I sent yesterday

as I made some corrections." I may send you comments via this box as well, so please click on the score to see my feedback to you.

Please do not send me your work as an email attachment. Please send it to me via the submission folder on myLEO as I have limits on my university email, and it could get blocked. Also, I am not looking for it in my email. I'm looking for it in the right submission folder, which is attached to the gradebook.

<div style="text-align:center">

TECHNOLOGY REQUIREMENTS

</div>

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:
- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer
    - Speakers or headphones.
    - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The

most current version of Java can be downloaded at: JAVA web site
http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
        Pop-ups are allowed.
        JavaScript is enabled.
        Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/
  - Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

Access and Navigation

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

University Procedures and Policies

Professional Conduct Expected: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment" (*Student's Guide Handbook, Policies and Procedures, Conduct*).

Professionalism Component: You are expected to demonstrate a professional attitude and behavior at all times. This includes respecting the thoughts of your peers and your instructor as well as being actively involved in all class work. Professional attitudes and behaviors include:
- accepting constructive criticism,
- active listening,
- turning in high quality work, and
- understanding that this is a growth experience.

Plagiarism: Plagiarism will result in a grade of F for the assignment and possibly the course. Further infractions could result in dismissal from the teacher education program. Plagiarism consists of copying directly from a source without properly citing the source. It is also using someone else's work and claiming it as your own. For more information see http://www.unc.edu/depts/wcweb/handouts/plagiarism.html or http://www.plagiarism.org/.

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:
Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 162
Phone (903) 886-5150 or (903) 886-5835
StudentDisabilityServices@tamuc.edu
Fax (903) 468-8148   Student Disability Resources
& Serviceshttp://web.tamu-commerce.edu/studentLife/campusServices/studentDisabilityResourcesAndServices/

Campus Gun Law (effective Fall, 2016)

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses: Report violations to the University Police Department at 903-886-5868 or 9-1-1.

TENTATIVE COURSE CALENDAR

Details may be changed at the discretion of the instructor.
Please keep in mind that if any dates are changed, they are for your benefit.

EA= English with an Accent by Lippi-Green
RHLI: Routledge Handbook on Language and Identity

Date	Topic	Reading (Prior to Class) + Assignments	Assignments Due (On <u>Mondays</u> at midnight unless otherwise noted)
Wk 1: 1/31 **Face to Face Class**	Welcome; introductions Review syllabus, course expectations, course schedule, myLEO Scholarly Skills + Paradigms of Bilingual Research		
Wk 2: 2/7	Theoretical Frameworks + Language Ideologies	Read the following articles posted in myLeo: Hult & Hornberger's Language Orientations Alfaro & Bartolomé's (2017) Preparing Ideologically Clear Bilingual Teachers Hornburger's: Continua of Biliteracy Bernstein et al, 2020 for Dueling Discourses/Ideologies Read Ch. 1-2 in EA	
Wk 3: 2/14 **Face to Face Class**	Theoretical Frameworks + Language Ideologies	Read Ch. 3-4 in EA Read Ch. 1 -2 RHLI -or- two <u>ideology</u> articles of your choice	

		Interview and Begin transcribing	
Wk 4: 2/21	Language Ideologies + Identities	Rd. Ch. 5-6 in EA Rd. Ch. 8-9 in RHLI -or- two identity articles of your choice Interview and Begin Transcribing	
Wk 5: 2/28 **Face to Face Class**	Language Ideologies + Identities	Rd. Chs 13-14 in EA Rd. Ch. 10 & 15 in RHLI – or- two identity articles of your choice Transcriptions + Analysis	
Wk 6: 3/7	Language Ideologies + Identities	Rd Ch. 16 & 18 in RHLI – or- two identity articles of your choice Transcriptions + Analysis	
Wk 7: 3/14 *Online Office Hours*	Translanguaging	Read the following articles posted in myLeo: Babino & Stewart 2020 (Ch. 3) Sánchez et al. 2017 McSwan, 2017 Write Up Findings and Discussion	
Wk 8: 3/21 **Face to Face Class**	Translanguaging	Rd. Creese and Blackledge (2010) Rd. Sayer, P. (2013). Translanguaging, TexMex, and bilingual pedagogy Gort, M., & Sembiante, S. F. (2015). Navigating hybridized language learning spaces through translanguaging	

Wk 9: 3/28	Translanguaging		**Language Ideologies and Identities Project Due**
Wk 10: 4/4 Face to Face Class	Biliteracy Development	Read Escamilla, 2006 and Butvilofsky et al, 2017	**Turn in three annotations for feedback.
Wk 11: 4/11	Biliteracy Development	Read Babino, 2017	
Wk 12: 4/18 Face to Face Class	Biliteracy Development	Read Soltero-Gonzalez et al. (2012) Changing teachers' perceptions about the writing abilities of emerging bilingual students Geisler, et al. (2007). Transitions to biliteracy: Focus on writing	*Complete Online discussion by creating two original posts (by Thurs., 4/21) and two follow-up posts for each question (by Sun., 4/24).
Wk 13: 4/25 Online Class	Biliteracy Development + Individual Topic		*Turn in Outline of Findings for feedback
Wk 14: 5/2	Individual Topic	Review, Organize and Prepare Presentation	**Annotated Bibliographies Due**
Wk 15: 5/9 Face to Face Class	Individual Topic + Synthesis of Major Topics		**Research Presentations Due**
Wk 16: 5/12 (Thursday)	Synthesis + Reflection		**Doctoral Exam Question + Self Reflection Due**