

# **\*\*Media Effects - COM/SOC 315\*\***

(CRN: 24953 (COM); 24952 (SOC))

**Spring Semester 2015:** January 12–May 13, 2015

**Time & Place:** M-W-F, 11:30 – 12:20 p.m. in Chambers LRC (B261)

**Professor:** Dr. Amanda R. Martinez

**Office & Office Hours:** Preyer 211, Wednesdays, 2-4 p.m. and by appointment.

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## **Required Materials:**

- Bryant, J. & Oliver, M. B. (Eds.) (2009). *Media Effects: Advances in Theory and Research*. (3<sup>rd</sup> Ed.). New York, NY: Routledge.
  - **Routine access to Moodle, our Wordpress class blog, and Twitter.** Additional readings in .pdf format, assignments, and links to various resources are available on Moodle by week. You will submit all work (unless specified otherwise) as .doc files to the appropriate links on Moodle. We have a Wordpress blog we will use as a precursor to discussions on “Flipped Fridays.” The blog link is: <https://mediaeffects davidson.wordpress.com/>. Some assignments require the use of Twitter.
    - *I will tweet reminders, tips, and articles of interest using our class hashtag (#COMSOC315Davidson). You should check our hashtag for these posts and follow me to make sure you see all relevant info. (@AMartinezPhd). You should all feel free to tweet as you come across items your classmates might find interesting and useful as well!*

## **Course Description:**

This course explores the major theories and practices of conducting media effects research in the discipline of communication, specifically in mass mediated/disseminated contexts including television, radio, print, internet, and other forms of convergent new media. Society tends to ascribe great power to the media so, though we discuss the debates surrounding the cause and effect research motivations inherent throughout media effects scholarship, we ultimately move beyond this simple approach to the study of media messages and human behavior. We consider the passive/active audience and pervasive medium tendencies that guide and often drive our engagement with and responses to how media messages impact our lives. Media effects research tends to be largely anchored in quantitative methods, which means that the vast majority of the studies that we read and discuss are content analyses, experiments, and surveys (though we do study some qualitative work in the field). By analyzing and discussing research across multiple methodological approaches, we strive toward a deeper understanding of media portrayals and representations, processes and effects, and how to properly assess such impacts on diverse audiences. A wide range of media effects topic areas are covered throughout the duration of our semester including media and health issues, health campaigns, advertising, edutainment, (racial, ethnic, gender, and sex) stereotypes, violent content, sexual content, pornography, popular music and videos, video games, news programming, politics, and new and social media platforms.

## **Course Objectives:**

This course prioritizes open-mindedness and critical thinking skills regarding the complex key theories and concepts pertaining to mass communication. At the outset of the course, we explore in depth the types of

questions that drive media effects scholarship, the theories that guide message processing, and the methodologies most often employed to provide insights on these topics. In short, we work toward a clear understanding of this foundational information pertaining to mass communication studies before proceeding with the topic areas. Reading actively in preparation for class will greatly impact the nature and quality of our discussions that move beyond a summary of the readings and toward deducing the micro and macro contextual level implications for our media-saturated society. Class time targets quick summaries of the main arguments and findings from the readings to then largely focus on discussion about the implications. You are encouraged to exercise your academic freedom in choosing topics to write about in your paper assignments and for the material your group chooses to focus on for your discussion presentation. You are required to critique, question, argue for and/or against, engage and discuss with your professor and peers, as well as insert yourself into the course content by way of examples while foregrounding theoretical applications and research trends. The course content is such that it is difficult not to apply the information to your own life, analyzing your own media usage and experiences as we go along. Self-reflection and reflexivity are welcome routine methods of engagement. To summarize and reiterate, our objectives include: understanding the complex relationship between the mass media and human behavior; identifying and evaluating the progression of research findings situated in various theoretical and methodological approaches; exploring and reflecting upon potential real-world outcomes of media effects and how these might translate in the attitudes, beliefs, and values we hold; and debating the cause and effect arguments inherent across media effects work in mass communication studies generally.

### **General Expectations:**

Given the nature of the course content, it is important that you acknowledge that there may be topics you do not find agreeable or that you find uncomfortable. I ask that you keep an open mind and attempt to think from other perspectives. You should treat class time as a place to openly discuss dynamics of the oftentimes controversial mass communication topics in a *well informed and respectful manner*. The class lectures and discussion will assume that you know material from the reading, and build on it rather than simply repeating it. As such, I expect that everyone come to class prepared to ask and answer questions based on the reading. Success in this course requires a commitment to both mastery of information and the ability to critique, apply, and use that information intelligently and thoughtfully. I expect that you take responsibility for your educational experience by taking part in class discussions, keeping up with your reading, participating in in-class activities, homework, small reading groups, tweeting, and presenting on your self-assigned "Flipped Friday." It is your responsibility to stay on schedule and communicate when there is course content that you need extra help with. Deadlines are set as final in the course calendar below and we will adhere strictly to our schedule as the semester progresses. As a general rule, *I do not accept late work*. I hold you accountable to high standards of utmost respect for our classroom environment and high caliber of polished work submitted. I am also your advocate and resource.

### **Accommodations for Students with Disabilities and Learning Differences:**

Accommodations are the legal right of students with disabilities. If you are a student with a disability who anticipates requesting accommodations, and the disability is documented by Davidson College, I encourage you to come and talk to me within the first week or two of class so that we can discuss accommodations. All such discussion will be confidential unless you stipulate otherwise.

### **Attendance Policy:**

Regular class attendance is the student's obligation. I take attendance each time we meet. I expect that everyone treat our class meetings respectfully by recognizing that they are vital to successful presentations and assignment performances overall. Each student has a total of 3 \*freebie\* unexcused absences to use during the semester, no excuses required, no questions asked. After the 3 freebies, every subsequent absence will result in a 15-point deduction from the participation grade. If a student misses more than one quarter of a semester, the student effectively fails the course.

### **Davidson Honor Code:**

Anything you hand in is pledged work. Please write out the Honor Code in full on the cover sheet of any work you hand in. Please make sure you understand the Honor Code, especially the definition of plagiarism. If you have questions, doubts, or concerns about any aspect of the Honor Code, please talk to me.

The students and faculty of Davidson College are committed to the Honor Code and will not tolerate any violation of this principle. Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work. Students must clearly cite any sources consulted – not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. As indicated in Davidson College's *Student Handbook*, I must refer every act of academic dishonesty; violations may result in failure in the course, as well as suspension or expulsion.

### **Citing Sources and Avoiding Plagiarism:**

I encourage you to speak to others about your written work including colleagues, friends, and consultants in the Writing Center and the Speaking Center. All of the work that you do for the course must be your own and you should not "recycle" work from prior classes, but you are welcome to get feedback and suggestions from anyone in the community. Written work must include appropriate citations. We will have APA and MLA citation examples on our course research guide to make sure that the basics are clear including how to cite when paraphrasing and directly quoting.

### **Dr. Martinez' Quick Checklist for Writing Assignments:**

- Microsoft Word .doc format.
- Font = 12 point, Times New Roman.
- One inch margins.
- Double-spaced (without extra spacing before or after paragraphs).
- Edit thoroughly for the basics – grammar, spelling, punctuation, content, clarity, sentence structure, etc.
- Citations follow APA or MLA style.

**Written Assignment Submissions:** In an attempt to be **green friendly** and save paper/trees, I require that all work be submitted electronically via Moodle. Please attach your document in Word .doc format to the appropriate assignment link. I will provide comments and post your grade in the document. Graded work will be sent back to you promptly via email.

**Davidson Writing Center:** The College provides free consultations on writing that you do in any course. Consultants, who are themselves practiced writers, trained to help you with any aspect of your work – from forming ideas, to developing arguments, to helping with grammar and style – will work with you individually and free of charge. Visit the Writing Center for further information.

*Writing Center hours: Sunday – Thursday, 2-4 p.m. and 8-11 p.m., CTL (Library)*

**Davidson Speaking Center:** The College provides free consultations regarding presentations that you produce for any course. Consultants will meet with you about any aspect of your work, from invention to delivery. The tutors in the Speaking Center are your peers who have had COM 101 and performed exceedingly well in their presentations. They are, indeed, peer experts as they have the practice and experience necessary to present well.

*Speaking Center hours: Monday – Thursday, 8-11 p.m., Studio D & Group Tutor Room 2 (Library)*

## **Library Services:**

**Research Consultations** - The librarians are happy to work with you individually. Drop-in and scheduled consultations are available Monday – Friday, 9-5 p.m. and Monday – Thursday, 7-9 p.m. Consultation forms are available online.

**Research Rescue in the Fishbowl** - A team of librarians will be available to answer questions and assist you with your research on Thursdays, 3-4 p.m.

Visit the library website for all forms and details: <http://davidson.libguides.com/askalibrarian>

**Course Structure:** This course consists of a variety of ways to earn your grade including one (1) debate/implications paper, one (1) opportunity to be a group discussion leader on a "Flipped Friday," class discussion and participation grade earned over the course of the semester, routine blog contributions pertaining to media effects hot topics and in response to discussion leaders' posts, one (1) midterm review, one (1) major research paper on a topic of your choice, and one (1) mini-presentation sharing the highlights of the research paper with our class. You will receive detailed instructions for each assignment in separate documents posted on Moodle. The percentage weighed toward your grade for each assignment follows.

## **Grade Composition:**

Debate/Implications Paper:	10%
"Flipped Friday" Group Presentation:	20%
Class Discussion & Participation:	25%
Midterm Review:	20%
Research Paper:	20%
Mini-Presentation of Analysis:	5%

**Debate/Implications Paper:** You will identify and discuss a major media effects debate on any topic area of your choice, argue the side you most strongly identify with, and discuss the major implications of this area based on relevant literature. There is great flexibility in the topic you ultimately decide to focus on for this assignment. The paper will be 7-8 pages in length and in appropriate APA or MLA format.

**"Flipped Friday" Group Presentation & Discussion Day:** On Fridays, we "flip" the classroom! Each student will sign up for a topic area to draw upon for the discussion leader portion of the course grade. The discussion leader presentations/discussions will take place on Fridays. In your role as discussion leader, you decide what we should spend extra time discussing. You are required to extend readings, theoretical frames, and key concepts as they manifest in various mediated contexts. You are required to provide external material in the form of media content defined broadly, pop culture artifacts (TV show excerpts, newscasts, social or political events' snippets, youtube video clips, photo collages, artwork, community happenings, etc.), current events, scholarly articles, news articles, information found on social media outlets, etc. The point of this assignment is for you to be creative, apply the material beyond our classroom, and get the class to discuss this topic further based on what we have learned. It is your responsibility to keep discussion going for the duration of the class period. The discussion leader material is due via Moodle on Thursday by 8 p.m., which is the day before your discussion leader presentation/discussion takes place. A blog post on our Wordpress class blog is also required a few days before your "Flipped Friday" occurs so that the class has time to respond to your blog post before the discussion day. Detailed guidelines are on Moodle.

**Class Discussion & Participation:** This portion of your grade considers your class participation including being a respectfully engaged audience member and presenter for various assignments (homework and major assignments), small reading groups, discussion generally, and other activities that require you to work individually and in small groups (sometimes self-chosen, sometimes assigned) in and outside of class time. Essentially, you are given the opportunity to earn a portion of your grade for simply doing what you are already expected to do: come to class prepared with the readings, which means at a minimum having read the

material closely and actively, take notes, and be ready to discuss and engage with your peers. You will not be graded based on your responses and whether others agree or disagree with your stances. It may be the case that some topics are controversial and may potentially lead to heated discussion. It is not my job to judge your lived experiences and standpoints; however, I will, of course, elaborate and clarify aspects of the scholarly content we consume as the need arises. In many cases, there is not a definitive right or wrong answer and open dialogue is always encouraged. Therefore, we will collectively prioritize a positive, respectful, and open class dynamic in which all ideas are welcome. The quality and level of engagement is the basis for this portion of your grade. A rubric for the participation grade is available on Moodle.

Technology policy: *Laptops are only permitted on lecture days. Studies suggest that the use of computers (and other technology) to take notes actually lowers student performance and grades (e.g., from surfing the web in class, answering email, and other multitasking that prevents substantial, active, consistent engagement), so I wouldn't advise using one unless you are really in the habit of taking notes this way and determine that you need one on lecture days. Cell phones are not permitted to be out during our class time at all. You will lose substantial points for being on any device on discussion days unless the use of such technology is part of class as determined by discussion leaders on "Flipped Fridays" and Dr. Martinez on other days. Since class takes place in the LRC, we have technology readily accessible when we need it. I reserve the right to implement "pop" reading quizzes if I determine the engagement level and quality to dip at any point in our semester to the point that it impedes our productive class environment.*

Midterm Review: The midterm review will consist of the readings and content we have covered through the mid-semester point. The format will be a combination of the following: multiple choice, true/false, fill-in-the-blank, short answer, and essay. You must "pledge" the Davidson Honor Code on the front page of your review. A review sheet is available on Moodle to help you focus your studying.

Research Paper: Additional guidelines for this assignment are posted on Moodle and discussed in class. We have a research guide specifically for our class that a librarian has designed (the link to access the guide is on Moodle). This paper should be 20-22 pages long and adhere to all of the writing policies outlined in the syllabus. Your topic and proposal are due well in advance to allow ample time for thorough topic development, research, deciding on sources for analysis, and bouncing around ideas and thought directions as they arise. The proposal should be a type-written, max. 2 pages in which you explain the topic you have chosen, what you will analyze and why (the "so what?" – why is this important/relevant/worthy of analysis?), how you plan to gain access, a tentative outline for the work timeline and paper itself, and a preliminary bibliography. You should prioritize choosing a topic you find personally interesting, timely, and relevant. Draft consultation with a tutor in the Writing Center is required and documentation must be submitted before the paper is due.

Mini-Presentation: Before the final papers are due, each student will give a mini-presentation on their key findings. Approach this in a casual manner, talk to the class extemporaneously, be well-organized in how you present your work, provide a short summary of your topic, analysis focal point(s), and how you conducted the analysis. Hit the high points of your findings and provide some form of visual aid. A visit to the Speaking Center is required before your presentation begins and documentation will be submitted to me via email after your session with a tutor. You can use the tutor consultation to narrow down your content to share or even just to practice your presentation in front of an expert audience member who can give you presentation feedback, which, at a minimum, means you are staying within the time allotted for you to present in class.

☺ **\*\*My motto: GRADES ARE NOT GIVEN, THEY ARE EARNED\*\*** ☺

**Grading Scale:** Your final course grade will be determined as follows:

Letter grades will correspond to the following numerical scale:				
A 94-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A- 90-93	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

**KEY FOR CALENDAR:**

Gray = Readings (book chapters and articles not in the Bryant & Oliver book are available on Moodle)

Green = Breaks/no class meeting

Dark Blue = "Flipped Friday" discussion leader presentation/discussion

Light Blue = Midterm review

Pink = Debate/implications paper due

Yellow = Research paper proposal, mini-presentation, & final paper due dates

**\*Tentative Course Calendar\***

*Subtle changes may be made to this schedule at Dr. Martinez' discretion.*

WEEK	DAY	TOPIC	READINGS	DUE TODAY
1	Monday Jan. 12	Welcome to Media Effects! ☺ Syllabus = our contract		Get your book! Available in the Davidson College Store; other book chapters and articles are available on Moodle as .pdfs.
	Weds. Jan. 14	-Intro. to the study of media effects -Methodologies in media effects research -Overview of major theories	Readings from Nabi & Oliver (2009): <i>The SAGE Handbook of Media Processes and Effects</i> : Chs. 2, 3, & 4 -Conceptualizing the Audience (Ch. 2; Potter) -Quantitative Methods and Causal Inference in Media Effects Research (Ch.3; Yanovitzky & Greene) -Qualitative Methods (Ch. 4; Lindlof)	

	Friday Jan. 16	Activities & Discussion		<b>Dr. Martinez = discussion leader</b>
2	Monday Jan. 19	<b>Dr. MLK Jr. Day ☺</b> <i>No classes!</i>		
	Weds. Jan. 21	<b><u>MEDIA &amp; POLITICS</u></b>	Bryant & Oliver (2009): Ch. 11 - Political Communication Effects  Bryant & Oliver (2009): Ch. 1 - How the News Shapes Our Civic Agenda	
	Friday Jan. 23	Activities & Discussion	2 articles: -Peake & Eshbaugh- Soha (2008) -Feldman (2013)	<b>Dr. Martinez = discussion leader</b>
3	Monday Jan. 26	<b><u>NEW &amp; SOCIAL MEDIA</u></b>	Bryant & Oliver (2009): Ch. 26 - Effects of the Internet  Bryant & Oliver (2009): Ch. 27 - Effects of Mobile Communication	
	Weds. Jan. 28	Activities & Discussion	2 articles: -Ellison et al. (2014) -Gonzales & Hancock (2011)	
	Friday Jan. 30	<b>“Flipped Friday”</b> <i>First Friday of student-led discussion leader groups!</i>		<b>Discussion Leader Presentation &amp; Discussion</b>
4	Monday Feb. 2	<b><u>MEDIA &amp; HEALTH</u></b>	Bryant & Oliver (2009): Ch. 21 Effects of Media on Personal and Public Health  Bryant & Oliver (2009): Ch. 22 - Effects of Media on Eating Disorders and Body Image	



	Weds. Feb. 4	Activities & Discussion	2 articles: -Harrison (1997) -Becker et al. (2002)	
	Friday Feb. 6	“Flipped Friday”		Discussion Leader Presentation & Discussion
5	Monday Feb. 9	<b><u>ADVERTISING &amp; HEALTH CAMPAIGNS</u></b>	Bryant & Oliver (2009): Ch. 20 - Public Communication Campaigns: Theoretical Principles and Practical Applications  Nabi & Oliver (2009): <i>The SAGE Handbook of Media Processes and Effects</i> Ch. 21 – Media Effects and Population Health	
	Weds. Feb. 11	Activities & Discussion	3 articles: -Fishbein et al. (2002) -Wechsler et al. (2003) -Waszak Geary et al. (2007)	
	Friday Feb. 13	“Flipped Friday”		Discussion Leader Presentation & Discussion
6	Monday Feb. 16	<b><u>CHILDREN &amp; ADVERTISING</u></b>	Palmer & Young (2003): sections from <i>The Faces of Television Media: Teaching, Violence, Selling to Children</i>  Nabi & Oliver (2009): <i>The SAGE Handbook of Media Processes and Effects</i> Ch. 31 – Children and Adolescents:	



			Distinctive Audiences of Media Content	
	Weds. Feb. 18	Activities & Discussion	<u>2 articles:</u> -Charry & Demoulin (2012) -Livingstone & Helsper (2006)	
	Friday Feb. 20	“Flipped Friday”		<b>Discussion Leader Presentation &amp; Discussion</b>
7	Monday Feb. 23	<b><u>EDUCATION</u></b> <b><u>ENTERTAINMENT:</u></b> <b><u>EDUTAINMENT</u></b>	Bryant & Oliver (2009): Ch. 19 - Educational Television and Interactive Media for Children: Effects on Academic Knowledge, Skills, and Attitudes  Singhal & Rogers (2004): The Status of Entertainment Education Worldwide  Nabi & Oliver (2009): <i>The SAGE Handbook of Media Processes and Effects</i> Ch. 15 – Mediated Relationships and Media Effects: Parasocial Interaction and Identification	
	Weds. Feb. 25	Activities & Discussion	<u>2 articles:</u> -Crawley et al. (1999) -Hust et al. (2008)	
	Friday Feb. 27	“Flipped Friday”  <b>Midterm Review is released on Moodle today!</b>		<b>Discussion Leader Presentation &amp; Discussion</b>
8	March 2-6	<b>**SPRING BREAK**</b> <i>No classes!</i>		

9	Monday March 9	<b><u>NEWS MEDIA</u></b>	Bryant & Oliver (2009): Ch. 2 - News Framing Theory and Research  Bryant & Oliver (2009): Ch. 3 - Growing Up with Television: Cultivation Processes	
	Weds. March 11	Activities & Discussion	<u>2 articles:</u> -Mastro et al. (2011) -Dixon & Williams (2014)	
	Friday March 13	<b>“Flipped Friday”</b>		<b>Discussion Leader Presentation &amp; Discussion</b>  <b>Midterm Review is due by 8 p.m. on Moodle!</b>
10	Monday March 16	<b><u>RACIAL &amp; ETHNIC STEREOTYPING</u></b>	Bryant & Oliver (2009): Ch. 16 - Effects of Racial and Ethnic Stereotyping  Nabi & Oliver (2009): <i>The SAGE Handbook of Media Processes and Effects</i> Ch. 25 – Racial/Ethnic Stereotyping and the Media	
	Weds. March 18	Activities & Discussion	<u>2 articles:</u> -Park et al. (2006) -Martinez & Ramasubramanian (2014/2015)	
	Friday March 20	<b>“Flipped Friday”</b>		<b>Discussion Leader Presentation &amp; Discussion</b>
11	Monday March 23	<b><u>SEX &amp; GENDER STEREOTYPING</u></b>	Bryant & Oliver (2009): Ch. 17 - Content Patterns and Effects Surrounding Sex-Role	

			Stereotyping on Television and Film	
	Weds. March 25	Activities & Discussion	2 articles: -Lauzen et al. (2008) -Scharrer (2001) <i>tough guys</i> -Scharrer (2001) <i>sitcom fathers</i>	
	Friday March 27	“Flipped Friday”		Discussion Leader Presentation & Discussion Research paper proposal due today by 8 p.m. on Moodle!
12	Monday March 30	<b><u>SEXUAL CONTENT, EXPLICITNESS, &amp; PORNOGRAPHY</u></b>	Bryant & Oliver (2009): Ch. 15 - Effects of Sex in the Media  Nabi & Oliver (2009): <i>The SAGE Handbook of Media Processes and Effects</i> Ch. 27 – Media and Sexuality	
	Weds. April 1	Activities & Discussion	3 articles: -Pardun et al. (2005) -Wright (2012) -Lo & Wei (2002)	
	Friday April 3	“Flipped Friday”		Discussion Leader Presentation & Discussion
13	Monday April 6-7	<b>EASTER BREAK</b> <i>No classes!</i>		
	Weds. April 8	<b><u>VIOLENT CONTENT, EXPLICITNESS, FEAR, &amp;</u></b>	Bryant & Oliver (2009): Ch. 13 - Media Violence	

		<b><u>DESENSITIZATION</u></b>	Bryant & Oliver (2009): -Ch. 14 - Fright Reactions to Mass Media	
	Friday April 10		2 articles: -Riddle et al. (2006) -Coyne & Whitehead (2008)	<b>Dr. Martinez = discussion leader</b> Debate/implications paper due today by 8 p.m. on Moodle!
14	Monday April 13	<b><u>VIDEO GAMES</u></b>	Bryant & Oliver (2009): Ch. 25 - Effects of Computer/Video Games and Beyond  -Schmierbach et al. (2012)	
	Weds. April 15	Activities & Discussion	3 articles: -Hartmann & Vorderer (2010) -Anderson & Carnagey (2009) -Carnagey et al. (2007)	
	Friday April 17	“Flipped Friday”		<b>Discussion Leader Presentation &amp; Discussion</b>
15	Monday April 20	<b><u>POPULAR MUSIC &amp; VIDEOS</u></b>	Bryant & Oliver (2009) - Ch. 24 Entertainment and Enjoyment as Media Effects  Nabi & Oliver (2009): <i>The SAGE Handbook of Media Processes and Effects</i> Ch. 11 – Entertainment  Nabi & Oliver (2009): <i>The SAGE Handbook of Media Processes and Effects</i> Ch. 17 – Media Use and the Social	<b><u>Peer Writing Workshop</u></b> <i>Detailed guidelines on Moodle</i>

			Environment	
	Weds. April 22	Activities & Discussion	2 articles: -McKee (1999) -Turner (2011)	<b>Mandatory: <u>Speaking Center</u> consultation before you consider your mini-presentation ready for presenting to the class. (I will get e-notification from the tutor you visit with to confirm you visited the Speaking Center.)</b>
	Friday April 24	“Flipped Friday”		<b>Dr. Martinez = discussion leader</b>
16	Monday April 27	Mini-presentations of research paper highlights!		<b>Mandatory: <u>Writing Center</u> consultation before your research paper is ready for submission. (I will get e-notification from the tutor you visit with to confirm you visited the Writing Center.)</b>
	Weds. April 29	Mini-presentations of research paper highlights!		
	Friday May 1	Mini-presentations of research paper highlights!		
17	Monday May 4	Mini-presentations of research paper highlights!		
	Wed. May 6	Work day for writing, revising, & putting those finishing touches on your papers!  <i>Classes end today</i>		Feel free to drop by and see Dr. Martinez in her office today (if need be)! There will be coffee brewing and candy on hand. ☺
	Friday May 8-13	<b><u>Exam period</u></b> <i>Seniors must complete exams May 11 by 5:15 p.m.</i>		<b>Research papers are due on Moodle by 5:15 p.m. on May 11 (for seniors) and 5:15 p.m. on May 13 (for everyone else)!</b>

**Cheers to the end o’ the semester! Have a fantastic summer!**