UST 436: URBAN SUSTAINABILITY
LEVIN SCHOOL OF URBAN AFFAIRS
CLEVELAND STATE UNIVERSITY
SPRING 2024, 3 CREDITS, Section 51

Tuesday & Thursday 4:30 – 5:45pm
Instructor: Dr. Wendy Kellogg
Instructor Email: w.kellogg@csuohio.edu
Graduate Assistant: Abigail Murray
GA email: through blackboard please

Classroom: UR 241
CSU Office: UR 318
Office Hours: Thurs. 2-4pm, and by appt. via Zoom (email professor to set up)

COURSE DESCRIPTION
This course presents the values, trends and methods of planning for sustainable cities and regions. We focus on buildings, designed green spaces, urban water systems, energy and economic change. Students become familiar with processes that generate the physical landscape and the impacts of human settlements on natural landscapes. Students become familiar with the three "E's" of sustainability: (1) environmental health, (2) economic prosperity and (3) social equity.

Prerequisite Requirements: Prerequisite: Gen Ed Eng/Comp; UST 289, UST 290. UST 435 Environmental Policy and/or UST 441 Environmental Planning are recommended. For environmental science students, EVS 200 and 300 level courses are recommended. This course fulfills the general education requirements for credits for a Writing Across the Curriculum (WAC) class.

COURSE OBJECTIVES
The purpose of the course is to present the concepts and frameworks used in the field of planning and public policy to guide students toward an understanding of what sustainability means for cities and regions. The course presents both the contexts within which sustainability planning takes place and the frameworks, tools and substantive knowledge with which planners plan. The course focuses on urban sustainability and the built form, and explores concepts and practice at regional, metropolitan, city, neighborhood and site scales.

By the end of the semester, the readings, class lectures/speakers, web links, field trips, and assignments explore information and knowledge in the following areas:

- an understanding of the city and region as a system and its function as habitat for human beings;
- the integral nature of ecological systems, the built form and social systems, including economics, as these generate sustainable cities
- the relationships between ecological conditions and human settlements and how human activities affect these conditions;
- the values and frameworks of ecological/environmental planning; and

- the methods, techniques and rubrics used in planning and policy to mitigate environmental negatives and restore and sustain ecological integrity and human quality of life in an urban setting.

COURSE MATERIALS

There are two required texts for the course. Both are available for download FOR FREE through the CSU library. As part of CSU's affordable learning initiative in collaboration with the bookstore, the CSU library has identified ebooks for this class. You can read online, or download the sections of the book that required in the syllabus. Prices for these books vary, but you are saving about $200 through this program.

Planning for Sustainability: Creating livable, equitable and ecological communities, 2nd Edition. Stephen M. Wheeler. 2013.
https://scholar.csuohio.edu/record=b3692299

Reimagining Sustainable Cities: Stephen Wheeler and Christina Rosan, 2021.
https://scholar.csuohio.edu/record=b4419048

Access to both books can also be found here:
https://researchguides.csuohio.edu/er.php?course_id=103171#

You will need to be logged-in to the CSU library for this

Additional readings will be assigned and provided. Readings should be completed prior to the class session for which they are assigned. All readings are required unless otherwise noted.

BLACKBOARD
This course will utilize Cleveland State University's Blackboard (BB) platform to host the most current course syllabus, reading materials, project resources, assignment instructions, and discussion questions. Blackboard will also be utilized for course announcements. It is critical to access the course BB page often. Contact the University Help Desk (216-687-5050) or the Center for E-Learning (http://www.csuohio.edu/elearning/) for help with Blackboard.

UNIVERSITY CALENDAR

Spring 2024 University Deadlines
- Last day to drop this course with full refund of tuition: January 19, 2024
- Last day to add a course: January 21, 2024
- Last day to drop the course (not a full refund): January 26, 2024
- Last day to withdraw from the course is March 29, 2024
- Last day of classes: May 3, 2024; last day of our class is May 2, 2024
- Final examination week: May 4-10, 2024

Spring 2024 University Holidays
- Martin Luther King Day: January 15, 2024 (university closed)
- Presidents' Day: February 19, 2024 (university closed)
- Spring Recess: March 11-17, 2024 (no classes; university open)

COURSE REQUIREMENTS AND ASSESSMENT
Student grades are based on weekly written reflections, a major research paper and related assignments, and participation/attendance.

WEEKLY WRITTEN RESPONSES (8)
20% of course grade. Each week, students are expected to post a written response of at least 300 words in which they react to the assigned readings for the week. Prompt questions will be provided, but students may opt to write about their own topics or ideas so long as it relates directly to the assigned readings. Students should submit their responses as a Word document, using proper paragraph format and checking for spelling and grammatical errors. Responses should be written using a formal writing style and APA citation formatting. Citations should be used when referencing ideas from the readings. Responses are due by 4 pm on Thursdays. You can miss two responses throughout the semester without negatively affecting this portion of your grade – late responses are not accepted.

RESEARCH PAPER : 60% of course grade
 30% for topic, thesis, drafts of the paper; 15% for the final draft ; 5% for peer review of a classmate's draft (see below for details) ;and 10% for a final presentation to the class . Students will give 10-minute oral presentations with visual aids (PowerPoint or similar) of their term research project near the end of the semester.

ATTENDANCE AND PARTICIPATION
20% of course grade. Attendance and engagement in class discussion will contribute to your participation grade. For a solid A here, you would need near perfect attendance and to contribute regularly in class lectures and discussions. Failure to complete readings prior to class will likely influence your participation grade. More than two unexcused absences will reduce your attendance grade. Excused absences will be granted, but students must contact me prior to class and provide appropriate documentation if requested.

COURSE ASSIGNMENTS AND VALUE

ASSIGNMENT	DUE DATE	PERCENT OF TOTAL GRADE
Weekly written responses	Ongoing (see course schedule below)	20%
Attendance/participation	ongoing	20%
Research:		
Research topic proposal	February 8	5%
Research thesis and detailed outline	February 29	10%
Draft paper and reference list	April 4	15%
Paper peer review	April 16	5%
Final presentation	April 23-May 2	10%
Final paper	May 9	15%
Paper Total		60%
Course Total		100%

GRADING SCALE

A	94-100	C+	77-79
A-	90-93	C	70-76
B+	87-89	D	60-69
B	83-86	F	≤ 59
B-	80-82		

The "I" grade is given when the work in the course has been generally passing, but when some specifically required task has not been completed through no fault of the student. An "I" grade can be assigned by the instructor when all three of the following conditions are met:

1) Student regularly attends/participates in class and has the potential to pass;
2) Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
3) Student has notified the instructor prior to the end of the grading period.

An "I" grade automatically becomes an F if not resolved by the last day of instruction of the following semester.

UNIVERSITY AND COURSE POLICIES

CLASSROOM ENVIRONMENT, RIGHTS AND RESPONSIBILITIES
A critical part of learning is maintaining a positive, fair, respectful and professional classroom environment. Students are expected to be engaged while allowing space for others to share their ideas as well. While healthy debate and critical perspectives on the course topics are encouraged, everyone must respect the public space and its dialogue. Abuse or insult of any individuals or groups will not be tolerated. My priority is to facilitate an effective and inclusive learning environment for everyone. It is the instructor's right and responsibility to inform students when there is a violation of the rights of others to a respectful & focused classroom environment. The CSU Student Code of Conduct is your guide to acceptable and unacceptable behaviors on- and off- campus. Just as in a physical classroom, the CSU Student Code of Conduct applies in the virtual classroom and violations will be addressed in accordance with the Code.

ACADEMIC ACCESS

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147 Accommodations need to be requested in advance and will not be granted retroactively Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.

Federal law, including Title IX, and University policy require that CSU address discrimination, harassment and sexual violence and enable students affected by these issues to have the same opportunity to succeed as other students. To do this, the CSU <u>Office for Institutional Equity (OIE)</u> provides information, identifies resources (counseling, medical, advocacy, safety planning), issues academic accommodations (excused absences, extended deadlines, late withdrawals, alternative assignments) and other accommodations (No Contact Directives, religious accommodations, changing living arrangements). Any student affected by discrimination, harassment and/or sexual violence and seeking assistance, should contact the Office for Institutional Equity by calling 216-687-2223, sending an email to OIE@csuohio.edu or visiting AC 236.

COVID-19

Given the effectiveness and widespread availability of vaccines and boosters, and based on the latest guidelines from the Centers for Disease Control and Prevention (CDC), masks are optional on campus. We recognize and appreciate that some members of the community will choose to continue wearing a mask. Free masks are available at the information desk in the Student Center. Please remember that vaccination plus booster shots offer the absolute best protection against serious illness, hospitalization and death from COVID-19. We continue to provide vaccinations and boosters for students, faculty and staff at CSU Health and Wellness Services by appointment at the Center for Innovation in Medical Professions, Suite 205 (2112 Euclid Avenue). For other area locations offering free vaccines and booster shots, visit gettheshot.coronavirus.ohio.gov. People who have symptoms of respiratory or gastrointestinal infections, such as cough, fever, sore throat, vomiting, or diarrhea, should stay home. Testing is recommended for people with symptoms of COVID-19 as soon as possible after symptoms begin. Please notify me if you have tested positive for COVID. If you experience severe symptoms from COVID, please contact the CARE Team at magnusacts@csuohio.edu for additional support.

LATE WORK

Assignments are to be submitted by the assigned deadline via Blackboard. Only under extraordinary circumstances, in which students have made previous arrangements with me, will I accept late work with no penalty.

- Written reflections must be completed on time (late submissions are not accepted since they are weekly assignments and you can miss two without penalty)
- Students will lose a letter grade for any late research project deliverables (10% + 5% for each additional day late)
- Final papers will not be accepted after the deadline. A request for an extension must be arranged in advance, and must be accompanied by a recommendation from a recognized authority (e.g., physician or an academic dean).
- Grades of incompletes will only be granted for severe and documented circumstances (e.g., death in family, health complications, etc.) that prevent students from completing the course as scheduled *if they have completed most of the course assignment.*

ADADEMIC INTEGRITY

Academic honesty is essential to maintain the integrity of the university as an institution and to foster an environment conducive to the pursuit of knowledge. The Cleveland State University

community values honesty and integrity and holds its members to high standards of ethical conduct. Academic dishonesty is, unacceptable, and students who are found to have engaged in academic dishonesty, or knowingly facilitated academic dishonesty by another student, may be sanctioned as outlined in the procedures for charges of academic misconduct. Academic misconduct refers to any fraudulent actions or behaviors designed to affect the evaluation of a student's academic performance or record of academic progress. CSU's academic misconduct policy and procedures are posted on CSU's academic integrity website: https://www.csuohio.edu/academic-integrity .Students are expected to submit only their own work with their original ideas and proper citations of outside sources. Students are encouraged to study together and discuss their ideas with one another. However, all work submitted for this course must be completed individually.

Use of Artificial intelligence products is prohibited for this course. This is a WAC course, designed to help you improve your own writing.

The CSU Student Code of Conduct/Handbook describes plagiarism as stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes, but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment and use of AI products such as ChatGPT. Procedures of reporting plagiarism are described on page 18-19 of the Code of Student Conduct. Use of your own work from another class is also considered plagiarism.

Citing Sources & Avoiding Plagiarism, CSU Library Research Guide: https://researchguides.csuohio.edu/citingsources

Minor infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the grade of an individual class assignment or project of lesser (<25% of grade) importance. Multiple instances of minor infractions within a course or across courses constitute a major infraction.

Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on the student's permanent record that the student has engaged in academic misconduct.

Citations are key to avoiding charges of plagiarism. When you quote, or state word-for-word what an author has said, put the statement in quotation marks and document the source with an in-text citation. Paraphrasing should be used to support your thinking and should form the bulk of your evidence. A paraphrase is a restatement of an author's words or ideas. When paraphrasing, you should maintain the intent of the original passage and/or synthesize the ideas of multiple authors. All paraphrased information must be cited with an in-text citation. Additionally, include an appropriately formatted bibliography at the end of your paper that includes each of the sources you cite in your paper. A paper with a bibliography, but no in-text citations, is plagiarized. If you would like additional information regarding plagiarism, see the https://www.csuohio.edu/writing-center/writing-resources

COMMON PLAGIARISM MISUNDERSTANDINGS (from the CSU Writing Center)
Switching One Word Is Still Plagiarizing
Many students believe that if they switch one word, that they have not plagiarized—but they have. The word order, or the syntax, or the way that the author wrote the information is still the possession of the author, and changing one word doesn't respect that ownership. It would be as if someone changed the license plate and drove off in a car that he or she took: the car belongs to someone else and only one thing was changed.

Putting Information in Your Own Words Still Needs a Citation
Some students think that if they reword a passage, that they no longer need to cite it. This is what is called paraphrasing—an important college skill that lets the writer's voice shape the text instead of too much direct quoting. Paraphrasing requires a citation. It is still someone else's work.

Cutting and Pasting Requires Direct Quotes
One student who had little training in research thought she could cut and paste various portions of a research paper without citing or quoting. She thought because her material was factual, that it did not need citations. If material repeats throughout many different sources, then it is general information and does not need to be cited. Direct cutting and pasting, however, is stealing unless you give credit to the source.

WRITING ASSISTANCE FROM THE WRITING CENTER
In-Person Tutoring
Students can use Starfish to schedule; they can drop in (we are on the first floor of the Library behind the Reference Desk); they can email us (at ClevelandStateWritingCenter@csuohio.edu); or they can call us at 216-687-6981. We welcome students at any stage of their writing. Our hours are as follows:

- Monday through Thursday 9:30 a.m. - 7 p.m.
- Friday 9:30 a.m. - 4 p.m. and evening online hours

Email Paper Review
Students can submit papers to the writing center for review. This link allows students to upload their Word document and tell us what they would like help with: Email Paper Review Webpage Form. We offer Zoom tutorials as well.

Online Workshops and Writing Handouts
Link to workshops on Academic Style: https://www.csuohio.edu/writing-center/academic-writing-workshops
Link to writing handouts: https://www.csuohio.edu/writing-center/writing-center-2

WRITING ACROSS THE CURRICULUM (WAC) REQUIREMENTS
This course has been organized as a Writing Across the Curriculum (WAC) class. It strives to use the WAC experience to develop complex cognitive thinking through the planning and development of a technical research paper. The goal of this research paper is for students to develop research that is based upon a synthesis of research materials, organized around an argument, which includes analyses and personally developed insight. Additionally, the WAC

experience includes an opportunity for the course instructors to provide valuable review and feedback to the students.

WAC CRITERIA
- Require students to write between 3,000 and 5,000 words (10-20 pages, double-spaced, in 12-point font, with 1" margins) in writing assignments (which may include drafts).
- Final versions of at least one assignment should total at least 2,000 words (eight pages).
- Teach students writing-to-learn strategies that foster students' experiences in learning and writing-to-communicate strategies that foster students' respect of readers' experiences. Whenever possible, planning assignments (e.g. reading logs, pre-writing strategies) and peer reviews should be included.
- Writing assigned at a level of complexity to require substantive revision for most students. The instructor should give feedback to assist students in preparing subsequent papers or drafts of papers. This feedback should not consist entirely of mechanical correction of punctuation and grammar.
- Provide instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation.
- Assign writing throughout the semester.
- Where appropriate, address the needs of students regarding library competency.
- In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student's writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.

ADDITIONAL DETAIL ON TERM RESEARCH PROJECTS (combined 60% of total grade)

In this paper assignment students will individually explore an urban sustainability topic of interest. The topic should relate directly to class themes and subjects. The objective for the assignment is to identify an urban sustainability issue, research and identify existing processes, policies, actions or mechanisms that contribute to the problem and then identify urban sustainability principles and practices – balancing environmental, economics and equity – that will address the issue. The paper should be oriented toward implementable actions, not merely research about the topic. The final paper should address the following aspects of the sustainability topic:

1. Present and explain the topic & related problems (including all 3 E's of sustainability)
2. Describe previous and current planning/policy actions related to the problem (what have cities, state and national governments, and other institutions done to improve this area of sustainability?)
3. Analyze results of these actions in terms of effectiveness, change in conditions they brought about, remaining challenges, etc. (what are the strengths and weaknesses of previous/current planning/policy?)
4. Recommend alternative approaches that incorporate the principles of sustainability, consider the practical and political feasibility of suggested alternatives (e.g., using examples from places that are excelling in sustainable approaches relative to your topic).

PAPER BASICS

Length: 8 to 10 pages for final paper – not including cover page or reference list.
Document: Double-space, one-inch margins, 12-point Times New Roman, numbered pages
Cover Page: Title, Name, Class, Date

PAPER DEADLINES AND SHARE OF OVERALL COURSE GRADE

Paper Topic Proposal (5%) – Electronic Word copy due February 8 via Blackboard: Students will need to submit a research topic with a summary of potential research questions. Students should review the course text table of contents and index of topics to identify potential urban sustainability issues that they would like to explore. Research should focus on the sustainability principles of the environment, economics and equity. While exploring potential topics, students should familiarize themselves with CSU's Writing Center's WAC resources: (1) How to Get Started; (2) APA Citation Style (https://www.csuohio.edu/writing-center/writing-center-2)

Paper Thesis and Outline (10%) – Electronic Word copy February 29 via Blackboard: Students will be required to develop and submit a research hypothesis, a two-page detailed outline, a one-page introduction of the topic and 10 reference sources. This assignment should be based on a review of several articles, books, etc. to understand the issues associated with the research topic. The references should include academic journals, think-tank articles and more serious practitioner materials. Internet sources – unless online journals - should not be the main type of resource. Your references should include a mix of planning, policy, and scientific/technical literature and be cited using APA citation formatting. See the CSU Writing Center Web page for guidance: https://www.csuohio.edu/writing-center/thesis-statement-0

Draft Paper and Expanded Reference List (15%) – Electronic Word copy due April 4 via Blackboard: The draft paper should be organized as a professional research paper – for more information on this requirement visit the Writing Center's WAC web page: https://www.csuohio.edu/writing-center/writing-center-2   The draft should be an almost complete document. Use headings and sub-headings to organize your paper – it helps the reader understand the flow and content organization of the document. The draft paper should be to 7-9 pages, not including cover page and bibliography. The draft bibliography should include at least 20 references; the resources need to be listed according to APA citation style. The draft paper should also include citations to these references (author, date) within the written text.

Paper Peer Review (5%) – Due April 16 via Blackboard:
Each student will read a colleague's draft paper and provide constructive comments and feedback.

Research Paper Presentations (10%) – April 23, 25, 30, May 2 *(submit PowerPoint via Blackboard under the Research Project folder by 3pm on the day of your presentation)*: Students will present their research in a 7 minute PowerPoint (or similar tool) presentation. The presentations will be evaluated on the organization of the presentation and the research materials, as well as the student's knowledge of their subject. Finally, the effectiveness of the presentation and the student's ability to manage their time will be assessed.

Final Research Paper (15%) – Electronic Word copy due May 9 by 11:59pm via Blackboard: The final paper should be 8 to 10 pages. Note: Cover pages and final bibliography are not included

in the page requirements. The final paper should cite at least 20 sources (in-text & bibliography) (at least 10 of which are peer-reviewed scholarly journals or books). Some references may be from textbooks, newspapers, magazines, newsletters, or other related material. Personal interviews with practitioners are also acceptable sources. Library research on your topic is required. Internet sources are acceptable, but should be cited correctly and represent a small share of overall sources.

PAPER PLANNING

Students should familiarize themselves with and use the research resources available through the Michael Schwartz Library https://library.csuohio.edu/ . Students should also be familiar with and utilize the research guides (https://researchguides.csuohio.edu developed for the Maxine Goodman Levin College of Urban Affairs including, but not limited to: Urban Studies, Urban Planning, Sustainability, and Urban Policy.

SAMPLE LIST OF RESEARCH TOPICS

Below is a list of just a few topics you might want to consider. You may write on any other sustainable planning/policy topic not listed here if approved by the professor. Be sure to choose a sustainability topic you are interested in!

Adoption of green building code/LEED, LEED ND
Urban watershed planning efforts
Urban land management/green infrastructure
Environmental health issues/land use/greenspace/indoor air quality
Walkable/bikeable urban planning/health issues
Use of indicators/ecological footprints in planning Urban sprawl/state programs/incentives/regulations
Local food planning
Affordable housing
Climate Change
Stormwater pollution plans for campuses
Energy planning/reduction for campuses
Recycling & waste reduction for campuses
Sustainable campus built environments, land use and landscapes
Sustainable campus purchasing policies
Sustainable campus food services
Brownfield Sites
Sustainable transportation planning
Green Jobs and circular economy
Air quality/environmental justice

COURSE SCHEDULE AND READINGS

DATE	LECTURE TOPIC	READINGS (complete all prior to Tuesday class)	ASSIGNMENTS DUE
WEEK 1			
Tues 1/16		Campbell, 1996 (on BB)	
Thurs 1/18	Course Introduction		Written response (WR) #1 (on BB)
WEEK 2			
Tues 1/23	Concepts of Sustainable Development	Wheeler, Ch. 1 and 2 Lanham et al, Sustainable Development (on BB)	
Thurs 1/25			WR #2
WEEK 3			
Tues 1/30	Theory of Sustainability Planning	Wheeler, Ch. 3 & 4 DuPlessis (on BB)	
Thurs 2/1			WR #3
WEEK 4			
Tues 2/6	Practice and Tools	Wheeler, Ch. 5 & 6	
Thurs 2/8			Research Topic Proposal Due
WEEK 5			
Tues 2/13	Environmental Planning;	Wheeler, Ch. 9 & 10 Wheeler and Rosan, Chapter 7	
Thurs 2/15	Land use & Urban Form		WR #4
WEEK 6			
Tues 2/20	Transportation ;	Wheeler, Ch. 12 Wheeler and Rosan, Ch. 6 On the Media: "Whose Streets?" (on BB);	
Thurs 2/22	Urban Design	Wheeler, 11 Public Square articles (on BB) City of Cleveland Complete Streets (BB)	WR #5
WEEK 7			
Tues 2/27	Climate Change;	Wheeler, Ch. 7 Wheeler and Rosen, Ch. 1 & 2	
Thurs 2/29	Energy & Materials	Wheeler, Ch. 8 Videos: Leonard; Story of Stuff & Story of Solutions (on BB)	Research Thesis & Detailed Outline
WEEK 8			
Tues 3/5	Housing; Green Architecture & Buildings	Wheeler, Ch. 13 (pgs 174-178 on housing) & Ch. 14	
Thurs 3/7			WR #6
WEEK 9			
Tues 3/12	No class: spring break		

Thurs 3/14	No class: spring break		
WEEK 10			
Tues 3/19	Healthy Cities;	Wheeler, Ch. 13 (the rest) Borunda, A Shady Divide (on BB)	
Thurs 3/21	Food Systems	Washington Post Article (on BB); Horst et al (BB)	WR #7
WEEK 11			
Tues 3/26	Social Equity & Economic Development	Wheeler, Ch. 15 & 16	
Thurs 3/28		Wheeler and Rosan, Ch. 3 & 4 The Atlantic: The 9.9% (on BB)	WR #8
WEEK 12			
Tues 4/2	Population;	United Nations Sustainable Development Goals (BB) Wheeler, Ch.17	
Thurs 4/4	Governance	Wheeler Ch. 18 Wheeler and Rosan Ch. 11	Draft Research Paper and Reference List
WEEK 13			
Tues 4/9	Regional and Local Scale	Wheeler, Ch. 22 & 23 Wheeler and Rosan, Ch. 8	
Thurs 4/11			Field Trip: Acacia Metropark; meet at site
WEEK 14			
Tues 4/16	Neighborhood & Site Scale	Wheeler, Ch. 24, 25	Paper Peer Review
Thurs 4/18	Cleveland EcoVillage Case Study	EcoCity Journal (on BB)	
WEEK 15			
Tues 4/23	Research Project Presentations		As per sign up
Thurs 4/25			As per sign up
WEEK 16			
Tues 4/30	Research Project Presentations		As per sign up
Thurs 5/2			As per sign up
Thurs 5/ 9	Final Research Paper Due via Blackboard by 11:59 pm		