

**COVER SHEET
FOR VOLUNTEER CORE COURSE PROPOSAL**

To Submit: Please place all documents (i.e., cover sheet, proposal form, syllabus, and supporting documents) into a folder named with course subject and number (e.g., PSYC 101) and put in the folder at <http://tiny.utk.edu/VolCoreProposalDrop>. If you have any problems, please contact the chair of the General Education Committee.

Contact Information (please print or type):

Name: _____ Christopher P. Craig _____
Department: _____ Classics _____
Email: _____ ccraig@utk.edu _____
Phone: _____ 865 974-2723 _____

Course information:

Provide full catalog entry for the course including course subject, number, suffix (if any), course title, credit hours, course description, prerequisites/corequisites, credit restrictions, etc.

NOTES:

- *Courses in WC category **must** have the following prerequisite:*
(RE) Prerequisite(s): English 102, 132, 290, or 298 (*plus any others for this course*).
- *Courses in AOC category: We **strongly encourage** the oral communication general education requirement used in your program serve as a prerequisite for this course (e.g., CMST 210, 240; CE 205; Phil 244).*
- Courses may apply for either OC or AOC but not both categories.

Catalog entry for course:

CLAS 299 - Research Practicum in Classics
3 Credit Hours

Introduction to research methods in major subdisciplines of Classics (Latin and Greek literature, history, archaeology, iconography, epigraphy, papyrology, and numismatics). Step-by-step instruction in techniques for writing a good research paper and constructing an effective argument using the recognized evidentiary standards of the discipline. Writing-emphasis course.

Satisfies General Education Requirement: (WC)

(RE) Prerequisite(s): English 102, 118, 132, 290, or 298.

Frequency of Course Offering (e.g., fall only, spring only): annually, fall or spring

Course Capacity per Semester (*per course & total if multiple sections*): one section, 15 total

Course format (e.g., lecture, discussion, lab): lecture-discussion

How is this class to be staffed (i.e., instructor, GTAs, graders etc.)? instructor, TT or NTT

**COVER SHEET
FOR VOLUNTEER CORE COURSE APPROVAL**

Please check all that apply:

| | Areas in which this course is already approved | Applying for inclusion in these categories for General Education through the 2020-2021 catalog | Applying for inclusion in these categories for Volunteer Core (starting with the 2021-2022 catalog) |
|--|--|--|---|
| Written Communication (WC) | | | X |
| Verbal Communication (OC) | | | |
| Applied Oral Communication (AOC) | | N/A | |
| Arts & Humanities (AH) | | | |
| Applied Arts and Humanities (AAH) | | N/A | |
| Natural Sciences (NS) – Lab | | | |
| Natural Sciences (NS) – Non-lab | | | |
| Quantitative Reasoning (QR) | | | |
| Social Sciences (SS) | | | |
| Global Citizenship-International (GCI) | | N/A | |
| Global Citizenship-US (GCUS) | | N/A | |
| Engaged Inquiries (EI) | | N/A | X |
| Cultures & Civilization (CC) | | | N/A |

Please attach proposal forms and materials appropriate to the categories checked above.

ENGAGED INQUIRIES

PROPOSAL FOR VOLUNTEER CORE COURSE APPROVAL

To Submit: Please place all documents (i.e., cover sheet, proposal form, syllabus, and supporting documents) into a folder named with course subject and number (e.g., PSYC 101) and put in the folder at <http://tiny.utk.edu/VolCoreProposalDrop>. If you have any problems, please contact the chair of the General Education committee.

Example form: For an example completed proposal form, see the [Vol Core EI website](#).

Course subject, number, suffix (S [service], R [research], N [internship]) and title:

CLAS 299 - Research Practicum in Classics

NOTE: Courses with an S (service), R (research), or N (internship) designation will be equivalent to their base course for the Effective Communication and Expanded Perspectives Volunteer Core categories. The base course and suffix courses will be considered as different courses for Engaged Inquiries.

Please check yes or no:

Yes ___ No X This is a new course. (Approval for general education will be contingent on curricular approval.)

Contact Information (please print or type):

Name: _____ Christopher P. Craig _____
Department: _____ Classics _____
Email: _____ ccraig@utk.edu _____
Phone: _____ 865 974-2723 _____

Engaged Inquiries

Truly well-educated citizens should be ready to lead and solve problems, building on their chosen fields of study and personal interests and strengths. Students will benefit from experiences that broaden, extend, apply, and integrate prior learning and promote effective collaboration and self-awareness.

In all Engaged Inquiries courses, students will produce significant **investigative, creative, or practical work(s) relevant to the course topic**.

Learning Areas and Learning Outcomes

In addition, EI courses must demonstrate that they produce learning outcomes from **at least two** of the following Learning Areas:

1. Applied Learning

In applied learning courses, students will engage in a process of proposing, implementing, and assessing the success of strategies, plans, or approaches to addressing questions in applied contexts. Courses in this domain are expected to achieve the following outcome for students: Students will apply skills and knowledge from the classroom in hands-on situations, real-world settings, or in independent/directed research or creative projects.

2. Collaborative Learning

ENGAGED INQUIRIES

PROPOSAL FOR VOLUNTEER CORE COURSE APPROVAL

During the semester, students will engage in a process of sharing ideas, making useful contributions, communicating effectively, understanding their roles, planning and implementing the plan to completion. Courses in this domain are expected to achieve the following outcome for students: Students will demonstrate the ability to engage effectively in a group to complete an investigative, creative, or practical work.

3. Reflective Learning

Students will engage in reflective activities such as journal entries, reflective response papers or creative exercises on a regular basis in this course. Students should grapple not only with the major ideas and content of the course, but with the question of what these ideas mean to them within a larger context. Courses in this domain are expected to produce the following outcome for students: Students will reflect on their own thinking, learning, understanding, and competencies, to draw connections between the subject matter of the course and the students' own experiences within a larger social or global context.

4. Integrative or Multidisciplinary Learning

Courses that address this domain may include team-taught interdisciplinary courses; exploration into adjacent fields; courses on pre-defined interdisciplinary subjects. Courses in this domain are expected to achieve the following outcome for students:

Students will demonstrate the ability to draw on theories, knowledge, tools, and/or methods from at least two fields of study to investigate relevant issues.

Answer all questions below with respect to the description and learning outcomes given above.

Questions:

- I. Relevant Work: What is the "investigative, creative, or practical work(s) relevant to the course topic" that students will produce? How will students typically complete this relevant work? Demonstrate how this will account for a minimum of 35% of the course grade.

By the end of term, students will produce a long research paper based on a topic chosen from the evidentiary areas explored within the course (textual criticism, archaeological/art historical analysis, etc). The paper will require students to choose a critical argument to explore, to identify appropriate primary and secondary sources in support of their argument, to analyze data in support of their argument, and to compose an effective argument. The paper will also train students how to navigate the various stages of evaluation of a successful academic paper: from research to prospectus, rough draft, professorial review, and peer review. Each step listed above will have been explored thoroughly throughout the semester, and all student work will have been overseen through instructor supervision and in-class assignments to ensure progress as well as peer review to keep the progress on track. The two drafts of the paper will be worth 20% of the final grade, while the final draft of the research paper will be worth 15% of the final grade. Thus, the combined forms of the paper will be worth a minimum of 35% of the course grade.

- II. EI courses must demonstrate that they produce learning outcomes from **at least two** of the following areas, as described above. **Select TWO of the FOUR** Engaged Inquiries Learning Areas:

- Applied learning
- Collaborative Learning
- Reflective Learning
- Integrative or Multidisciplinary Learning

ENGAGED INQUIRIES

PROPOSAL FOR VOLUNTEER CORE COURSE APPROVAL

III. For each of the TWO LEARNING AREAS indicated above, answer the following questions:

APPLIED LEARNING: Students will apply skills and knowledge from the classroom in hands-on situations, real-world settings, or in independent/directed research or creative projects.

a. How does the course meet this learning outcome?

Throughout the semester, the instructor will present the different resources available for research in Classics (e.g. databases, discipline-specific dictionaries/encyclopedias, site volumes, etc.). Then, through a series of regular writing assignments where students receive immediate feedback, students will be trained to use these different databases and resources. The students' focus within these assignments will be to explore a particular archaeological or textual issue and to learn to identify the types of evidence which are appropriate to support a critical argument.

b. For the course itself, how are students evaluated regarding this learning outcome? (Provide information on course grading and examples of evaluation criteria, grading rubrics, scorecards, feedback given to students, or other relevant information.)

All short writing assignments will be collected and graded on content and completion according to a 3-point rubric. The rubric will be composed as follows: 3= Completed, all questions answered appropriately and thoughtfully; 2= Completed, most questions answered but briefly and not thoroughly; 1= Assignment not fully completed, answers missing or haphazardly answered; 0= Assignment not completed or very little answered. Student work will also be returned with instructor feedback.

COLLABORATIVE LEARNING: Students will demonstrate the ability to engage effectively in a group to complete an investigative, creative, or practical work

a. How does the course meet this learning outcome?

b. For the course itself, how are students evaluated regarding this learning outcome? (Provide information on course grading and examples of evaluation criteria, grading rubrics, scorecards, feedback given to students, or other relevant information.)

ENGAGED INQUIRIES

PROPOSAL FOR VOLUNTEER CORE COURSE APPROVAL

REFLECTIVE LEARNING: Students will reflect on their own thinking, learning, understanding, and competencies, to draw connections between the subject matter of the course and the students' own experiences within a larger social or global context.

a. How does the course meet this learning outcome?

Because the emphasis of this course is on the process of writing a research paper in Classics, students are required to reflect on their own writing styles and practices, on the writing styles of their colleagues, and on the academic differences that underpin the various sub-disciplines within Classics. Through multiple writing assignments, peer reviews, and instructor feedback, students will engage with both their own assumptions of style and with their preconceptions of Classical genre. The end goal of this process is to help students to identify the sub-discipline of Classics to which they are best suited, and to optimize their ability to write effective arguments within that sub-discipline.

b. For the course itself, how are students evaluated regarding this learning outcome? (Provide information on course grading and examples of evaluation criteria, grading rubrics, scorecards, feedback given to students, or other relevant information.)

All student work will be collected and given feedback from the instructor. Each assignment will be evaluated on its technical elements (e.g. length, clarity, and formatting) as well as on its analytical components (originality of argument, effectiveness of argument, choice of sources, etc.). Suggestions for improvement will be offered to offset each criticism.

INTEGRATIVE OR MULTIDISCIPLINARY LEARNING: Students will demonstrate the ability to draw on theories, knowledge, tools, and/or methods from at least two fields of study to investigate relevant issues.

a. How does the course meet this learning outcome?

b. For the course itself, how are students evaluated regarding this learning outcome? (Provide information on course grading and examples of evaluation criteria, grading rubrics, scorecards, feedback given to students, or other relevant information.)

IV. What process is used to monitor/oversee that each section of this course is meeting the learning outcomes if multiple sections are taught to ensure consistency semester to semester?

ENGAGED INQUIRIES

PROPOSAL FOR VOLUNTEER CORE COURSE APPROVAL

Only one section will be offered.

V. Course Assessment

Provide a short description of how this course will be assessed for the Volunteer Core outcomes. According to the revised General Education guidelines, all approved Volunteer Core courses must be assessed according to the guidelines and timeline set by the General Education Committee. For the review, this course will need to provide quantifiable data and results regarding how successful the students were in mastering the learning outcomes chosen above. With that in mind, please be as specific as possible in your plan to measure both of the chosen learning outcomes*. (You can refer to the Volunteer Core assessment document and rubrics on the [Volunteer Core website](#).)

Assessment plans for EI courses should feature direct assessment of student learning using the [IE Course Rubric](#) to answer the following:

First Learning Area: (please check one)

- Applied learning
 Collaborative Learning
 Reflective Learning
 Integrative or Multidisciplinary Learning

- a. Provide a description of the (most likely one example of) student work that will be used to assess the learning outcome required by the EI designation in this course.

The student will submit a short writing assignment of 300-500 words, in which the student will demonstrate their mastery of appropriate identification, analytical, and information literacy skills. Topics for such an assignment include: "Explore historical context and author bias in the construction of historical texts, by analyzing an ancient historical text, with proper citation of primary sources."

When the course is complete, copies of these assignments will be assessed by the departmental assessment committee using the EI rubric for this learning objective if such a rubric is provided.

- b. Provide a description of how you will obtain the sample of student work.

Short writing assignments will have clearly stated due dates, on which day the instructor will collect hardcopies of each student's work. The assignments will be formally graded on content and completion according to the 3-point rubric described above, and will be returned to the students with instructor feedback. All student work will be collected.

Second Learning Area: (please check one)

ENGAGED INQUIRIES

PROPOSAL FOR VOLUNTEER CORE COURSE APPROVAL

- Applied learning
 Collaborative Learning
 Reflective Learning
 Integrative or Multidisciplinary Learning

- a. Provide a description of the (most likely one example of) student work that will be used to assess the learning outcome required by the EI designation in this course.

As an in-class assignment, students will write a prospectus of a short research paper given to them, and reflect on the issues that they encountered in the process. Keeping these issues in mind, students must then write a prospectus for their own research paper, which they will present to the class in order to receive constructive criticism through peer review discussions and instructor feedback. Students will ultimately harness such feedback to reflect on the strengths and weaknesses of their arguments, and then write a new prospectus including primary and secondary sources.

When the course is complete, copies of these prospectuses will be assessed by the departmental assessment committee using the EI rubric for this learning objective if such a rubric is provided.

- b. Provide a description of how you will obtain the sample of student work.

In-class assignments are submitted to the instructor upon completion, and instructor feedback is given immediately. Each student's initial prospectus is presented in class, where it receives immediate peer and instructor feedback. Each student's revised prospectus is collected by the instructor on its due date, and additional feedback is given during individual 1-on-1 meetings. All student work will be collected.

Attachments:

Please attach:

- a representative **course syllabus** (including a clear indication that the course is a Volunteer Core course and course objectives that include the Volunteer Core student learning outcomes) and
- a sample of at least one **significant assignment** for the course.

*The answer to the Vol Core assessment question (V) should include:

1. A **description of the student work** that will be used to assess each learning objective. The student work may be an exam, an essay, a lab report, a reaction paper, a set of homework problems, a short-answer response provided on a mid-term exam, selected multiple-choice questions from a quiz, etc. More than one learning outcome can be assessed by the same student work. The assignment/exam/paper/etc. does not have to be made specifically for the purpose of this assessment. In fact, it is *preferable* that the student work be an assignment or test that is a normal part of the course.
2. **The sampling method to be used for the assessment.** If it is expected that there will be multiple sections of the course, you may choose to sample 20% of the sections of the course or 20% of the students in each section. This 20% should be at least 50 students. If the course is expected to have one section or a total of 50 students or less, you should collect work from all students.

CLAS 299: Research Practicum in Classics
Semester Year

Instructor: Dr. XXX YYY

Office: 1234 McClung Tower

Office Hours: MW 10 - 11 am; T 11-12 pm;
& by appointment

Email: Name@utk.edu

Prerequisites:

English 102, 118, 132, 290 or 298

Required Texts:

Schaps, D. 2010. *Handbook for Classical Research*. New York: Routledge. = HCR

Nota Bene: UT Libraries owns a digital copy but allows for only 3 simultaneous users!

Von der Porten, E. P. 2012. *Write in Style. A Guide to the Short Term Paper*, 5th ed. Logan, IA:
Perfection Learning Corporation. = WS

Recommended Texts:

Jenkins, F. 2006. *Classical Studies: A Guide to Reference Literature*. 2nd ed. Westport, CT: Libraries Unlimited.

Course Description:

This course is designed to teach students how to write a good research paper in Classics, from identifying a fruitful topic to writing a thesis statement to finding appropriate primary and secondary sources and using proper citation techniques to, ultimately, constructing an effective argument using the recognized evidentiary standards of the discipline.

At the same time, students will be introduced to research methods in the subfields of Classics (Latin, Greek, History, Archaeology, and Civilization) in order to prepare them for carrying out independent and original research. We will discuss the different types of primary evidence available from the ancient world and explore resources currently available for research so that students will be equipped to locate the primary and secondary sources they need for their own research; at the same time, they will learn basic approaches for evaluating those sources critically. Students will be encouraged to use multiple types of evidence (e.g., literary, archaeological, iconographic, epigraphic, numismatic) in their research paper in order to craft more sophisticated arguments.

When this class is completed, students will have improved their ability to conduct research and to communicate their findings both orally and in print according to the requirements of the discipline of Classics.

Writing-intensive Course (WC):

This class requires a significant amount of writing (5000+ words) and fulfills the Communication through Writing (WC) requirement of the General Education curriculum and the College of Arts and Sciences in the ways listed below. The course also counts towards the Engaged Inquiry (EI) general education requirement in Vol Core.

- nine short writing assignments (300-500 words each) x 9 = 2700-4500 words
including prospectus of research paper
- rough draft of research paper (800 word minimum) = 800 words
- second draft of research paper (900 word minimum) = 900 words
- final draft of research paper (1000-1250 words) = 1000-1250 words
- **Total:** = **5400-7450 words**

The short writing assignments include two peer reviews, which will be written for a different audience (fellow-students) from that of the research paper (non-specialized scholarly reader). All these writing exercises will be formally graded and students will be provided with instructor feedback.

WC Course Outcomes:

1. Students will demonstrate the ability to write clearly and correctly, employing the conventions of standard American English.
2. Students will demonstrate the ability to write effectively for different audiences and purposes, shaping content, organization, and style to correspond with appropriate disciplinary expectations and rhetorical contexts.
3. Students will demonstrate the ability to locate and analyze relevant, credible evidence to support ideas.
4. Students will demonstrate the ability to cite and document sources in keeping with appropriate disciplinary conventions of Classics.

EI Course Outcomes

1. **APPLIED LEARNING:** Students will apply skills and knowledge from the classroom in hands-on assignments, real-world settings, and in independent/directed research or creative projects.
2. **REFLECTIVE LEARNING:** Students will reflect on their own thinking, learning, understanding, and competencies, to draw connections between the subject matter of the course and the students' own experiences within a larger social or global context. Students will engage in reflective activities such as journal entries, reflective response papers or creative exercises on a regular basis in this course.
3. **SIGNIFICANT INVESTIGATIVE, CREATIVE, OR PRACTICAL LEARNING:** By the end of term, students will produce a long research paper based on a topic chosen from the evidentiary areas explored within the course (textual criticism, archaeological/art historical analysis, etc). The paper will require students to choose a critical argument to explore, to identify appropriate primary and secondary sources in support of their argument, to analyze data in support of their argument, and to compose an effective argument.

Departmental Learning Outcomes:

- a. Students will learn to analyze the primary sources, and will then demonstrate their comprehension of primary sources of the study of the discipline of classics, textual or non-textual.
- b. Students will construct an effective argument using the recognized evidentiary standards of the discipline, and will develop their writing and analytical treatment of their argument through self-reflective and peer-reviewed assignments.
- c. Students will apply research techniques learned in class to their own work. In their final paper, students will then demonstrate their advanced research and information literacy skills, including critical use of both print and electronic media, as well as appropriate acknowledgment of both primary and secondary sources.

Grading: Grades will be based on the following scale:

A \geq 93; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72;
D+ = 67-69; D = 63-66; D- = 60-62; F <60.

In calculations of the course average, .50 rounds up to the next integer.

Grade Breakdown:

| | |
|--|-----|
| Participation: | 10% |
| In-Class Exercises (Research Application, Writing, Reflection): | 10% |
| Writing Assignments (Research Application, Writing, Reflection): | 40% |
| Prospectus (and Reflection Response) | 5% |
| Final Research Paper: In Subcomponents below | |
| Rough Draft: | 10% |
| Second Draft: | 10% |
| Research Paper: | 15% |

Participation:

Participation is a key element for this class. Students need to be actively engaged in the discussions and exercises in order to receive the full benefits. Every week we do exercises to improve research and writing skills, which requires students to pay attention to directions and complete the assignments. Students will also be graded on their willingness to participate and the quality and consistency of their contributions.

Attendance is mandatory. You are allowed 2 unexcused absences. After that, any unexcused absence will lower your course grade by 2% per absence. For an absence to be excused, you must contact me within 24 hours and have a valid reason.

In-Class Exercises and Out-of-Class Assignments:

Regular in-class exercises will be assigned that emphasize how to identify, analyze, and utilize different sources/resources/databases/materials in Classics. These tasks will teach students to brainstorm ideas and to conduct research and analysis of primary and secondary scholarly material. In addition, out-of-class non-writing tasks will be assigned to improve the students' research-based information literacy skills. All assignments will lead students to apply the research and writing skills learned in the classroom to real-life situations, and to reflect on the personal learning and applicability of these skills as they apply to individual students. The ultimate goal of each of the exercises is to help a student develop good research and writing skills, to meet important milestones in understanding the ancient sources, to create and support an argument, and to complete a polished research paper.

Students may be asked to bring their personal laptops/tablet to class periodically. On days when a laptop/tablet is required, students who do not own one can borrow one from the library.

The assignments will be scored on content (including successful application and reflection tasks as assigned) and completion. Exercises will be turned in and graded on a 3 point scale (3= Completed, all questions answered appropriately and thoughtfully; 2= Completed, most questions answered but briefly and not thoroughly; 1= Assignment not fully completed, answers missing or haphazardly answered; 0= Assignment not completed or very little answered).

Writing Assignments, including peer reviews and reflections:

Nine short writing assignments of 300-500 words will be done in or out of class building on concepts and techniques presented in class. These assignments will include peer reviews of the first and second drafts of a colleague's research paper, and reflection responses regarding the process of critical evaluations and feedback. The peer reviews provide students the opportunity to write for a different audience (their peers) in a different style from that used for research papers. All peer reviews are anonymous and will be assessed by the professor before being forwarded to the student. The reflection responses provide students the opportunity to evaluate their own thinking, learning, understanding and competencies by assessing the impact of critical peer and instructor feedback, by identifying personal areas of growth and development in the areas of Classics-focused writing and research, and by grappling with the question of what these skills mean to them in a larger context (i.e. to help students to identify the sub-discipline of Classics to which they are best suited).

Research Paper:

Students are required to write one 1000-1250 word research paper on a topic of their choice so long as it is within the field of Classics. Each step in the process will have been reviewed and completed through exercises and assignments. In lieu of an exam, students will upload their research paper to Canvas on the day of the final. At this point, students will have presented two drafts to the class and have received feedback on each from their peers and the instructor.

Research Prospectus:

This is a two-part assignment. Part One is the first step of writing the research papers, wherein students will be required to write a 300-500 word paper prospectus formulating their thesis or research question, its relevance in the field of Classics, and a bibliographical list of primary and secondary sources. The Prospectus will be followed by Part Two: Reflection Response to help guide the students' self-identification of their competencies and understanding in the wider context of their research question. Both the prospectus and the reflection will be graded on the basis of content and completion according to a 4 point scale (Please see the Assignment instructions for the rubric).

Rough Draft of Research Paper:

Each student will write a first draft of their paper (at least 800 words) to be evaluated by the professor and a peer. This draft must include a research question, develop and support a sequential argument, utilize primary and secondary sources, and have a proper conclusion.

Second Draft of Research Paper:

Each student will write a second draft of their paper (at least 900 words) to be evaluated by the professor and a peer. This draft must be in polished, near-final form, and include proper format, citations, and any desired extras such as figures, tables or citations of primary texts.

Class Schedule

This schedule is subject to change with advance notice.

Handbook for Classical Research = HCR

Write in Style. A Guide to the Short Term Paper = WS

| Week beginning | Tuesday | Thursday |
|--|--|---|
| Jan. 6 | NO CLASS | Introduction to the class and the interdisciplinary character of Classics |
| Part I. "Reading" Classical Sources | | |
| Jan. 13 | Primary sources: literature; literary genres; finding sources in the library and online | Differences between scholarly editions of ancient texts; manuscript traditions; proper citation of primary literary sources |
| | In-class group exercise and discussion: identifying literary genres Research Assignment #1: Locate two different scholarly editions of an ancient Greek or Latin poet in Hodges library | In-class group writing exercise: translation matters: comparing two different translations of same ancient text Writing Assignment #1: Critical analysis of literary genre, author bias, and two different translations of a given text, with proper citation of the primary source. |
| | Reading: <i>HCR</i> Ch. 1, 4 | Reading: <i>HCR</i> Ch. 9, 10, 20 |
| Jan. 20 | Primary sources: historiography; overview of historical genres; major ancient historians | Other genres providing historical information: context and author bias |
| | Research Assignment #2: Locate a scholarly edition of an ancient Greek or Latin historiographer and orator in Hodges library | In-class group writing exercise: Comparing a historical and a rhetorical text Writing Assignment #2: Analyzing an ancient historical text, with proper citation of primary source. |
| | Reading: <i>HCR</i> Ch. 13 | Reading: <i>HCR</i> Ch. 11 |
| Jan. 27 | Primary sources: epigraphy; finding sources in the library and online | Primary sources: papyrology; finding sources in the library and online |
| | Research Assignment #3: Locate an ancient Greek or Latin epigraphical text and papyrus in Hodges library or online | In-class group writing exercise: analysis of historical information provided by a specific ancient inscription Writing Assignment #3: Analyzing an epigraphical or papyrological text, with proper citation of primary source. |
| | Reading: <i>HCR</i> Ch. 17 | Reading: <i>HCR</i> Ch.18 |

| | | |
|---|--|--|
| Feb. 3 | Primary sources: archaeology, iconography, and numismatics; finding sources in the library and online | Analyzing archaeological finds, works of art, and coins; how to cite sources |
| | Research Assignment #4: Locate a vase with a specific type of scene in a <i>CVA</i> volume in Hodges library and online | In-class group writing exercise: description and analysis of an ancient artifact Writing Assignment #4: Describing and analyzing an ancient artifact, with proper citation of primary source. |
| | Reading: <i>HCR</i> Ch. 14-16 | Reading: <i>HCR</i> Ch. 21 |
| Part II. Researching like a Classicist | | |
| Feb. 10 | Secondary sources: encyclopedia, concordances, commentaries, and companions | Formulating a good research question/thesis statement; research paper prospectus |
| | In-class group exercise and oral presentations: finding a topic for your research paper Research Assignment #5: Locate an encyclopedia article; concordance or commentary for your research paper in Hodges library or online | In-class discussion: students analyze and critique each other's research question/thesis, and begin to identify the sorts of evidence they will use Assignment: write your research question or thesis statement and list at least two sorts of evidence you will use |
| | Reading: <i>HCR</i> Ch. 2 | Reading: <i>WS</i> Ch. 1 |
| Feb. 17 | Secondary sources: studies by later scholars; how to find and cite secondary sources | What are scholars saying? Identifying the argument; taking notes |
| | In-class exercise: students write bibliographical citations of a book, article, book chapter, and encyclopedia article Research Assignment #6: Find three secondary sources for your paper online, and cite them in proper format | In-class writing exercise: close reading of a scholarly article; taking notes Writing Assignment #5: Write a short analysis/review of a selected article, using proper citation format |
| | Reading: <i>WS</i> Ch. 2 | Reading: <i>WS</i> Ch. 3 & <i>HCR</i> Ch. 28 |
| Feb. 24 | Comparing secondary sources | Analyzing archaeological site reports: terminology, plans, maps |
| | In-class group writing exercise and oral presentations: compare the viewpoints of two secondary sources | In-class group writing exercise: analyze archaeological drawings Research Assignment #7: Find at least one primary source for your research paper; submit an image of the source with proper citation |
| | | Reading: TBA |

Part III: Writing like a Classicist

| | | |
|-----------------|---|---|
| March 2 | Research paper prospectus | Peer review |
| | In-class exercise: students write a prospectus of a short research paper given to them Writing Assignment #6: students write a prospectus for their own paper, including properly cited primary and secondary sources | In-class discussion: students discuss each other's prospectuses Writing Assignment #7: students write a new prospectus, including primary and secondary sources |
| | Reading: <i>WS</i> Ch. 4 | |
| March 9 | Developing an outline | Developing an outline (cont.) |
| | In-class writing exercise: students write an outline of a short research paper given to them Assignment: students write an outline for their own paper | In-class exercise: students peer-review each other's outlines In-class writing exercise: students rewrite their own outline |
| | DUE: Research Paper Prospectus | Reading: <i>HCR</i> Ch.14 |
| March 16 | SPRING BREAK | |
| March 23 | One-on-one meetings | Research Day |
| | No Class Meeting: Professor meets individually with students to discuss the progress of their research and assist them. Writing Rough Draft: due April 1 | No class: Research Day |
| | Reading: <i>WS</i> Ch. 5 DUE: Outline | |
| March 30 | One-on-one meetings | Peer review of rough draft |
| | No Class Meeting: Professor meets individually with students to discuss the progress of their research and assist them | In-class Writing Assignment #8: each student writes up formal anonymous peer review of a colleague's rough draft |
| | DUE: Rough Draft, April 1 | |
| April 6 | One-on-one meetings | Editing the rough draft |
| | No Class Meeting: Professor meets individually with students to discuss improving their rough draft | In-class exercise: correct spelling, grammar, and syntax; dividing scholarly paper into paragraphs Writing Second (almost final) Draft: due April 20 |
| | | Reading: <i>WS</i> Ch. 6, 8 |

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| April 13 | Citing your sources | Assembling the paper: adding figures, tables, quotes, primary written sources |
| | In-class discussion of footnotes and in-text citation styles; exercise in citing sources Assignment: students add source citations to second draft of paper | In-class exercise: adding these extras to second draft of paper |
| | Reading: <i>WS</i> Ch. 9, 11-12 | Reading: <i>WS</i> Ch. 10 |
| April 20 | Peer review of second draft | One-on-one meetings |
| | In-class Writing Assignment #9 : each student writes anonymous peer review of a colleague's second draft Writing Final Draft: due on final exam day | No Class Meeting: Professor meets individually with students to improve their second draft |
| | DUE: Second Draft, April 20 | |
| April 27 | One-on-one meetings | |
| | No Class Meeting: Professor meets individually with students to improve their second draft | |

Final Draft of Research Paper due by 5 pm on day of final exam: Tuesday, April 28, 2020.