Welcome to the General Studies Project! While the work you produce will be unique and original, the development of any project, particularly an interdisciplinary one, benefits from questions and feedback from peers and advisors. To supplement the independent design, research, and composition that you will conduct, and to complement the guidance you will receive from your project advisor, general studies students will meet with their seminar leader and peers to discuss goals, progress, and outcomes.

The General Studies project should serve several purposes. First, GEN 499 is our major’s “capstone” course. This means that the theme of your project should bring together the ideas from the areas and courses you have chosen for your General Studies major. As you develop the design of your project, think about what you have done in your previous semesters at SUNY-IT and at other colleges. You do not have to limit your thinking to the classroom, though—meaningful work or volunteer experiences or an introduction to a future career can also be an educational and beneficial element of this “capstone” experience.

GEN 499 also should be an opportunity for you to learn about how scholars and practitioners in your areas of interest conduct their work. By studying and adopting (or adapting) their methodologies and familiarizing yourself with the foundational literature in these fields, you will equip yourself to imitate and build on these practices and sources. Think about the texts and resources you have used in your classes and that you have seen people reference on the job. For your project, can you synthesize ideas from different areas and create a new application? Can you add something new to a field or fields?

As you approach the end of your four-year degree, you should be asking the age-old question, “What do I want to do with my life?” Existential angst aside, GEN 499 should help you with the answer, by yielding an independently-designed and crafted product that exhibits your knowledge and skills. A formal research paper could provide the writing sample necessary for a graduate school application or technical writing/editing job. Graphic and internet products could provide portfolio items for graduate school or job applications. A proposal and design for a small business could form part of your application for a loan. Think about using this time and these resources to advance your goals after graduation.

Finally, GEN 499 is an opportunity for you to build and practice your research, information management, critical thinking, and communication (oral, written, and/or graphic) skills. The ability to manage your time efficiently, to understand the relevance and credibility of sources of information, to analyze and synthesize ideas and methods from several areas of study of professions, and to produce concrete results are necessary ingredients for successful performance in many areas. This may seem like a huge task, but remember two things: first, you have been working on this project, in a sense, for your entire life, and you already have a foundation in your coursework and prior experiences; secondly, you have a group of advisors and peer students to whom you can ask questions, field ideas, complain about difficulties, and in the end congratulate and celebrate about solutions.

In your project, you are expected to demonstrate:
- That you have obtained mastery over specific subject matter and content;
- That you are able to integrate the areas of your individual program of study (the Areas of Concentration you selected for your program and concepts from the General Studies Core courses);
- That you can conduct appropriate forms of research, identifying and using primary and secondary sources, in order to pose, develop, and answer questions;
- That you can think critically (for instance, ask good questions, conduct careful analysis, test and critique arguments and assumptions, solve problems, and synthesize ideas and knowledge);
- That you can work responsibly and independently (this includes working with your project advisors and your peers).

As the capstone of your General Studies degree, your project must demonstrate all of these abilities in order to receive a satisfactory grade (C or above to graduate).
GRADING IN THIS COURSE

Your grade in this course is based on the following. It is your responsibility to keep track of your grades — besides making backup copies, you should make a minimum of two copies of the final versions of your assignments: one to hand in, and one to have on file in case of accidents or emergencies. You should keep all graded versions of assignments on file at least until you receive your final grade. Record your progress here as the semester progresses:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>Introductory Statement (due 23 Jan.)</td>
</tr>
<tr>
<td>5%</td>
<td>Topic proposal (final version due 6 Feb.)</td>
</tr>
<tr>
<td>10%</td>
<td>Methodology and annotated bibliography (due 20 Feb.)</td>
</tr>
<tr>
<td>10%</td>
<td>Silverman report (in-class discussion on 6 and 13 Feb.; web posting by 27 Feb.)</td>
</tr>
<tr>
<td>5%</td>
<td>Progress report (due 19 Mar.)</td>
</tr>
<tr>
<td>15%</td>
<td>Rough draft (due 9 Apr.)</td>
</tr>
<tr>
<td>10%</td>
<td>Presentation (on 23 Apr.)</td>
</tr>
<tr>
<td>40%</td>
<td>Final project (final written/tangible version due by 1 May)</td>
</tr>
</tbody>
</table>

I will grade the introductory statement, topic proposal, methodology and bibliography, and Silverman report independently, and will confer with your project advisor or secondary advisor (see below for description) for the grades of the progress report, rough draft, and final project. I will use this information to calculate and enter the final grade for the course.

COMMUNICATIONS

Office hours are your opportunity to get individual, face-to-face help, with or without an appointment. I may be available at other times as well; make an appointment or come by and see if my office door is open. If I am not in when you telephone, please leave a message on Voicemail. I will try to respond to phone and e-mail messages by the next business day at the latest. Also, I will be experimenting with using Instant Messaging as a supplement to e-mail. I have signed up for two services:

GoogleTalk: Screen Name: kristina.boylan
AOL/AIM: Screen Name: kristina.boylan

This semester, I guarantee that I will be online and signed on to these services every Monday from 4-6pm, and may be signed on at other times as well. I AM NEW TO THIS, SO PLEASE BE PATIENT WITH ME IF IT SEEMS TO GO SLOWLY AT FIRST! We can also arrange to have online ‘chats’ at other times — e-mail me to set up and confirm a ‘virtual appointment.’

In all communications modes, your effort to be clear and professional will contribute to a quicker, cleaner, and more helpful response. When using IM, clarify who you are (especially if you have a quirky screen name) and clearly state your question or comment. On phone messages, leave your complete name, the date and time you called, and clearly state your specific request. You should use your SUNY-IT account for all electronic communications and submissions. If you must use another, please be consistent! Regardless, always identify yourself by first and last name, followed by the class in which you are enrolled. Be specific in the subject line about the purpose of your message, and be specific in your message text.

A PDF copy of this syllabus and descriptions of the assignments are posted to our classes.sunyit.edu website (see below) and to my personal website under “Current Courses,” so you can check our readings, assignment descriptions, and schedules of due dates. From time to time I may post additional materials there; I will announce their availability in class.

USING TURNITIN.COM

All prepared writing assignments (with exceptions as approved by me prior to due dates) MUST be submitted online by their due dates to the Turnitin.com website (www.turnitin.com) in MSWord, RTF, or PDF format. You also MUST keep an electronic copy and a print copy of the paper for your own records.

TURNITIN.COM INSTRUCTIONS

1. When you log on to the website for the first time, click on “Create a user profile” (upper right hand corner). Select “Student.” Make a note of the e-mail address you will use for this site (you must be consistent): ______________________________
   And your password: ______________________________

2. Then, enroll in our class. (If you already have a Turnitin account, skip step 1, log in, and start here.)
   Our Class ID: ______________________________
   Write our Class Enrollment Password here (not posted online for security reasons): 2139910

3. You will be directed to your own “student homepage.” Click on the link for the class, and follow the instructions to submit your written work online.

4. For subsequent submissions, log in using your e-mail address and password; options will follow from your student homepage.

NOTE: Each time you submit an assignment, Turnitin.com will display a ‘receipt’ on the screen, and will send a copy of this receipt to your e-mail account. Be sure to print out this receipt — it is YOUR PROOF that you submitted the assignment to the website. Without the receipt, it is impossible for me to verify that you indeed uploaded the paper and when you uploaded it, and you may receive a late penalty or may not receive credit for the assignment as a result.

If you experience technical difficulties and are unable to upload your paper, e-mail me AS SOON AS POSSIBLE [preferably before the assignment is due]; with sufficient documentation of technical difficulties, I will adjust penalties for lateness.
REQUIRED READING

- Additional readings and recommendations will be posted at our [http://classes.sunyit.edu](http://classes.sunyit.edu) website (click on “2008”, then “GEN”, then “GEN499”; then “GEN 499-11 Boylan”; you will be prompted to enter your SITNET ID and your corresponding password)

RESOURCES

Readings:
Apart from the books, GEN 499 class readings, handouts, and resources will be made available at [http://classes.sunyit.edu](http://classes.sunyit.edu). You will submit several of your writing assignments to me to post on this website, and you may find it useful to read your peers’ as well.

Your Advisors:

1. **Seminar leader: Dr. Boylan**
   With the responsibility for submitting the final grade for your project, it is realistic to expect me to be available for questions and comments regarding your project. Again, outside of our seminar meetings, you can contact me via phone, e-mail, Instant Messenger, or unscheduled office visit. To the best of my abilities, I will contact you by the next business day, should you need to leave a message.

2. **Project/second advisor**
   You should select an advisor(s) whose research and teaching specialty(ies) closely matches the area(s) of interest of your project. Faculty members are not obliged to mentor independent study projects, but many respond with enthusiasm when students express an interest in conducting in-depth work in a common area of interest. Be polite and clear about the requirements (e.g. your schedule and that of the course, how you will communicate, how the grading and revision will work, and the final presentation) of the General Studies Project when inviting the faculty member(s) to participate. Please encourage your potential advisor(s) to contact me if they have any questions. Remember, you must confirm your advisor(s) by the third week of the semester (Feb. 14), with your topic proposal.

   If it is the case that you select me as your primary advisor, given my research and teaching specialties, we will discuss whom to ask to be a second reviewer of your project, to ensure a similar degree of collaboration and conferral for your grades.

3. **Your General Studies advisor**
   If your General Studies advisor is not (1) or (2), don’t forget to call on him or her as a resource, whether for ideas, scholarly sources, methodology, or troubleshooting if relations should become strained with your primary advisor or the seminar leader.

CLASS MEETINGS

Attendance at our class meetings, Wednesdays 4:00-5:50pm, is mandatory — your fellow GEN 499 class members are depending on you for comments, feedback, and inspiration. Class meetings will consist of guided discussion, organized around resources and information relevant to the preparation of your next assignment or of your project, or with your presentations of your progress. Do your best to ask questions about your peers’ work and to offer constructive critique — even though you may not be familiar with other students’ areas of interest, you may be able to offer an insight he or she had not thought of before, or to pick up on a gap in the material or an error that familiarity caused him or her to overlook. Your classmates and you may be experiencing similar problems, thus sharing your concerns may help bring about solutions. All members of the class can and should contribute to this process.

As the semester progresses, it may not be necessary to hold weekly meetings (see schedule below; descriptions do become shorter) — I will announce this the week previous. On these days, I will instead hold office hours dedicated to our class; you can make an appointment for one-on-one discussion, or come in spontaneously (waiting your turn if necessary).

While you will not be graded on your attendance, it is your responsibility to explain any absence to the seminar leader and to learn about the discussion and guidelines that you have missed. Missing more than three Wednesday meetings will be considered grounds for failing the course.

Note: I am, of course, as concerned as you are regarding inclement weather; check SUNYIT’s website and/or call the Snowline (315-792-7385) to see if class has been cancelled. There may be other occasions when I decide that the weather is too difficult for travel, even if campus remains open — I will post a notice to our classes.sunyit.edu website by 12PM on Wednesday if I decide that we should cancel class, even if campus remains open.

PRODUCTS OF THE GEN 499 PROJECT

**Introductory Statement (due to Turnitin.com by 23 Jan. 2008; revisions available to be posted to the class website by Mon. 28 Jan. 2008; worth 5% of your final grade).**

Many of us are meeting for the first time in this seminar; for others, it has been a while since we worked together, thanks to SUNYIT’s course rotations. In order for us to become better acquainted, you will write up a brief summary of your academic and other related interests (compiling and including a list of the courses that you have taken towards your General Studies degree may be a
good way to start this—your statement must include at least one page of explanation apart from this list). You can include a paragraph describing your ideas for your Final Project, if you have been working on them independently; if you have not developed a concrete idea yet, this assignment should help you begin to think along those lines. Approximate length: 1-2 pages, double-spaced, 12 pt font.

We will discuss these in the corresponding class (23 Jan. 2008) and keep them available for further discussion. To achieve this, I will grade the assignments and return them to you with suggestions for revision so that I can post our statements onto our classes.sunyit.edu site (if I can figure it out, I would like to use Google Documents to do this [we will discuss this in class], but if all else fails, we will use e-mail), to be available for other members of the class to read by the following week (28 Jan. 2008).

**Topic proposal (draft due in class 30 Jan.; final version due to Turnitin.com by 6 Feb.; worth 5% of final grade)**

You will submit two versions of your proposal for your project. The draft version is due in class for discussion the third week of the semester (30 Jan.). By this point, we will have discussed the goals of and ideas for the GEN 499 project as a group, and you should have contacted the advisor(s) you wish to supervise your project. You should submit a draft copy to these advisors as well as the seminar leader, and be prepared to describe it briefly to your classmates. Using the ideas and constructive criticism you will receive, you will produce a final version of your topic proposal for **Wednesday 6 February**. Also, to receive a grade for this assignment, you must have your project/secondary advisor confirm her/his approval of the final version, either by signing a hard copy of the proposal or by communicating independently with me (telephone, e-mail, etc.). This is important—we will compare your final results with your proposal!

**Silverman summary (informal presentations in class 6 and 13 Feb.; final version of website posting due to Turnitin.com by 27 Feb.; worth 10% of your final grade).**

It is difficult to assign a common reading for a class in which students have complete freedom to select their topics of study and methods of inquiry. Nevertheless, to get us thinking about methods, I have assigned a brief book for use in this class, David Silverman’s *A Very Short, Fairly Interesting, and Reasonably Cheap Book about Qualitative Research* (Los Angeles: Sage, 2007). Many of the social sciences and humanities use qualitative data, so this book will be useful for you as you design your project. Even if your Areas of Concentration are not in these areas, Silverman’s encouragement not to “treat everyday life as boring or obvious” (145), to avoid “bullshit” (ch. 5), and to be explicit and systematic in one’s methods are useful for all of us.

For this assignment, you will be assigned to examine closely one chapter in Silverman’s book. First, you will give a brief (about 5-7 minutes) presentation on the day assigned, explaining one (or more, if you wish) facet of the chapter assigned to you that you believe to be useful (for your project, for projects in general, or both) and why. Of course, you may read and use other sections of Silverman’s book to complete this assignment, and you may bring in references from other sources as necessary.

Following your presentation, you will write up your findings in a brief document (1-2 pages), to be posted on our classes.sunyit.edu website following its submission (27 Feb.) and an opportunity for revision (similar to that for the Introductory Statement) as an aid to your peers as they continue to work on their projects.

More than one person may be assigned to a specific chapter or day; if you would like to collaborate with another member of this class, please contact me for permission to do so. As a result, you will be expected to cover more than one facet of the chapter(s) assigned for that day and to give a somewhat longer presentation (7-10 minutes), and your written findings should also be more detailed (3-4 pages). Collaborating students will receive a common grade for this assignment (e.g. all of you get a B+).

**Methodology statement and annotated bibliography (due 20 Feb. to Turnitin.com)**

What do these words mean for you and your project? As you may know, “methodology” means “(1) a body of methods, rules, and postulates employed by a discipline: a particular procedure or set of procedures (2) the analysis of the principles or procedures of inquiry in a particular field” (definition at Merriam-Webster Online, at http://m-w.com/dictionary/methodology). A lab experiment employs a different methodology than a product survey; you would not claim to have found successful results with a fertilizer by asking 100 people their opinion any more than you would claim to have identified the textbook preferences of SUNY-IT students by analyzing one person’s blog for ten weeks. Academic disciplines (e.g. sociology, history, chemistry) have clearly identifiable methodologies — although there is debate within many disciplines as to better or worse methods (as we will see from Silverman). It should be fairly easy to find written descriptions of these methodologies (when in doubt, consult your project advisors). Applied disciplines (e.g. marketing, web design) also have methodologies — again, look for foundational texts from your classes and from your resources, and ask advisors and practitioners for their favored methods and sources. While your project by definition combines ideas and methods from different disciplines, it is useful in the beginning stages of your project to establish how you will conduct your project and what standards should be used to judge its outcome. These are standards that you want to be able to explain to others in written and oral form, hence submitting a written description and presenting your chosen method(s) at the corresponding class meeting.

Many writers (and citation methods) substitute “Works Cited” for “Bibliography,” since the literal meaning of the word points to written sources (i.e. books or printed texts), while many of our projects call upon digital media, sound and video recordings, and other sources. More broadly, though, the meaning of “bibliography” includes “1 : the history, identification, or description of writings or publications; 2a : a list often with descriptive or critical notes of writings relating to a particular subject, period, or author […] 3 : the works or a list of the works referred to in a text or consulted by the author in its production” (definition at Merriam-Webster Online, at
Different disciplines call for different formats for presenting this information — your research in **methodology** should help you identify the bibliographic referencing system(s) of your chosen discipline(s); we’ll discuss specifics in class, too. In this first, annotated bibliography, your goal should be to show what research you have done on the subject area(s) and method(s) that will form part of your project. “Annotated” means that you include a brief description (1-3 sentences) of each source after its bibliographic listing — try to describe the source’s main theme (e.g. an article or book) or the reason why you are using the source (e.g. for an interview, the subject is a veteran of the Battle of the Bulge).

The number and nature of sources will vary from project to project, based on their nature; since this is a project that will represent a semester of work, aim for at least ten (10) by the date of submission. Also, to receive a grade for this assignment, you must have your project/secondary advisor confirm her/his approval of the methodology and annotated bibliography, either by signing a hard copy or by communicating independently with me (telephone, e-mail, etc.).

**Progress report (due to Turnitin.com by 19 Mar.; worth 5% of final grade)**

This report is not a research paper, nor must it necessarily be very formal, although clear, concise, and professional communication is required. The progress report should consist of an approximately 1-page (double-spaced) narrative description of how you are implementing your goals, and any developments or problems that you think are significant. To receive a grade for this assignment, you must have your project/secondary advisor confirm her/his approval of the progress report, either by signing a hard copy or by communicating independently with me (telephone, e-mail, etc.). I will confer with your project or secondary advisor to devise the grade for this assignment.

**Rough Draft of Final Project (due to Turnitin.com [if appropriate] by 9 Apr.; worth 15% of final grade)**

As your project develops, its format may differ from that of an extended research essay; it may be a website in development, it may be a series of not-yet-tried lesson plans, you may not have tested the usability of your product yet; you may have done half of your scientifically-inspired children’s book illustrations and not written the process paper. How, then, to collect your notes and write a rough draft, as many traditional definitions dictate? Though you may not have all the information at hand, project completion is only three weeks away, so you should be well on your way to mapping out the projects contents and presentation. There can be gaps in your rough draft, but try to present a good idea of the overall picture. For example, you may have the description and justification for your survey and 75% of them returned. Though you will try to collect the rest, begin to analyze draw some preliminary conclusions from your data, with the understanding that you will add to them soon. Or, you may have writer’s block on how to introduce your study of the use of the physics of light and color in Dostoyevsky’s novels — skip the introduction for now (many writers do) and write up your favorite examples, comparing and contrasting them. It will be easier to describe what your research essay is about once you know more clearly yourself. You may be designing brochures for a small business and have two of three done—present them along with an outline for the third, plus your list of sources and a version of your introductory, process essay. And so on—be as complete as you can, as the seminar leader and your project advisor(s) will return this draft to you with comments for its improvement.

You should submit one copy to each to project advisor(s) and one copy signed by the project advisor(s) to the seminar leader. To receive a grade for this assignment, you must have your project/secondary advisor confirm her/his approval of the progress report, either by signing a hard copy or by communicating independently with me (telephone, e-mail, etc.). I will confer with your project or secondary advisor to devise the grade for this assignment.

**Final Project and Presentation (10% = presentation 23 April; 40% = Written/tangible version, due to Turnitin.com [if appropriate] by 1 May; worth 50% total of the final grade)**

**Presentation:** This presentation should be prepared as appropriate for your project (e.g. if you have written original poems, be prepared to read and comment on them, and field questions about them; if you have written a proposal for a small business, present it as you would to a funder or a bank; if you have conducted research, describe it in a way to hold your audience’s interest). Approximate length: 7-10 minutes. We will discuss having available media technology (computer, LCD projector, etc.) before this date, but you are responsible for the final arrangements. Also, you **must** make arrangements for your advisor to attend the presentation. If the advisor(s) cannot attend the class on Wednesday 23 April, you are responsible for making alternate arrangements with the seminar leader and your advisor(s) for a substitute so that they can confer on the grade for this presentation. Other faculty members may be invited to attend the final presentation as well, especially those involved in the General Studies program.

**Written/tangible version:** This is it—the extended research essay, series of product advertisements, educational software CD, etc. will be submitted for review for a final grade by Wednesday, 1 May. This is the final version—do not expect to make revisions after this point! Submit one copy to Turnitin.com, and a copy to your project or secondary advisor (as required). For all projects, I also require submission of a hard copy, to me in my office by 1 May (early submissions are fine; submit at the Arts and Sciences office if I am not available); I will confer with your project or secondary advisor to calculate the grade for this assignment.
A note on due dates:
Each assignment is listed with a due date in the Course Schedule. These due dates are real. Firm due dates enable you – and me – to plan. Assignments must be turned in on the days listed, and any assignment handed in after that point will be counted as late. You are responsible for providing the seminar leader explanations should you not be able to comply with due dates (e.g., project advisor will be traveling and unable to sign a progress report until Wednesday). Without an approved extension from me and from your advisors, late assignments will be penalized a half letter grade (e.g. from an A to A-, B- to a C+) per class session overdue, and will continue to have 3.5 points per class late deducted if the late submission exceeds 11 classes (when you would receive an F for an otherwise A+ paper). **No assignments will be accepted after the last day of class (25 Apr.) unless you have written permission from me and your advisors to do so.**

**COURSE OUTLINE** *(Dates are subject to change due to needs of the class, weather, etc.)*

**Week 1: 16 Jan.: Introductions, orientation, and brainstorming**
Discussion of ideas, goals, and parameters for a realistic, rewarding semester project

- Homework: Introductory Statement.
  - Note: to give you an idea of how to write yours, I have posted a recently-written summary of my research interests to our class website. This is significantly longer than I expect yours to be—remember, I have been working on these topics for several years! Use it as inspiration, not necessarily as a model

**Week 2: 23 Jan.: Discussion of Introductory Statements, and Defining a topic proposal**
*Introductory statement due to Turnitin.com by today; bring a copy to class as well.*
Discussion of Introductory statement and development of topics.

- Homework: Work on Topic Proposals

**Week 3: 30 Jan.: Discussion of Topic Proposals**
In class: bring written draft of Topic proposal.
- Must include:
  - Name(s) of advisor(s)
  - Title of project; description of proposed outcome; ideas about method, sources, and timeline
  - Reference/description of models for your project
- Homework: complete Topic Proposal; read Silverman Intro and chapters 1-2)

**Week 4: 6 Feb.: Finding Data that Matters: Discussion of Silverman, Introduction and Chapters 1 and 2**
*Topic proposal due to Turnitin.com by today.*
In class: brief presentations on chapters 1 and 2; discussion.
- Homework: keep reading Silverman (ch. 3 is optional; read chapters. 4-6).

**Week 5: 13 Feb. Applying Qualitative and Other Data…Responsibly: Discussion of Silverman Chapters 4-6**
In class: brief presentations on chapters 4 and 5; discussion.
- Discussion of Methodology Statement and Annotated Bibliography.
- Homework: complete Methodology Statement and Annotated Bibliography.

**Week 6: 20 Feb.: Methodology Statement and Annotated Bibliography of project due**
*Methodology Statement and Annotated Bibliography due to Turnitin.com; bring a copy to class as well.*
In class: Discussion of decisions and findings
- Homework: finish writing up findings from Silverman readings.

**Week 7: 27 Feb.: Silverman summary redux.**
*Silverman summary due to Turnitin.com.*
In class: discussion of progress, managing time, data, etc

**Week 8: 5 Mar.: So are you going to catch up with EVERYTHING over Spring Break? Me too!**
In class: Discussion of progress, managing time, data, etc.
- Homework: Progress Report is due after the break; prepare to discuss your progress.

**Week 9: 12 Mar.: SPRING BREAK: NO CLASS: RELAX AND CATCH UP!**

**Week 10: 19 Mar.: Real Progress—Checking in after the break**
*Progress Report due to Turnitin.com; bring a copy to class as well.*
In class: report on progress of projects, troubleshooting.
Week 11: 26 Mar.: Troubleshooting
   In class: report on progress of projects, troubleshooting.

Week 12: 2 Apr.: Troubleshooting
   In class: report on progress of projects, troubleshooting.
   Homework: Rough Draft is due next week; prepare to discuss your progress.

Week 13: 9 Apr.: Rough Draft Regrouping
   In class: report on progress of projects, troubleshooting.

Week 14: 16 Apr.: Troubleshooting
   In class: report on progress of projects, troubleshooting; appointments to discuss Rough Drafts.

Week 15: FINAL PROJECT PRESENTATIONS
   In class: Formal presentations of Final Projects.
   You must make arrangements for your project or secondary advisor to attend, or for an alternative process to be used.
   You are also responsible for arranging for necessary equipment, though I will help with these arrangements.

FINALS WEEK:
   Final version of project must be submitted by 1 May (to Turnitin.com, if appropriate; hard copy to your advisor and to my office).
   You are responsible for making arrangements to pick up the graded copy of the final version.
   Final grades will be posted by the afternoon of 5 May.