Course Usage of Blackboard Learn

As a hybrid course, much of the course will take place online and therefore it is your responsibility to secure a reliable internet connection and computer. Copies of the course syllabus, additional reading assignments (PDFs and web links), discussion areas, links to Google Docs, essay drop boxes (turnitin.com) and grade book are all found on Learn. You are responsible for regularly checking the online resources, which are accessed through the portal at http://portal.csuchico.edu.

Course Description and Goals

Introduction to the discipline of history and historical methods. The course emphasizes the need to acquire writing and research skills appropriate to the discipline, as well as an appreciation for the importance of historiography or different historical interpretations. Students will conduct research on topics of their choosing and present their work orally, in print, and online. Towards this end, students will be introduced to traditional methods of research and more recent developments in digital history.
Student Learning Outcomes

As determined by the History Department:

1. Student’s work demonstrates the ability to communicate historical knowledge, interpretations, and arguments, clearly in writing and in formal oral presentations.
2. Student’s work demonstrates research and information literacy skills using scholarly resources, including the critical use of both print and electronic research tools, as well as the proper citation of both primary and secondary sources.
3. Student’s work reflects the ability to identify arguments in historical scholarship and to evaluate them critically.
4. Student’s work reflects an understanding of intellectual, political, economic, social, and cultural history.
5. Student’s work reflects an understanding of the constructions of race, color, gender, or ethnicity in history.

Texts/Readings

Required: Available for purchase at the Wildcat Store
- Chicago Manual of Style, 16th ed. (9780226104201)
- Caroline Hoefferle, ed., The Essential Historiography Reader (9780321437624)

Required: Additional PDF files and URL links at Blackboard Learn

Classroom Protocol

Please turn off all phones and audio devices for the duration of class and arrive on time. If I see phones out during class, I will publicly ask you to put them away, and I will ask students engaging in disruptive behavior (facebooking, tweeting, texting, talking, etc.) to leave class.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found http://www.csuchico.edu/catalog/. You should be aware of the new deadlines and penalties for adding and dropping classes.
Assignments and Grading Policy

You will be graded on the 100-point scale below. Plan carefully to earn the grade that you desire!

Participation (10%)
Discussion Prompt Wikis (5%)
Discussion Posts (10%)
Online Quizzes – *Chicago Manual of Style* (10%)
Digital History Tool Presentation (5%)
Research: Preliminary Topic and Secondary Source (2.5%)
Research: Source Analysis (2.5%)
Research: Research Question (2.5%)
Research: Annotated Bibliography (5%)
Research: Full Rough Draft (5%)
Research: Peer Edit (2.5%)
Research: Final Draft (10%)
Research: Online Project 1 (10%)
Research: Online Project 2 (10%)
Research: Presentation (10%)

Grading Scale

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>100-93</td>
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<td>A-</td>
<td>92-90</td>
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<td>B+</td>
<td>89-87</td>
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<td>B</td>
<td>86-83</td>
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<td>B-</td>
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<td>C</td>
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<td>C-</td>
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<td>D</td>
<td>66-60</td>
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<td>F</td>
<td>60-0</td>
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Late Policy

For research paper assignments, you will lose 15 points per day for each late day, including weekends. For discussion prompt wikis or discussion posts you will receive no credit for any work completed after the deadlines on the course schedule, except in cases of documented family emergencies or health issues.
Participation

The participation grade is based upon two factors: 1) classroom demeanor, including everything from bringing your book to class to sharing your opinions with the class; and 2) attendance. You are allowed two unexcused absences, no questions asked. However, each additional absence will result in a 15% decrease in the total possible class participation grade. For example, two unexcused absences would result in a total possible grade of 100%, three unexcused absences would result in a total possible grade of 85%, and so on. An excused absence must be due to a family emergency or documented health issue. Please do not email other excuses.

Discussion Prompt Wiki (Google Docs)

By 12:01am (midnight) before each class when we are discussing *The Essential Historiography Reader*, you will create and add one entry to the day’s Discussion Prompt Wiki. Links to each Discussion Prompt Wiki can be found in BB Learn, or directly at Google Docs (Wildcat email login). An entry must include one short quotation from the day’s assigned reading, followed by a question for discussion that relates to the quotation (or image). Every assigned reading needs at least one quotation+prompt, but readings can have more than one quotation+prompt. In other words, do not add additional entries for a reading assignment until all assigned readings have at least one entry. Your quotations and discussion prompts will form the basis for our classroom discussions.

Discussion posts:

A discussion forum exists for each of the online sessions listed on the schedule below. After completing the assignment, students are expected to write one good discussion post about the digital history tool under consideration.

**What is a good post?**

A good post will answer one of the discussion questions in approximately one paragraph, and provide specific evidence in support of your answer.

**What is a mediocre post?**

A mediocre post will provide a vague answer to one of the discussion questions, and/or it will provide less-specific supporting evidence.

**What is a poor post?**

A poor original post will fail to answer any of the discussion questions, and/or it will not provide any supporting evidence.

Please note that the post does not need to be an original post. It can be a reply to another student so long as the reply presents an opinion with supporting evidence.

Discussion posts are due by 11:59pm on Mondays.
Online Quizzes

On Mondays, in addition to the digital history tool exploration and discussion, students will take a multiple choice quiz on the material assigned from the *Chicago Manual of Style*. The quizzes will appear at the beginning of the day and must be completed by 11:59pm.

Digital History Tool Presentation

At the beginning of class on Wednesdays, two students will lead a ten-minute presentation about the digital history tool discussed on Monday. Every student will have performed experiments in using the digital history tool to enhance their scholarship, but the presenters will report on their experience (including a consideration of pros and cons) to the rest of the class. Two students are assigned to each ten-minute presentation. The presenters can present together for ten minutes or separately for five minutes each.

Research Paper:

Use the links on Learn to upload the following assignments:

**Preliminary Topic and Secondary Source, 1 paragraph**

On September 12, please submit in class (hard copy) a preliminary topic following the selection advice offered by Galgano (PDF), along with a short paragraph explaining how the topic is feasible to research at Chico State. Also, please bring a relevant secondary source (a hard copy of an article or a book) to class for discussion.

**Source Analysis, 1 page**

By 11:59pm on September 26, please submit online a one-page source analysis of a primary source that relates to your topic. See Presnell and Galgano (PDF) for further instructions.

**Research Question, 1 paragraph**

On October 24, please submit in class (hard copy), a research question, following Rampolla’s tips for asking good research questions in (PDF).

**Annotated Bibliography, 1-2 pages**

By 11:59pm on November 7, please submit online an annotated bibliography. At the beginning of the assignment, type your research question just beneath your name. Then, compose a bibliography consisting of 5 primary sources and 10 secondary sources (the two lists of sources should be alphabetized separately and formatted according to the rules of the Chicago Manual of Style). Beneath each bibliographic entry, write a short paragraph explaining how the source relates to your research question. At the end of this assignment, write a working thesis statement (an answer to your research question).

**Full Rough Draft, 8-10 pages**

On November 16, by 4:00pm, please submit a hard copy of the rough draft to the History Department office and upload the draft following the link on BB Learn. The research essay should follow the guidelines established by Rampolla with the following minimum requirements: 8-10
pages double-spaced including footnotes and bibliography; a clear thesis; and supporting evidence drawn from at least five primary and ten secondary sources. The research essay must be written properly and include correct documentation (footnotes and bibliography) according to the rules of the Chicago Manual of Style. Your grade for the rough draft will be entirely based upon whether or not you met these minimum requirements, although I will fill out an ungraded final draft rubric to indicate areas to improve upon.

Peer Edit

By 11:59pm on November 28, please email a peer-edited rough draft to myself and the author. Further instructions will be given in class on November 28.

Online Projects

By 11:59pm on 12/3 and 12/10 you are required to complete TWO different online projects to disseminate the same general research conclusions. The subject of both projects is the subject of your research. HOWEVER, this should explicitly NOT be putting your essay on a webpage. The goal of this project is not to demonstrate technical competence, but rather to use a technology that already exists in a novel way. Examples could include starting and curating a Flickr pool focused on representations of a certain subject, but might also include creating an annotated Google Map. The tools discussed online throughout the semester, especially during the second half of the class, should give you a clear idea of the possibilities (Omeka, Wordpress, ViewShare, VisualEyes, etc.).

Presentation

On either 12/12, 12/14 or 12/19 you will deliver a 7-10 minute oral presentation of your research and your online projects. The presentations should include your research question; brief historical background/context; summary of secondary literature; explanation of your evidence; your thesis (or, how your primary sources are pointing towards an answer to your research question); and a discussion of one or both online projects. 50% of the presentation grade is based on your questions to other presenters. It is not necessary to ask a question to every presenter, but it is necessary to pay attention to every presenter. If you miss class on a day when you are not presenting, then your presentation grade will be decreased by 10%.

Final Draft, 8-10 pages

By 11:59pm on December 21, please submit online the final draft of your research paper, with the same minimum requirements as the full rough draft.

Turnitin.com and Plagiarism:

When you upload the assignments on Learn, they will be scanned for plagiarism by TurnItIn.com. Once an assignment has been submitted to TurnItIn, the service searches its own database (including all past essays and exams submitted for this class and others) and billions of Internet pages for instances of plagiarism. As defined by the university, “plagiarism occurs when a [student]

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1 Please note that a copy of your essay will become part of TurnItIn’s database. If you agree to this, please disregard the next sentence, and submit your essay as explained above. If you don't agree to this, please bring a hard copy of your essay to class along with a photocopy of the first page of all reference sources used. Please ask if you have any questions.
deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” Plagiarism is a violation of the university’s **Policy on Academic Integrity**.

The students, faculty, and staff of CSU, Chico History Department are committed to a culture of honesty in which members of the community accept responsibility to uphold academic integrity in all they say, write, and create. Therefore, the History Department follows the University’s policies on academic integrity. To that end, all instances of cheating or plagiarism [wiki posts included] will automatically be reported to Student Judicial Affairs, and may result in a failing grade for the assignment; a failing grade for the course; suspension or expulsion from the program; or suspension or expulsion from the University. For more details, see the Department of History’s **Statement of Academic Integrity**.

**University Policies and Campus Resources**

**Academic Integrity**

Students are expected to be familiar with the University’s Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: [http://www.csuchico.edu/sjd/sja.shtml](http://www.csuchico.edu/sjd/sja.shtml)

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the **ARC Office** to establish a record of their disability.

Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

**Student Computing**

Computer labs for student use are available [http://www.csuchico.edu/stcp](http://www.csuchico.edu/stcp) located on the 1st floor of the Merriam Library Rm 116 and 450, Tehama Hall Rm.131 and the BMU Rm 301.

**Student Services**

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: [http://www.csuchico.edu/5.-studentservices.html](http://www.csuchico.edu/5.-studentservices.html).

**Accessibility Resource Center**

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact the
Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

Student Learning Center

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at http://www.csuchico.edu/slc/. The University Writing Center has been combined with the Student Learning Center.

Ask Questions:

If, at any time during the course, you have a special situation that you need to call to my attention, if you feel that you are falling behind, or if you simply want to chat about this course or about the History major, please don’t hesitate to contact me by email or in office hours.

History 290 Course Schedule

Remember to always bring the assigned text to class on lecture and discussion days. It is ESSENTIAL that you complete the readings before coming to class.

Schedule subject to change with fair notice.

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<tr>
<th>Date</th>
<th>Format</th>
<th>Title and Assignments</th>
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<tbody>
<tr>
<td>M 8/27</td>
<td>Lecture</td>
<td><strong>Introduction</strong></td>
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<tr>
<td>W 8/29</td>
<td>Lecture</td>
<td><strong>Methods: Getting Started</strong></td>
</tr>
<tr>
<td>F 8/31</td>
<td>Discussion</td>
<td><strong>Theory: What is History?</strong></td>
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<tr>
<td></td>
<td></td>
<td>- Discussion Prompt Wiki due by 12:01am</td>
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<tr>
<td>M 9/3</td>
<td>LABOR DAY</td>
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<tr>
<td>W 9/5</td>
<td>Discussion</td>
<td><strong>Theory: Ancient and Medieval Historians</strong></td>
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<tr>
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<td>- Reading Assignment: Hoefferle, “Early Histories,” pp. 15-33 (Herodotus, Thucydides, Bede)</td>
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| **F 9/7** | Library Room 226 | **Methods: Library Sources**  
- Discussion Prompt Wiki due by 12:01am |
| **M 9/10** | Online due by midnight | **Digital History: Reviewing Websites**  
- In the Learn discussion forum, write a review of a website, following the guidelines set in the *Journal of American History*. Ideally, the website would cover the topic that you will eventually research this semester. You can find a list of possible websites on Learn.  
- Quiz: *Chicago Manual of Style*, “Books and Journals” 1.1-1.8, 1.16-1.65, 1.72-1.110 |
| **W 9/12** | Lecture | **Methods: The Research Topic**  
- 10 min. presentation on the Journal of American History’s guidelines: Neng Yang and Bernardo Villatoro  
- Due: Preliminary Topic and Secondary Source – hard copy in class (don’t forget the library book) |
| **F 9/14** | Discussion | **Theory: Early Modern Historians**  
- Discussion Prompt Wiki due by 12:01am |
| **M 9/17** | Online due by midnight | **Digital History: Wikipedia**  
- In the Learn discussion forum, compare and contrast the “View History” section of two Wikipedia pages related to your preliminary topic. What does the comparison reveal about Wikipedia? Is it a useful source?  
| **W 9/19** | Lecture | **Methods: Interpreting and Using Written Evidence**  
- 10 min. presentation on Wikipedia: Iris Velasco and Mia Thomas  
- Due: Written Source Analysis – hard copy in class |
| **F 9/21** | Discussion | **Theory: Nineteenth-Century Historians I**  
- Discussion Prompt Wiki due by 12:01am |
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<th>Title and Assignments</th>
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| M 9/24| Online due by midnight   | **Digital History: Google Search**  
- In the Learn discussion forum, compare and contrast the search results for your research topic using Google’s basic search and its custom search engine; and 2) Search for your topic in Google Books and Google Scholar. Share the results of your searches – including comments about Google’s benefits and limitations.  
| W 9/26| Lecture                  | **Methods: Interpreting and Using Oral/Material Evidence**  
- 10 min. presentation on Google Searches: Ryan Teesdale and Matthew Silvernale  
- Due: Oral/Material Source Analysis – online by 11:59pm |
| F 9/28| Discussion               | **Theory: Nineteenth-Century Historians II**  
- Discussion Prompt Wiki due by 12:01am |
| M 10/1| Online due by midnight   | **Digital History: Zotero, Diigo, and Delicious**  
- Set up accounts with Zotero, Diigo and Delicious. Add research materials to your accounts and experiment with the features. In the Learn discussion forum, explain which would be more helpful for your research and why?  
| W 10/3| Lecture                  | **Methods: Internet Research**  
- 10 min. presentation on Zotero, Diigo and Delicious: Kyle Piercy and Nicholas Ontiveros  
- Reading Assignment: Presnell, “History and the Internet,” pp. 136-58 |
| F 10/5| Discussion               | **Theory: “Progressive” Historiography**  
- Discussion Prompt Wiki due by 12:01am |
| M 10/8| Online due by midnight   | **Digital History: Google My Maps and Historypin**  
- Build your own Google My Map to spatially illustrate an aspect of your research topic. Then, on Historypin, make your own collection or tour |
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| W 10/10| Special Collections (Library 3rd Floor) | Methods: Interpreting and Using Maps  
| F 10/12| Discussion              | Theory: Social History  
- Reading Assignment: Hoefferle, “Marxism, Annales, and the New Left,” pp. 139-71 (Braudel, Thompson, Lemisch)  
- Discussion Prompt Wiki due by 12:01am |
| M 10/15| Online due by midnight  | Digital History: Flickr  
- Set up an account with Flickr and in the Learn discussion forum explain how Flickr works, as both a tool to research and as a way to present research. Include discussion of the Flickr Commons.  
| W 10/17| Lecture                 | Methods: Interpreting and Using Images and Audio  
- 10 min. presentation on Google My Maps and Historypin: Taylor Martin and Jessep Macfarlane  
- 10 min. presentation on Flickr: Kynsie Lovell and Jesus Ibanez  
| F 10/19| Discussion              | Theory: Civil Rights and Social History  
- Reading Assignment: Hoefferle, “New Social History,” pp. 172-208 (Fogel and Engerman, Smith-Rosenberg, Franklin)  
- Discussion Prompt Wiki due by 12:01am |
| M 10/22| Online due by midnight  | Digital History: RSS  
- In the Learn discussion forum consider the benefit of RSS for historians. Begin by watching CommonCraft RSS in plain english video. Then locate an RSS reader, such as Google Reader, and subscribe to several feeds related to your topic.  
- Quiz: Chicago Manual of Style, “Illustrations and Tables” and |
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| W 10/24 | Lecture  | **Methods: Writing the Short Essay**  
- 10 min. presentation on RSS feeds and readers: Kayla Hudson and David Gonzalez  
- Due: Research Question – hard copy in class |
| F 10/26 | Discussion | **Theory: Cultural History**  
- Discussion Prompt Wiki due by 12:01am |
| M 10/29 | Online due by midnight | **Digital History: Google n-gram viewer, Wordle, Voyer**  
- Experiment with Google’s n-gram viewer, Wordle and Voyer. Do your results change how you think about your topic? Share your discoveries with the class in the Learn discussion forum.  
| W 10/31 | Lecture  | **Methods: Presenting Orally**  
- 10 min. presentation on Google n-gram viewer, Worldle and Voyer: Spencer Gomez and Joseph Ettinger  
- Due: Short Essay – online by 11:59pm |
| F 11/2  | Discussion | **Theory: World History**  
- Discussion Prompt Wiki due by 12:01am |
| M 11/5  | Online due by midnight | **Digital History: Title**  
- Explore Wordpress and Omeka and in the Learn discussion forum debate the pros and cons of using these sites to possibly present your historical research.  
<p>| W Lecture | Methods: Presenting Digitally |</p>
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<th>Title and Assignments</th>
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<tbody>
<tr>
<td>11/7</td>
<td></td>
<td>- 5 min. presentation on Wordpress: Michelle Erstad</td>
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<td></td>
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<td>- 5 min. presentation on Omeka: Joseph Eckert</td>
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<td>- Due: Annotated Bibliography – online by 11:59pm</td>
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<tr>
<td>F 11/9</td>
<td>Discussion</td>
<td><strong>Theory: Historiography Today</strong></td>
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<td>- Discussion Prompt Wiki due by 12:01am</td>
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<tr>
<td>M 11/12</td>
<td>VETERANS DAY</td>
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<tr>
<td>W 11/14</td>
<td>No class</td>
<td><strong>Writing Week</strong></td>
</tr>
<tr>
<td>F 11/16</td>
<td>No class</td>
<td>- Due: Rough Draft – hard copy by 4:00pm to Department Office and online by 11:59pm</td>
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<tr>
<td>M 11/26</td>
<td>Online</td>
<td><strong>Digital History: Title</strong></td>
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<td>- Explore ViewShare and VisualEyes and in the Learn discussion forum debate the pros and cons of using these sites to possibly present your historical research.</td>
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<td>- Quiz: <em>Chicago Manual of Style</em>, “Manuscript…Proofreading,” 2.75-2.77, 2.108, 2.110-2.115, 2.116-2.129 (you will edit your peer’s essay online, but it’s good to know the proofreaders’ marks)</td>
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<td>W 11/28</td>
<td>Computer Lab Tehama 131</td>
<td><strong>Peer Edit</strong></td>
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<td>- 5 min. presentation on ViewShare: Kayla Deane</td>
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<td></td>
<td></td>
<td>- 5 min. presentation on VisualEyes: Kayla Ambrose</td>
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<td>- Reading Assignment: Galgano et al, “Final Checklist,” PDF</td>
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<td>- Due: Email peer edited essay to myself and the author (using the Learn email list) by 11:59pm</td>
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<tr>
<td>F 11/30</td>
<td>Computer Lab Tehama 131</td>
<td><strong>Online Project Q&amp;A</strong></td>
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<tr>
<td>M 12/3</td>
<td>Online</td>
<td>- Due: Online Project 1 by 11:59pm</td>
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<td>W 12/5</td>
<td>Tutorials</td>
<td>Individual meetings to discuss your rough draft</td>
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<tr>
<td>F 12/7</td>
<td>Tutorials</td>
<td>Individual meetings to discuss your rough draft</td>
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<td>Title and Assignments</td>
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<tr>
<td>M 12/10</td>
<td>Online</td>
<td>- Due: Online Project 2 by 11:59pm</td>
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</tbody>
</table>
| W 12/12 | Student Presentations | 1. Kayla Ambrose  
2. Kayla Deane  
3. Joseph Eckert  
4. Michelle Erstad  
5. Joseph Ettinger |
| F 12/14 | Student Presentations | 1. Spencer Gomez  
2. David Gonzalez  
3. Kayla Hudson  
4. Jesus Ibanez  
5. Kynsie Lovell |
| W 12/19 | Student Presentations (class period is 12:00 to 1:50) | 1. Jessep Macfarlane  
2. Taylor Martin  
3. Nicholas Ontiveros  
4. Kyle Piercy  
5. Matthew Silvernale  
6. Ryan Teesdale  
7. Mia Thomas  
8. Iris Velasco  
9. Bernardo Villatoro  
10. Neng Yang |
| F 12/21 | | Due: Final Draft – online by 11:59pm |