



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

History 680/690 | Thesis Colloquium

INSTRUCTOR DETAILS

Professor Kathryn Cancia (she/hers)

Office: 4133 Mosse Humanities Building

Email: cancia@wisc.edu

Office Hours: Mondays, 1:45-3:15pm

Office Hours will generally be held in-person. If there is a reason for office hours to be held on zoom, we can meet in my virtual zoom room (link on Canvas).

COURSE DETAILS

Semester

Fall 2023

Course Designations and Attributes

Colloquium for Thesis Writers. Students enrolled in History 680 take the class as an Honors class.

Requisites

Declared in Honors program (for History 680).

How credit hours are met:

This 2-credit course has 2 hours of group meetings per week (each seminar counts as two hours according to UW-Madison's credit hour policy). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 4 hours per week for reading, writing, and preparing for discussions.

Meeting Time and Place

Wednesdays, 11am-12:55pm, 2125 Mosse Humanities Building

Instructional Modality

This is an in-person class.

Canvas Course URL

<https://canvas.wisc.edu/courses/362355>

Course Description

Writing an original research paper is both challenging and rewarding. It requires that you master many parts of the so-called Historian's Craft—creating a research question, surveying a field of secondary literature, working out the kinds of conversations that historians are having, finding appropriate primary sources, crafting an argument using those sources, inserting yourself into a conversation, and

coming up with an answer to the (dreaded) “So What?” question. This colloquium is designed to help guide you as you research, plan, and write your senior thesis.

Given that you are all working on different topics, the class is less about *content* and more about *process*. You’ll each already be working with a faculty adviser, and our class will supplement this work, rather than replace it. First-semester writers (**FSW**) and second-semester writers (**SSW**) will meet jointly, but the second-semester writers will work on modified versions of the assignments or separate assignments (see the weekly schedule below). By the end of the semester, first semester writers will produce a complete research proposal, while second semester writers will complete their undergraduate thesis.

HOW TO SUCCEED IN THIS COURSE

1. Understand the Class’s Core Approach

Research and writing:

- Are **processes**. They do not happen in a linear fashion. This means that while the class is designed to provide a forum for students working through the various stages of research and writing, there will be lots of back-and-forth between questions, sources, and historiography. In particular, I believe that the “research phase” and the “writing phase” should not be artificially separated from one another—in fact, they are deeply entwined. The upshot: since we *think through the process of writing*, you should begin writing sooner rather than later.
- Involve **collaboration**. I am here to provide advice, guidance, and support; you are here to help one another through peer review exercises and in creating a supportive community of scholars.
- Should be accompanied by **self-reflection**. I recommend that you keep a note of your thoughts as you work through the research process. This is separate from note-taking or formal writing and is instead an opportunity to think about what is going right and what is going less well (and how you can change things around). It also allows you to gain some well-needed emotional distance from your project.
- Involve learning the **rules of the game**. To write a successful thesis, you’ll need to adhere to professional standards—from footnoting properly to using evidence judiciously. These are issues that we’ll talk about throughout the semester.

2. Keep Course Learning Outcomes in Mind

By the end of the class, everyone should have improved the following skills:

- Refining your research question and developing a thesis (central argument) that is arguable and can be supported with evidence.
- Identifying, summarizing, and situating your argument within a historiographical or broader scholarly field.
- Identifying and analyzing primary sources that help you to build your argument.
- Becoming a more original and creative thinker and writer.
- Communicating your work in an accessible way that conforms to professional standards in the field of history, through both writing and oral presentations.
- Constructively providing feedback for your peers.
- Receiving and implementing feedback from your advisor, Prof. Cancia, and your peers.
- Reflecting on your own learning and self-consciously tracking which skills you are working on at any one time.

3. Understand How the Class is Organized

The Arc of the class:

- Each week, we will take a component part of the research and writing process and try to figure it out together (of course, everything is connected, but we need to break it down to keep things manageable).

Class sessions will follow a familiar pattern:

- **Check-in:** This is your opportunity to set the agenda for the first part of discussion. Come prepared to ask questions and to share both challenges and tips that you have found helpful. This part of class might also involve some journaling or free writing so please have a pen and paper at the ready.
- **Main discussion:** The main part of discussion will focus on the topic of the day and the work that you have prepared for class. It may also involve breakout groups, brainstorming on the blackboard, and other types of interaction.
- **Preparing for the next week:** We'll end each session by setting up what is coming next week. This might involve talking about an upcoming reading or assignment.

4. Understand How the Class is Graded

The overall grade will be broken down in the following ways for FSW:

- 40%: Satisfactory and on-time completion of all written assignments.
- 40%: Active participation and attendance, including group activities and peer feedback. Before the class begins, please read the participation grading rubric at the end of this syllabus.
You are welcome to check in with me at any point during the semester to ask about your participation grade.
- 10%: Final prospectus
- 10%: Final oral presentation

The overall grade will be broken down in the following ways for SSW:

- 50%: Satisfactory and on-time completion of all written assignments.
- 40%: Active participation and attendance, including group activities and peer feedback. Before the class begins, please read the participation grading rubric at the end of this syllabus.
You are welcome to check in with me at any point during the semester to ask about your participation grade.
- 10%: Final oral presentation

5. Be Present

- You will need to bring your laptops to class for peer review. However, at other times laptops should be closed unless you have spoken with me beforehand. Please put your phones away during class time.
- We will begin class on time, so please make sure that you arrive a few minutes early. Persistent tardiness (as well as absences from class without contacting Prof. Ciancia) will lead to a significantly lower participation grade and possible failure in the class.

6. Acquaint Yourself with the Class's Schedule and Policies

- You can find the weekly schedule below. You should note that the schedule is not set in stone and may change as we work through the semester, based on your needs as a group.

- Please review the syllabus carefully to see what you need to submit on Canvas and/or bring to class.
- Please note that the instructions below are included (along with relevant links, readings, etc.) under the weekly module function on Canvas.
- Any assignments that are due on Canvas must be submitted **at least 48 hours prior to the class (i.e., by 11am on Monday)** so that I have time to read them. If an assignment is late, I may not be able to offer comments. If you turn in an assignment late without asking for an extension, it will negatively affect your participation grade.
- Assignments must be submitted as Word documents, rather than pdfs. All assignments should have at least 1-inch side margins, use 12-pt. font (Times New Roman), and be double-spaced. Please save your file in the following format: “yourlastname_the week #” (e.g., “Smith_week 3”)
- The grade for first-semester writers can only be submitted once I have received your prospectus; the grade for second semester thesis writers can only be submitted once I have received your final thesis.
- It is your responsibility to meet with your faculty advisor regularly.

7. Keep Prof. Ciancia in the Loop

- We all face pressures, academic and non-academic. Please be kind to yourself and to one another. Please let me know if you are struggling and need extra time or help.
- Attendance at **all** meetings is mandatory unless there is a valid reason for an absence (see Covid policies at the end of this syllabus). Unaccounted absences will severely impact your final grade, so please let me know via email if you can’t make a class. If you repeatedly miss class, you will simply fail the course.
- Come to office hours or email me to make an appointment if you would like to meet and are unable to attend my regular office hours.

Regular and substantive student-instructor interaction

As you can tell from this syllabus, our course involves regular, high-quality interactions with Prof. Ciancia, including direct instructions, the facilitation of group discussion, weekly office hours, and formative feedback on each individual student’s work.

Required books

There are no required books for this class. All readings will be placed on Canvas, with students being able to gain access one week in advance of the relevant class session.

Applying for funding for your work:

One of the key skills that First Semester Writers will be working on in this class is crafting a research proposal that explains their work—and its value—to others. This year, the History Department will be offering an additional fall **Davis/Gerstein award**, thanks to the generosity of Susan Davis and Miles Gerstein. If you would like to have funds to support research over the winter break, please apply. The application will be open for submissions from Friday, October 13 to Friday, October 27 in the Wisconsin Scholarship Hub (WiSH). The successful applicant will be notified in mid-November.

Weekly Schedule

Week 1 (September 6): Introductions

Preparation (FSW and SSW):

1. **Watch:** The Senior thesis advice from a group of students from last year [here](#). Reflect and be prepared to discuss the following question: What kinds of patterns do you see in the comments/advice?
2. **Read:** This syllabus and come with any questions, expectations, and anticipated challenges for the semester. You may also want to familiarize yourself with the [History Department's webpage on writing a senior thesis](#). (If you'd rather share concerns with me, but not the whole class, please send me an email and we can chat during office hours).
3. **Be ready to discuss:** Very initial ideas for your thesis (FSW) or details of your thesis-in-progress (SSW):
 - Why have you decided to write a senior thesis?
 - What do you plan to write about? If you have several options to choose between, that's fine, too!
 - How did you come up with your idea?
 - What makes you particularly excited about this idea and what challenges do you anticipate?

Week 2 (September 13): Writing and Planning a Research Proposal

Preparation (FSW):

1. **Read:** My handout on putting a research proposal together.
2. **Read and evaluate:** Read the sample research proposal and fill out the feedback quiz on Canvas by the deadline of Monday, September 11 at 11am.
3. **Read:** Barbara Young Welke, "The Art of Manuscript Reviewing: Learning from the Example of Peggy Pascoe," *Perspectives on History*, September 1, 2011 ([Online](#)).

Preparation (SSW):

1. **Read:** Barbara Young Welke, "The Art of Manuscript Reviewing: Learning from the Example of Peggy Pascoe," *Perspectives on History*, September 1, 2011 ([Online](#)).
2. **Write and submit:** A one-page update on what you did over the summer and a plan for the rest of the semester with dates (indicate meetings with advisor, any additional research trips, deadlines with advisor, etc.).

Week 3 (September 20): Creating a (Very Preliminary) Research Question

Preparation (FSW only):

1. **Read:** ["Learning to Do Historical Research: A Primer How to Frame a Researchable Question"](#) on Prof. William Cronon's website.
2. **Write and submit:** A [one-paragraph](#) description of what your project is about. This should include your preliminary research question and an explanation of why you find that research

question important and worthwhile and/or what your inspiration was to explore the question. The paragraph should also include a justification as to how your research question is “doable” and preliminary details of the secondary and primary sources that you’ve found and/or are interested in looking for.

3. **Write and submit:** A question that you would like to be sent to the librarians ahead of our visit next week. This will help guide the librarians on the relevant material to present and come prepared to answer.

Preparation (SSW):

- **Write and Submit:** Submit a part of your thesis (two pages maximum) that you are currently writing, with a one-paragraph explanation of how it fits into your thesis and what you would like feedback on.

Week 4 (September 27): Trip to Memorial Library

Preparation (FSW only):

- No preparation necessary. Do not go to our regular classroom. You will meet at Memorial Library to talk about finding primary and secondary sources with a librarian and archivist.

Preparation (SSW only):

- Regular class meeting.
- **Write and Submit:** Submit a revised version of your assignment from last week. You should also include a one-paragraph explanation of how you have implemented the feedback that you gained last week.

Week 5 (October 4): Primary Sources

Preparation (FSW and SSW):

1. **Read:** ShawnaKim Lowey-Ball, “History by Text and Thing,” *Perspectives on History*, February 26, 2020 ([Online](#)).
2. **Write and submit:**
 - a) A copy of one of your most interesting and/or challenging primary sources. Please choose the source or sources that you find to be richest—i.e., a source whose meaning is not obvious on the surface and that requires you to use your highest-order skills as an historian. Think broadly and outside of your comfort zone, if you can! The source does not have to be textual; it could be a photograph, a physical object, or a map.
 - b) A separate paragraph (one that is not intended for inclusion in the thesis) in which you briefly summarize the source, state how it relates to your provisional research question (which you should restate), and reflect honestly on potential problems with using it. What are its limitations? Are you able to acknowledge and/or offset any potential criticism in your paper?

Week 6 (October 11): Creating a Bibliography/Organizing Your Sources

Preparation (FSW and SSW):

- **Read:** The handout on Bibliographical references from the Chicago Manual of Style (on Canvas).

- **Write and submit:** A bibliography of sources that relate in various ways to your provisional research question. You should include: your current research question; a properly formatted list (according to the Chicago Manual of Style bibliography), separated into primary and secondary sources (there are no restrictions here, but FSW might want to think of around 4 secondary sources and 2 primary sources at this stage—it'll be more for SSW). If you already have a lot of primary sources, you may also find it useful to break the sources into subgroups of different genres (for instance, memoirs, government documents, photographs, etc.)
- **Set up meeting:** If you have not been meeting regularly already, make an appointment with your thesis advisor for the week of October 16.
- **Be ready to:** Discuss how you organize your sources. If you would like to find out more about Zotero and other citation management systems, you can consult with an expert at one of the libraries. See [here](#) for more details.

Week 7 (October 18): Rethinking your Research Question

Preparation (FSW):

1. **Write and submit:** A new draft of your research question and a one-paragraph reflection on what has changed *and why* since you originally articulated your research question in Week 3. Some areas of the changes might include: the precise subject, periodization, geographical focus, and approach. Some of the reasons might be related to what you are beginning to see in your primary sources and a better sense of the field that you are learning from the secondary sources.

Preparation (SSW):

1. **Read:** The “outline examples” handout on Canvas.
2. **Write and submit:** A detailed plan of your paper, as well as a short reflection about one dilemma you have in terms of outlining.

Week 8 (October 25): Inserting Yourself into a Historiographical Conversation

Preparation (FSW):

1. **Read:** The excerpts from Gerald Graff and Cathy Birkenstein, *They Say, I Say: The Moves That Matter in Academic Writing*, 19-29, 55-77.
2. **Write and submit:** A brief (around one-page) analysis of how your provisional research question fits within the secondary literature that you identified on your bibliography last week. Have other scholars answered this question? If so, how have they answered it? If not, what questions have they prioritized (and why is this)? What have they overlooked (and why)?

Preparation (SSW):

1. **Reread:** The excerpts from Gerald Graff and Cathy Birkenstein, *They Say, I Say: The Moves That Matter in Academic Writing*, 19-29, 55-77.
2. **Write and submit:** A draft introduction (5 pages maximum) and a short reflective piece in which you discuss how you tried to ensure that the introduction meets the criteria of a successful introduction.

Please note that the Davis/Gerstein award is due on October 27

Week 9 (November 1): Methodologies

Preparation (FSW and SSW):

1. **Bring to class:** A book/article whose methodology you find inspiring and relevant to your project. It doesn't have to be a work of history and it may not be directly related to your subject. Pick out 1-2 pages in which the author applies the methodology that you find compelling.
2. **Write and submit:** A brief (around one-page) explanation of how the author is using his or her sources. What does it allow the author to reveal? You should also discuss briefly how you feel you might apply a similar methodology to your own sources. How will this approach help you to make your argument? What are potential problems with this approach?

Week 10 (November 8): Distancing Yourself from your Sources

Preparation (FSW and SSW):

1. **Write and submit:** A brief (around one-page) explanation of some problematic terms from your sources that you don't want to reproduce in your analysis and some suggestions of some strategies that you might use to distance yourself from sources.

Week 11 (November 15): Free Week (AKA: Tackle what you hate)

Preparation (FSW):

1. **Write and submit:** A brief (around one-page) draft of one part of the prospectus that you are struggling most with. In a separate paragraph, explain what you are finding it the hardest part to write and discuss why that might be. Be as specific as possible, as you try and identify the problem. Be ready to discuss this in class.

Preparation (SSW):

1. **Write and submit:** A five-page draft of one part of your paper that you are struggling most with. In a separate paragraph, explain what you are finding it the hardest part to write and discuss why that might be. Be as specific as possible, as you try and identify the problem. Be ready to discuss this in class.

Week 12 (November 22): Individual Check-Ins

****NO CLASS: INDIVIDUAL MEETINGS WITH PROF. CIANCIA INSTEAD****

Preparation (FSW and SSW):

- We will not meet as a class this week. Instead, we will use class time, as well as office hours, for individual check-ins (sign-up details to follow).

Week 13 (November 29): Draft Prospectuses/Paper Due today

Preparation (FSW):

1. **Write and submit:** A full draft of your prospectus.
2. **Set up meeting:** If you have not already done so, you should meet with your advisor this week to discuss your prospectus.

Preparation (SSW):

1. **Write and submit:** A full draft of your thesis.
2. **Set up meeting:** If you have not already done so, you should meet with your advisor this week to discuss your draft thesis.

Week 14 (December 6): Practicing for Presenting your Research Orally

Preparation (FSW and SSW):

1. **Be ready to:** Give a draft presentation of your research. This should be as polished as possible so that you can rehearse in front of your classmates. Have your Power Point presentation (if you are using one) ready to go. Note that there is no need to upload anything on Canvas this week.

Week 15 (December 13): Final Presentations

Preparation (FSW and SSW):

1. **Be ready to:** give a final presentation. The presentations will be at the Pyle Center (Room 235) between 11am-2pm. Lunch for presenters and audience will be provided.

Your complete prospectus (FSW) or thesis (SSW), along with a paragraph on what you have changed from the draft based on my feedback, **must be uploaded into the correct folder on Canvas by no later than Friday, December 15, at noon.**

APPENDIX A: Participation Grading Scale

A: You participate enthusiastically and regularly in classroom discussions and small group-work, including peer review, listening to your peers and articulating your own ideas as clearly as possible. You do not appear distracted but are instead fully engaged in the discussion. Your comments are thoughtful and demonstrate that you have prepared carefully.

B: Your contributions show that you have done some preparation but, in general, you are less well prepared than a student with an “A” grade. You participate in classroom discussions and small group-work, listening to your peers and articulating your own ideas, although not with the regularity or depth of a student achieving an “A.”

C: Your comments in class do not show that you have done sufficient preparation and/or are poorly or vaguely articulated. You provide some feedback for your peers but do not fully engage with their work (and are more likely to say that it is “fine”). You contribute only rarely to class discussions and/or make comments that do not demonstrate that you have prepared for discussion.

D: Your comments are very irregular, and you show no evidence that you have prepared for class.

F: You do not attend class regularly.

APPENDIX B: An Inclusive Classroom

One of my priorities as an educator is helping to create an inclusive classroom in which all can thrive and in which everyone's wellbeing is supported and fostered. Please read the following information on how we can work together to ensure that everyone is welcome and that you know the resources that can help you gain help outside of our classroom setting.

Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with the you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#)).

Diversity, Equity, and Inclusion

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

As a class community, we should work together in order to create a supportive space for everyone. None of us should tolerate racism. I also ask that we all commit to listening to feedback and to reflecting on our own attitudes and actions.

Pronouns

Pronouns matter—they say a lot about who we are and how we want others to treat us. Using gendered language conscientiously is one small way we can show respect to each other as individuals and make UW a warm, welcoming, and inclusive environment for all members of the campus community. A feature is available in Canvas that enables all students, faculty and staff (with Canvas accounts) to indicate their gender pronouns in use.

Mental Health and Wellbeing

Students often experience stressors that can impact both their academic experience and personal wellbeing. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others.

Students are encouraged to learn about and utilize UW-Madison's mental health services and/or other resources as needed. Visit uhs.wisc.edu or call University Health Services at (608) 265-5600 to learn more.

Violence Prevention

All students deserve to be safe and respected at UW-Madison. Unfortunately, we know that sexual and relationship violence do happen here. Free, confidential resources are available on and off campus for students impacted by sexual assault, sexual harassment, dating violence, and stalking (regardless of when the violence occurred). You don't have to label your experience to seek help. Friends of survivors can reach out for support too. A list of resources can be found at <https://www.uhs.wisc.edu/survivor-resources/>.

APPENDIX C: Further Resources and Policies

Writing Resources and Guidelines

The **University's Writing Center** is a wonderful resource that allows you to work with a consultant to improve your written work. Take a look at their website [here](#) for more information.

The **History Lab** is a resource where expert PhD students work with you and your history/history of science projects 1-on-1. No matter your stage in the writing process—choosing a topic, conducting research, composing a thesis, outlining your argument, or revising your drafts—the History Lab staff will help you sharpen your skills and become a more successful writer. Visit the website [here](#) early and often to schedule an appointment with a Lab TA or to find writing tips, guides, and resources.

The Use of Artificial Intelligence

My take: Some people find that AI chatbots, such as ChatGPT, can be a useful tool in thinking through a question, generating ideas, planning an essay, and even writing. However, there is much that is lost when we rely on AI in these ways—and we need to be aware of the loss, as well as the presumed benefits. Not only is AI prone to “hallucinations” (i.e., the fabrication of information) and liable to reproduce larger societal biases, but it also deprives us of engaging in some of the creative processes that allow us to think for ourselves—not least the process of thinking that is deeply intertwined with the process of writing (and not simply editing the writing that a chatbot has created).

My policy: While I deem it to be acceptable to bounce ideas off the chatbot or even use it to think about possible structures for your thesis, if you find this process generative in some way, using a chatbot to produce text *for* you, even as a first draft, will not allow you to achieve the goals for this class, which include becoming an original writer and thinker. If not properly cited, it will also be considered plagiarism, which is a serious form of academic misconduct (see below). If you want to use AI, you need to learn how to cite it (see [here](#) for instructions from the Chicago Manual of Style).

You should all talk individually with your thesis advisor as soon as possible to determine their policy on AI. If it is more restrictive than what I have highlighted above, you should adhere to your advisor's policy instead (remember that they are the ones who are ultimately *grading* your thesis; I am running a workshop to *guide* you through the process as a group).

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Privacy of Student Information & Digital Tools

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

Students' Rules, Rights, and Responsibilities

See [here](#) for a useful guide for undergraduates.

Covid-19 Policies

- If you are unable to attend in-person class meetings for COVID-19-related reasons (or for any reason), you should contact me to discuss options for access to course materials and activities. I will be flexible and supportive of all students in such circumstances. Do not come to class if you are sick. Students who must miss multiple class sessions should talk with me and with their academic advisor about the best course of action.
- Please see the following site for the most up-to-date guidance on the university's Covid-19 policies: <https://covidresponse.wisc.edu/>

Academic Calendar: Religious Observances and Election Day Observances

Students must notify me within the first two weeks of class of the specific days or dates on which they request relief, either for a religious observance or because of their commitment to work as an election official. I will also provide flexibility to students reporting they may be tardy or absent on the day of an election due to waiting to vote at the polls.

Course Evaluations

You will be provided with an opportunity to evaluate this course and your learning experience. I really value your feedback—it helps me to reflect on what is working and what might need to change. As such, it also benefits future groups of students. Note that UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously.