

POLI 300: Analyzing Politics

(Spring 2017)

Professor: Mert Kartal

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Office: CCC 480

Office Hours: Thursday 12:00PM-2:00PM, and by appointment

Class Meeting:

Lecture (Section 1 and Section 2): Thursday 10:00AM-11:50AM (SCI A208)

Discussion (Section 1): Tuesday 10:00AM-10:50AM (CCC 324)

Discussion (Section 2): Tuesday 11:00AM-11:50AM (CCC 324)

Course Website: <https://uwsp.courses.wisconsin.edu/d21/1e/content/3620747>

Overview and Goals

How do we know what we know about political, social, and economic events? How can we conduct research to expand the frontiers of our knowledge, understand the forces that drive outcomes, and contribute to theoretical understanding and policy debates? How can we answer questions, resolve puzzles, and explain phenomena?

This course provides an introduction to research design, research methods, and data analysis in political science. It will introduce a theoretical-empirical approach to politics, the basics of causal inference, and many of the major methods and approaches used in scholarly research. Students will develop the tools to ask interesting and important questions, generate and test theories and hypotheses, choose cases and measure concepts, collect and analyze data, and present results.

Learning to conduct research is a hands-on process, and requires active engagement. Everything we do in this course will be structured around developing students' ability to understand approaches to research, with a particular focus on developing a specific research project. Nearly all assignments will be structured around applying the course material to students' own research topic - formulating a question, reviewing the literature, considering how to examine the question using different approaches, conducting both qualitative and quantitative preliminary analyses, and outlining a design for a broader research project.

Students will become educated consumers and producers of political science research. In particular, students can expect to finish the course with a well-formulated research project, which could be refined and used as the basis for a future seminar paper, independent study, or writing sample when applying for graduate school. Even more importantly, students will come out of the course with the skills and ability to pursue political science research more generally, and to understand and apply the appropriate tools to any given research question.

General Education Program

This course fulfills part of the General Education Program (GEP) requirement for Communication in the Major. It can also count retroactively for the Writing Emphasis (WE) requirement in the old General Education system. Below is more information about Communication in the Major.

Communication in the Major: Learning Outcomes

Communication in the Major courses provide students with systematic opportunities to develop oral and written communication skills in the context of their chosen fields, beginning the process of learning to communicate effectively in discipline-specific formats and styles.

Upon the successful completion of this requirement, students will be able to ...

- ... apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
- ... critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication.

Course Learning Outcomes

Upon the successful completion of this course, students will be able to ...

- ... describe discipline specific standards that can be applied in subsequent courses.
- ... explain how to properly collect and analyze data pursuant to political science methodologies.
- ... interpret their findings and communicate them to their peers clearly, concisely, and convincingly.

To fulfill the communication in the major requirement, students are required to submit several writing assignments and engage in oral communication. The written and oral components the course are explained in detail below.

Assignments and Grading

Grades for the course will be assigned according to completion of all course assignments:

- Attendance and Participation: 13%
- Weekly Assignments: 7%
- Presentation of Others' Work: 8%
- Synthetic Literature Review: 12%
- Qualitative Data Exercise: 15%
- Quantitative Data Exercise: 15%
- Research Design and Presentation: 30%

Your final point total for the semester will translate into letter grades below: (The scale may be revised.)

- 92.5 and above: A
- 92.4-89.5: A-
- 89.4-86.5: B+
- 86.4-82.5: B
- 82.4-79.5: B-
- 79.4-76.5: C+
- 76.4-72.5: C
- 72.4-69.5: C-
- 69.4-64.5: D+
- 64.4-59.5: D
- 59.4 and below: F

Attendance and Participation: The course is divided into lecture and discussion sections. Attendance at both is required, and since this course fulfills the Communication in the Major requirement, low attendance at either the lecture or discussion will prevent you from passing the course and satisfying this GEP requirement. (Also see **Section Switching** below.)

There are NO penalties for the first TWO unexcused absences, but these will be counted when calculating the penalties that start after you have had two unexcused absences. If you have three unexcused absences, you lose 5% of your attendance grade; if you have five unexcused absences, you lose 15%; etc. Excused absences do not count against these limits, but you must provide official documentation (e.g., doctor's note) to have absences count as excused.

Active participation in our discussions is an essential element of the course, and it will be critical to successfully learning the material. You will learn the methods of political research by directly engaging with these methods, and constantly thinking about (and discussing) the importance of different elements, the strengths and weaknesses of different approaches, and the way knowledge can be created about political topics. Therefore, you should be prepared to answer questions that are posed, ask questions about concepts that are not clear, challenge viewpoints expressed in the reading or in class, and be involved in the conversations. These discussions must always be conducted with an air of respect for differing viewpoints and the people who present them, and with an open mind (e.g., arguing for positions even if you are not yet certain of them, and being willing to consider new arguments or information). Your "Attendance and Participation" grade will be based not only on attendance (35%) but also on active involvement (65%) and will count for 13% of your course grade.

Weekly Assignments: Weekly assignments will consist of a series of seven short (1 typed single-spaced page or less) pieces of work relating to the material we are covering in class that week. These assignments will consist of finding existing research on a topic, interpreting and critiquing published work, discussing the application of a particular method to a research question, or performing simple statistical analysis. Weekly assignments will determine 7% of your overall grade.

Presentation of Others' Work: We will have in-class discussion almost every week. In addition to active and regular participation in these discussions, each one of you will make a brief presentation of a scholarly article once during the course of the semester. For this presentation, you will read carefully and closely an article assigned to the entire class. At minimum, you are expected to briefly summarize the article, discuss the author's methodology, provide your own assessment of the article, and provide questions for further discussion. Presenters will be expected to "kick off" discussion with motivating questions AND to steer the discussion along. Your overall performance as presenter will count for 8% of your grade.

Written Communication: The major assignment of the course will be to prepare, design, and begin to carry out a research project. (You may think of this as the first step toward an impressive research paper.) This will require you to identify a topic, pose a research question, develop a theory, conduct a literature review, pursue some preliminary analysis, and design a more complete approach to generating new knowledge about the topic or puzzle. There are four elements to this assignment. The first is a literature review (750 words minimum) synthesizing the key questions, findings, and debates found in past research on the topic, due on **March 5**. The second is a qualitative data assignment (1000 words minimum) using a simple qualitative (case study, process-tracing) approach to begin to gather evidence, due on **April 2**. The third is a quantitative data assignment (1000 words minimum) using a simple quantitative (statistical) approach to begin to gather evidence, due on **April 30**. The fourth element is the research design (1500 words minimum), which will lay out the structure of (but not conduct) a broader research project that would gather evidence on the topic of the project. The research design will be due on **May 16 at 10:00AM**.

Oral Communication: The oral communication requirement is based on three components: (i) class discussion/participation, which is explained under the "Attendance and Participation" section above, (ii) presentation of a scholarly article assigned to class during the course of the semester, which is explained under the "Presentation of Others' Work" section above, and (iii) presentation of your research design towards the end of the semester, which is further explained at the end of the syllabus.

Missed Assignments: Please take note of all assignment dates, and make plans around them. Except in extraordinary and unavoidable circumstances, the small weekly assignments will not be accepted late—they will relate directly to class that week and thus must be completed to participate fully in the class. Requests for extensions on any elements of the research project must be made in advance of the deadline to be considered. Late components will be penalized one grade (i.e., from a B to a B-) for each day or fraction of a day late. Any requests for accommodations must be made at least one week in advance to be considered. I understand that emergencies happen. In a genuine emergency, I am very willing to work with you. I will, however, require documentation of emergencies in all instances.

Re-grading Policy: If you feel that any assignment has been graded incorrectly, you may request that it be regraded. However, you must wait for 48 hours after the assignment has been returned before issuing any complaints. Following such “cooling-off” period, you must provide a 1-2 page double-spaced memo indicating the reason for your concern and why you deserve a better grade. Please note that this memo has to be based entirely on the merit of your own work (i.e., it cannot be based on comparisons with the grades of other students). Upon receiving your memo, I will regrade the ENTIRE assignment in question within 72 hours. This means that the revised grade may be higher or lower than what you originally received. So please be certain that you have a very specific and justifiable reason before asking us to make any changes; this is not a risk-free process!

Special Accommodations

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center, and then contact me as early as possible (within the first two weeks of the semester, or as soon as those needs arise) to discuss how they can be met within the structure of the course. I will make every effort not only to maintain the confidentiality of personal information but also to enable full participation in this course by all students.

For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability>.

Communications and Technology

Contacting me: I strongly encourage you drop in to my office hours (no need to set up an appointment) or set up a meeting if there is anything you would like to discuss about the course. My office hours are the time for you to get individual help. You can come see me during office hours to clear your mind about issues/terms that you feel you do not quite understand and/or to talk about any course-related issue that you would rather not bring up in front of your fellow classmates, etc.

I generally answer emails very quickly from Monday 8:30AM to Friday 4:30PM. (Feel free to email me again if you do not hear within 24 hours during these times.) However, please do consult the syllabus or other course materials first to see if the answer to your question is there, and recognize that broader substantive questions will probably be best addressed at in-person meetings.

D2L: There is a D2L page set up for this class: <https://uwsp.courses.wisconsin.edu/d2l/home/3620747>. I strongly encourage you to access this webpage regularly and get accustomed to using it. There you will find the syllabus and other materials that you will need as they become available. The D2L page contains also a news box that I will use to post announcements.

Academic Integrity and the Honor Code

UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>.

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is a very serious offense that will get you in great trouble. There are thoroughly reliable software programs to check if plagiarism has occurred. In all your classes, please use proper citation form for all materials obtained from primary and secondary sources.

The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. Generally the matter will then be referred to the Dean of Students for a formal hearing at the Student-Faculty Committee on Student Conduct. Depending on the circumstances, the committee may suspend or expel a student that behaves dishonestly. This will make it extremely difficult for you to gain entrance to graduate schools and will jeopardize your opportunities with a large number of employers in the future.

For further information, please come talk to me and/or see the university's rules and procedures for student academic misconduct available here: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx> as well as the UWSP "Student Academic Standards and Disciplinary Procedures" section of the Rights and Responsibilities document, Chapter 14, which can be accessed here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Classroom Etiquette

Please remember to turn off your cell phones before coming to class and refrain from eating. Drinks, on the other hand, are permissible.

Arriving late or leaving during class is usually disruptive both for me and for your classmates. Please make every effort to be on time. If you come to class, plan to stay for the whole session. If you know in advance that you have to leave early, let me know before class begins.

Course Resources and Readings

Readings for each week are indicated on the syllabus and should be completed prior to the first class meeting of the week in which they are assigned. Additional readings covering case studies in current or recent international events will be distributed via D2L.

The main textbook for this course is *The Fundamentals of Political Science Research* (Cambridge University Press) by Kellstedt and Whitten, which is available through Text Rental. (Hereafter referred to as "Kellstedt and Whitten.") Supplemental readings are posted on the D2L site. *IMPORTANT: Reading load is relatively light because you are expected to read about your substantive topics as well.*

Lecture slides: I will post lecture slides on the course's D2L page prior to each lecture. These will be sparse outlines intended to facilitate your note-taking. These outlines will allow you to anticipate the topics discussed and to "fill in" the information provided in lectures. However, the lecture outlines should not be seen as a substitute for attending class, doing the readings, or taking notes.

R and R Studio: For the statistical portion of this course, you will be required to install the free statistical software R using R Studio on your laptop computer. R is frustrating at first, and is not the most easily accessible statistical software. However, it has many advantages: a) It makes you really think through/understand what you are doing; b) Using R is a super valuable skill to have, and flexible to a lot of different fields of study; and c) Unlike most other statistical software, R is free of charge.

Schedule

I. Overview of Empirical Analysis

Week 1: Empirical Analysis in Political Science

- Kellstedt and Whitten pp.1-19
- King, Keohane, and Verba pp.7-12

January 24 (Discussion): *** No class ***

January 26 (Lecture): Empirical Political Science

January 31 (Discussion): Research Topics

II. Building Blocks of Political Research

This section will cover the core building blocks of political science research: identifying topics, formulating research questions, thinking theoretically and scientifically, developing theoretical explanations and testable hypotheses, understanding the current state of knowledge on an issue, and establishing causality.

Week 2: Questions, Theories, Hypotheses, and Variables

- Booth, Colomb, and Williams pp.35-67
- Kellstedt and Whitten pp.22-43
- King, Keohane, and Verba pp.12-33

February 2 (Lecture): Questions, Theories, and Variables

February 7 (Discussion): Hypotheses

***** WEEKLY ASSIGNMENT 1 DUE ON WEDNESDAY, FEBRUARY 8 @ 11:59PM *****

Week 3: Brainstorming Session

- No Reading

February 9 (Lecture): *** No class ***

February 14 (Discussion): Discussion of Research Topics

Week 4: Causality and the Logic of Control

- Kellstedt and Whitten pp.45-65
- King, Keohane, and Verba pp.99-114
- Fortna (2003) "Scraps of Paper? Agreements and the Durability of Peace" pp.337-372
- Readings assigned for discussion:
 - Checkel (2001) "Why Comply? Social Learning and European Identity Change" pp.553-560
 - Kam and Palmer (2008) "Reconsidering the Effects of Education on Political Participation" pp.612-617

February 16 (Lecture): Causality and Logic of Control

February 21 (Discussion): Discussion of Checkel (2001) and Kam and Palmer (2008)

***** WEEKLY ASSIGNMENT 2 DUE ON WEDNESDAY, FEBRUARY 22 @ 11:59PM *****

Week 5: Literature Review

- Johnson and Reynolds pp.81-100
- Knopf pp.127-132
- Reading assigned for discussion:
 - Gandhi and Lust-Okar (2009) “Elections Under Authoritarianism” pp.403-422

February 23 (Lecture): Reading and Organizing the Literature

February 28 (Discussion): Discussion of Gandhi and Lust-Okar (2009)

***** WEEKLY ASSIGNMENT 3 DUE ON WEDNESDAY, MARCH 1 @ 11:59PM *****

III. Methods of Political Research

This section will survey several prominent methods of research in political science: case studies and process tracing, interviews and surveys, and quantitative statistics. These represent different approaches to understanding, making causal arguments about, and generating knowledge on important questions in political science. We will discuss what each approach is, how it is used to generate evidence and gain leverage, what its strengths and weaknesses are, and how you can apply it to your topic.

Week 6: Case Studies, Process Tracing

- Gerring pp.341-354
- Seawright and Gerring pp.294-308
- Geddes pp.131-150
- Checkel pp.362-370
- Readings assigned for discussion:
 - Posner (2004) “The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi” pp.531-541
 - Snyder and Borghard (2011) “The Cost of Empty Threats: A Penny, Not a Pound” pp.444-455

March 2 (Lecture): Case Studies, Process Tracing

March 7 (Discussion): Discussion of Posner (2004) and Snyder and Borghard (2011)

***** WEEKLY ASSIGNMENT 4 DUE ON WEDNESDAY, MARCH 8 @ 11:59PM *****

***** SYNTHETIC LITERATURE REVIEW DUE ON SUNDAY, MARCH 5 @ 11:59PM *****

Week 7: Surveys, Interviews

- Johnson and Reynolds pp.306-348
- Goldstein pp.669-672
- Leech pp.665-668
- Readings assigned for discussion:
 - Walsh (2012) “Putting Inequality in Its Place: Rural Consciousness and the Power of Perspective” pp.521-529
 - Zhang and Fahmy (2012) “Live Tweeting At Work: The Use of Social Media in Public Diplomacy” pp.8-17

March 9 (Lecture): Interviews and Surveys

March 14 (Discussion): Discussion of Walsh (2012) and Zhang and Fahmy (2012)

***** WEEKLY ASSIGNMENT 5 DUE ON WEDNESDAY, MARCH 15 @ 11:59PM *****

Week 8: Quantitative Statistics

- Kellstedt and Whitten pp.77-84
- Harrison pp.13-37
- Kellstedt and Whitten pp.86-102 (skim)
- Readings assigned for discussion:
 - Berrebi and Klor (2008) “Are Voters Sensitive to Terrorism? Direct Evidence from the Israeli Electorate” pp.280-292
 - Burden (2007) “Ballot Regulations and Multiparty Politics in the States” pp.669-672

March 16 (Lecture): Quantitative Statistics and Measurement

March 21 (Discussion): *** No Class ***

March 28 (Discussion): Discussion of Berrebi and Klor (2008) and Burden (2007)

***** March 21 and 23: Spring Recess *****

***** WEEKLY ASSIGNMENT 6 DUE ON WEDNESDAY, MARCH 29 @ 11:59PM *****

IV. Quantitative Statistical Analysis

This section will introduce the tools of probability and statistics used in quantitative political science research. It will cover the basics of analyzing data, including describing the values of a single variable and exploring bivariate relationships between two variables. It will use the software R/R Studio, a free, highly customizable, and very powerful statistical programming environment.

This is a very short overview, and is not a substitute for a complete statistics class - which is strongly encouraged.

Week 9: Describing Quantitative Data, Statistical Inference

- Kellstedt and Whitten pp.104-118
- Kellstedt and Whitten pp.120-132

March 30 (Lecture): Descriptive Statistics and Probability

April 4 (Discussion): Statistical Inference

***** QUALITATIVE DATA EXERCISE DUE ON SUNDAY, APRIL 2 @ 11:59PM *****

Week 10: Quantitative Data Tools

- Install R and R-Studio, run tutorial

April 6 (Lecture): Introduction to R Studio

April 11 (Discussion): Finding Quantitative Data

Week 11: Bivariate Hypothesis Testing

- Kellstedt and Whitten pp.134-156

April 13 (Lecture): Cross-Tabs, Chi-Squared, and Difference of Means

April 18 (Discussion): Correlation

***** WEEKLY ASSIGNMENT 7 DUE ON WEDNESDAY, APRIL 19 @ 11:59PM *****

Week 12: Research Presentations

- No reading

April 20 (Lecture): Discussion of Research Presentations

April 25 (Discussion): Student Presentations

Week 13: Research Presentations

- No reading

April 27 (Lecture): Student Presentations

May 2 (Discussion): Student Presentations

******* QUANTITATIVE DATA EXERCISE DUE ON SUNDAY, APRIL 30 @ 11:59PM *******

Week 14: Research Presentations

- No reading

May 4 (Lecture): Student Presentations

May 9 (Discussion): Student Presentations

Week 15: Completing Research Design

- No reading

May 11 (Lecture): Discussion of Research Design

******* RESEARCH DESIGN DUE ON TUESDAY, MAY 16 @ 10:00AM *******

Oral Communication

Class Discussion and Participation: This requires consistent and active participation in class.

A grade

- Student demonstrates real familiarity with the assigned materials and can discuss them cogently, critically and informatively.
- Student actively participates in discussion, activities and during presentations.
- Comments are thoughtful and reflective.
- Demonstrates higher order thinking analysis, synthesis and evaluation.
- Makes sincere effort to complete activities and does so with excellent results.
- Provokes questions and comments from classmates.
- Offers ways to help other group members understand concepts discussed.

B Grade

- Student demonstrates familiarity with assigned materials and can discuss them relatively clearly.
- Student participates in class.
- Comments are appropriate, on topic and demonstrate some thoughtfulness.
- Makes sincere effort to complete activities and does so with good results.

C Grade

- Student demonstrates only some familiarity with assigned materials and is generally unable to discuss them.
- Student does minimal participation.
- Student occasionally offers a comment when directly questioned or prompted.
- Student tends to ground discussion in his/her personal opinion.

D or F Grade

- Student is unprepared
- Student is not familiar with assigned materials and is unable to discuss them in a meaningful way.
- Student shows disregard for opinions of classmates or instructor.

Oral Presentation #1: This is a brief presentation of an article assigned to the class. This assignment is graded High Pass (all of the points for the grade category)/Pass (60% of the points for the grade category)/Fail (no points for the grade category). If you fail this assignment, there will be no makeup or extra credit available

High Pass

- Presentation is clearly and logically organized
- Presentation adheres to appropriate and assigned time limits
- Presentation format is appropriate to the audience and material
- Presentation demonstrates higher order thinking, significant critical analysis, and evaluation based on appropriate methodologies
- Presentation prompts questions, comments, analysis from audience

Pass

- Presentation is somewhat organized
- Presentation mostly adheres to appropriate and assigned time limits
- Presentation format is somewhat appropriate to the audience and material
- Presentation demonstrates some analysis and evaluation
- Presentation prompts questions, comments, analysis from audience to a limited extent

Fail

- Presentation is poorly organized
- Presentation show minimal familiarity with materials in question
- Presentation contains no critical analysis or independent thought
- Presentation is inappropriate either in content or format

Oral Presentation #2: This is a presentation of your research design towards the end of the semester.

A grade

- Presentation is clearly and logically organized
- Presentation adheres to appropriate and assigned time limits
- Presentation format is appropriate to the audience and material
- Presentation is on original research question(s)
- Presentation demonstrates higher order thinking, analysis, synthesis and evaluation based on appropriate methodologies
- Presentation shows independent thought and significant critical analysis of the material
- Graphs and Charts presented are appropriate to the material
- Presentation prompts questions, comments, analysis from audience

B grade

- Presentation is clearly and logically organized
- Presentation adheres to appropriate and assigned time limits
- Presentation format is appropriate to the audience and material
- Presentation appropriately summarizes content under review
- Graphs and Charts presented are appropriate to the material
- Presentation prompts questions, comments, analysis from audience

C grade

- Presentation is general clear and logical
- Presentation goes over assigned time limits
- Presentation format is inappropriate to the audience and material
- Presentation demonstrates little critical analysis or thought
- Research question is not original
- Graphs and Charts are not used, or are not appropriate to the material, or are incomprehensible

D or F Grade

- Presentation is poorly organized
- Presentation show minimal familiarity with materials in question
- Research question is not well define
- Analysis is flawed
- Time limits are not followed
- Charts and Graphs are not used or are incomprehensible
- Presenter shows little familiarity with material
- Presentation contains no critical analysis or independent thought
- Presentation is inappropriate either in content or format

Written Communication

Detailed rubrics for each of the written assignments will be distributed and thoroughly explained during the course of the semester.

Importantly, I presume that you know how to write using proper grammar, appropriate style, and so forth, and your papers will be graded accordingly. I will NOT devote class time to a discussion of these issues, and I will only make minimal comments on your papers concerning basic grammatical problems and stylistic issues. The purpose of a WE course is not to teach you to write; it is to engage you in discipline-specific writing. If you have any concerns about your writing skills, please see the announcement from the Writing Lab in the Tutoring-Learning Center below.

“The Writing Lab in the Tutoring-Learning Center (TLC) offers free one-on-one help with papers for any class at any point in the writing process, from outlining to checking a completed paper before submission. The writing tutors are UWSP students who have done well in their classes and who are here to share their successful writing habits to help others succeed. Talking about writing projects always makes them better, and the tutors in the lab are eager to help. Drop in room LRC 018 or call (715) 346-3568 for an appointment.

Spring 2017

Writing Lab (Drop-in or by appointment)

Monday, Tuesday, Wednesday, Thursday
9:00AM to 8:00PM
Tutoring-Learning Center LRC 018
Cost: Free

Writing Lab (Drop-in or by appointment)

Friday
9:00AM to 1:00PM
Tutoring-Learning Center LRC 018
Cost: Free

For more information, see <http://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx>.