Yale College Environmental Studies Senior Essay Handbook

Academic Year: 2026-2027

Dear Environmental Studies Majors:

The senior essay project is the capstone for Environmental Studies Majors in both the BA and BS Programs. Through your chosen concentration courses, you define an area of specialization and gain a base of knowledge, as well as core research and analytical skills. As an Environmental Studies senior, you then write an essay on a substantial piece of original research that draws on your concentration. The senior essay project allows you the opportunity to research and write a substantial in-depth treatment of an environmental topic or problem.

We hope that you will find a topic that engages your passion and tackles a substantive environmental issue. Writing your senior essay is a rewarding and a challenging process. We encourage you to start early and to set realistic and specific goals for yourself to ensure successful completion.

We look forward to working with you!

Your Mentors,

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Formal Requirements

Academic Credits: Environmental Studies (EVST) seniors in the BS track typically write a two-semester senior essay by enrolling in EVST 4960a and EVST 4960b, the Senior Colloquium. Two term essays are required for distinction in the major in the BS track.

For the BA degree, students most often complete one term of EVST 4960, in either the fall or spring semester of their senior year. Students writing the one-term essay in the BA track must also complete an additional advanced seminar in the environment. Two-term senior research projects in the BA track require the permission of the DUS.

Single semester essays are permissible also for students completing a double major that involves writing a senior essay in another department or program with permission of the DUS and subject to Yale College academic regulations governing completion of two majors.

Advising: Each EVST senior must have a primary senior essay advisor who provides guidance on the subject or substance of your research and what qualifies as successful, original research in your field. EVST majors are encouraged to identify their primary advisor as early as possible, preferably by the spring of their junior year. Your primary essay advisor should be a Yale University faculty member with disciplinary or topical expertise relevant to your senior essay topic. To find an advisor, you should consult the list of affiliated faculty posted on the EVST website under Student Resources, and then approach faculty members whose interests might overlap with yours. *For further information, see "Finding an Advisor" below.*

You are expected to meet regularly with your advisor and to keep them informed of your progress on the essay. In addition, EVST seniors will have the support of faculty leading the Senior Colloquium on key matters of the research process and project execution.

Senior Colloquium: The Environmental Studies senior colloquium (EVST 4960a/4960b) provides EVST majors with a collegial venue for developing research questions and for writing, discussing and presenting portions of the senior essay. The structure of the fall class meetings systematically lays the foundation for well-written and soundly argued senior essays. The colloquium also seeks to foster community and dialogue within EVST, addressing issues relevant to students' time at Yale and following graduation.

Note: Students who write their senior essays out of sequence (spring/fall) or who write one semester senior essays bear an additional responsibility for working closely with their primary advisors and with the EVST senior essay colloquium faculty to stay on track and make steady progress.

Grading: EVST senior essays are read and graded by your primary advisor as well as a second reader among the EVST colloquium faculty. Senior essays are graded according to the senior essay evaluation criteria. These criteria reflect the key components of a successful senior essay. Both evaluation forms will be shared with

the student. If there are significant discrepancies in recommended grades and evaluations, the faculty of the senior colloquium will assign a final letter grade. *Please see the "Senior Essay Evaluation Criteria" and "Essay Structure and Content" for further details on evaluation criteria.* If you are writing a two-semester essay, your first semester grade in the senior year colloquium will be a temporary mark of SAT (satisfactory) or UNSAT (not satisfactory). If you meet the requirements outlined in the syllabus, you will receive a SAT; if not you will receive an UNSAT. The SAT or UNSAT is a temporary grade and your essay grade will be recorded for both semesters on your transcript at the end of the year. Remember, however, that many employers and graduate and professional schools will request your first semester transcripts, so it is very important to stay on schedule and earn a SAT in the first semester.

Essay Length: Clear and concise writing is a critical component of effective analysis and argument. The two-semester senior essay text therefore may not exceed 14,000 words, excluding notes and bibliography. The one semester senior essay text may not exceed 7,500 words.

There is no fixed minimum requirement for senior essay length. Essays are likely to vary in length depending on methodology and subject. Predominantly historical, humanistic, or social science two semester essays are likely to range from 10,000-14,000 words and one semester essays will run 6,000-7,500 words. Technical essays that rely heavily on data collection and analysis by the student, including ecological or economic models, are likely to be shorter. Well-written technical essays will follow the format(s) and length restrictions typical of peer-reviewed journal articles, often with additional data and appendices.

Abstract: Each EVST essay must include an abstract of 100-200 words in length that summarizes the senior essay and its argument. The abstract should be written with care as it will be made public on the EVST website or in the EVST newsletter. The abstract must be submitted separately from the essay as a Microsoft Word file sent electronically to studies.environment@yale.edu. **Please use the file title: Last Name, First Name, Abstract, "Year".**

Submitting the Essay: Submit your senior essay as an Adobe PDF file to your advisor and to studies.environment@yale.edu no later than the **time published in the EVST 4960 syllabus**. If your essay is too large to send by regular email, you can use Yale's Large File Transfer applications to submit it. If you have Adobe Acrobat software, you also may be able to reduce the file size by saving the file as a "reduced size PDF." Use https://files.yale.edu or the box.com app for large email attachments.

Please title the electronic copy of your essay as follows: Last Name, First Name, "Year".

The Senior Essay deadline is non-negotiable. You need to plan ahead to make sure to have your essay completed on time. Late essays are not eligible for the departmental senior essay prize. No essay that otherwise would pass will fail due to being submitted

late.

The usual rules for a dean's extension or Temporary Incomplete (TI) do not apply to the Senior Essay, aka "Senior Capstone." As stated in the DUS handbook, "The mark of INC ("Incomplete Senior Capstone") signifies that a student's senior capstone project is incomplete. Unlike a TI ("Temporary Incomplete") or a dean's extension, the INC is not an accommodation, and it therefore does not require the approval of a residential college dean... A student may ask [*the DUS*] for the mark of INC" or if a student has not turned in their Senior Essay by the deadline for submission of final grades, the DUS will instruct the Registrar to enter the mark of INC.

Students carrying the INC exist in a murky realm of 'if and when' where they are followed by ghosts of 'what might have been' who are dispersed only by turning in the finished Senior Essay. It is better to finish on time. So, plan your research and writing to complete your essay in advance of the deadline. Printer problems and other computer challenges frequently occur in the closing stages of completing a large project. Anticipate these constraints and leave yourself time to complete your essay for on-time submission.

Components of a Successful Essay: Structure and Content

Structure and Content:

An exemplary EVST senior essay will engage a substantive research question and attempt to answer it by conducting an investigation based on original data, original analysis of existing data, experimentation, or other appropriate research. Senior essays must be more than simply descriptive. They should normally explore possible causal relations such as implied by sample questions that appear below.

The senior essay will explore relevant professional or secondary literature that informs the author's investigation. The essay will progress according to a logical structure, be clearly written, and use effective documentation of sources and methods. A successful EVST senior essay will include the components described below. These essay components are not intended to pre -determine your essay structure or internal essay sub-headings, but rather to describe the key elements of a successful essay, regardless of its disciplinary emphasis.

<u>BS versus BA essays</u>

BS Essays:

For essays written in fulfillment of the BS senior requirement, the question must include or lead to the formulation of plausible, testable hypotheses concerning animal behavior, human health as it relates to the environment, plant or animal community properties or changes, ecosystem or earth-system dynamics or other ecological or environmental conditions. The BS essay is completed over two terms of EVST 4960 and must involve sufficient data gathering or data analysis to qualify for two Yale College course credits.

Examples of possible BS thesis questions include:

- Have agricultural chemicals caused the global decline in bee populations?
- Has dietary consumption of livestock products caused a significant release of greenhouse gases to the atmosphere? If yes, does livestock grazing significantly reduce this effect compared to use of animal feeds such as corn or soybeans?
- Did chemical X cause neurological damage in humans? What other chemicals might have caused the observed damage, and what is their relative toxicity?
- How has sea level rise impacted salt marsh vegetation dynamics?
- Does suburban land use affect amphibian population dynamics?
- How do urban green spaces impact biodiversity and ecosystem services in metropolitan areas?

All the research questions above could become senior-essay topics if they are focused geographically, temporally, and demographically. For example, the global decline of bee populations could be studied within New England or within Connecticut or within the Yale-Myers Forest. A key component of a BS thesis is not only being able to test your hypothesis but also to ensure that your work can be replicated. The topics and questions addressed in the BS thesis derive from the natural, health, or earth sciences and categorically differ from the social, economic, or political topics and questions that are properly addressed in a BA thesis.

BA Essays:

Most seniors in the BA track fulfill the senior essay requirement by taking one term of EVST 4960. For essays written on topics related to the arts, literature, or environmental humanities, the question should lead to deeper understanding, or require a rigorous explanation, of the human condition or of human relations with nature. For essays in the social sciences, testable, hypothesis driven questions related to human behavior, societal trends, and cultural phenomena are appropriate.

Examples of possible BA thesis questions include:

- What explains whether or how an environmental law or regulation achieves its stated purpose or goals?
- What is the role of history in explaining environmental conditions in a community, region, or nation?
- How does art provide a deeper understanding of the human relationship to nature or the environment?
- What caused the rapid growth in Southeast Asia tropical deforestation: Palm oil plantation development, investors supporting palm oil development, or lax government enforcement of prohibitions against forest clearing?
- What is the origin of public opposition to the future development of nuclear power: Public dread of an explosion, the absence of a viable nuclear waste management plan, the lobbying arm of the petrochemical industry, or the cost?
- Has a minority group in Community X been exposed to higher levels of health threatening chemicals when compared to wealthier communities? If yes, what have been the causes?
- What factors explain the evolution of public opinion on environmental issues such as climate change, energy policy, or the regulation of air, water, or toxic pollution?

Students writing in the humanities or social sciences are expected to conduct an original, not derivative, investigation into such questions. Essays written in the environmental humanities grapple with many forms of causality, some as simple as a straight - forward

narrative line, others highly complex or obedient only to simple human nature. As noted above, successful investigations are temporally, geographically, or demographically focused and productive inquiry will cause the researcher to continually ask how to better express and frame the question driving the research, given the time and resources available.

Research-worthy questions and their related hypotheses cannot be answered or tested by recourse to authority only; quoting a report from an NGO is not sufficient to address any significant environmental dilemma, though the report might motivate the student's own investigation. Worthwhile research questions in the social sciences normally require consideration of plausible alternative hypotheses and multi-factor causation. All questions that explore causation demand that the researcher consider the sources of causal uncertainty and the appropriate way to express it. The complexity of plausible causal factors tends to grow as one's research proceeds. This should cause the researcher to continually ask: how can I frame my topic appropriately, given my limited time and resources?

<u>One-credit versus two-credit BA essays</u>

For BA majors, topic and question are key determinants of whether one or two terms of EVST 4960 is needed. The research question and the investigation required to answer it drive the academic requirement. Simply writing more words does not transform a one-credit project into a two-credit essay. The quality of your research question is judged not by the length of your answer but rather by the answer's contribution to knowledge and understanding. Consider the word limits professional journals place on different kinds of submissions. Scholars and editors know that certain questions require longer answers and that other questions can be answered more succinctly.

In many instances, the one-versus-two credit question is answered by the effort required of the author to find the data or evidence necessary to answer the question. For example, you might ask an original question that can be answered by querying an existing data set or a limited body of literature. In such cases, the investigation and writing can be managed in a single term of EVST 4960. Another student might ask a question that requires extensive data-gathering or consulting a large shelf of texts and journals or extensive archival collections. In such cases, the time required for investigation and writing might extend over two terms of EVST 4960.

Advance DUS approval is required for BA majors seeking to write a two-credit senior essay. Talk to the DUS and your thesis advisor if you have any questions about which, the one-credit versus two-credit essay, is right for you. Do not feel obligated to stretch out your BA senior-essay topic into a two-term commitment if you would be happier using that extra Yale College course credit on another course, another seminar, or the senior-essay requirements of a second major.

Research Question

All EVST senior essays, regardless of disciplinary emphasis, must be guided by a central research question. The research question should identify an environmental problem or issue that the student can address within the context of the senior essay. The adjective "environmental" is broad, but not unlimited. EVST majors have written senior essays on urban studies and energy-investment markets, for example, but not on bitcoin speculation. If you have a creative interpretation of "environmental" that you would like to pursue, pitch your idea to a potential faculty advisor or to a DUS of EVST.

Students are encouraged to read Wayne Booth et al, The Craft of Research, chapters 3 and 4, for guidance on defining your topic and framing a specific research question and problem. The book is available as an e-book through Orbis, in hard copy in the library, or for sale in bookstores.

Thesis and Argument

Your essay must have a thesis or argument and you should state this thesis/argument in the first few pages of your paper. Do not wait until page 15 to tell your reader what your paper is about and what you will argue. Your argument should permeate your entire senior essay. The different sections of the paper should support your argument by extending or deepening your analysis. Use strong topic sentences in each paragraph, include introductory and concluding paragraphs in each section, and provide clear signposting to guide your reader through the different steps in your thinking.

Professional and Secondary Literature

Your engagement with the broader scholarly literature related to your topic is a crucial part of your essay. Your senior essay should review what other scholars have written about your topic and how they have thought about similar types of issues. You should distinguish or relate your work to theirs. How does your essay differ? What's missing from the scholarly conversation and what does your essay add? How do you challenge or expand upon previous scholarship or settle a scholarly disagreement? Often senior essays will contribute to more than one area of scholarship. Sometimes the relevant scholarship will not directly relate to the environmental theme, but instead engage broader theoretical concerns. Accessing and referencing a sufficient variety of sources appropriate to the scope and discipline of your investigation is key to a successful literature review.

Use the techniques and templates that Graff and Birkenstein recommend in They Say/I Say to inform your review of the literature. A successful review of the professional literature and secondary references will locate the research question in historical and scientific context, or with reference to earlier important and relevant research.

Methods

While Environmental Studies is an interdisciplinary program and field of study, every senior essay still must embrace a set of methods appropriate to the research question, the theoretical framework, the evidence used, and the disciplinary field in which the research resides. Candidates for the BS degree should expect to investigate and write an essay that is clearly grounded in the scientific method with appropriate reliance on hypothesis testing to substantiate key findings. The BS essay must reference the taxonomic categories and conventions of the disciplinary fields that are most closely related to their area of inquiry. Candidates for the BA degree must conduct their investigations according to the methodological conventions of their disciplinary fields. These might include hypothesis testing of quantitative data or mixed-methods field research in the social sciences or textual analysis in literature or history, and so on. Regardless of field, successful essay writers should describe clearly the methods they use, including the limitations of the methods, and apply those methods rigorously throughout the essay.

Data and Evidence

Your senior essay should demonstrate skillful use of high-quality evidence drawn from credible, relevant sources, including primary source material that you have gathered. Candidates for the BS degree might expect to gather or generate their own original data using the methods of investigation customary to their disciplinary fields, e.g., in a lab setting or by field research. Alternatively, BS candidates might rely on asking an original question that can be answered by structured inquiry of existing data sets or collections. In any event, BS-qualifying essays must be data and evidence-based and provide evidence or observations sufficient to substantiate or falsify the candidate's central research hypothesis or hypotheses. Candidates for the BA degree must provide sufficient evidence or supporting logical arguments as required to satisfy the standards of verification applicable to their fields of study.

Each essay will differ in the sources and data that it uses, but every essay is expected to present and interpret data in conformance with disciplinary standards of reliability and validity, reference primary sources appropriately, or introduce other evidentiary material as needed. Integrating and synthesizing secondary sources, that is, existing scholarly writings, is not sufficient by itself. Your senior essay is an opportunity to do your own original research.

Analysis

Data, primary sources, and other evidence cannot speak for themselves. You are expected to interpret and analyze your primary sources as necessary to develop and support your senior essay's argument and to do so by using methods of analysis customarily employed by researchers in your field of study. An effective analysis will handle sources and methods of analysis skillfully, finding patterns or empirical regularities, noting the sources' limitations, and drawing out their subtleties, tensions, and contradictions.

Written analysis of key findings, evidence, or conclusions is a required element of every essay, even if your essay assumes an unconventional format such as a dramatic production, architectural design, or art installation.

Structure

EVST senior essays do not need to follow one set structure, but they must demonstrate an internal logic and flow. Papers intended for publication in peer-reviewed or scientific journals should be written using the style and formatting conventions of the intended publication. You should consult with your advisor on the appropriate structure for your essay. Consultation with your advisor and colloquium faculty is required if you expect to pursue an unconventional essay format.

References and Citations

You must carefully document your research and sources according to the guidelines for avoiding plagiarism provided by the Yale Writing Center. Different types of essays follow different citation formats. Humanities and social science essays should foll ow the Chicago Style, APA, or MLA formats for footnotes and endnotes. Natural-science essays may use either the Chicago or MLA formats or the citation format of a scientific journal, e.g., PNAS or American Journal of Science.

Style

EVST essays are judged for style as well as content. Write clearly and concisely using nouns and verbs; avoid using redundant adjectives and adverbs. (Not every development in your narrative will transpire “suddenly” or “gradually” or “surprisingly”, though sometimes these descriptors can be important to your argument.) Write in the active voice using action verbs. (The sentence “Mistakes were made” is the ultimate passive-voice deflection of causality!) Begin every paragraph with a strong topic sentence that plainly states the main idea of the paragraph. Begin and end each section with a clear introduction and conclusion. Interpret data and quotations and link them to your argument. Style: The Basics of Clarity and Grace by Williams and Bizup [or Colomb] is an excellent writers’ guide for writing longer works such as the senior essay.

List of references to writing guides:

Wayne Booth, Gregory Colomb, et al. (eds.) (2016) The Craft of Research, 4th edition, University of Chicago Press. ISBN: 978-0226239736

Gerald Graff and Cathy Birkenstein (2014) They Say/I Say: The Moves that Matter in Academic Writing (3rd edition), New York: W. W. Norton and Co. ISBN: 978-0-393-93584-4 (pbk.)

Joseph M. Williams, revised by Gregory G. Colomb (2012, 2009, 2006) Style: The Basics of Clarity and Grace (4th edition). New York: Longman Publishers. ISBN 10: 0-205-83076-5

Ingredients for Success

10 Simple Ingredients for Success

1. Find the right advisor and meet regularly with your advisor.
2. Set aside a specific block of time each week to work on your essay.
3. Keep up with the deadlines in the Colloquium syllabus.
4. Read and engage the secondary literature relevant to your topic.
5. Identify a solid base of primary sources and develop and execute a strategy for exploiting them.
6. Set manageable goals with specific deadlines.
7. Outline as you go.
8. Continue to clarify your research question as you go.
9. Write!

Finish early… and then revise, revise again, repeat.

Choosing Your Advisor

You are required to choose your advisor before submitting your senior essay title form. October of senior year is way too late for finding an advisor for a two-term essay. Yale College Environmental Studies strongly encourages you to recruit the essay advisor during your junior year. Having an advisor in place at an early stage will give you the opportunity to work with your advisor to finalize courses that you are taking as part of your concentration and to receive guidance (and if necessary, seek funding) for a summer research project. For many research projects conducted outside of a campus laboratory or the Yale library, the summer before the senior year is a critical time for gathering data.

Your advisor does not need to be formally affiliated with Yale College Environmental Studies. Your advisor must be a member of the Yale Faculty, however, and needs to agree to supervise your essay and to provide you with guidance and feedback along the way. If you are having difficulty finding a senior essay advisor, please speak with the EVST Director of Undergraduate Studies, preferably during the spring term of your junior year.

You must find your own senior essay advisor. You are encouraged to begin identifying a senior essay advisor during your junior year, or, as soon as possible, if you are a rising senior. Enrolling in a seminar with a possible advisor is one way to establish a potentially productive advising relationship. Students interested in pursuing a science -based essay are encouraged to seek opportunities for supervised research within a faculty research laboratory.

The Yale College Environmental Studies website maintains a list of faculty with environmental interests across the university. Review this list and identify several whose interests may overlap with yours. Visit their websites and consult their publications and course descriptions. If you think your interests may overlap, schedule a meeting to talk with the faculty member about your potential project ideas and to hear their suggestions for possible senior essay projects.

You do not need to have a fully formed senior essay topic when you meet with a prospective advisor. You also are encouraged to meet with more than one possible advisor to identify the best fit.

Working Effectively with Your Advisor

Once you have identified your advisor, you are responsible for communicating with them and for jointly working to establish an effective advisor-advisee relationship. Many advisors prefer responding to advisee requests for meetings and comments on an as-needed basis. Other advisors may prefer setting a regular time for meeting. Few faculty advisors will seek you out to check on your progress. You are responsible for initiating and maintaining regular contact with your advisor. As you establish your relationship with your advisor, try to get a clear understanding of your advisor's approach and expectations, and be straightforward about your expectations. Since your advisor may not be familiar with the EVST senior essay, review this handbook and its assignments and the deadlines listed in the colloquium syllabus with your advisor, and discuss the best way for you to receive substantive feedback on your work. Share the work you are completing in the senior colloquium and meet with your primary advisor to discuss your progress.

Remember that EVST faculty advisors typically supervise your senior essay work above-and-beyond their regular academic commitments. Present yourself and your work in the most professional manner possible by communicating clearly and regularly, meeting deadlines, and taking responsibility for your progress on your senior essay.

Faculty leading EVST's senior colloquium are an additional resource committed to helping you develop a productive relationship with your primary advisor and to assuring successful completion of your essay. You should consult with them frequently, especially when their additional perspective or alternate resources might be helpful.

Funding for Research During the Senior Year

Yale College Environmental Studies offers some limited funding to support final data collection for senior essays during the academic year. All applications should be made according to the policy statement below.

Senior Essay Additional Funding Policy Statement: Environmental Studies senior majors in need of additional funding to support data collection or research for their senior essays must submit the following to their colloquium advisor and the program manager (linda.evenson@yale.edu):

- A brief written statement describing the purpose of the research and how it will be used in the senior essay (one page maximum). This statement should detail when and how funds will be used. For example, a student could explain that they will use Environmental Studies funding to travel to Washington, DC over the Fall Break to use a special library collection.
- A simple budget that details expenses and identifies any other financial support available to help with these costs.

Award funds will be submitted for processing using Yale's Zelle payment service and deposited directly into the student's bank account.

Senior Essay Calendar of Important Dates and Major Assignments

You can find deadlines for major assignments on Canvas in the syllabus for EVST 4960a and 4960b.

Submit a copy of your completed, one or two-term essay as a Word document and Adobe PDF file to your advisor and to studies.environment@yale.edu no later than 4:00pm on the due date specified in the Spring Colloquium syllabus. The senior essay deadline is non-negotiable. Essays submitted after the due date and time will be considered late.

Evaluation Criteria for Senior Essays in Environmental Studies:

1. *Quality and Clarity of Research Question:* Is the question original, manageable, and focused on a potentially significant or under-explored aspect of the topic? (For the natural and social sciences) Does the question include or lead to the formulation of plausible, testable hypotheses concerning human, animal or plant behavior, human health, society, or environmental conditions? (For the arts and humanities) Does the question lead to or require a rigorous explanation of the human condition or human relations with nature?

2. *Literature Review and Secondary Works:* Do the literature review and secondary references adequately locate the research question in historical and scientific context, or by reference to other important previous research? Is the variety of sources referenced appropriate to the scope and discipline of the investigation?

3. *Methods, Evidence, and Analyses:* Are the research methods clearly described, appropriate to the theoretical framework, and skillfully applied to the question? What is the quality and relevance of the evidence or data presented? Is the evidence organized, analyzed, or synthesized to reveal insightful patterns, to confirm or falsify hypotheses, or to otherwise address the question?

4. *Organization and Style:* Is the paper logically organized, clearly and gracefully written, and free of grammatical and spelling errors? Does the author correctly and consistently use a recognized citation format? Does the author observe ethical standards for proper paraphrasing and the use and attribution of quoted material, information, or data?

5. *General Appraisal and Criticism:* Please include any further comments or observations pertinent to your evaluation of this paper.

6. *Publishable or Prize Worthy?* In your judgment, should the essay be considered for the Environmental Studies Program's Gaylord Donnelley prize, which honors an original essay of truly exceptional quality? Is it publishable, or could it be with modifications?

Appendix: Writing Guides and Resources

Recommended Writing Guides

- Booth et al, The Craft of Research, Fourth Edition (Chicago Guides to Writing, Editing, and Publishing), chapters 3 and 4. The e-book in Orbis is the 4th edition.
- Williams and Bizup, Style: The Basics of Clarity and Grace (5th Edition).
- Birkenstein and Graff, They Say/I Say: The Moves That Matter in Academic Writing (Fourth Edition).

Yale Resources

- Yale Poorvu Center for Teaching and Learning
    - Writing Center, Using Sources
- Rachel Sperling, Yale Librarian for Environmental Studies

Yale Essay and Writing Prizes

- Yale Senior Essay Prizes
- Writing Center Essay Contest
- Wrexham Prize
- Environmental Studies Essay Award, the Gaylord Donnelley Prize

Other Writing Resources

- Purdue Online Writing Laboratory