Composition 2 ENG 122

Instructor: Ashley Elsner
MA: English, Southern New Hampshire University **Fall 2026**

Office Hours: Appointment only
Mobile: 937-489-9640
Email: aelsner@edisonohio.edu

Required items: *Writing Guide* through *Open Stax* (Free online)
Little Seagull Handbook, 5e (Blackboard)
I Never Thought of it That Way: How to Have Fearlessly Curious Conversations in Dangerously Divided Times by Monica Guzman

From ENG 122 Syllabus Part I

Prerequisites & Requirements: Successful completion of ENG 121. Skill and knowledge in typing and word processing are essential to this course.

Core Values:

I. **Communication Skills**--writing, discussing, reading, and listening;

II. **Critical thinking**--through study and application of logic and through the critique of others' writings

III. **Diversity**-- through reading selections from a variety of voices and hearing others' views on those selections

IV. **Ethics**--practice of honest use of others' literary property and through practice of ethical decision making at different stages of the writing process

V. **Inquiry/Respect for Learning**-- doing individual research on topics of your choosing

VI. **Interpersonal Skills/Teamwork**-- serving as peer editor and participating in small group discussions, both orally and online

Course Goals:

Having completed the course, the students shall

1. Demonstrate formal research in both essay and research paper.
2. Use logic in their analysis of others' arguments and in their own writing and discussion.
3. Analyze the work of professional writers for their ability to support a claim, structure effective argument, avoid fallacy, use authority, and apply the logical processes of generalization, comparison, and causal analysis.
4. Demonstrate critical thinking through the analysis of editorials and other arguments.
5. Write a variety of research-based assignments which demonstrate the ability to think critically, to evaluate sources, and to analyze content.
6. Apply critical thinking to the evaluation of a book-length work of non-fiction.
7. Accept the responsibility for finished drafts which are well developed and well edited.
8. Follow the M.L.A. guidelines for documentation of source material.

Composition II is designed to give students practice in the formal use of research and logic, making them more comfortable with using analysis and critical thinking in their writing. It is thus a reading and writing course, which will be useful when applied to other courses.

With the foundation laid in Composition I, students should be ready for more rigorous writing assignments. Instead of writing a critique of a single essay, they will compare essays arguing different sides of a single issue, and they will review a book. Instead of doing a few essays requiring primary and periodical research, they will write, among other things, a research paper requiring extensive primary and secondary research. While writings will vary in length, generally they will be between 1000 and 1500 words long (the research paper may be longer). All papers will be documented according to the standards of the M.L.A.

Students continue their analysis of essays and excerpts from books, they deepen and broaden their study of logic and argument, and they might make at least one oral presentation to the class. Finally, in

a capstone assignment, they exercise creativity in producing a work which ties together their textbook reading, writing, research, and knowledge of argument.

Course Delivery: This is an online course. Though we will not be meeting in person, discussion board posts and assignments are still required to be completed by the due date.

Policy Statement:

This course is driven by reading, writing, research, and argumentation. The purpose of this course is to give you practice with four forms of writing: reviews, research reports, editorials, and a researched argument paper. In addition, there will be weekly writing exercises in response to the reading.

We will be reading a significant amount of professional articles about a variety of topics. The goal of the readings is to provide you with essays on culture, logic, and argumentation. You might not like or agree with some of the essays. That is OK. In fact, a strong, but open, opinion is crucial for doing well in this course. Part of the challenge in this course is to *make* you think about things you normally wouldn't. Just because we've read an essay class doesn't make it absolute truth, it's up to us—the readers—to make that judgment.

Assignments:

Writing on the Discussion Board: The primary tool for this course will be the discussion board. There will be 2-4 discussion board postings a week. This will allow us to share our ideas with the class and provide a space to write. Discussion posts will need to be at least 200 words minimum. You will receive credit for posting your work, your writing will not be graded. You **will not** receive credit for late discussion board postings.

Summaries: To gain practice in condensing information, you will write summaries of the reading assignments that highlight the rhetorical focus of the course section. Summaries should be between around 150-200 words and will be due at the beginning of class on dates reading is assigned. Summaries must include an MLA works cited entry for the reading. **Any summaries submitted with a time stamp past the due date will not receive credit.**

Journals: There will be 5 creative writing journals throughout this course. You will write using a prompt, writing at least 100 words or more to get full credit for 15 points each. These journals are for you to freely write, so they won't be graded on your writing as a whole.

Essay Assignments and Descriptions (Including topics covered from Part I of the Syllabus)

Note: Assignments are fully described in Blackboard and will contain a list of minimum requirements. You must meet all these minimum requirements for your paper to be graded. All papers will be in MLA formatting. All major essays listed below must be electronically submitted by 11:59 PM EST of the date due and must be submitted through Turnitin on Blackboard. Note: Turnitin is based on Pacific Time, not Eastern Time, so your messages from Turnitin will not display the correct time. **Failure to submit any of these major assignments for grading by the deadlines will result in failure for the course regardless of your actual grade**.

Book Review: You will write a review of *I Never Thought of it That Way: How to Have Fearlessly Curious Conversations in Dangerously Divided Times.* Everyone in Comp. 2 will be reading this text. This assignment will be 1,000-1,500 words long.

Research Paper: You will write an argumentative essay using several researched sources and to make a claim. The essay you write will take a stance on a global issue of our day. This essay will be at least 1,000-1500 words minimum and includes at least 10 sources.

OP/ED Analysis: You will write a 1,000-word minimum paper using two editorials, opinion pieces, or letters to the editor that have opposing viewpoints (pro and con) on the same issue.

Capstone: The final writing assignment is a Capstone paper. It is your opportunity to choose an issue to discuss that you feel strongly about. This assignment will be at least 1,000 words long.

Paper Format: All major papers will be in MLA formatting, which includes using correct citations and works cited pages.

Grading: To ease some of the pressure grades and to allow you to focus solely on developing your writing and critical thinking skills, points for drafts make up a significant portion of your final grade. You will receive credit for all work if it meets the minimum assignment requirements, length, purpose, and on-time submission. For major assignments requiring multiple drafts, please adhere to the following definitions/descriptions:

> **Prewriting:** A preliminary formulation of ideas that will become the basis for the paper. This can include the following: A set of notes, outline, free-writing, or discovery draft. Prewriting will be discussed with professor before moving on to the draft stage
> **Draft:** A developing or complete assignment. All drafts will begin with either a statement of purpose or statement of inquiry (a list of questions). I strongly encourage students to meet the required word count on the first draft so that I can help guide you in the right direction on most of your paper. There must be evidence of revision from one draft to the next (e.g., a marked copy, comparable differences between both drafts). Each draft will be discussed informally with the professor.
> **Revision Reflection:** A short piece of writing that discusses how the draft achieves its purpose or answers the questions, and identifies the differences between revision drafts and explains how the revision improves the paper. Should be focused on a particular part of the paper (Thesis, introduction, support, addressing counter-claims, grammar issues, etc.).

Each essay will be accompanied by a 250-word reflection on your writing process.

Note to students: I treat all my students equally. With this equality comes the responsibility of adherence to my policies. I will not make exceptions for missed work due to scheduling conflicts, nor will I provide a failing student with any opportunities to pass (make up work, extra credit, etc.) because the student might not graduate, lose eligibility, or lose a scholarship.

Policies:

Week Definition: In this course, the week begins on Monday and ends on Sunday. All work for that week of assignments will be due by that Sunday of the week's close at 11:59pm, unless otherwise stated. Some discussion boards will be on Thursday nights.

Communication: For success in an online course, it is important to check in frequently. This means visiting the course multiple times a week and checking your email. The only two ways I have to contact you are through email and the course announcements. You can adjust your Blackboard settings to receive notifications from the course. Do that. Set up your phone to receive emails from your Edisonohio account. Finally, you will receive written feedback for almost every assignment. Please read the feedback.

Note: I will be able to see if you have read my feedback. This is very important when entering the revision process. I will always compare your rough draft to your final draft, so I will know if things are the same.

I will always post on the **ANNOUNCEMENTS** page in Blackboard. This will be where I communicate with you about upcoming assignments, lessons, and anything else of importance. Please make sure you check this frequently.

Submitting Assignments: We will use Turnitin through Blackboard to submit all assignments and drafts. Assignments must be turned in by the specified time on the due date. No work submitted by email or exclusively on paper will be graded. Exceptions include known Blackboard and Turnitin issues. No

exceptions will be made for password errors or personal computer problems. *It is better to submit an underprepared piece of writing and have the opportunity to revise than to submit nothing*. Make sure Turnitin has received your work once you have submitted it. There is an option on Blackboard to use the textbox. I do not recommend this option because it doesn't allow you to properly format using MLA. The textbox should only be used with journal entries, if that's what you choose.

Late Work: All work needs to be submitted on time. No late discussion board posts will be accepted. Late points will be deducted for each day that it's late.

Attendance: Since this is an online class, it will be important for you to sign into Blackboard several times a week. Assignments will be posted regularly to keep the course up to date. While the assignment schedule will provide you with assigned readings and writing assignments, discussion board postings will not be available until the week they are due, as well as assignments. It's tempting to think you can work ahead and coast the rest of the semester, but that hasn't worked well for students. Treat this like a face-to-face course and set up times to sign-in and work to maintain consistency.

One week of missed work will trigger an attempt from me to contact you via email.
Two weeks of missed work will trigger an academic alert and a phone call from me.
Three weeks of missed work will trigger a final attempt to contract, followed by removal from the course.

> *Note to those on financial aid:* I am required to keep track of all attendance. Students on financial aid who do not pass this class due to lack of attendance will be asked to return financial aid funding pro-rated from your last date of attendance. This was explained to you when you were awarded financial aid.

Contacting the instructor: I check my email multiple times throughout the day. I make it a point to respond immediately and usually within 12 hours. Keep in mind that any email sent after 9 PM may not be read until the next morning. If the situation is urgent, please call but no later than 9 PM. If I don't answer, LEAVE A MESSAGE and I will call you back quickly.

Video Conferences: I will have scheduled times when I can be available for video conference. Please schedule an appointment with me if you have any questions or need help outside of class. If a video conference is requested, we will use Zoom.

Nettiquette: We will be communicating a lot with each other. Please be respectful of your classmates' opinions, beliefs, and thoughts. There may be a time where you depend on them to do the same. You will be expected to communicate with your classmates and your instructor using appropriate language and style, which includes email communication. Remember: the way you communicate can reflect the level of respect you have to the people with whom you communicate.

Needing Help: You may visit the Writing Center in the Library, located in the Emerson building at the Piqua Campus. Edison also participates in eTutoring through etutoring.com. This is a free, online tutoring service available to all students in all subjects.

Revision Policy: Revisions need to go beyond simply addressing my comments by carefully examining and trying to meet the grading criteria for each essay. **To enforce this, you will need to include a 250-word reflection on your grade and explanation of your revisions with your revised paper.**

ACCOMMODATIONS /ACCESSIBILITY AND DISABILITY SUPPORT SERVICES POLICY

Edison State Community College will provide reasonable accommodations for students with documented disabilities. If you believe you may need accommodation based on the impact of a disability, contact the instructor privately with your self-identification letter. If you do not have a self-identification letter, contact Accessibility and Disability Support Services by emailing disabilities@edisonohio.edu or by

calling 937.778.7850. Accessibility and Disability Support Services is located on the Piqua Campus in Room 160.

ADVISING SERVICES

Edison State's career pathway advisors are your partners in success. A career pathway advisor is the first advisor that you will meet with once you have made the decision to further your education. Together, you and your career pathway advisor will:

· Identify the right academic major to set you on your desired career path.

· Identify the courses you'll need to accomplish your academic goals.

· Help you develop a student plan tailored to your lifestyle and work schedule.

· Prepare you to navigate your first semester at Edison State.

You can find your career pathway advisor and faculty advisor information, including their email address, by logging into MyESCC and clicking on Student Planning. Go to Plan and Schedule and click on the Advising tab. You may also call 937-778-7850 to connect via phone call.

BOOKSTORE SERVICES

eCampus is Edison State's official bookstore and is located on the Edison State webpage, under "Resources," "Bookstore," or at https://edisonohio.ecampus.com. You can also access eCampus from the ESCC home page, under "Campus Services." Through eCampus, you can rent or buy books, access course materials, or purchase ESCC merchandise.

CAREER AND JOB SERVICES

Our Career and Job Services advisors are dedicated to helping students and alumni advance their professional development as they make career decisions, develop job search strategies, pursue experiential opportunities, and secure employment. Career and Job Services also provides career assessments, career information, resume and cover letter help, job postings and resources, tips for interviewing and more. Visit https://www.edisonohio.edu/Career-and-Job-Services/ for more information.

COMPUTERS

If you are working on campus, computers with internet access are available in the internet café. The Library and Tutoring Center has computers and printers available for your use.

HEALTH AND WELLNESS SERVICES

Health and Wellness Services are available on the Edison State Piqua campus. The program is dedicated to providing resources that promote healthy lifestyle choices for our students, faculty and staff and is managed by the Human Resources department.

LIBRARY SERVICES

The Edison State library is not only a comfortable place to study, we have an expansive collection of online resources available to help you with your research. Check out the library webpage here: https://www.edisonohio.edu/Library/. Libguides and short instructional videos are available to help you use these resources and can be found at: https://libguides.edisonohio.edu/. Please contact the library staff with any library questions you may have at library@edisonohio.edu, 937-778-7950, or stop in!

MENTAL HEALTH SERVICES

College is stressful! Feeling burned out, anxious, frustrated? When challenges arise that you need help dealing with, it's helpful to have someone to talk to. We have established partnerships with many local mental health providers. If you are struggling and need to speak with someone in person, please reach out to the Edison State Care Team, https://www.edisonohio.edu/CARE-Team/. If you are concerned about a student or colleague, please file a CARE Team form https://www.edisonohio.edu/CARE-Team-Referral-Form/ so that immediate assistance can be given. This link and the CARE Team website can be found under Campus Services on our home page.

STUDENT RESOURCE CENTER AND CHARGER STATION FOOD PANTRIES

Edison State Community College is proud to assist students needing help to obtain basic necessities. The Student Resource Center and Food Pantry is stocked with all kinds of grab-and-go snacks, meal supplies, toiletries, household needs, and community resources. Stop by and check out our Charger Stations in Room 163 at Piqua, in the student lounge at Troy, in the Brooke-Gould Learning Resource Center at Eaton, and in Room 121 (for personal care items) and pantry items in the student lounge at Greenville. If you need additional assistance, please reach out at ResourceCenter@edisonohio.edu.

TECHNICAL SUPPORT SERVICES

For Blackboard Assignment issues, the instructor should be the first point of contact.

For Log-in or other technology issues:

There are several steps you can follow if you have issues logging in to Blackboard or Office.

During business hours:

· Password reset: Log onto office.com with your Edison email and follow the "forgot password" prompts.

· Reach out for help during regular business hours (9-5 Monday-Thursday, 9-4 Friday) o email to support@edisonohio.edu

o call 937-778-8600 and ask for IT Help Desk

After hours:

· Password reset: Log onto office.com with your Edison email and follow the "forgot password" prompts
· Go to www.edisonohio.edu into the Resources tab and click "IT Help Desk" then click "Chat".

· Call 937-778-7957 and talk to the off-campus Blackboard company to get help

TESTING YOUR FAITH ACT POLICY

- TESTING YOUR FAITH ACT POLICY
  Edison State Community College is committed to providing an environment respectful of students' beliefs. Students are permitted to be absent for up to 3 days each semester based on their faith, religion, or spiritual belief system with no academic penalty. Students must complete the Testing Your Faith Act Accommodations Form, https://www.edisonohio.edu/services-support/registration-records, located in "Forms" and provide a copy to their individual faculty within 14 days from the start of the course. The entire policy can be found in the student handbook at https://www.edisonohio.edu/services-support/student-resources.

TITLE IX STATEMENT - Anti-Discrimination, Harassment and Bullying

It is the policy of the College to maintain a learning environment free from bullying, discrimination, sexual harassment, or sexual violence. Title IX federal law protects students, employees and third parties with a relationship to the college.

All Edison State Community College employees are required to report all knowledge of incidents that violate the Title IX policy to the Title IX Coordinator or Deputy Title IX Coordinator immediately. Student and employee confidential consultation is available through the Coordinator of Health and Wellness Services.

Title IX Policy and procedure language as well as contact information for the Coordinator of Health and Wellness, Title IX Coordinator and Deputy Title IX Coordinator can be found at www.edisonohio.edu/TitleIX/.

TUTORING SERVICES

All Edison State students are eligible to receive free tutoring and learning support services through our Tutoring Center. Available services include Edison State tutors, both online and in-person, covering a wide variety of courses including various levels of math and paper reviews, online tutoring through OhioLINK eTutoring, distraction-reduced study rooms, and the use of Tutoring Center resources including subject-specific and general study guides. For more information on tutoring services, visit the Tutoring Center in the Library, email us at tutoringcenter@edisonohio.edu, call 937-778-7959, or visit our webpage at https://www.edisonohio.edu/tutoring-center/

ADDITIONAL SUPPORT SERVICES

For additional help, please click the ASSIST tab on Blackboard or the Edison State Student Resources folder within your course.

College Credit Plus Disclosure: Faculty are required to provide course information pertaining to students' attendance and grades to any high school administrator, guidance counselor, athletic director or custodial parent/guardian. Faculty are NOT required to provide information to a custodial parent/guardian via phone or any method by which the individual's identity cannot be verified. In addition, faculty can require that the student be present during any disclosure of information to a custodial parent/guardian.

Academic Integrity: Edison State Community College expects students to submit original work for each assignment. The Student Handbook, https://www.edisonohio.edu/uploadedFiles/_Web_Assets/Documents/Handbooks/Student_Handbook.pdf, page 29, defines academic dishonesty and how Edison State handles cases of academic dishonesty.

Plagiarism is generally accepted as being any the following for any assignment: 1) Copying and pasting text from any electronic media or website, transcribing text from any printed material, 2) Using words, phrases, information, or ideas from any print, electronic, or audio-visual media without proper citation or acknowledgement of the source, 3) Using passages from other texts while only changing a few select words within that passage 4) Submitting work that originates from another student or commercial source such as a paper mill, 5) Resubmitting an assignment used in another class without the expressed permission from the current and previous instructor, and 6) translating a work from one language to another without proper quotations and citations.

Consequences for plagiarism can vary by instructor but can include failure for the assignment and failure for the course. The instructor is not obligated to provide opportunities to make up a failed assignment. Each instructor will provide his or her policy on plagiarism in the course syllabus. Instructors will provide students opportunities to fix occurrences of plagiarism before final submission.

It is generally accepted that academic writing consists of the author's thoughts, which are supported by properly cited sources through paraphrasing, summary, and quotations. At the instructor's discretion, papers with excessive quotations, where quotations make up 10% or more of the paper, may not meet the assignment requirements, and be dealt with accordingly. To help us understand plagiarism better, we will be using Turnitin to check out paraphrasing and use of sources. Using Turnitin doesn't mean I suspect you of plagiarizing, but it is a good learning tool. It is also going to be used for collaboration and grading.

SUBMITTING SUBSTANTIALLY THE SAME WORK

Everything that you submit for this course should be developed specifically for this course. You should not reuse assignments originally designed for other courses or places of publication. This means that if you have previously taken this course or have, in the past, taken other courses like this course, you cannot submit the same assignments you developed for those courses. However, there may be occasions where you could use parts of an earlier work. This must be approved on a case-by-case basis BEFORE submitting the work. Violations of this policy will result in a grade of "0" for the activity.

Any assignment that is plagiarized or lacks appropriate citations will receive a zero. Intentional submission of someone else's work as your own will result in failure for the course. A plagiarism form will be filed, regardless of allowing students to revise their work.

Save your work in <u>more than one place</u>. Computer crashes happen and do not excuse you from meeting deadlines.

AI Writing Tools: AI-Generated Text:

This is a writing intensive class, and I expect all writing to be your own, not written by AI. Although there are beneficial uses of AI, such as to generate ideas and brainstorming as a pre-writing activity, please be aware that relying on a computer to do your thinking for you will not benefit your development as a critical thinker or the quality of your education. It is still better to use your own brain and original thoughts as a human being, as a machine cannot replace the authenticity of the lived human experience. Therefore, if you copy any language or phrasing generated by AI into your essay (generally, 4 or more words in a row as produced by the model), you must put quotation marks around the copied words and provide:

- a parenthetical citation at the end of your sentence identifying the AI model used. Failure to do so is considered plagiarism. Any essay or assignment that is found to be partly or entirely written by AI and presented as your own original writing will receive an automatic zero, no exceptions.

<u>Note: I reserve the right to change, revise, or adapt this syllabus, when necessary, in order to better suit the needs of this class.</u>

Grading Scale

A 90-100

B 80-89

C 70-79

D 60-69

F 0-59

Class Points Breakdown

Discussion Boards: 21x10	**210**
Journals 6x15	**90**
Summaries 7x15	**105**
You and Writing	**50**
Book Review Draft	**50**
Book Review Final	**100**
OP/ED Rough Draft	**50**
OP/ED Final Draft	**150**
Research Rough Draft	**50**
Research Final Draft	**150**
Capstone	**100**
Total Points	**1,105**

Grading of assignments
A detailed breakdown of the rubric is available on Blackboard

Context & Purpose	Unacceptable Skill Level	Developing Skill Level	Acceptable Skill Level	Proficient Skill Level	Exemplary Skill Level
Displays clear awareness and understanding of the assignment. Writes for an appropriate audience. Demonstrates awareness rhetorical elements such as argument, stance, etc., when necessary	1	2	3	4	5
Development & Organization	Beginning Skill Level	Developing Skill Level	Acceptable Skill Level	Proficient Skill Level	Exemplary Skill Level
Has a clearly defined thesis or controlling idea. Logical flow throughout paper with clear introductory, body, and concluding paragraphs. Uses appropriate word tone/word choice to form clear sentences.	1	2	3	4	5

Topic & Discipline	Beginning Skill Level	Developing Skill Level	Acceptable Skill Level	Proficient Skill Level	Exemplary Skill Level
Demonstrates understanding of assignment requirements, provides appropriate content for assignment, follows conventions of genre or discipline, written in appropriate format or style, provides proper documentation of sources per required format	1	2	3	4	5
Support & Evidence	Beginning Skill Level	Developing Skill Level	Acceptable Skill Level	Proficient Skill Level	Exemplary Skill Level
Provides sufficient support for thesis and claims. Uses credible sources.	1	2	3	4	5
Mechanics	Beginning Skill Level	Developing Skill Level	Acceptable Skill Level	Proficient Skill Level	Exemplary Skill Level
Proper grammar, correct punctuation, no spelling/typographical errors.	1	2	3	4	5

Tentative Assignment Schedule

Week Date	Reading Assignments & Video Lessons	Discussions (Due Dates will be assigned)	Writing Due by Sunday Night
1 Aug 24-30	View MLA First Page Example Read/Skim W-4 Writing Processes in the LSH Read/Skim MLA Style in the LSH Read: Claims and Warrants Lesson Watch "Claim, Evidence, Warrant" supplemental video	DB: Introduction DB: Claims and Warrants	You and Writing
2 Aug 31-Sep 6	Watch "Summarizing Informational Text supplemental video Read: W-12 Summary Response Essays in the LSH View MLA Citation Page Read: Chapters 1-5 in *I Never Thought of it That Way*	DB: Chapters 1-5	Summary: Chapters 1-5 Journal 1
3 Sep 7-13	Read: *I Never Thought of it That Way* Chapters 5-9	DB: Chapters 5-9	Summary: Chapters 5-9
4 Sep 14-20	Read: Chapter 10-End in *I Never Thought of it That Way*	DB: Final Thoughts on *I Never Thought of it That Way*	Summary: Conclusion Journal 2

5 Sep 21-27	View Book Review Resources	DB: What is a Book Review?	Book Review Rough Draft
6 Sep 28-Oct 4	Read/Skim W-2 Academic Contexts in the LSH	DB: Book Review Drafting DB: Check-In	Book Review Final Draft
7 Oct 5-11	Read: How Junkfood Can End Obesity by David Freeman	DB: JunkFood DB: Brainstorming	Summary: How Junk Food Can End Obesity
8 Oct 12-18	Read/Skim W-9 Arguments in the LSH View OP/Ed Resources	DB: Topic for OP/Ed	OP/ED Rough Draft
9 Oc 19-25	View Resources for Research Paper	DB: Peer Review for OP/ED DB: Topics	Journal 3 Respond to 2 peers
10 Oct 26-Nov 1	No reading this week. Please focus on revising your OP/ED assignment.	DB: Final Thoughts on OP/ED	OP/ED Final Journal 4
11 Nov 2-8	View Research Call of Assignment Read/Skim R-1 Doing Research in the LSH Read: Why America is Self-Segregating by Danah Boyd	DB: Topic Check-In DB: Self-Segregating	Summary: Self-Segregating
12 Nov 9-15	Read: R-4 Integrating Sources in the LSH Read: R-2 Evaluating Sources in the LSH	No DB	Research Rough Draft
13 Nov 16-22	Read: Don't Blame the Eater by David Zinkzenko	DB: Don't Blame the Eater DB: Peer Review for Research Paper	Summary: Don't Blame the Eater Journal 5
14 Nov 23-29	Read: Checklist for Revising and Editing in the LSH Read: Chapter 13 in OpenStax (Link provided in Blackboard)	DB: Final Thoughts on Research Draft	Research Final Draft
Week 15 Nov 30-Dec 6	View Capstone Call of Assignment Read: User Behavior by Michael Schulson	DB: User Behavior	Summary: User Behavior
Week 16 EXAM WEEK	No reading this week. Focus on your Capstone paper	DB: Final Thoughts	Capstone

Dec 7-12			