

Instructor: Ashley Elsner

Masters: English, Southern New Hampshire University

Online Office Hours: By appointment

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Required items: *Writing Guide* through *Open Stax* (Free online)
 Little Seagull Handbook, 5 ed (Blackboard)

From ENG 121 Syllabus Part I

Prerequisites & Requirements: Successful completion of ENG-092 or an Accuplacer Reading Score of 253 or greater/Co-requisite: ENG 094. Skill and knowledge in typing and word processing are essential to this course.

Core Values:

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| I. Communication Skills --writing, discussing, reading, and listening; | IV. Ethics --practice of honest use of others' literary property and through practice of ethical decision making at different stages of the writing process |
| II. Critical thinking --through study and application of logic and through the critique of others' writings | V. Inquiry/Respect for Learning -- doing individual research on topics of your choosing |
| III. Diversity -- through reading selections from a variety of voices and hearing others' views on those selections | VI. Interpersonal Skills/Teamwork -- serving as peer editor and participating in small group discussions, both orally and online |

Course Goals (From Part 1 of the Syllabus):

This course involves writing based on critical reading skills, primary research techniques, and the student's own personal experiences. Such writings may include explanation, commentary, interpretation, analysis, and review. All writing will stress standard English, organization, and style. Having completed the course, the students shall be able to:

1. Recognize that writing, and the study of it, is a significant part of a college education.
2. Produce personal writing based on memory, reflection, and observation.
3. Produce academic writings based on observation, interviewing, analysis of reading, inductive reasoning, and primary and periodical research.
4. Model the writing process of critical thinking, composing, revising, editing, and publishing.
5. Apply critical thinking to the evaluation of his/her own arguments and those of others.
6. Use the library and research databases as a significant source of information for college courses.
7. Write clearly organized, well developed, essays fulfilling specific assignments.
8. Read for summary, example, analysis, and application.
9. Accept responsibility for finished drafts that use standard American English sentence structure, grammar, punctuation, and mechanics.
10. Choose written organization and style appropriate to college work.
11. Follow M.L.A. guidelines for documenting source material.

Policy Statement:

Welcome to ENG 121, Composition 1. This is a writing course, driven by reading the writings of others and the practice of our own writing. The purpose of this course is to give you practice with different forms of academic writing: narrative, criticism, analysis, and research writing. Your writing assignments will vary in length, but the goal is to meet the standards for a first-year writing course. In accordance with the Ohio Course Transfer Agreement, we will be writing a minimum of 5,000 words, or 20 pages, of graded work.

This syllabus, like any syllabus, outlines the policies of the instructor and the responsibilities of the students. This is a contract between you and me. Keep this document and check it often, as most answers to your questions are in here.

Assignments

Writing on the Discussion Board: You will have writing assignments every week. There will be 1-3 discussion board assignments a week. Most discussion board assignments will take place online, though some writing assignments may take place in class. These writings will be based on a writing prompt from your instructor. Sometimes, these writings will be creative. Other times, the writing will be a guided response to a reading assignment. We will do these writings in the discussion board, and they must be at least 200 words long. Discussion board postings are a large part of this course as they give you the opportunity to practice writing. You will receive credit for posting your work, your writing will not be graded. You will **NOT** receive credit for late discussion board postings.

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.

Summaries: To gain practice in condensing information, you will write summaries of the reading assignments that highlight the rhetorical focus of the course section. The first summary will be evaluated for the skill competency. The second summary will need to contain a works cited. Following that summary, all summaries will be required to have a works cited page.

Journals: There will be five journal entries throughout the semester. All will be graded upon participation. Journals are between instructor and student only and will be submitted through Turnitin.

Major Writing Assignments

All work will need to demonstrate evidence of the writing process. **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.**

All writing assignments should follow the writing process to some extent.

Writing Process: This course will stress the writing process of drafting and revising. Each major essay will need to follow the writing process outlined below:

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 the 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). First drafts must be 50% of total word count. Second drafts will meet word count and source requirements. 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 and feedback given by the instructor.

Revise: After you have received feedback from the professor, you will begin revising your work. You will also receive feedback from your peers to take into consideration. The point is to change something about your first draft before you submit your final draft. I will be available by appointment if you wish to have a one-one-one conference by phone or by a Zoom meeting.

To receive points for evidence of the writing process, students must show/submit these steps.

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

Personal Narrative: You will write a minimum of 500 words following a prompt that showcases your past experiences with writing and how you feel about it now. This will be your chance to allow me to get to know you as a writer.

Simple Instructions: After watching the PB&J video, think about what you are most knowledgeable about. You will write at least 200 words explaining how to do something. This can be as simple as how to make macaroni and cheese. What ingredients or materials will you need? The point is to get into detail.

Restaurant Review: You will be writing about your experience at a restaurant. This 500-word essay will allow you to make specific observations, going into detail about the service, food, the time you visited, cleanliness, etc. You may use the “I” voice in this essay but be sure to focus on the restaurant.

Commercial Comparison: You will write a 500-word essay comparing two commercials, one from Edison State Community College and one from SIU. This assignment focuses on what you see in each commercial. You will discuss the tone, message, lighting, music, etc., of each commercial.

Critique: You will write 1,000 words on Liz Addison’s essay “Two Years are Better than Four.” You will assess and evaluate Addison’s work in response to Rick Perlstein’s “What’s the Matter with College.” This essay will require you to judge whether Addison does a good job writing her essay based on your critical thinking and analysis of each piece. You will draw specific examples from both texts and make statements about the work. You will need to cite both sources and any

other outside sources used. Topics covered: a. Summary and Analysis, b. Understanding Argument, c. Audience and Credibility, d. Responding to Argument.

Research Narrative: This essay is a short research paper designed to allow you to become familiar with research, Edison's library, and citing sources. The idea is to write a 2,000-word informative research paper about an event. **You will use the library resources to find at least 20 sources and cite up to 10 in your paper.** Topics covered: a. Periodical Research and use of databases, b. Evaluation and Ethical Use of Sources, c. Supporting Claims, d. Note Taking, e. Avoiding Plagiarism, f. Following MLA Conventions.

Critique--Final Exam: You will be asked to write a critique of a professional essay from a selected list of essays available online. Think of critiques as reviews, like how you would write about a restaurant or film. These essays require you to use your critical thinking and analytical skills to assess and evaluate the work of others. You will draw on specific examples and make strong statements about the work. The Critique will be your final exam and be 1,000 to 1,500 words long and cite two sources. Topics covered: a. Summary and Analysis, b. Understanding Argument, c. Audience and Credibility, d. Responding to Argument.

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.

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. **I prefer to communicate by using our Edison email.** Sometimes it's easy to miss messages sent through Blackboard. 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 can revise than to submit nothing.* Make sure Turnitin has received your work once you have submitted it.

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 an assignment is 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. I encourage you to review each week in advance. You may want to start working ahead of time if you are caught up on your assignments. 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 contact, 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.

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 Microsoft Teams or Zoom.

Netiquette: 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 for 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 accommodation 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 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.

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.

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 with 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 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.

Sometimes, these outages are campus wide, and you will be unable to log into your Edison Email or Blackboard. In these situations, please contact me by phone or text (937) 216-3653. I will adjust our schedule as needed.

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

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 of the course. Keep in mind, Turnitin will show me what is copied from other sources.

Academic Integrity

Edison Community College expects students to submit original work for each assignment. The Student Handbook <https://www.edisonohio.edu/digipub/StudentHandbook/index.html> , pages 28-29 clearly defines academic dishonesty and how Edison handles cases of academic dishonesty. Using peer support and tutoring services is not considered academic dishonesty, as long as the work is original and in your own voice, meaning you didn’t submit work you did previously or “borrow” words/ideas without crediting the source. The same policy goes for AI-generated text. For example, you may use predictive text to fix spelling errors. You may not tell an AI software to write a critique of an essay for you and copy/paste the text. Any use of AI (outside of spell-checker) must be approved by the instructor and noted with the following at the bottom of the assignment:

“The author generated this text in part with <insert name/URL of AI platform>. Upon generating draft language, the author reviewed, edited, and revised the language to their own liking and takes ultimate responsibility for the content of this submission.”

Any final draft exhibiting the use of AI without permission and crediting the source will be counted as plagiarism. Any assignment that is plagiarized (whether intentional or unintentional) or lacks appropriate citations will automatically receive a failing grade. Intentional submission of someone else’s work as your own will result in automatic failure for the course. Whereas, assignments that simply fail to cite in MLA format will have points deducted accordingly.

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>.

Technical Support

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.

Final Grading Assignment Breakdown

Assignment		Points
Personal Narrative (Who are you?)		75
Commercial Comparison		75
Critique 1		100
Simple Instructions		75
Syllabus Quiz		5
Restaurant Review		75
Summaries	4 x 25	100
Discussion Board	10 pts x 10	100
Journals	15 pts x 5	75
Evidence of Writing Process/workshop	50 pts x 1	50
Research Paper		150
Final Critique		125

	Totals	1005
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Grading:

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 - 69

F = 59 and Below

Note to students: I treat all my students equally. With this equality comes the responsibility of adherence to my policies. I expect you to take responsibility for getting your work in on time and treating each other with respect when having class discussions. There are ample opportunities to either succeed or fail. Should you find yourself falling behind, please contact me for a solution immediately. I am here to support you!

Grades will be updated regularly on Blackboard, but not always daily. If you have questions about your grade, please contact me.

Final Grades are due by the Tuesday after exam week. Be sure to check your grade in WebAdvisor /MyESCC to make sure it is listed correctly. Keep in mind that final grades aren't always final. If you have a question or concern about your grade after it has been posted, please contact me first.

Final Note: I reserve the right to change, revise, or adapt this syllabus, when necessary, to better suit the needs of this class.

Grading of assignments

A detailed breakdown of the rubric is available on Blackboard.

Context & Purpose	Beginning 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 Schedule

M-Sun	On-line work: Readings and Lessons	Discussion Board (DB)	Assignments Due by Sunday night, 11:59 pm.
1 Jun 2-8	View MLA First Page and Citation Examples “Two Years are Better than Four” by Liz Addison Read/Skim LSH: W-4 Writing Processes Read/Skim LSH: W-12 Summary/Response Essays Read/Skim LSH: MLA Style	DB: Introduction DB: Two Years	Personal Narrative Commercial Comparison Summary: Two Years Syllabus Quiz
2 Jun 9-15	Watch PB&J Video “Two Years are Better than Four” by Liz Addison “What’s the Matter with College?” Rick Perlstein View Works Cited entry for Critique Assignment Read/Skim LSH: Parts of the Essay: Beginnings, Endings, Thesis & Titles	DB: Draft of Critique	Critique Simple Instructions Journal 1
3 Jun 16-22	“Don’t Blame the Eater” by David Zinczenko Watch “The Rhetorical Situation” View Subway and McDonald’s Calculator Read/Skim LSH: R-4 Integrating Sources, Avoiding Plagiarism	DB: Don’t Blame the Eater DB: Topic Selection	Summary: Don’t Blame the Eater Restaurant Review
4 Jun 23-29	Chapter 13: Research Process (Link is provided) LSH: R-1: Doing Research	DB: Reflection	Research Narrative Rough Draft Journal 2
5 Jun 30-Jul 6	“Is Google Making Us Stupid?” Nicholas Carr LSH: Checklist for Revising and Editing	DB: Peer Review for Research Paper DB: Is Google	Summary: Is Google Making Us Stupid? Journal 3
6 Jul 7-13	LSH: R-2: Evaluating Sources		Research Narrative Final Draft Journal 4

7 Jul 14-20	"The Other Side is Not Dumb" Sean Blanda	DB: The Other Side	Summary: The Other Side Journal 5
8 Jul 21-27	Choose from the list of readings for the Critique Final Exam Focus on your Critique Exam	DB: Final Thoughts	Final Exam Critique