

## Un-Syllabus for SOCS-SHU 401 Capstone (M 2:45-5:15 pm, Room 1265-S)

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A good capstone has to be first and foremost a finished capstone. It is true, but this very thought could be the most unhelpful stuck point that prevents you from getting the capstone even started. The mental distance between a blank slate and a “finished capstone” may seem insurmountable. What a daunting task, you might think.

This mental image – a blank slate on the one hand, and a “finished capstone” on the other, with some unthinkable distance in between – is a rather unhelpful way of imagining the capstone process. But more importantly, this image is inaccurate. First, your slate is by no means blank. Over the past three and a half years, you have “inscribed” an incredible amount of stuff onto the slate: the classes you have taken, the books and articles you have read, the people you have talked to, the paid and unpaid gigs you have taken on, and even the Netflix shows you binge-watched. Whether you were conscious about it or not, these have all registered on your slate. The task therefore is to bring them to bear on the capstone.

Literally, the capstone is the last (often the largest and heaviest) piece of stone placed on the top of many other stones to complete the engineering and aesthetic integrity of a physical structure, be it a wall or a chamber. By definition, the capstone needs to be placed on the top all of the things that came before. Your capstone project is no exception. Take stock of the past seven semesters of learning, and take advantage of what you already have under your belt. In this spirit, I charge you with a **FIRST TASK** to review all past syllabi to identify the readings in there that are related to your ideas for the capstone. Put together **an annotated bibliography**, in which, in alphabetical order, you give the full citation for each relevant piece of reading, the semester when you read it, and a few reasons why it is relevant to your capstone, like this:

Hardin, G. (1968). The Tragedy of the Commons. *Science*, 162(3859), 1243–1248.<sup>1</sup>

*First read in GPS (Fall 2016), re-read in Global Environmental Politics (Spring 2018)*

Hardin’s article provides an abstract model for understanding the collective failure of humanity effectively to tackle our shared environmental challenges. He concludes by advocating for draconian, coercive measures to regulate human behaviors. Even though coercion seems like a logical next-step for Hardin, he has shown little appreciation for the many intended and unintended consequences of coercion from history. Hardin is by no means the first, nor the last, to hold such views. The tendency of highly influential intellectuals flirting with the idea of coercion needs to be put to an empirical test.

Second, we also need to question the notion of the “finished capstone.” By this time in your career, you probably have read many a book or article in which the author says in the acknowledgement section something like: “all remaining errors are mine.” I do that for the things I send out for publication, not because I have doubts about the factual robustness of my stories, but that I refuse to pretend that the work is fully “done.” I don’t think an author can ever be fully done with a writing project, and the reasons are many. Maybe it is a neglected punctuation. For example, “I am sorry I love you.” and “I am sorry, I love you.” solicit very different kinds of reactions, to say the least. Maybe it is an unnoticed spelling error thanks to autocorrect. Some smartphones, for example, autocorrect my first name into Tigris, a much-storied waterway

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<sup>1</sup> This citation is rendered in the APA style, 6th edition. You may freely choose your own citation style, but must be consistent in pursuing one and only one citation style throughout the capstone process.

in Mesopotamia. I have received text messages that begins with “Hi Tigris!” Lesson #1: Do not write your capstone on the smartphone. Lesson #2, and this is the serious point: Check spelling. At any rate, most of these writing problems (hopefully) eventually get noticed and corrected after some careful proofreading. So the problem is not writing *per se*.

As a social scientist, I refuse to claim being “done” because of methodological considerations. Despite all of my best efforts to cross-validate evidence from multiple sources, I still might have misunderstood some historical document due to its lack of legibility, or misconstrued what my interviewees were trying to suggest due to accents, or even misinterpreted my own field notes due to poor penmanship. I hope these never happen, but there is no guarantee. As social scientists, we are committed to reevaluating our theories and arguments whenever new evidence comes to light. Sometimes, new evidence helps reinforce and refine a previous theory. Other times, it challenges prior accounts. The upshot is that nobody gets to utter the proverbial “last word” on any given topic in the social sciences, because we are never really “done.” Through unending pursuits of empirical evidence, we get better and better at theorizing different aspects of social life. In other words, on methodological grounds, I reject the idea of the “finished capstone.”

Therefore, as is the case with all social scientific writings, the capstone – your capstone – is better thought of as a work-in-progress, or as the French sociologist Henri Lefebvre (1968) liked to say, an “*oeuvre*.” You do have to turn something in by the end of April, nonetheless. The challenge, therefore, is to mold your work-in-progress into something that is good enough. How do you know what is good enough? Here comes the **SECOND TASK**. Go back to your past syllabi once again. Pick the one reading that you admire or enjoy most. That is, pick your exemplar – something that is fit for you to use as model. The substantive topic of the exemplar does not matter. The key is to look for a published piece of social scientific work – something we know for sure is good enough – in order for you to have a concrete model to mimic. In shopping around for the exemplar, look for an article or book chapter that you really appreciate. Once you have picked the exemplar, perform an anatomy of it. Prepare **an anatomy report**. What is it about the exemplar that makes reading it so enjoyable? Tone? Structure? Diction? Style? Flow? Rigor? Or even poeticism? Section by section, outline the merits of the exemplar in great analytical detail. With Hardin’s 1968 seminal piece as example once again, here’s my anatomy of the article’s Introduction section:

Introduction (first two columns on p. 1243)

A hook draws the reader in. First-person voice makes the introduction engaging. Immediate, clear, and even somewhat repetitive explanation of the subject matter helps the reader get oriented right away. Concrete examples give substance to the general claims. An effective metaphor makes it almost entertaining to read the introduction. The end of the introduction zooms in on the specific problem to be examined. Some bold claims provoke reader interest.

The third point I wish to make is that there is no great leap forward from where you stand now to the finishing line. Make plans to write daily if you don’t already. You have to make yourself do it. Otherwise, the habit will not develop itself. Nor will the capstone write itself. Writing daily is less intimidating than you may think. Some people (read: yours truly) cannot begin to write until after they finish an elaborate ritual to initiate the writer’s block. That includes: making a perfect cup of coffee with an old-fashioned stovetop moka pot, setting the screen at the right angle so it gives the perfect amount of glare from natural light, watering the plants with the perfect amount of water to make them happy and green, and so on. As you can see, the ritual allows me to accomplish a number of things. I establish a sense of security and familiarity by performing these routines, even though the writing task ahead is the exact opposite of being familiar and secure. By

definition, any form of creative work requires that we venture into unfamiliar territories. The ritual, then, comforts me with the knowledge that even though I will be performing an uncertain task, I can still hold onto something familiar and solid. More importantly, it lets out my desire for perfection – for the elusive ideal of “finished capstone.” Comforted by the perfect coffee in hand, perfect screen in front, and perfect plants in sight, I effectively trick my mind into tolerating the imperfection in the task I am about to embark on.

Here is an important sociological point we ought to appreciate: rituals are *productive* social events. It would be plainly wrong to think of rituals as merely ceremonial or symbolic. Some rituals produce social experiences by calling up the sublime. Others produce the indispensable social contexts that enable social actions to unfold in a meaningful way.<sup>2</sup> My writer’s block initiation ritual is of the latter kind; I could not sit down to write unless the ritual has been faithfully (although often unthinkingly) executed.

The upshot is that writing takes work – intellectual and even physical work, which itself demands emotional and ritualistic work (Hochschild 1983). It may sound like a ton of work now, but the key is to figure out the right combination of different types of work so you begin to be a productive writer. My ritual works for me very well, but it is actually very little work. How much effort does it really take to make a coffee? Yet the ritualistic act of coffee making produces the enabling condition for my everyday writing. Small effort, big payoff.

What does it take for you to develop a workable routine for writing? Here comes the **THIRD TASK**. Read the textbook (Becker 2007) as soon as you possibly can. Read Chapter 8 first. Reflect on Becker’s stories in the book and note down anything that might work for you. In other words, produce a **reading journal**. This journal ought to be personal, as the goal is to keep a list of things from Becker’s book that clicked most with you. Jot down the memorable lines, useful aphorisms, and helpful advices. If you prefer to submit a handwritten journal, that is fine.

All this may seem like a lot of work, but in honesty, they are intended to keep you organized and prepared so you will not have to work nearly as much in the Spring as you otherwise would. Spend time between now and the end of January to finish these three preliminary tasks. Upload to NYU Classes the first of the three assignments (any one of the three) by 11:59 pm on Sunday January 5, the second (any one of the remaining two) by Sunday January 19, and the last by Sunday February 2.

Note, however, that if you plan to conduct field research – ethnography, interviews, archival research, content analysis, or data modelling – you would do well to spend the bulk of your time this winter on first-hand field research, in addition to completing the three tasks outlined above. I know you are looking forward to a perfect winter getaway, maybe even to the Hawaiian beach. At the same time, aren’t you also looking forward to proudly graduating in May with a capstone project that brings your college career to an exciting climax? The three tasks, as well as our time together on Monday afternoons in the Spring, are all designed to help you get there as smoothly as possible. So, read Becker on the beach in Hawaii, maybe?

With all this said, this course is much less about the substantive topics of your capstones than the authentic process of writing social scientifically. Our class time every week will devote entirely to the writing process. We do so by sharing our own work-in-progress for everybody else to critique. In a shared google

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<sup>2</sup> The significance of rituals deserve, at the minimum, a course on its own. In fact, the study of rituals cuts across many theoretical traditions in the social sciences, from Marxism to Post-modernism. See, for example: Marx (1844), Durkheim (1912), and Douglas (1966). The general social scientific consensus is that rituals are productive, but the unresolved, century-old debate is on the question of what rituals are productive *of*.

folder, each of us will create a google doc, and give everybody else edit permission.<sup>3</sup> Whenever we are in somebody else's gdoc, we should only make changes and comments under "suggestion" mode. Let's commit to only writing in the shared gdoc for the capstone. That is, we will not write first in a secret "private" gdoc and then copy and paste to the "public" gdoc after you think it's polished enough. We need to ditch that habitual (but elusive) pursuit of the "finished capstone." When I say we, I mean you and I. While I don't have a capstone to work on, I will bring to the class my own work-in-progress. Our class time each week will be organized into several author-meets-critics sessions. We take turns to be the author and to serve as the critic. I suspect, at the beginning, some of you will feel uncomfortable to be put on the spot like that. I will be the first to admit. Hopefully, we will all grow to look forward to Monday afternoons as we gain more experience with this collective undertaking.

Indeed, think of this class as the writers' collective – the W.C., if you will. An unfortunate acronym, it does have a certain vibe to it. Maybe it also stands for the wacky class, in which we do wicked capstones, in all positive senses of these adjectives. In seriousness though, the writers' collective can only work if we all commit to helping each other out. It is a commitment that we all come to the full length of class every week, write regularly in our own work-in-progress gdoc, and comment on each other's.

I am not sure this document qualifies as a syllabus according to the official policies of the University. So be it. Let's call it the un-syllabus. That way, we won't worry about having to be the conformist. The capstone is so unlike any of the previous assignments you have had in college that the only reasonable way to put together a capstone class is for it to be unlike any of the previous classes you have had. And the only reasonable syllabus to go with a class like that should be one that is un-syllabusy.

However, I am not suggesting that all of the ethics and norms of the University can go out of the window, but that we keep only the ones that are absolutely necessary. They are integrity, respect, and responsibility. Instead of painstakingly laying out all of the class policies in cold legalistic language as I normally do, I think it's a much more grown-up approach to pinky swear that we all live up to the highest standards. Shall we?

## Works Cited

- Becker, H. S. (2007). *Writing for social scientists: How to start and finish your thesis, book, or article* (Second edition). Chicago: University of Chicago Press.
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- Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. Berkeley: University of California Press.
- Lefebvre, H. (1968). *Le droit à la ville (The Right to the City)*. Paris: Anthropos.
- Marx, K. (1844). Zur Kritik der Hegelschen Rechtsphilosophie (Critique of Hegel's Philosophy of Right). In *Deutsch-Französische Jahrbücher (German-French Annals)* (pp. 71–85). Paris: Im Bureau des Jahrbücher.

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<sup>3</sup> Note that we use NYU Classes to submit and grade, but Google Drive to work and collaborate.

## FAQ

*How long should it be?*

It depends. A typical social science paper tends to be in the neighborhood of 8,000 words, but it could vary depending on methodological choices, nature of evidence, and state of literature. At NYU Shanghai, the capstone has to be at least 4,000 words. In the Social Science major, our capstone papers range from 6,000 to 10,000 words. Note, however, that length is probably the least significant factor in determining the merit of your capstone. If you worry about length, that is a sign to me that you have misplaced your attention.

*How many citations?*

It depends. If you haven't already, check out my presentation about doing the literature review, available at: <https://nyu.voicethread.com/share/11410334/>. Note that this presentation does not answer the question for you, but gives you a way to find the answer on your own.

*How many interviews/cases/observations/sites?*

It depends. One of the most fascinating aspects of the social science is that the “n” of our research ranges from singularity to the near-infinity of “big data.” There is not a rule of thumb with which we can answer this question. You as the researcher will need to make a thoughtful, reasoned determination on your own. Often, the decision is based on factors such as feasibility, generalizability, and methodological robustness of your evidence.

*Do I need IRB approval?*

It depends. The default answer to this question is yes, unless you have a written confirmation from me that exempts you from IRB review. If your capstone project involves direct interaction between you and any other humans, the answer is yes. Examples include interviewing, surveying, observing, and online chatting. If none of the above applies in your case, the answer could still be yes. I will need to discuss with you to make a case-by-case determination.

*Can I change the topic now?*

It depends. In general, I advise against changing to a new topic after the second week of class – that is, after Valentine's Day this year. The aphorism “finish what you start” really hits home here. If you so strongly wish to change to a new topic, sign up for an office hour slot to discuss with me in person. In preparation for the meeting, write up a memo to explain and justify the switch. Approval is not guaranteed.

*Can I get an excused absence?*

It depends. You may be excused from a class meeting provided that (1) you are under an extenuating circumstance, and (2) you arrange to have one of your colleagues be your “sub” for the day of your absence. Inform me, in writing, if both of these conditions have been satisfied. Approval is not guaranteed. Absences without pre-approval will result in a grade reduction at my discretion.

A (Excellent). An excellent capstone

- Is based on a clearly defined and significant research question
- Demonstrates a strong familiarity with and a sophisticated appreciation of the relevant existing research
- Describes a thoughtful and appropriate research plan to address the question
- Marshalls substantial evidence from a range of sources, including primary sources where appropriate
- Thoughtfully considers conflicting data, arguments, and/or interpretations
- Is clearly and effectively organized
- Demonstrates excellent writing skills
- Is comprehensively and consistently referenced in accordance with a citation style appropriate to the discipline
- Synthesizes and presents the research to advance the reader's understanding of the research question.

A-/B+ (Very Good). A very good capstone achieves most of the goals listed above, but may fall short of excellence in 2 or 3 criteria with, for example, minor flaws in composition, organization, or referencing of sources.

B/B- (Good). A good capstone achieves many of the goals listed above, but may demonstrate a need for improvement in 3 or 4 criteria, for example in the appreciation of the existing literature, consideration of conflicting evidence, or use of a range of evidence and sources.

C+/C (Satisfactory). A satisfactory capstone may successfully pose a research question but shows significant flaws in several criteria, including research design or execution; identification, analysis, or interpretation of data or evidence; and research synthesis.

C-/D+/D (Poor). A poor capstone is significantly flawed or incomplete, barely meeting the minimum requirements of posing a research question and presenting minimal or unconvincing evidence to address it. A poor capstone will not satisfy the requirements to graduate with the major.

F (Failure). A capstone that is not submitted by the deadline, or that violates NYU Shanghai's policy on Academic Integrity, will receive a grade of F.

## Social Science Capstone Formatting and Submission Guidelines

### Capstone Formatting

- Avoid fancy/distracting formatting
- Use 12 pt type in a plain font (Arial, Times New Roman, Cambria, etc)
- Double space the main text
- Single space the footnotes, endnotes, bibliography, and/or reference list, as appropriate
- Use 2.5 cm margins
- Tables/graphs/images/data may be at the end of the document or incorporated throughout
- A table of contents is generally not necessary unless you have tables/graphs/images/data
- Begin with a title page with
  - Your name
  - Your supervisor's name
  - Title
  - Date submitted
  - And the phrase: Senior capstone submitted in partial satisfaction of the requirements for the Social Science major at NYU Shanghai
- First footnote/endnote should be a note of acknowledgement to the faculty experts you consulted and to any faculty or peers who have provided substantive feedback.

### Submission of the Capstone

- Spell and grammar check your final draft
- Make sure references are complete and consistent in format
- Submit the final document in PDF form
- File name should be: [Your Name (first, last/family)], Social Science Capstone Final, [date]
- Academic Affairs or your capstone supervisor will tell you where to send the capstone for submission

### Reminders

- The capstone is meant to be a new work. While your capstone may well incorporate learning from previous courses, you may not use written work submitted in another course in your capstone.
- The capstone must acknowledge the work of others in accordance with NYU Shanghai's policy on Academic Integrity in the *Undergraduate Bulletin*.
- If you have any questions about these policies, discuss them with your faculty supervisor.

**“Rules for Writers”** (source unknown)

1. Verbs HAS to agree with their subjects.
2. Prepositions are not words to end sentences with.
3. And don't start a sentence with a conjunction.
4. It is wrong to ever split an infinitive.
5. Avoid cliches like the plague. (They're old hat.)
6. Also, always avoid annoying alliteration.
7. Be more or less specific.
8. Parenthetical remarks (however relevant) are (usually) unnecessary.
9. Also too, never, ever use repetitive redundancies.
10. No sentence fragments.
11. Contractions aren't necessary and shouldn't be used.
12. Foreign words and phrases are not apropos.
13. Do not be redundant; do not use more words than necessary; it's highly superfluous.
14. One should NEVER generalize.
15. Comparisons are as bad as cliches.
16. Don't use no double negatives.
17. Eschew ampersands & abbreviations, etc.
18. One-word sentences? Eliminate.
19. Analogies in writing are like feathers on a snake.
20. The passive voice is to be ignored.
21. Eliminate commas, that are, not necessary. Parenthetical words however should be enclosed in commas.
22. Never use a big word when substituting a diminutive one would suffice.
23. Kill all exclamation points!!!
24. Use words correctly, irregardless of how others use them.
25. Understatement is always the absolute best way to put forth earth-shaking ideas.
26. Use the apostrophe in it's proper place and omit it when its not needed.
27. Eliminate quotations. As Ralph Waldo Emerson said, "I hate quotations. Tell me what you know."
28. If you've heard it once, you've heard it a thousand times: Resist hyperbole; not one writer in a million can use it correctly.
29. Puns are for children, not groan readers.
30. Go around the barn at high noon to avoid colloquialisms.
31. Even IF a mixed metaphor sings, it should be derailed.
32. Who needs rhetorical questions?
33. Exaggeration is a billion times worse than understatement.
34. Avoid "buzz-words"; such integrated transitional scenarios complicate simplistic matters.  
And finally...
35. Proofread carefully to see if you any words out.

## Social Science Capstone Self/Peer-Evaluation Form

Is the capstone based on a clearly defined and significant research question?

Strongly Disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly Agree

Does it demonstrate a familiarity with and appreciation of the relevant existing research?

Strongly Disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly Agree

Does the capstone describe an appropriate research plan to address the question?

Strongly Disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly Agree

Does it marshal evidence from a range of sources, including primary sources where appropriate?

Strongly Disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly Agree

Does the capstone consider conflicting data, arguments, and/or interpretations?

Strongly Disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly Agree

Is it clearly and effectively organized?

Strongly Disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly Agree

Is the writing clear and grammatically correct?

Strongly Disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly Agree

Is it comprehensively and consistently referenced in accordance with the citation style appropriate to the discipline?

Strongly Disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly Agree

Does the capstone synthesize and present the research to advance the reader's understanding of the research question?

Strongly Disagree 0 1 2 3 4 5 6 7 8 9 10 Strongly Agree

What does this capstone do best?

What would make this capstone more successful?

Any additional comments.

## Adjustments to SS Capstone Spring 2020

This seminar will be held asynchronously, as class members are currently scattered at NYU sites across multiple time zones. Please read this document carefully, as it outlines the essential features of our new seminar design.

- Our semester is divided into three main blocks, as shown in the table below.
- In each block, you have been assigned to a writing mate. Each time we move to a new block, you will be reassigned to a new mate. Work with your designated writing mate to schedule a 30-minute video conference each Monday. Every Monday morning, I will post on NYU Classes the activities you ought to complete during the week's video conference.
- In between these Monday video conferences, work on your own capstone paper in the google doc at least every other day. At the same time, go into your writing mate's google doc to mark your comments and suggested edits as their capstone takes shape.
- In each of the three blocks, you are invited to have two check-in calls with me on designated dates (see below). These check-in calls are required, but you can choose a convenient time by going to this link: <https://calendar.google.com/calendar/selfsched?sstoken=UU5Xa1IwQTVhTnF0fGRlZmF1bHR8NDU1ZjBkNDU0MmJiMzQyZmJiZGEwOWQ2ZDVjNjNmYmY>. Use google hangouts if you can.
- At the conclusion of each block, i.e. midnight on the third Friday of each block, download your current google doc as a .docx file and submit to NYU Classes to earn the corresponding credit. I will only mark and comment on the gdoc. However, grades will only be posted on NYU Classes for confidentiality sake.
- The original Spring Break remains in effect in this class. In other words, we do not have any structured activities on Monday April 30. Take this time to relax or catch up.
- We do not follow the University's legislative day make-up schedule.
- Your final submission of the completed capstone is due by midnight on Friday May 8. I wish we could have more flexibility, especially given the exceptionally challenging situation we are in. Unfortunately, however, this due date is non-negotiable, as we are limited by the University's overall graduation schedule.
- In the event that the Shanghai campus reopens, we may be able to hold some of the meetings on campus, in lieu of remote video conferencing. However, these in-person meetings would not be required.
- This document supersedes page 10 of the syllabus you received earlier.

	<b>Block 1:</b> Lit Review (Feb 17, 24, March 2) <i>Work-in-progress due by Friday March 6</i>	<b>Block 2:</b> Results (March 9, 16, 23) <i>Work-in-progress due by Friday March 27</i>	<b>Block 3:</b> Full Paper (April 6, 13, 20) <i>Work-in-progress due by Friday April 24</i>	Peer Review (April 27) <i>Peer review due by Monday April 27</i>	Copyediting (May 4) <i>Copyedits due by Monday May 4</i>
Ernst	A (Ernst, He) <i>c/i on Feb 17, March 2</i>	B (Ernst, Singh) <i>c/i on March 16, 23</i>	D (Ernst, Li) <i>c/i on April 13, 20</i>	To review: Shao, Patrell	To copyedit: Wade
He	A (Ernst, He) <i>c/i on Feb 24, March 2</i>	C (He, Patrell) <i>c/i on March 9, 23</i>	B (He, Wade) <i>c/i on April 6, 20</i>	To review: Singh, W-Y	To copyedit: Ernst
Patrell	B (Patrell, Shao) <i>c/i on Feb 17, 24</i>	C (He, Patrell) <i>c/i on March 9, 23</i>	A (Patrell, Singh) <i>c/i on April 13, 20</i>	To review: Ernst, Wade	To copyedit: W-Y
Shao	B (Patrell, Shao) <i>c/i on Feb 24, March 2</i>	D (Shao, Li) <i>c/i on March 16, 23</i>	C (Shao, W-Y) <i>c/i on April 6, 13</i>	To review: He, Singh	To copyedit: Singh
Singh	C (Singh, Wade) <i>c/i on Feb 24, March 2</i>	B (Ernst, Singh) <i>c/i on March 16, 23</i>	A (Patrell, Singh) <i>c/i on April 6, 13</i>	To review: He, W-Y	To copyedit: Shao
Wade	C (Singh, Wade) <i>c/i on Feb 17, 24</i>	A (Wade, W-Y) <i>c/i on March 9, 16</i>	B (He, Wade) <i>c/i on April 6, 13</i>	To review: Ernst, Shao	To copyedit: Patrell
Wedgwood-Young	D (W-Y, Li) <i>c/i on Feb 17, March 2</i>	A (Wade, W-Y) <i>c/i on March 9, 16</i>	C (Shao, W-Y) <i>c/i on April 6, 20</i>	To review: Patrell, Wade	To copyedit: He