



**English 1301: Expository Composition**  
**Section 3B, CRN 10189; MWF 9-9:50**  
**Fall 2019**

**Instructor:** Kelli Wood  
**Office:** Room 1101 TM  
**Office Hours:** M/W: 10-11 and 1-2:30, T/Th: 11-1, F: 10-11

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"You don't have to be great to get started, but you do have to get started to be great."

--Les Brown

### **Instructor's Course Requirements**

#### **I. Grade Considerations**

- A.** If you are required to take English classes beyond ENGL 1301, you must make a C or better in this course.

#### **II. Online Components and Lecture Recordings**

- A.** Many of the components of this course are online and require you to access them by computer or smartphone. Please remember that the computer labs not only house computers, but also are staffed by people who are knowledgeable and there to help you. Additionally, the labs have a limited number of laptops you can check out. [EPCC computer lab locations and hours.](#)
- B.** I record class lectures that capture the screens we view in class and classroom audio. They are there for your review and in case you must miss class. They are not a replacement for being in class. See the attendance policies below.
1. The video will be posted to YouTube and available during the semester, and the link to the class playlist is posted on our Blackboard classroom menu during the first week of class. You can also [visit my YouTube channel.](#) or just search YouTube for [kelli.ninja](#)
  2. Videos will generally be posted by late afternoon on the day of class.

#### **III. Texts and Materials**

**A.** Required Text Books:

1. *A Writer's Reference with Writing about Literature*, 9<sup>th</sup> edition. Diana Hacker, ISBN: 978-1319133054

Please purchase a hard copy of the handbook. I do not recommend renting or buying as an e-book because you will need this same handbook for your next English course (1302), and your next English instructor may not allow ebooks. Further, I find students more fully use and benefit from the handbook as a hard copy.

**B.** Supplements

1. My website: [www.kelli.ninja](http://www.kelli.ninja)
2. *Writing down the Basics.* [Available on my website](#) as a pdf download, or for purchase as a print out at the TM ISC (TM Room 1550) for a minimal price. If you will be using

your smartphone to access this, I suggest you download the free Adobe Reader app for Android or IOS/Apple, Bluefire Reader if you cannot access the hyperlinks in the document. It will allow you to do so, though in the Android version, you must select "Open in Browser" from the menu in the window that opens when you click on a link. (Not sure about Apple.)

**C. Materials**

1. A pocket folder—new or used
2. Access to Microsoft Word on your own computer or via the computer lab.
3. If you need a copy of Microsoft Office, you can [get Word free](#).
4. If you use Apple Pages, make sure to save your documents in Word format: doc or docx. [See this link for help with that.](#)

**IV. General Classroom Guidelines**

- A.** Be prepared for class.
- B.** Read all required readings and have your assignments ready for submission at the beginning of class.
- C.** Do not bring children to or wear headphones during class.
- D.** I do not want to see your cell phone once class begins unless we are working on something that requires individual or group internet access.
- E.** Turn your phone off or put it on silent and put it away.
- F.** If you must constantly check your phone, find another section or consider taking an online class.
- G.** If for a pressing emergency, you must answer a call, leave the room to do so.
- H.** If I hear your cell phone or you are using it in class to text or post, I reserve the right to answer your calls, respond to your text messages, or place posts on any social media apps or sites you have open.
- I.** Refrain from sleeping or engaging in side conversations, doing homework, or studying for other classes during our class.
- J.** Be respectful of your peers and instructor at all times. Avoid making prejudicial remarks regarding anyone's race, ethnicity, social class, gender, sexual orientation, physical appearance, age, disability, or any other kinds of differences. Avoid activities that could be perceived as sexual harassment.
  1. This doesn't mean we don't talk about these issues; it means we talk about them respectfully.
- K.** I will drop you for disorderly conduct or disruptive behavior as defined in the student code of conduct or if your behavior disrupts the learning environment. This includes but is not limited by items on the list above.
- L.** Most importantly: Come to class with a good attitude, a sense of humor, and a willingness to work and learn.

**V. Attendance (5% of total grade)**

- A.** Attendance is expected and essential in any classroom environment. More than three absences will adversely affect your grade.

- B.** The only excused absences are those students who must miss class for military duty, emergency services (EMS, fire department, police department), or college sponsored activities.
  - 1.** In order to be excused you must provide written notification of the reason and duration of your absence two weeks in advance, except in cases of emergency.
- C.** I will take attendance every day. I reserve the right to strike your name from the sign-in sheet for the day if you simply sign-in and then leave.
- D.** I use the Early Alert program the college has subscribed to in order to track and encourage attendance. When I log class attendance records on it, it will generate and send you an email if you have been absent. I try to log attendance each day after class, but sometimes get behind, which may result in multiple emails. In the end, it is your job to make sure you sign in each class period.
- E.** It is your responsibility to let me know if your name ever disappears from the sign-in sheet. I update it from the official list regularly, so your name not being there indicates a registration problem you need to deal with quickly. I can help direct you to staff who can assist you with those issues.
- F.** If you anticipate being absent from a scheduled class it is your responsibility to make up missed work, though group work, quizzes and other collaborative exercises cannot be recreated. If you must miss class, arrive prepared at the next class meeting.

#### **VI. Drops for Non-Attendance**

- A.** If you do not attend during the first week of class, I will drop you.
- B.** I will only make exceptions to this in situations where I am contacted beforehand and any work that was due during the first week was turned in with me as pre-arranged.
- C.** If you miss two consecutive weeks of class without contacting me or having someone contact me on your behalf, I may drop you.
- D.** After five non-consecutive absences, I may drop you from the course.
- E.** Ultimately, it is your responsibility to drop the course if you are not going to be able to complete it.
- F.** If I do not drop you and you miss more than one-fifth of the class, your final grade will be dropped by one letter grade.

#### **VII. Participation: (5% of total grade)**

- A.** Part of your grade is based on participation in class discussions and work. For the most part, in-class and group work cannot make up outside of class. If you expect to accomplish passing level writing by the end of the semester, it is important for you to actively participate in class.

#### **VIII. Cheating, Plagiarism, and Collusion**

- A.** Cheating, plagiarism, and collusion are both intellectual theft and academic dishonesty. They will not be tolerated in this class.
- B.** Any instance of cheating, plagiarism, or collusion will result in failure of the course. This does not negate your right of appeal as described in the Student Handbook.

## **IX. Late Work**

- A.** Each assignment will have a specified due date and will be due at the beginning of class on that date unless otherwise specified in the schedule or announced in class. It is important that you attend and meet all deadlines.
- B.** Assignments which are NOT accepted late:
  - 1.** Quizzes cannot be done after the due date, though they can be done early.
  - 2.** Discussions in online classes or as extra credit in face-to-face classes will not be accepted late.
  - 3.** Prewritings are **not accepted** after the essay is turned in unless they have been signed/stamped by me **before** the essay was due.
- C.** For all other work, I will not accept it more than five (5) days late. In addition, you will lose five (5) points for each day the work is late.
  - 1.** You will not receive the feedback you would have gotten had the assignment been submitted on time.
- D.** The only time I will accept works beyond the late due date (5 days) is if you meet the following conditions
  - 1.** Your work is late due to catastrophic circumstances beyond your control. (Unexpected surgery, a serious auto accident, etc. It must be credibly documented.)
  - 2.** You must be in good standing in the class at the time of the catastrophe. (Consistent attendance, work, and participation.)
  - 3.** You must notify me as soon as possible and arrange to meet with me to discuss plans for catching up.
- E.** I reserve the right to determine whether or not your circumstance qualifies for this exception and whether or not you meet the conditions listed above. Additionally, we must be able to work in the time-constraints of the semester.
- F.** NO LATE WORK WILL BE ACCEPTED DURING FINALS WEEK.

## **X. Assignments**

- A.** Other than prewriting and work done in class, all work should be typed and formatted according to standard formatting we will study in class. I will not grade handwritten work with the exception of prewritings, in-class work, and in-class essays.
- B.** Do NOT turn in work via email unless specifically instructed to do so or unless you have prior consent from me.
- C.** If you MUST turn in work to me and I am not in my office, do NOT put it under my door. Anything turned in under my office door will be thrown away. Instead, turn it in to my mailbox at the ISC (TM Room 1550).
  - 1.** Have the staff member initial it and put the date on it.
  - 2.** If you do not have the staff member date and initial it, it will be considered turned in on the date I pick it up, not the date you turned it in.
  - 3.** Email/call me to let me know you have done this.

## **XI. Course Work (20% of total grade)**

### **A. In-Class Notes Assignment**

1. In addition to daily participation in class, you will turn in notes for each lecture day. We will discuss this further in class.
2. If you miss class, you may use the list of items on the schedule under "What we'll do in class" and the YouTube video for the day to take notes for the day.
  - a) Do not rely on the videos as I may encounter a technical difficulty and no video is uploaded. If that happens, you miss out on those points.

### **B. Quizzes**

1. Quizzes are posted on [Blackboard](#) and cover the assigned readings for the day—that includes videos assigned.
2. For technical problems with Blackboard, contact the EPCC Blackboard Help Desk [888-296-0863](tel:888-296-0863)
3. You should use the same login information you use to login for registration
4. Quizzes will close 10 minutes before the beginning of class unless otherwise specified in the assignment or schedule.
5. You cannot make up missed quizzes; however, you can work ahead.
6. The final quiz/exam counts twice in this section.

### **C. Format Assignments**

1. These assignments are both beginning writing assignments and ones designed to help you with the various formats and layouts for major writing assignments we'll use throughout the semester.
2. Late points apply as explained above.

### **D. Pre-Writing Assignments**

1. These serve as building blocks for the writings we do over the course of the semester.
2. These may be handwritten.
3. Prewritings are **not accepted** after the essay is turned in unless they have been signed/stamped by me **before** the essay was due.

### **E. In-Class Group Work**

1. This cannot be re-created and therefore cannot be made up.

## **XII. Major Writing Assignments (70% of grade)**

1. All major assignments should be turned in at the beginning of class. If you arrive late to class, your work may be counted late. Do not skip class or come to class late in order to finish an essay and/or cover letter.
2. Essays (50% of total grade)
  - a) Essays should be typed and properly formatted according to MLA or APA style, depending upon the assignment, which we will study during this class.
3. Cover Letters (averaged as 20% of total grade)
  - a) Cover Letters will be written for essays 1-3, and they should be formatted in full-block business style, which we will also study during this course.

## B. Essay Extra Credit

1. You may earn up to 5 extra credit points on essays and cover letters if you go to the writing center either in person or online. (Consult with me if you use the online writing center.)
2. Access the rules for essay extra credit on my [Extra Credit webpage](#), and carefully read the rules and instructions.
3. Because I believe this is so important, I will give you *extra* extra credit for the first assignment. If you take your MLA Format Assignment to the writing center, you may earn up to 10 extra credit points. This only applies to the first writing assignment.

## XIII. Pursuit of Course Objectives

- A. If you fail to complete half of class work or attend more than half the class meetings before the drop date, it will be assumed that you have ceased to pursue the objectives of the course and you will be dropped from the course.
- B. If you do not complete at least one of the first two essays, you will be dropped from the course.

## XIV. Record-Keeping

- A. **Keep all of the work you do for this class until final grades have been posted.** In the event of fire, theft, or loss of my grade book, you may need to produce all work you've done. Additionally, we have projects that require you to use past course work. Make sure to save your major writing assignments, and as a backup, I suggest you email a copy of them to yourself.

## XV. Literary Content

- A. Some of the works we read or watch in this course may contain racial slurs, curse words, nudity, sexual situations, drug use, violence, or adult situations. As adults and students of literature, we need to study these in their context and work to understand the underlying themes or points made by employing these techniques.

## XVI. Course Evaluation

- A. In order to earn a passing grade of C you must attend class, participate in class activities, and complete assignments at a minimal level of proficiency. Higher grades will require a more noteworthy performance on your part. As we go through the course, we will review the specific criteria for each assignment; however below is a breakdown of points in the class. We will follow a traditional grade scale, dispersed as follows.

### B. Point Distribution

Attendance	5%
Participation	5%
Course Work	20%
Cover Letters	20%
Essays/Cover Letters	50%

### C. Grade Scale

A	90-100+
B	80-89
C	70-79
D	60-69
F	0-59

### XVII. Schedule

- A. The schedule is attached at the end of this handout. It is very important that you make sure you have a copy of it throughout the semester as it tells you what we'll be doing in class and what homework you need to have done. If you lose your copy and want another print copy, let me know as soon as possible so that I can get it to you. It is also available on my website, [www.kelli.ninja](http://www.kelli.ninja).
- B. The schedule is tentative and subject to change. I will change it only to best support our learning throughout the semester. If there are any major changes to the schedule, I'll give those to you in writing. Minor changes will be announced in class.

### XVIII. Contacting Me

- A. All of my contact information is listed on the first page of this syllabus and in our Blackboard classroom.
- B. Office Hours
  - 1. Please make use of my office hours to come see me. Those are times set aside for addressing questions you have.
  - 2. Some semesters, I have online office hours. If so, these are listed at the beginning of the syllabus. Go to [www.tiny.cc/ninjahours](http://www.tiny.cc/ninjahours) (ninja hours) to access the instructions for those. Go to [www.tiny.cc/chatwithaninja](http://www.tiny.cc/chatwithaninja) (chat with a ninja) to see me during those times.
  - 3. If you cannot make it to my office hours, let me know and we can schedule a time that works for both of us.
  - 4. If I must cancel my office hours for a meeting, appointment, or other business, I will do my best to let you know beforehand.
- C. Email
  - 1. I expect you to **use your EPCC email account** for all communication related to your course work. However, in cases of emergency you may use an alternate account.
  - 2. Always include a subject line **and** a message. Any attachment sent with no subject line and message **will be deleted**.
  - 3. When you email me, or any of your teachers for that matter, you need to make sure that you identify who you are and which class you're in.
  - 4. Use your class days and time in the subject line. For example, "MWF 10 am" or "ENGL 1301 Online."
  - 5. Use your first **and** last name in the email. One semester I had four Jessicas, so first name alone doesn't always work.
  - 6. [Read about these 10 best email practices.](#)

7. As this class is practice in your professional communication, I expect you to use proper English—no text-speak. You do not need to be overly formal, but proofread your writing and state your message clearly.
8. I will always do my best to respond to you in a timely manner, but remember that I teach a number of other classes in addition to my other duties at the college.
9. I generally do not check email on the weekends.

**D. Phone**

1. Feel free to call me at my office. If I am not in, leave your name, the course you're in (MWF 11 am, MW 1 pm, etc.) and a number I can call you back at. I will return your phone call as soon as possible.
2. Please remember that even if you call during office hours I may be working with another student, so please leave a number and brief message. I will call you back as soon as I can.

**XIX. Agreement to Instructor Policies**

- A.** By continuing to be enrolled in this class, you are indicating to me that you understand and accept the class policies as explained above.

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I DO NOT ACCEPT: "I don't know how to do this." You are here to learn and experience new things.

I RESPECT: "I wasn't sure how to do this, but I tried." It is only by trying that you get an opportunity to succeed.

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**Helpful Links**

- Helpful Links Blackboard for Students:  
<http://www.blackboard.com/studentresources.html>
- EPCC Online Writing Center:  
<http://www.epcc.edu/WritingCenterValleVerde/Pages/default.aspx>
- Distance Learning Support Services (DLSS):  
<http://www.epcc.edu/distanceed/Pages/default.aspx>
- EPCC Libraries: <http://www.epcc.edu/library/Pages/default.aspx>
- Student Handbook:  
<http://www.epcc.edu/campuslife/Pages/StudentHandbook.aspx>
- EPCC password recovery link: <https://apps.epcc.edu/>

**Helpful Numbers**

- EPCC IT Help Desk: (915) 831-6440
- Blackboard Helpdesk: (888) 296-0863
- EPCC Distance Learning Support Services (DLSS): (915) 831-3111
- Registrar (online withdrawals): (915) 831-2161



**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>English</u>
<b>COURSE RUBRIC AND NUMBER</b>	<u>ENGL 1301</u>
<b>COURSE TITLE</b>	<u>Expository English Composition (C)</u>
<b>COURSE CREDIT HOURS</b>	<u>3                    3                    :                    0</u> Credits                    Lec                    Lab

**I. Catalog Description**

Emphasizes intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasizes effective rhetorical choices, including audience, purpose, arrangement, and style. Focuses writing the academic essay as a vehicle for learning, communicating, and critical analysis. **Prerequisite: INRW 0311 or ESOL 0341 with a "C" or better or by placement exam. (3:0).**

**II. Course Objectives**

Upon satisfactory completion of this course, the student will be able to accomplish the following.

- A. Engage in **critical thinking skills**, creative thinking, innovation and inquiry; demonstrate analysis, evaluation, and synthesis of information.
- B. Demonstrate effective written, oral, and/or visual **communication skills**.
- C. Analyze the subject, occasion, audience, and purpose of writing assignments.
- D. Apply appropriate strategies to generate ideas and use modes of expression for writing assignments.
- E. Draft essays of approximately 700-1000 words that focus on a thesis statement, with introduction, multiple body paragraphs which develop the major points indicated in the organizational plan of each essay, and an appropriate conclusion.
- F. Demonstrate **teamwork skills** including the ability to consider different points of view, work effectively with others to support a shared purpose or goal, and integrating peer responses and instructor suggestions into the revision process.
- G. Revise the essay.
- H. Edit to improve content, organization, style, grammatical correctness, spelling, punctuation, usage and mechanics using Standard Written English.
- I. Analyze assigned readings and relate the styles and approaches to the student's own writing.
- J. Demonstrate comprehension of the reading assignments in class discussions, exercises, summaries, and/or objective quizzes.
- J. Demonstrate **personal responsibility skills** including the ability to connect choices, actions, and

4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

#### IV. Evaluation

##### A. Activities and Other Concerns

1. Students will write a minimum of five major essays or other types of writing projects, including the in-class essay that is written during the final exam period. It is suggested that at least one other essay be written in class. These essays should involve the multiple stages of the writing process and demonstrate a variety of strategies. These assignments may vary in length, depending on the nature of the project, but the major essays should be at least 700 words. In addition to academic writing assignments, other types of writing assignments may include proposals, reports, commentaries and reviews. One of these activities must comply with the Quality Enhancement Plan, "Learning about the Community as a Community." Students should compose at least one assignment on a word processor or computer.
2. Correct use of Standard Written English will be emphasized, including grammatical sentence structure, spelling, punctuation, mechanics, and usage.
3. The various rhetorical patterns may be covered separately; however, instructors should stress the potential of these approaches to overlap.
4. Plagiarism is both intellectual theft and academic dishonesty and will not be tolerated. Any work that is plagiarized could result in failure of the course. See the Student Handbook.

##### B. Final Examination

1. A final examination is required in all English 1301 classes. The exam should consist of (or at least include) an essay written in class during the scheduled two-hour final examination period. The topic will be assigned by the instructor and should lend itself to one or more of the rhetorical approaches the student has studied during the semester.
2. The final essay should satisfy the course objectives: use of appropriate essay form, attention to rhetorical strategies, a clear thesis, satisfactory organization, adequate and relevant content, and basic mechanical competence.
3. If the instructor thinks the final essay does not satisfy the course objectives, the exam may be used as a justification for failing the student for the course. In such cases, it is advisable to have one other instructor confirm the evaluation of the essay.
4. If the instructor judges that the final essay meets the course objectives satisfactorily, the essay should be graded and may be averaged in with the other course work to determine the course grade.

##### C. Grading Percentages

Grade percentages for determining the course grade may be devised by the individual instructor, but the writing projects/essays will account for at least 70% of the student's grade. At the instructor's discretion, the grade for the final exam may be averaged as part of the 70%.

##### D. Remediation

At the instructor's discretion, students may be allowed to rewrite papers or retest for higher grades. Students seeking additional help may obtain tutoring assistance from one of the Writing Centers, located at most of the campuses.

##### E. Grading Scale

**Note: This course is the prerequisite for all further English courses, including literature courses, and must be passed with the grade of "C" or better before it can be used as a prerequisite.**

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = below 60
- I = Incomplete
- W = Withdrew or withdrawn

**V. Disability Statement (Americans with/Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112(831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**VI. 6 Drop Rule**


Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

## Schedule

Below is our schedule. Make sure you read and complete any homework *before* coming to class.

**To get started, go to [www.kelli.ninja](http://www.kelli.ninja) and click on Schedules. Make sure you open/download the schedule for this course to access links for the online readings.**

For an introduction to Blackboard Ultra, check out this video: <https://youtu.be/BPzTMnclBcE>

Date	Homework	What We'll Do In Class
8/26 M	<p>Things listed below should be done on the date listed <b>BEFORE</b> you come to class.</p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet the Ninja</li> <li><input type="checkbox"/> Syllabus (finding syllabus and contact info)</li> <li><input type="checkbox"/> Blackboard and Quizzes</li> </ul>
8/28 W	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Syllabus</a></li> <li><input type="checkbox"/> <a href="#">To Remember a Lecture Better, Take Notes by Hand</a></li> <li><input type="checkbox"/> <a href="#">Taking Notes: Crash Course Study Skills #1</a> (Video)</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 1</a> <ul style="list-style-type: none"> <li>○ Quizzes are on <a href="#">Blackboard</a> and always cover the readings/videos for the day. Quizzes close 10 minutes before class begins.</li> </ul> </li> <li><input type="checkbox"/> <a href="#">Contact Info Form</a> <ul style="list-style-type: none"> <li>○ This is just in case I need to contact you in some emergency. I will keep your information confidential. Plus, I'll give you a 100 for completing it!</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Course Layout and Flow <ul style="list-style-type: none"> <li>○ Notes</li> <li>○ Format</li> <li>○ Grammar</li> <li>○ Essays/Letters</li> </ul> </li> <li><input type="checkbox"/> Tools: Word Processor, Blackboard Tools, Track Changes, Grammarly, The Writing Center, Your Instructor</li> </ul>

Date	Homework	What We'll Do In Class
<p><b>8/30</b> <b>F</b></p>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Grammarly Sign-up and Report</a> (Video) <ul style="list-style-type: none"> <li>○ Go ahead and sign up if you haven't already. Make sure to use your EPCC email, and go to <a href="http://www.grammarly.com/edu/signup">www.grammarly.com/edu/signup</a> to do that. If you go to the general URL, you won't get the premium service. If that happens, email me.</li> </ul> </li> <li><input type="checkbox"/> <a href="#">Sentence Basics</a> (Video)</li> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a>, "Why Refine Your Writing" – "Writing Sentences Correctly" pp. 6-12</li> <li><input type="checkbox"/> <a href="#">Sentence Basics</a> (Video)</li> </ul> <p><b>Read <i>Writer's Reference</i></b> (For this time only, <a href="#">these readings are online</a> in case you're waiting on your book.)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Parts of Speech" – "Prepositional Phrases," pp. 305-318 <ul style="list-style-type: none"> <li>○ With the "Verbs, Objects, and Compliments" section, just focus on getting a general feel for it.</li> <li>○ This section from the <i>WR</i> is posted on Blackboard in case you're waiting on financial aid, payday, or just the mail for your book. This section only. See the announcements.</li> </ul> </li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 2</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Why Grammar?</li> <li><input type="checkbox"/> Grammarly</li> <li><input type="checkbox"/> Grammar Practice</li> </ul>
<p><b>9/2</b> <b>M</b></p>	<p><b>Labor Day</b> <b>No Classes</b></p>	

Date	Homework	What We'll Do In Class
<p><b>9/4</b> <b>W</b></p>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">MLA Assignment</a></li> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a>, "Formatting Essays MLA Style," pp. 63-65</li> <li><input type="checkbox"/> Formatting MLA Papers (<b>Choose one</b>): <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">MLA Format: MS Word</a> (Video)</li> <li><input type="checkbox"/> <a href="#">MLA Format: Google Docs</a> (Video)</li> <li><input type="checkbox"/> <a href="#">MLA Format: Open Office</a> (Video)</li> <li><input type="checkbox"/> <a href="#">MLA Format: Apple Pages</a> (Video)</li> <li><input type="checkbox"/> <a href="#">MLA Format: Word for Apple</a> (Video)</li> </ul> </li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "MLA Manuscript Format," pp. 424-426</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 3</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Academic Format <ul style="list-style-type: none"> <li><input type="checkbox"/> Why it matters</li> <li><input type="checkbox"/> APA and MLA: When to use each.</li> <li><input type="checkbox"/> A few other formats you might encounter</li> </ul> </li> <li><input type="checkbox"/> MLA Assignment <ul style="list-style-type: none"> <li><input type="checkbox"/> Format</li> <li><input type="checkbox"/> Assignment—A Favorite Place</li> <li><input type="checkbox"/> Track Changes Revision</li> </ul> </li> </ul>
<p><b>9/6</b> <b>F</b></p>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a>, "Combining Sentences," – "What You Need to Know about Run-Ons" pp. 12-17</li> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a>, "Formatting Essays APA Style," pp. 79-86</li> <li><input type="checkbox"/> <a href="#">How to Write a Summary</a></li> <li><input type="checkbox"/> Format your Essay in APA style (<b>Choose one</b>): <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">APA Format: MS Word</a> (Video)</li> <li><input type="checkbox"/> <a href="#">APA Format: Google Docs</a> (Video)</li> <li><input type="checkbox"/> <a href="#">APA Format: Apple Pages</a> (Video)</li> <li><input type="checkbox"/> <a href="#">APA Format: Word for Apple</a> (Video)</li> <li><input type="checkbox"/> <a href="#">APA Format: Open Office</a> (Video)</li> </ul> </li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Sentence Fragments" – "Run-on Sentences." pp. 207-218</li> <li><input type="checkbox"/> "APA Manuscript Format," pp. 479-482</li> <li><input type="checkbox"/> "Document from a Website," p. 473, #40</li> <li><input type="checkbox"/> "Use Signal Phrases to Integrate Sources," pp 446-448</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 4</a></li> <li><input type="checkbox"/> <a href="#">MLA Assignment</a> on <a href="#">Blackboard</a>. Make sure to turn in your Grammarly report with it.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">APA Assignment</a> <ul style="list-style-type: none"> <li><input type="checkbox"/> Format</li> <li><input type="checkbox"/> Assignment—Article Response</li> <li><input type="checkbox"/> Track Changes Revision</li> </ul> </li> <li><input type="checkbox"/> Combining Sentences—Fragments and Run-ons</li> </ul>

Date	Homework	What We'll Do In Class
<b>9/9</b> <b>M</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a>, "Business Writing" – "Business Letters," pp. 121-124</li> <li><input type="checkbox"/> <a href="#">Cover Letter Format</a> (Video)</li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Preparing a Portfolio; Reflecting on Your Writing," pp. 36-41</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 5</a></li> <li><input type="checkbox"/> <a href="#">APA Assignment</a> on <a href="#">Blackboard</a>. Make sure to turn in your Grammarly report with it.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Letter Format Assignment</li> <li><input type="checkbox"/> <a href="#">Cover Letters</a></li> </ul>
<b>9/11</b> <b>W</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a> <ul style="list-style-type: none"> <li>o "Terminal Marks" - Commas" Rules 1-3, pp. 20-22</li> <li>o "Bonus Comma Knowledge," p. 24</li> </ul> </li> <li><input type="checkbox"/> <a href="#">Commas: Lists, Sentences, Direct Address, and Exclamations</a> (Video)</li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Unnecessary Commas," pp. 267-271</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 6</a></li> <li><input type="checkbox"/> <a href="#">Cover Letter Format Assignment</a> on <a href="#">Blackboard</a>. Make sure to turn in your Grammarly report with it.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Commas—some of the rules</li> </ul>
<b>9/13</b> <b>F</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a>, "Commas" Rule 4-Combining the Comma Rules, pp. 22-23</li> <li><input type="checkbox"/> <a href="#">Commas: Extra Information</a> (Video)</li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Use commas to set off nonrestrictive (nonessential) elements. . ." –"Absolute Phrases," pp. 261-265</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 7</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Commas—the rest of the rules, kinda</li> <li><input type="checkbox"/> Conferences</li> </ul>

Date	Homework	What We'll Do In Class
<p>During the next week we will have conferences and will not meet in class. You will come to my office so we can go over your format assignments and I can help you out with them. Meanwhile you will have online work to do in the form of readings and quizzes. Quizzes are still due at the same time as usual.</p>		
<p>The conference schedule will be posted on Blackboard. Missing conference is counted as missing <b>all</b> classes for the week.</p>		
<p><b>9/16</b> <b>M</b></p>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose the video that applies to the word processor you are using. <b>You only need to watch one:</b> <ul style="list-style-type: none"> <li>o <a href="#">Track Changes in MS Word</a></li> <li>o <a href="#">Track Changes/Suggesting in Google Docs</a></li> <li>o <a href="#">Track Changes in Mac Pages</a></li> <li>o <a href="#">Track Changes in Word for Mac</a></li> <li>o <a href="#">Track Changes in OpenOffice</a></li> </ul> </li> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a>, "Intermission for a Salty Tale" – "Colons," pp. 25-29</li> <li><input type="checkbox"/> <a href="#">Semicolons, and Colons</a> (Video)</li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Semicolon and the Colon, pp 271-275</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 8</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Conference my office, room 1101</b></li> <li><input type="checkbox"/> Make sure to come to your conference on your scheduled day and time.</li> <li><input type="checkbox"/> See the Blackboard Announcements page for the conference schedule.</li> <li><input type="checkbox"/> If something comes up, you need to call/email to reschedule with me. You need to have a verifiable excuse.</li> </ul>
<p><b>9/18</b> <b>W</b></p>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a>, <ul style="list-style-type: none"> <li>o "We All Have to Agree," pp. 36-39</li> </ul> </li> <li><input type="checkbox"/> Agreement <ul style="list-style-type: none"> <li>o <a href="#">Subject/Verb &amp; Logic</a> (Video)</li> <li>o <a href="#">Pronouns</a> (Video)</li> </ul> </li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Pronouns" – "Distinguish between Who and Whom," pp 191-202</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 9</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Conference my office, room 1101</b></li> <li><input type="checkbox"/> Make sure to come to your conference on your scheduled day and time.</li> <li><input type="checkbox"/> See the Blackboard Announcements page for the conference schedule.</li> <li><input type="checkbox"/> If something comes up, you need to call/email to reschedule with me. You need to have a verifiable excuse.</li> </ul>



Date	Homework	What We'll Do In Class
<b>9/20</b> <b>F</b>	<b>Read Online</b> <input type="checkbox"/> <a href="#">Apostrophes</a> (Video) <input type="checkbox"/> <a href="#">Quotation Marks</a> (Video)  <b>Read <i>Writer's Reference</i></b> <input type="checkbox"/> "Apostrophes," pp. 275-278 <input type="checkbox"/> "Quotation Marks," pp. 278-283  <b>Due</b> <input type="checkbox"/> <a href="#">Quiz 10</a>	<input type="checkbox"/> <b>Conference my office, room 1101</b> <input type="checkbox"/> Make sure to come to your conference on your scheduled day and time. <input type="checkbox"/> See the Blackboard Announcements page for the conference schedule. <input type="checkbox"/> If something comes up, you need to call/email to reschedule with me. You need to have a verifiable excuse.
<b>9/23</b> <b>M</b>	<b>Read Online</b> <input type="checkbox"/> <a href="#">Writing down the Basics</a> , "Writing Small to Large," - "Personal/Familiar Writing," pp. 41-52 <input type="checkbox"/> <a href="#">Essay 1 Assignment and Prewritings</a>  <b>Read <i>Writer's Reference</i></b> <input type="checkbox"/> Writing Paragraphs, pp 42-44 (C-5a through C-5b) <input type="checkbox"/> Make Paragraphs Coherent, pp 49-54  <b>Due</b> <input type="checkbox"/> <a href="#">Quiz 11</a>	<input type="checkbox"/> <a href="#">Essay 1 Assignment and Prewritings</a> <input type="checkbox"/> Sample Essay: <a href="#">Just Like Papi Guerra</a> <input type="checkbox"/> <a href="#">Prewriting 1</a>
<b>9/25</b> <b>W</b>	<b>Read Online</b> <input type="checkbox"/> <a href="#">Descriptive Essays</a> <input type="checkbox"/> Sample Essay: <a href="#">The Olive Branch</a> <input type="checkbox"/> Sample Essay: <a href="#">A Stormy Memory</a>  <b>Due</b> <input type="checkbox"/> <a href="#">Quiz 12</a> <input type="checkbox"/> <a href="#">Prewriting 1</a>	<input type="checkbox"/> Sample Essay: <a href="#">Connecting with History</a> <input type="checkbox"/> <a href="#">Prewriting 2</a>
<b>9/27</b> <b>F</b>	<b>Read Online</b> <input type="checkbox"/> <a href="#">Writing Narrative Personal Essays</a> <input type="checkbox"/> Sample Essay: <a href="#">A Ride Back in Time</a> <b>Due</b> <input type="checkbox"/> <a href="#">Prewriting 2</a> <input type="checkbox"/> <a href="#">Quiz 13</a> <input type="checkbox"/> Track Changes due on <a href="#">Blackboard</a> for <b>one</b> of your format assignments. Post it to the same place you posted the original version.	<input type="checkbox"/> Sample Essay: <a href="#">Grand Old Piano</a> <input type="checkbox"/> <a href="#">Prewriting 3</a>

Date	Homework	What We'll Do In Class
<b>9/30</b> <b>M</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sample Essay: <a href="#">A Drift in Time</a></li> <li><input type="checkbox"/> <a href="#">Cover Letter</a> (I know you've already read this, but review what goes into the letters for your essays.)</li> <li><input type="checkbox"/> Sample Cover Letter: <a href="#">A Drift in Time: Cover Letter</a></li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 14</a></li> <li><input type="checkbox"/> <a href="#">Prewriting 3</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Finishing the Essay and Letter Draft <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Cover Letter</a></li> <li><input type="checkbox"/> <a href="#">Grading Rubric</a></li> <li><input type="checkbox"/> Turning in the draft</li> <li><input type="checkbox"/> Conferences</li> </ul> </li> </ul>
<b>10/2</b> <b>W</b>	<p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reviewing, Revising, and Editing, pp 19-32</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 15</a></li> <li><input type="checkbox"/> Print draft of Cover Letter and Essay 1: Emblematic Object Essay due in class</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Workshop <ul style="list-style-type: none"> <li><input type="checkbox"/> This is an in-class activity. You must be here to get credit for it.</li> </ul> </li> </ul>

Date	Homework	What We'll Do In Class
<p><b>10/4</b> <b>F</b></p>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a>, "Apostrophes" – "The Ellipsis," pp. 29-33</li> <li><input type="checkbox"/> <a href="#">Miscellaneous Punctuation</a> (Video)</li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Other Punctuation Marks," pp. 283-287</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 16</a></li> <li><input type="checkbox"/> <b>On Blackboard:</b> <ul style="list-style-type: none"> <li>○ Cover Letter 1 Draft (Don't forget to upload the <a href="#">Grammarly</a> report as well.)</li> <li>○ Essay 1 Draft (Don't forget to upload the <a href="#">Grammarly</a> report as well.)</li> </ul> </li> <li><input type="checkbox"/> <b>In-Class:</b> Folder with <ul style="list-style-type: none"> <li>○ Prewritings 1-3</li> <li>○ Class notes through last time</li> <li>○ Writing Center draft if you went</li> <li>○ Put prewritings and writing center draft in the left pocket and label them. Put notes in the right pocket or in the tabs starting with the oldest (1<sup>st</sup>) and ending with the most recent. I will NOT grade unorganized class notes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> General AMA</li> <li><input type="checkbox"/> Grammar Practice</li> <li><input type="checkbox"/> Conference Schedule</li> </ul>
<p><b>10/7</b> <b>M</b></p>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Documentation Overview</a> (Video)</li> <li><input type="checkbox"/> <a href="#">MLA Citation Basics</a> (Video)</li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Citing Sources; Avoiding Plagiarism" – "Synthesize Sources," pp. 369-380</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 17</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Conference my office, room 1101</b></li> <li><input type="checkbox"/> Make sure to come to your conference on your scheduled day and time.</li> <li><input type="checkbox"/> See the Blackboard Announcements page for the conference schedule.</li> <li><input type="checkbox"/> If something comes up, you need to call/email to reschedule with me. You need to have a verifiable excuse.</li> </ul>

Date	Homework	What We'll Do In Class
<b>10/9</b> <b>W</b>	<b>Read Online</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a> <ul style="list-style-type: none"> <li>o "Formal Writing" – "Attribution", pp. 53-55</li> <li>o "Documenting Sources" – "But I Didn't Make that Mistake," pp. 60-62</li> <li>o "MLA Authors and Titles" – "Using Numbers in MLA Writing," pp. 66-77</li> </ul> </li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 18</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Conference my office, room 1101</b></li> <li><input type="checkbox"/> Make sure to come to your conference on your scheduled day and time.</li> <li><input type="checkbox"/> See the Blackboard Announcements page for the conference schedule.</li> <li><input type="checkbox"/> If something comes up, you need to call/email to reschedule with me. You need to have a verifiable excuse.</li> </ul>
<b>10/11</b> <b>F</b>	<b>Read Online</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Essay 2 Assignment</a></li> <li><input type="checkbox"/> <a href="#">The Cat in the Hat</a> (Video)</li> <li><input type="checkbox"/> <a href="#">Thug Notes: The Cat in the Hat</a> (Video)</li> <li><input type="checkbox"/> <a href="#">How to Make sense of The Cat in the Hat and that Thug Notes video</a> (Video)</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 19</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Conference my office, room 1101</b></li> <li><input type="checkbox"/> Make sure to come to your conference on your scheduled day and time.</li> <li><input type="checkbox"/> See the Blackboard Announcements page for the conference schedule.</li> <li><input type="checkbox"/> If something comes up, you need to call/email to reschedule with me. You need to have a verifiable excuse.</li> </ul>
<b>10/14</b> <b>M</b>	<b>Read Online</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Essay 2 Assignment</a></li> <li><input type="checkbox"/> <a href="#">"The Pedestrian"</a></li> <li><input type="checkbox"/> <a href="#">Questions to Consider: "The Pedestrian"</a></li> <li><input type="checkbox"/> <a href="#">Identifying Themes and Literary Analysis</a></li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In the "Writing about Literature" section, pp L3-L30. <ul style="list-style-type: none"> <li>o If your <i>Writer's Reference</i> doesn't have that, <a href="#">read it online here</a>. pp 3-29 as marked in the booklet. The actual pdf pages are 5-31.</li> </ul> </li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 20</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Essay 2 Assignment</a></li> <li><input type="checkbox"/> <a href="#">"The Pedestrian"</a></li> </ul>

Date	Homework	What We'll Do In Class
<b>10/16</b> <b>W</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Resistance</a></li> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a> <ul style="list-style-type: none"> <li>o "Argument Essays," p. 98</li> <li>o "Literary Essays," pp. 107-109</li> </ul> </li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 21</a></li> <li><input type="checkbox"/> Homework: Re-read "The Pedestrian," with the "<a href="#">Questions to Consider</a>" in mind. What would your answers be to one of the questions—just as basic points? <b>Do not</b> use the question I used in the sample essay (#6). What points from the story/quotes would you use to support that answer? What do those quotes/moments show about that question? Draft a paragraph in which you explain this. You may handwrite this if you want.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Literary Writing Practice</li> <li><input type="checkbox"/> Sample: <a href="#">Paragraph Breakdown: Taking the Easy Route: Warnings in Tobias S. Buckell's "Resistance"</a></li> </ul>
<b>10/18</b> <b>F</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">"Just Do It"</a> (<a href="#">Audio-mp3</a> version)</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 22</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Literary Writing Practice</li> </ul>
<b>10/21</b> <b>M</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">The Perfect Match</a></li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 23</a></li> <li><input type="checkbox"/> <a href="#">Essay 1 and Cover Letter 1 Final Drafts</a>: Turn it in to the FINAL DRAFT link. Include your Grammarly report, and images from ALL writing center visits. Make sure to use TRACK CHANGES as explained in your response from me.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> "The Perfect Match" plot discussion</li> <li><input type="checkbox"/> <a href="#">"The Perfect Match"</a></li> <li><input type="checkbox"/> <a href="#">"The Perfect Match" questions</a></li> <li><input type="checkbox"/> <a href="#">Prewriting 1</a></li> </ul>
<b>10/23</b> <b>W</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Re-read <a href="#">The Perfect Match</a> and decide which question you'll answer in your essay. On the handout of the story, look for and highlight parts related to your question. Do not highlight the whole thing! ;-). Make other notes if ideas come to mind.</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Prewriting 1 Form</a>—bring this to class completed. (I handed it out last time)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Developing Interpretation and Synthesis</li> <li><input type="checkbox"/> <a href="#">Prewriting 2</a></li> <li><input type="checkbox"/> Citation Review</li> </ul>

Date	Homework	What We'll Do In Class
<b>10/25</b> <b>F</b>	<b>Due</b> <input type="checkbox"/> <a href="#">Prewriting 2</a>	<input type="checkbox"/> Structure and Drafting <input type="checkbox"/> Workshop Preview <input type="checkbox"/> Cover Letter Review <input type="checkbox"/> Talking to Understand
<b>10/28</b> <b>M</b>	<b>Due</b> <input type="checkbox"/> Print draft of Cover Letter and Essay 2 due in class.	<input type="checkbox"/> Conference Schedule <input type="checkbox"/> Workshop <ul style="list-style-type: none"> <li>○ This is an in-class activity. You must be here to get credit</li> </ul>
<b>10/30</b> <b>W</b>	<b>Due</b> <input type="checkbox"/> <b>On Blackboard:</b> <ul style="list-style-type: none"> <li>○ Cover Letter 2 Draft (Don't forget to upload the <a href="#">Grammarly</a> report as well.)</li> <li>○ Essay 2 Draft (Don't forget to upload the <a href="#">Grammarly</a> report as well.)</li> </ul> <input type="checkbox"/> <b>In-Class:</b> Folder with <ul style="list-style-type: none"> <li>○ Prewritings 1-3</li> <li>○ Class notes through last class</li> <li>○ Writing Center draft if you went</li> <li>○ Put prewritings and writing center draft in the left pocket and label them. Put notes in the right pocket or in the tabs starting with the oldest (1<sup>st</sup>) and ending with the most recent. I will NOT grade unorganized class notes.</li> </ul>	<input type="checkbox"/> Literary Analysis AMA and discussion
<b>11/1</b> <b>F</b>	<b>Read Online</b> <input type="checkbox"/> <a href="#">Writing down the Basics</a> <ul style="list-style-type: none"> <li>○ "Establishing Credibility," pp. 55-57</li> <li>○ "APA Authors and Titles" - "Argument Essays," pp. 87-98</li> </ul> <input type="checkbox"/> <a href="#">APA Citation Basics</a> (Video) <b>Read <i>Writer's Reference</i></b> <input type="checkbox"/> "Supporting a Thesis" – "Putting Source Material in Context," pp. 437-449 <b>Due</b> <input type="checkbox"/> <a href="#">Quiz 24</a>	<input type="checkbox"/> <b>Conference my office, room 1101</b> <input type="checkbox"/> Make sure to come to your conference on your scheduled day and time. <input type="checkbox"/> See the Blackboard Announcements page for the conference schedule. <input type="checkbox"/> If something comes up, you need to call/email to reschedule with me. You need to have a verifiable excuse.

Date	Homework	What We'll Do In Class
<b>11/4</b> <b>M</b>	<b>Read Online</b> <input type="checkbox"/> <a href="#">Media Analysis Prewriting and Essay Assignment</a> <input type="checkbox"/> Introduction to Media Literacy Lecture This video is in two parts. The next part is due/on the quiz for next time. <ul style="list-style-type: none"> <li>o <a href="#">Part 1</a> (Video)</li> </ul> <b>Due</b> <input type="checkbox"/> <a href="#">Quiz 25</a>	<input type="checkbox"/> <b>Conference my office, room 1101</b> <input type="checkbox"/> Make sure to come to your conference on your scheduled day and time. <input type="checkbox"/> See the Blackboard Announcements page for the conference schedule. <input type="checkbox"/> If something comes up, you need to call/email to reschedule with me. You need to have a verifiable excuse.
<b>For Essay 3, you must use at least two of the readings we do which are marked with * on the syllabus and on the <a href="#">Essay 3</a> webpage.</b>		
<b>11/6</b> <b>W</b>	<b>Read Online</b> <input type="checkbox"/> * <a href="#">Sociology of Gossip</a> * (Video) <input type="checkbox"/> Introduction to Media Literacy Lecture This video is the second part. <ul style="list-style-type: none"> <li>o <a href="#">Part 2</a> (Video)</li> </ul> <b>Read <i>Writer's Reference</i></b> <input type="checkbox"/> Reading and Writing about Multimodal Texts, pp. 70-78 <b>Due</b> <input type="checkbox"/> <a href="#">Quiz 26</a>	<input type="checkbox"/> <b>Conference my office, room 1101</b> <input type="checkbox"/> Make sure to come to your conference on your scheduled day and time. <input type="checkbox"/> See the Blackboard Announcements page for the conference schedule. <input type="checkbox"/> If something comes up, you need to call/email to reschedule with me. You need to have a verifiable excuse.
<b>11/8</b> <b>F</b>	<b>Read Online</b> <input type="checkbox"/> * <a href="#">Introduction to Media Literacy</a> * <input type="checkbox"/> * <a href="#">Advertising Analysis</a> * <input type="checkbox"/> * <a href="#">Advertising's Fifteen Basic Appeals</a> * <input type="checkbox"/> Sample: <a href="#">Beamers before Babies</a> <b>Due</b> <input type="checkbox"/> <a href="#">Quiz 27</a>	<input type="checkbox"/> <b>Conference my office, room 1101</b> <input type="checkbox"/> Make sure to come to your conference on your scheduled day and time. <input type="checkbox"/> See the Blackboard Announcements page for the conference schedule. <input type="checkbox"/> If something comes up, you need to call/email to reschedule with me. You need to have a verifiable excuse.
<b>11/11</b> <b>M</b>	<b>Veteran's Day</b> <b>No Classes</b>	

Date	Homework	What We'll Do In Class
<b>11/13</b> <b>W</b>	<b>Read Online</b> <input type="checkbox"/> * <a href="#">How Advertising Manipulates Your Choices and Spending Habits</a> * <input type="checkbox"/> * <a href="#">Ads Don't Work That Way</a> *  <b>Due</b> <a href="#">Quiz 28</a>	<input type="checkbox"/> <a href="#">Media Analysis Prewriting and Essay Assignment</a> <input type="checkbox"/> Sample: <a href="#">Beamers before Babies</a> <input type="checkbox"/> Sample: <a href="#">Fat Food Fast</a>
<b>Last day to withdraw November 15<sup>th</sup></b>		
<b>11/15</b> <b>F</b>	<b>Read Online</b> <input type="checkbox"/> * <a href="#">A Look at Mothers and Fathers in the Media</a> * <input type="checkbox"/> Sample: <a href="#">It Only Does Family Togetherness</a> <input type="checkbox"/> Sample: <a href="#">The Power of Advertisements</a>  <b>Due</b> <input type="checkbox"/> <a href="#">Quiz 29</a> <input type="checkbox"/> <a href="#">Essay 2 and Cover Letter 2 Final Drafts</a> : Turn it in to the FINAL DRAFT link. Include your Grammarly report, and images from ALL writing center visits. Make sure to use TRACK CHANGES as explained in your response from me.	<input type="checkbox"/> Sample: <a href="#">A Look Between the Lines</a> <input type="checkbox"/> Sample: <a href="#">The Pinnacle of Achievement is Beauty</a> <input type="checkbox"/> <a href="#">Prewriting 1</a>
<b>11/18</b> <b>M</b>	<b>Read Online</b> <input type="checkbox"/> Sample: <a href="#">Merry Materialism</a> <input type="checkbox"/> * <a href="#">Jesus is a Brand of Jeans</a> * <input type="checkbox"/> * <a href="#">The Power of Images: Creating the Myths of our Time</a> *  <b>Due</b> <input type="checkbox"/> <a href="#">Quiz 30</a> <input type="checkbox"/> <a href="#">Prewriting 1</a> <input type="checkbox"/> Email me a link to the ad you'll analyze: <a href="mailto:kwood@epcc.edu">kwood@epcc.edu</a>	<input type="checkbox"/> <a href="#">Practice</a> <input type="checkbox"/> Ad review and analysis <input type="checkbox"/> <a href="#">Prewriting 2</a>



Date	Homework	What We'll Do In Class
<b>11/20</b> <b>W</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> *<a href="#">Captive: How the Ad Industry Pins us Down</a>*</li> <li><input type="checkbox"/> *<a href="#">Shame: The Secret Tool of Marketing</a> * (<a href="#">Audio</a>)</li> <li><input type="checkbox"/> Sample: <a href="#">A Fat World Wearing a Skinny Mask</a></li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Read Like a Writer" – "Draft an Analytical Thesis Statement," pp. 61-66</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 31</a></li> <li><input type="checkbox"/> <a href="#">Prewriting 2</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sample: <a href="#">Crossing the Line</a></li> <li><input type="checkbox"/> <a href="#">Prewriting 3</a> in class</li> </ul>
<b>NOTE:</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>You will not be turning in a draft for this essay.</b> We've worked on this throughout the semester, so it's your turn to manage these things. <ul style="list-style-type: none"> <li><input type="checkbox"/> I suggest you arrange with someone in the class to get together and peer-review/workshop your essay together during our conference week.</li> <li><input type="checkbox"/> I also suggest you go to the writing center</li> </ul> </li> <li><input type="checkbox"/> <b>Conferences are optional.</b> If you want to conference with me, do these things: <ul style="list-style-type: none"> <li><input type="checkbox"/> Come by my office to sign up for a conference time.</li> <li><input type="checkbox"/> When you come to conference, bring <b>2</b> printed copies of your essay.</li> </ul> </li> </ul>		
<b>11/22</b> <b>F</b>	<p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work on Essay 3: draft, go to the writing center</li> <li><input type="checkbox"/> <b>REMINDER:</b> <a href="#">Final Exam/Quiz due on Blackboard by Nov. 27</a> (Unlimited time and chances to take it until then)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Conferences are optional.</b> If you want to conference with me, do these things: <ul style="list-style-type: none"> <li><input type="checkbox"/> Come by my office to sign up for a conference time. The sign-up sheet will be on my door.</li> </ul> </li> <li><input type="checkbox"/> When you come to conference, bring two printed copies of your essay.</li> </ul>
<b>11/25</b> <b>M</b>	<p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work on Essay 3: draft, go to the writing center</li> </ul>	
<b>11/27</b> <b>W</b>	<p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Final Exam/Quiz due</a></li> <li><input type="checkbox"/> Work on Essay 3: draft, go to the writing center</li> </ul>	
<b>11/29</b> <b>F</b>	<b>Thanksgiving Holiday</b> <b>No Classes</b>	

Date	Homework	What We'll Do In Class
<b>12/2</b> <b>M</b>	<b>Due</b> <input type="checkbox"/> <a href="#">Essay 3 and Cover Letter 3 Final Drafts</a> : Turn it in to the FINAL DRAFT link. Include your Grammarly report, and images from ALL writing center visits. Make sure to use TRACK CHANGES as explained in your response from me. <input type="checkbox"/> Folder with <ul style="list-style-type: none"> <li>○ Prewritings 1-3</li> <li>○ Class notes through last class meeting</li> <li>○ Writing Center draft if you went</li> </ul> <input type="checkbox"/> Put prewritings and writing center draft in the left pocket and label them. Put notes in the right pocket or in the tabs starting with the oldest (1 <sup>st</sup> ) and ending with the most recent. I will NOT grade unorganized class notes.	<input type="checkbox"/> Discussion <input type="checkbox"/> Student Evaluations
<b>12/4</b> <b>W</b>	<input type="checkbox"/> <b>Be here. If you MUST miss class, contact me as soon as possible and make sure to watch the class YouTube video.</b>	<input type="checkbox"/> Essay 4 Assignment and Samples
<b>12/6</b> <b>F</b>	<b>Due</b> <input type="checkbox"/> Bring a copy of the essay you'll write about for your final. Choose from one of these: <ul style="list-style-type: none"> <li>○ MLA Format Assignment</li> <li>○ APA Format Assignment</li> <li>○ Essay 1: Emblematic Object</li> </ul>	<input type="checkbox"/> Essay 4 Workshop
<b>12/9</b> <b>M</b>	<b>FINALS WEEK</b>  Our final is 9 – 11 am, Monday, Dec. 9 <sup>th</sup>	<input type="checkbox"/> In-Class Essay <input type="checkbox"/> Bring the essay you're writing about and your notes from workshop and your homework paper. <input type="checkbox"/> If you want to listen to music while you write, bring headphones.