



**English 1301: Composition I**  
**Section 3K; CRN 12772, Online**  
**Fall 2020, Mini-Mester I**

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**Instructor:** Kelli Wood

**Voice Message:** 831-5065

**Virtual Office Hours:** (\*No office hours on holidays)

- [M/W: 10 am – 12 pm](#)
- [T/Th: 3:30 – 5:30 pm](#)
- [Fri: 3-5 pm](#)

**Text/Direct Message:** [via GroupMe](#)

**Email:** [kwood@epcc.edu](mailto:kwood@epcc.edu)

**Web:** [www.kelli.ninja](http://www.kelli.ninja)

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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. Online Components**

This is an online course and as such, making sure you have the necessary tools and access to our media outlets is key.

##### **A. What’s going on Videos**

On Mondays, (usually) I post "What's Going On" videos that orient you to key things going on during the week. **These are important.** I will post links to them as an Announcement. Additionally, the link to the class playlist is posted on our Blackboard classroom menu. You can also [visit my YouTube channel](#), or just search *YouTube* for kelli.ninja

##### **B. Online Access & Tools**

You will need consistent internet access. While online courses have been successfully completed just using a smartphones, I do not suggest you follow that route and have at least a tablet if not a laptop or computer.

##### **C. Computer Labs**

The college computer labs not only house computers, but also are staffed by people who are knowledgeable and there to help you. Please don’t hesitate to give them a call when you need support with college related computing issues. If they can’t help you, they can help find someone who can. The labs also have a limited number of laptops and internet hotspots you can check out. [EPCC computer lab locations and hours](#).

## D. Blackboard

We will use Blackboard as a place to do the quizzes and exams and to turn in work. I will provide responses to most of your work there. We will not use it as a daily communication device. See the discussion of contacting me later in these policies.

Access Blackboard at <https://online.epcc.edu/ultra/stream>

1. Blackboard Ally: You can now download your course files in different formats that fit your device, need, and learning preference. Click the "A download" icon next to your course files to view "Alternative Formats" of your course files. The file may take a few minutes to download, so continue with your work while you wait. The quality of the alternative formats can vary based on the original file, so if something looks out of place, consult the original file. Depending on the type of file, you will see the following options:
  - a. An OCR'd PDF improves the quality of scanned PDFs
  - b. A Tagged PDF for Word and PowerPoint documents or for improved navigation with screen readers
  - c. An HTML version that will be a simple and responsive to mobile devices with zoom-in capabilities
  - d. An ePub version for use with ePub readers that allows for font customization, contrast adjustment, and annotation/highlighting
  - e. An Electronic Braille version for your Refreshable Braille Display
  - f. An Audio MP3 for listening to your content on the go
2. Contact the EPCC Blackboard Help Desk at [1-888-296-0863](tel:1-888-296-0863) if you need assistance with alternative formats.

## II. Texts and Materials

### A. Text Book

1. *A Writer's Reference with Writing about Literature*, 9<sup>th</sup> edition. Diana Hacker, ISBN: 978-1319133054
  - a. We use this as intended—as a reference book, so you're expected to refer to it throughout the semester and I will direct you to specific parts of it as needed.

### B. Supplements

2. My website: [www.kelli.ninja](http://www.kelli.ninja)
3. *Writing down the Basics*: Available on my website as a [pdf](#), [MS Word](#), or [Kindle format](#) download. (The Kindle format is new, and I'm just learning to format it, so you may need to refer to one of the others for some parts especially any images.)
4. Purdue Online Writing Lab (OWL): [Site Map \(table of contents\)](#)

### C. Materials

5. Access to a good Word processor like Word, Google Docs, or Apple Pages

- a. Access to Microsoft Word: If you need a copy of Microsoft Office, you can [get Microsoft 365 free](#) by signing up with your EPCC email address.
- b. If you use Apple Pages or Word for Apple, make sure to save your documents in Word format: doc or docx. [See this link for help with that.](#)

### **III. Attendance**

(5% of total grade) Attendance is expected and essential in any classroom environment. Attendance is especially important in the online environment.

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

- 1. If you have not logged in within the first two weeks of the course, I will drop you.
  - 2. If you do not participate in class for two consecutive weeks without notifying me and discussing your situation, I may drop you.
- B.** If you anticipate being without computer access for a week or more (military, work, or out-of-town commitment), you must contact me at least a week beforehand so that we can work out a schedule, otherwise I may drop you.
- C.** I will only work out an alternate schedule for you if you are in good standing (getting your work done and participating in the course).
- D.** We follow the college schedule. Look ahead to make plans as needed. I'm more than willing to work with you to get things done early to work around life events when possible, but need you to give me notice.
- E.** It is your responsibility to let me know if your name ever disappears from Blackboard or Banner. 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.** Ultimately, it is your responsibility to drop the course if you are not going to be able to complete it.
- G.** If I do not drop you and you miss more than one-fourth of the class, your final grade will be dropped by one letter grade.

### **IV. Participation**

(5% of total grade) Part of your grade is based on participation in your active learning, class discussions, reading, asking questions about feedback from me, and participating in any collaborative/group work we do. If you expect to accomplish passing level writing by the end of the semester, it is important for you to actively participate in class by doing/keeping in mind the following:

- A.** Be prepared for class.
- B.** Read all assignments and submit your assignments on time.
- C.** Ask questions about assignments and work in a timely manner—not leaving things until the last minute.

- D.** Participate in discussions at a professional, engaged level.
1. When communicating online, remember that you convey tone with word choice and the use of emoticons, bold, all caps, etc. Be polite, proofread your writing, and do not write in all caps.
  2. Pay attention to your grammar and spelling.
  3. Be respectful of your peers and instructor at all times and follow the guidelines of [netiquette](#).
  4. 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.
    - a. That does not mean we do not discuss these issues; it just means we do so respectfully.
  5. Discussions cannot be re-created and therefore cannot be made up after the due date. You should participate in a timely manner. The class works best when everyone works together. If you wait until the last minute, you are not really participating and your classmates have no obligation to respond to your posts at the last minute.
- E.** I will drop students for disorderly conduct, abusive or disruptive behavior as defined in the student code of conduct, or if their behavior disrupts the learning environment. This includes but is not limited by items on the list above.
- F.** Most importantly, come to class with a good attitude, a sense of humor, and a willingness to work and learn.

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

Cheating, plagiarism, and collusion are both intellectual theft and academic dishonesty. They will not be tolerated in this class.

- A.** 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.

## **VI. Assignments**

All work should be typed and formatted according to standard formatting we will study in class unless otherwise stated in the assignment.

### **A. Course Work**

(15% of grade) Coursework includes quizzes, discussions, and other work that does not appear in Research Assignment list or Critical Essays.

#### **1. Standards**

I may not accept homework that that does not meet required standards of appearance or format which we will study in class.

## 2. Quizzes

Quizzes are based on the assigned readings/videos for the week.

- a. You should use the same login information you use to login for registration
- b. Quizzes will close at midnight (11:59 p.m.) on Monday unless otherwise noted on the schedule.
- c. You *cannot make up missed quizzes*, however, you can work ahead.
- d. The final quiz/exam counts twice in this section.
- e. For technical problems with Blackboard, contact the EPCC Help Desk (24/7) at [888-296-0863](tel:888-296-0863)
- f. For issues with the content of the quizzes, let me know via email. I do sometimes make mistakes, and Blackboard has messed up more than one quiz over the years. I'm more than happy to fix these things.

## 3. Pre-Writing Assignments

These serve as building blocks for the writings we do over the course of the semester.

- a. Prewritings are **not accepted** after the essay is turned in.

## 4. Discussion

This is a public discussion forum, so the whole class is participating. When asked to reply to posts, make sure to reply thoughtfully; merely saying "I agree" is not enough. Explain your responses and thoughts.

## B. Major Writing Assignments

(75% of grade) As described in the Official Syllabus, we will have a total of five (5) essays or essay-equivalent projects. Each will be discussed as we go through the course. Below are the weights for each.

### 1. Unit 1 Final Format Assignments

(10% averaged)

### 2. Final Cover Letters

(10% each) Unit 2 and 3

### 3. Final Essays

(15% each) Unit 2, 3, and 4

## C. Essay/Writing Assignment Extra Credit

You may earn up to 5 extra credit points on prewritings and essays if you go to the writing center either in person or [online](#). (Consult with me if you use the online writing center.)

- a. Access the rules for essay extra credit on my [Extra Credit webpage](#), and carefully read the rules and instructions.

- b. If you take your first format assignment to the writing center, you may earn up to 10 extra credit points.

**VII. Late Work**

Each assignment will have a specified due date and will be due on that date. It is important that you attend to and meet all deadlines.

- A. Quizzes *cannot* be done after the due date (see above)
- B. In general, I will not accept work that is more than five (5) days late. In addition, you will lose five (5) points for each day the work is late. *Some assignments have different late-work periods. Make sure to read carefully.*
- C. With work that gets personal feedback from me, 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 is if you meet the following conditions
  - 1. Your work is late due to catastrophic circumstances beyond your control. (Unexpected injury, 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 incident. (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. (In extreme circumstances, have someone notify me on your behalf.)
  - 4. 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.
- E. NO LATE WORK WILL BE ACCEPTED DURING FINALS WEEK.

**VIII. Course Evaluation**

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.

Point Distribution		Grade Scale	
Attendance	5%	A	90-100
Participation	5%	B	80-89
Course Work	15%	C	70-79
Format Assignments	10%	D	60-69
Final Cover Letters	20%	F	0-59
Final Essays	45%		

## **IX. Grade Considerations**

If you expect to transfer this course, you generally must make a C or better. At EPCC, you must have a C or better to take English classes beyond ENGL 1301.

## **X. Pursuit of Course Objectives**

If you fail to complete at least 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.

## **XI. Record-Keeping**

Keep copies of all 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, computer, or backup issues, you may need to produce all work you've done. Additionally, we may 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 or use some other method to assure you have an extra copy.

## **XII. Literary Content**

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.

## **XIII. Schedule**

- A.** The schedule is attached at the end of this handout and is linked on the [schedule page](#) of my website.
- 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 on Blackboard.
- C.** You should make sure and refresh the digital version of the schedule on a regular basis.

## **XIV. Contacting Me**

My contact information is listed on the first page of this syllabus.

### **A. Online Office Hours**

- 1.** I will hold online office hours as listed at the beginning of the document. I will let you know should that schedule change.
- 2.** Blackboard Collaborate allows for call-in, audio, and video communication. When you call in, you will be prompted to enter the PIN number provided for the specific days.

## B. Text/Direct Messaging

For the most part, I will use Blackboard Announcements or email to send out announcements, but I will send out Monday's "What's Going On?" video link on [GroupMe](#) as well. More importantly, it's a great way for you to text me with quick questions. I don't answer texts in the middle of the night, and I sometimes put my phone down during the day and walk away from it, so while I'll generally get back to you quickly with texts, it won't always be immediate.

1. With GroupMe you can use it through your phone's text message service, with the app, or on the internet site, so it lets you pick how you'd rather get your messages. It also keeps your information private.
2. To text message me or get the weekly "What's Going On?" link, join the appropriate group:
  - 1301: 16 week courses [https://groupme.com/join\\_group/61306355/DVhB8QhC](https://groupme.com/join_group/61306355/DVhB8QhC)
  - 1301: 8 week course [https://groupme.com/join\\_group/61306526/NEsyTIFz](https://groupme.com/join_group/61306526/NEsyTIFz)
3. Some helpful GroupMe links:
  - a) [Basics](#)
  - b) [GroupMe Privacy Policy](#)
  - c) [Send a Direct Message \(DM/text\)](#)

## C. Email

1. **DO NOT EMAIL ME VIA BLACKBOARD.**
2. I expect you to use your EPCC account for all communication related to your course work. I do, however, understand that you may need to use an alternate email if the college email isn't working.
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. Always include a subject line **and** a message. Any attachment sent without a subject line *and* message will be deleted.
5. Use the class and course length in the subject line or the CRN/Section. For example, "1302 16 week" is fine, as is "ENGL 1302 12345 A1," or "ENGL 1301 mini-mester."
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 don't check email on weekends or after 5 pm.



#### D. Voice Message/Phone

1. If you would like to leave me a voice message, feel free to call me at my office. Leave your name, the course you're in (CRN 12345) and a number I can call you back at. I will return your phone call as soon as possible.

#### XV. Agreement to Instructor Policies

- A. By continuing to be enrolled in this class, you are indicating 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."

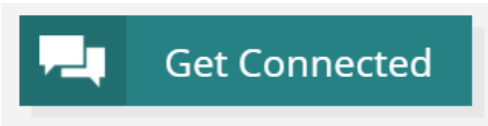
You are here to learn and experience new things.

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



When you see this link on any college webpage, you can click on it to connect with someone in the department via Blackboard Collaborate (audio and/or video) during their posted hours.

- [Helpful Links Blackboard for Students](#)
- [EPCC Online Writing Center](#)
  - Click on "Get Connected" on that page to the Writing Center NOW! 😊
- [Distance Learning Support Services \(DLSS\)](#)
- [Fall 2020 Mini-Handbook from Distance Learning](#)
- [EPCC Libraries](#)
- [Student Handbook](#)
- [EPCC password recovery link](#)

#### Helpful Numbers

- EPCC IT Help Desk: [\(915\) 831-6440](tel:9158316440)
- Blackboard Helpdesk: [\(888\) 296-0863](tel:8882960863)
- EPCC Distance Learning Support Services (DLSS): [\(915\) 831-3111](tel:9158313111)  
Registrar (online withdrawals): [\(915\) 831-2161](tel:9158312161)

**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>Composition I (CF) (HFA)</u>
<b>COURSE CREDIT HOURS</b>	<u>3                      3        :        0</u> Credits                      Lec                      Lab

**I. Catalog Description**

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. **Prerequisite: Placement at College Level Reading or Writing by TSIA or equivalent; OR completion of INRW 0311 or INRW 0312 or ESOL 0341 with a "C" or better; OR concurrent enrollment in INRW 0311. (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 consequences to ethical decision-making.
- K. (Optional) Demonstrate basic library and research skills by using reference materials such as periodicals, books, electronic sources, and interviews.
- M. (Optional) Demonstrate interpretive insight in a written response to a short story, novel, poem, play, or film.

### III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

- 1. Demonstrate knowledge of individual and collaborative writing processes.
- 2. Develop ideas with appropriate support and attribution.
- 3. Write in a style appropriate to audience and purpose.
- 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. It is suggested that at least one 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 work, 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 Community Essay requirements. As a form of "Learning About the Community as a Community," the Community Essay encourages students to connect and engage with El Paso and / or its surrounding communities and requires facts about the topic gathered through primary research. The instructor can decide when to assign the essay, and its genre. Community essay genres frequently assigned include profiles, ethnographic analyses, reviews, evaluations, responses, among others. 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

All English 1301 instructors must meet their classes during the scheduled two-hour final examination period and administer an appropriate activity.

#### 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, 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.

VII. **Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.

## Weekly Schedule

**IMPORTANT:** Assignments listed under **DUE** for the week are due by midnight on the last day listed under the week number.

For example, in the first week's case, everything under DUE is due by midnight 8/31, though you may turn them in earlier. (Technically, Blackboard records midnight as 11:59 p.m.)

For the most part, our weeks run from Tuesday to Monday midnight. That gives you both weekday and weekend time to work on things and fit it best in your schedule. You will be most successful if you do not leave it all until the last minute.

Take time to look at your schedule now and plan a few hours a couple of times each week when you will sit down and do English class stuff, then as you work on things earlier in the week, you can make decisions about how much time the rest of the week's work will take you. As with most things in life, some weeks will take a lot more time than others will.

Make sure to refresh your copy of the schedule periodically just in case any links go dead and I have to replace some. I will announce it on Blackboard, but if you make it a habit of it at the first of the week that will help too.

Most recent update: 9/29/2020 6:44:52 PM

**Week 1**  
**Aug. 24-31**

[Here we go!](#)

Getting  
know  
The class  
Each other  
Form and  
format

Remember,  
assignments  
listed under  
DUE for the  
week are  
due by  
midnight on  
the last day  
listed  
above.

For  
example, in  
this week's  
case, these  
things →  
are due by  
midnight  
8/31

(Technically,  
Blackboard  
records  
midnight as  
11:59 p.m.)

### READ|WATCH→ General

- [Welcome to English 1301 Online—8 Week Mini-Mester](#) (Video)
- [Syllabus & Schedule](#)
- [Turning In Assignments on Blackboard Ultra](#) (Video)

### READ|WATCH Thinking about Writing

- [The Myth of the Good Writer](#)
- [How to Hit the Right Tone in Writing](#)
- [Writing down the Basics](#): Why Refine Your Writing – Writing Sentences Correctly, pp. 6-12

### READ|WATCH Unit 1 Assignments and Tips for Writing Them

- [Thoughts from a Ninja: Unit 1 Introduction](#) (Video)
- [MLA Format Assignment](#)
- [Writing down the Basics](#)
  - Some Notes on General Convention - Personal/Familiar Writing, pp 46-58
  - MLA Format and Documentation Style, pp. 71-74
- [Creative Non-Fiction: An Overview](#)
- [Writing Narrative Personal Essays](#) (pdf)
- MLA Format (Video)—Choose the **one** for the word processor you're using.  
Note: You won't need a Work Cited page with this assignment.
  - [MLA Format: MS Word](#) (Video)
  - [MLA Format: Open Office 3](#) (Video)
  - [MLA Format: Google Docs](#) (Video)
  - [MLA Format: Apple Pages](#) (Video)
  - [MLA Format: Word for Apple](#) (Video)

### READ|WATCH Business Letter Format

- [Why Clear, Concise Writing is so Important in Business](#)
- [Writing down the Basics](#), Business Writing - Business Letters, pp. 136-140
- [Business Letters: Basic Format & Outline](#) (Video)

### DUE on [Blackboard](#)

- Quiz 1 in the Quizzes/Exam folder: Based on READ|WATCH links above
- Discussion 1: Introductions—on the main course page

### DUE via Email

- Email me @ [kwood@epcc.edu](mailto:kwood@epcc.edu). Let me know that you've looked over our Blackboard class, our schedule, my [website](#), and whether or not you have any questions
- Follow this link to fill out the [contact survey](#) and get a free 100!

**Week 2**  
**Sept. 1 – 7**

**UNIT 1**  
**ASSIGNMENTS**  
**MLA and Letter**  
**DUE**

(We're doing the APA one later in the semester, but you can do it earlier than it's due if you want.)

Getting started on Unit 2: Writing analysis through literature.

[Comma, Comma, Comma, Chameleon](#)

**READ|WATCH Unit 2 Readings**

- [Thoughts from a Ninja: Unit 2 Introduction - Literary Analysis](#) (Video)
- [Literary Analysis Essay Assignment](#)
- [The Cat in the Hat](#) (Video—Okay for kids)
- [Thug Notes: The Cat in the Hat](#) (Video—*Not* for kids)
- [How to Make Sense of The Cat in the Hat and the Thug Notes video](#) (Video)
- ["The Pedestrian"](#)
- [Questions for "The Pedestrian"](#)
- [Essay Walkthrough-Paragraph Breakdown: Pulling Us Apart: A Look at Separation in "The Pedestrian"](#) (Video)

**READ|WATCH Writing about Literature**

- [A Writer's Reference: Writing about Literature Supplement](#). Reading: Forming an Interpretation – Looking at Yourself as a Writer, pp. 3-14 (The pdf's page numbers: 5-16)
- [Writing down the Basics](#), Literary Essays, pp. 122-124

**READ|WATCH Grammar Stuff**

- [Grammarly Signup and Report](#) (Video)
- [Writing down the Basics](#), Combining Sentences – Bonus Comma Knowledge pp. 13-25
- [Commas: Lists, Sentences, Direct Address, and Exclamations](#) (Video—with some *not* for kids parts)
- [Commas: Extra Information](#) (Video—with some *not* for kids parts)

**DUE on Blackboard**

- UNIT 1 Assignments—In Unit 1 Folder
- [MLA Format Assignment](#)
  - [Business Letter Format Assignment](#)
  - Discussion 2: Format, Expectations, & Challenges
  
  - Quiz 2—in the Quizzes/Exam folder

**Week 3**  
**Sept. 8 – 14**

Two stories to read; one to write an essay about

Quoting things

Documenting sources for English teachers (and a few fields/classes)

Unit 2 Practice and things to get you started on your essay.

### READ|WATCH More Unit 2 Readings

- ["Resistance"](#)
- [Questions for "Resistance"](#) On your own, think about which of these questions you might answer if you were writing about this story and which quotes you would use from the story to back up your answer. Why do those moments lead you to your answer? How would you explain that? Then check this out:
  - [Video Walkthrough-Paragraph Breakdown: Taking the Easy Route: . . . "Resistance"](#) (Video)
- ["Just Do It"](#)
- [Questions for "Just Do It"](#)

### READ|WATCH Grammar and Misc. Stuff

- [Writing down the Basics](#): Intermission for a Salty Tale – Quotation Marks, pp. 26-40
- [How do I Punctuate Dialogue?](#)

Videos:

- [Misc. Punctuation](#)
- [Quotation Marks](#)

### READ|WATCH Documentation Stuff

- [Documentation Overview: Mapping Your Sources](#) (Video)
- [Writing down the Basics](#)
  - Documenting Resources – But I Didn't Make that Mistake, pp. 68-70
  - MLA Authors & Titles – Magazine/Journal Articles pp. 75-85
- [MLA Citation Basics](#) (Video)

### READ|WRITE Starting Your Essay

- ["The Perfect Match"](#)
- ["The Perfect Match" Essay Questions](#)
- [Writing down the Basics](#), Argument Essays, p. 112
- [Literary Analysis - Prewriting 1](#) (Video)
- [Literary Analysis - Prewriting 2](#) (Video)

### READ|WATCH Cover Letters

- [Essay Cover Letters](#)
- [Classroom Flashback: Keys to the Cover Letter](#) (Video)

### DUE on [Blackboard](#)

- Quiz 3

### UNIT 2 Assignments

- Discussion 3: Practice Analytical Writing--"Just Do It". [Which of these questions](#) would you answer and which quotes would you use from the story to back up your answer? Why do those moments lead you to your answer? Give it a try in one paragraph.
- Literary Essay: [Prewriting 1 form](#)
- Literary Essay: [Prewriting 2 form](#)



Week 4  
Sept. 15 –  
21

Last day to  
Withdraw:  
Friday,  
Sept. 18

Turn in  
drafts of the  
Critical  
Analysis and  
its Cover  
Letter

Unit 3:  
Media  
Analysis  
Essay basics  
and  
beginning  
practice

Agreement:  
Even words  
have to  
learn to get  
along.

### READ|WATCH Unit 3 Readings: Getting Started

- [Thoughts from a Ninja: Unit 3 Media Analysis](#) (Video)
- [Media Analysis Prewriting and Essay Assignment](#)
- Intro to Media Analysis: [Part I](#) and [Part 2](#) (Video)
- [Deconstructing Media Messages](#)
- [Media Literacy Concepts](#)
- [Language of Persuasion](#)
- [Text & Subtext](#)

#### READ|WATCH *Suggested Reading* (I.e.: not on the quiz)

- [Logical Fallacies](#) \*
- [Advertising's Fifteen Basic Appeals](#) \*
- [The Interpretation of Advertisements](#) \* (A very dense, academic discussion and comparison of analyzing ads to analyzing art. Maybe TLDR, but the second half about emotional bonds and narrative are definitely worth a peek if your ad has narrative/emotional transfer. You might want to come back to this later as you work on your essay.)

### READ|WATCH Student Samples: How this is done

Keep in mind that these samples were done before the most recent version of APA came out, so the format looks a little different in the videos.

- Sample Essay: [Video Walkthrough: Beamers Before Babies](#) (Video)
- Sample Essay: [Video Walkthrough: Fat Food Fast](#) (Video)
- Sample Essay: [Video Walkthrough: A Look between the Lines](#) (Video)
- You can access the print copy of all sample essays on the [1301 Media Analysis Essay page](#).

### READ|WATCH Grammar

- [Writing down the Basics](#): We all have to Agree – Word Choice and Usage, pp 41-45
- Videos:
  - [Subject/Verb & Logical Agreement](#)
  - [Pronoun Agreement](#)

### DUE on [Blackboard](#)

- Quiz 4

#### UNIT 2 Assignments

- Cover Letter 1—Literary Analysis **DRAFT** due
- Essay 1—Literary Analysis **DRAFT** due
- Discussion 4: Post-Literary Analysis Discussion: Now that we've drafted the Critical Analysis essay, what have you learned about doing this kind of writing? What was difficult? What was easy? What helped you most? What slowed you down?

#### UNIT 3 Assignments

- Discussion 5: Practice Media Analysis: Find an ad on YouTube that you think you can find some of the things mentioned in our readings in. Post the link and share what you see in terms of techniques, appeals, subtexts. Check out a few classmates' ads and see if you can add to what they see in those.

**Week 5**  
**Sept. 22 –**  
**28**

Discussion  
of [how ads](#)  
[work](#) and  
what they  
do

Finishing  
Unit 1:  
APA Format  
and citation

Looking at  
some  
sample  
Media  
Analysis  
papers

Getting  
Started

### READ|WATCH More thoughts on Advertisements

- [How Advertising Manipulates Your Choices and Spending Habits](#) \*
- [Ads Don't Work That Way](#) \*
- [Why Good Advertising Works \(Even When You Think It Doesn't\)](#) \*
- [Experts: Men Have Body Image Worries Too](#) \*
- Learn How to Use Track Changes:** You'll need to use Track Changes in future assignments, namely the final versions of your cover letters and essays. Make sure to try this out with another document and let me know if you have any questions or need help. I don't grade final versions without Track Changes, so make sure you've got this figured out BEFORE the final version is due! **Choose the video appropriate to the word processor you're using.**
  - [MS Word: Track Changes](#) (Video)
  - [Track Changes in MS Word Online-365](#) (Video)
  - [Using Track Changes \(Suggesting\) in Google Docs](#) (Video)
  - [Managing Track Changes in Pages with a Mac](#) (Video)

### READ|WATCH Finishing Unit 1: APA Format

- [APA Format Assignment](#)
- [Academic Writing](#)
- [Writing down the Basics](#)
  - Formal Writing – Secondary Sources, pp. 59-65
  - APA Authors and Titles – TED Talks, pp. 96-110
- [3 Things You Can do to Improve Word Choice in Writing](#)

Videos:

- [APA Citation Basics 7<sup>th</sup> ed.](#) (Video)
- Choose the **ONE** that fits your word processor preference:
  - [Format APA 7th ed in MS Word 365](#) (Video)
  - [Format APA 7th ed in MS Word](#) (Video)
  - [Format APA 7th ed in Google Docs](#) (Video)
  - [APA 7<sup>th</sup> edition Mac](#) (IRSC Libraries, Video)

### READ|WATCH Important Stuff to Know for the Media Analysis Essay (aka: Some Answers)

- [Handout for Media Analysis Citation](#) (this should give you almost everything you need specifically for citation here—make sure and do the other readings above to get the overall concepts.)

### READ|WATCH A Couple More Samples to Look At and our First Prewriting

Keep in mind that these samples were done before the most recent version of APA came out, so the format looks a little different in the videos.

- Student Sample: [Everything's Important Except Our Future](#) (Video) ([Print version](#))
- Student Sample: [Women Are Invincible](#) (Video) ([Print version](#))
- [Media Analysis Prewriting 1](#)

### DUE on [Blackboard](#)

- Quiz 5

Unit 1 Assignment

- APA Format Assignment

UNIT 3 Assignments

- Media Analysis Essay: Prewriting 1 (This [Quick List](#) may help you started in conjunction with [Text & Subtext](#).)



<p><b>Week 8 FINALS WEEK Oct. 13-15</b></p> <hr/> <p>Final Media Analysis docs &amp; <a href="#">Some Reflection</a></p>	<p><b>READ WATCH Unit 4 Readings and Samples</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <a href="#">Thoughts from a Ninja: Unit 4 – Reflection</a> (Video)</li><li><input type="checkbox"/> <a href="#">Essay of Reflection Assignment and Samples</a> (Video)</li><li><input type="checkbox"/> <a href="#">Essay of Revision Assignment</a></li></ul> <p><b>DUE on <a href="#">Blackboard Tuesday October 13<sup>th</sup></a> by 11:59 p.m.</b></p> <p>UNIT 3 Assignments</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Media Analysis <b>COVER LETTER FINAL</b></li><li><input type="checkbox"/> Media Analysis <b>ESSAY FINAL</b></li> <li><input type="checkbox"/> Unit 4: Essay of Revision <b>Due by October 15<sup>th</sup>, THURSDAY 11:59 p.m.</b> (no cover letter required)</li></ul>
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