



**English 1302: Research Writing and Literary Analysis**  
**Section 3F; CRN 21672**  
**Spring 2020**

<b>Instructor:</b> Kelli Wood <b>Office Hours:</b> Monday 1-3, Thursday 11-1 <a href="#">Online</a> through Blackboard Collaborate 11 am – 1 pm	<b>Text me via the Remind app</b> <b>Email:</b> <a href="mailto:kwood@epcc.edu">kwood@epcc.edu</a> <b>Web:</b> <a href="https://www.kelli.ninja">https://www.kelli.ninja</a>
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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

**Schedule**

<p><b>March 30 – April 6</b></p> <p>Remember, everything for this week is due by midnight April 6<sup>th</sup>.</p> <p>Don't leave it until the last minute!</p> <hr/> <p><b>Getting to know our Blackboard classroom, where we are going, and each other</b></p> <hr/> <p><b>APA Format and Research Questions</b></p>	<p><b>Welcome</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Welcome to English 1302</a></li> <li><input type="checkbox"/> Read the Syllabus: <a href="http://www.kelli.ninja/schedules.html">www.kelli.ninja/schedules.html</a></li> </ul> <p><b>Starting Research</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Research Assignment</a>, pp. 1-5</li> <li><input type="checkbox"/> <a href="#">How to Write a Research Question</a></li> <li><input type="checkbox"/> <a href="#">Starting with a Question: Staying Curious</a> (Video)</li> <li><input type="checkbox"/> <a href="#">What is an Academic Paper</a></li> <li><input type="checkbox"/> <a href="#">Language, Tone and Audience</a></li> </ul> <p><b>APA Format</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> APA Format (Video) choose <b>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> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a>, APA Documentation Style – The Research Paper, pp. 79-99</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Fill out the Contact Info Survey</a> for a free 100.</li> <li><input type="checkbox"/> Email me at <a href="mailto:kwood@epcc.edu">kwood@epcc.edu</a>. Let me know you've looked around our Blackboard and if you have any specific questions so far. You should always email me at that address as I don't check Blackboard email.</li> <li><input type="checkbox"/> <a href="#">Discussion: Introductions</a>: Introduce yourself to your classmates and to me here. Just tell a little bit about yourself, your goals, interests, or anything else you'd like to share. I'll start things off.</li> <li><input type="checkbox"/> <a href="#">Topic Question</a> due by email—send it to me at <a href="mailto:kwood@epcc.edu">kwood@epcc.edu</a></li> </ul>
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<p><b>April 7 – 13</b></p> <hr/> <p><b>Sources: finding them, evaluating them, writing about them, and citing them.</b></p> <p><b>Some more grammar review</b></p> <p>Remember, you can check out samples of all of our assignments on the <a href="#">kelli.ninja 1302 research page</a></p>	<p>Check for the topic question response from me, and begin finding research—I'll be working on responses throughout the week. Once you do the readings/videos, you need work on finding research and reading it. At the end of this week, the Source Prewriting is due.</p> <p>Remember, the prewriting is just a baby, incomplete, rough draft of the annotated bibliography. It lets me give you feedback and help on your citations, sources, and writing, so that you can refine those things in your Annotated Bibliography. You get a 100 for submitting an honest effort.</p> <hr/> <p><b>Doing Research</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Doing Research using EPCC'S Library Search and Google Scholar</a> (Video)</li> <li><input type="checkbox"/> <a href="#">Reading and Using Scholarly Articles</a> (Video)</li> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a> <ul style="list-style-type: none"> <li>o Finding Research – Reading a Formal Research Study," pp. 100-102</li> </ul> </li> </ul> <p><b>Our First Research Assignment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Research Assignment</a>, Source Prewriting through Annotated Bibliography, pp. 6-10 <ul style="list-style-type: none"> <li>o <a href="#">Writing down the Basics</a>, Formal Writing, pp. 53-59</li> </ul> </li> <li><input type="checkbox"/> <a href="#">How to Write a Summary</a></li> </ul> <p><b>Doing APA Citation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">APA Citation Basics</a> (Video)</li> <li><input type="checkbox"/> <a href="#">What Kind of Source is This?</a> (Video)</li> </ul> <p><b>Some Important Grammar Stuff</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Commas: Lists, Sentences, Direct Address, and Exclamations</a> (Video [Rated M])</li> <li><input type="checkbox"/> <a href="#">Commas: Extra Information</a> (Video)</li> <li><input type="checkbox"/> <a href="#">Quotation Marks</a> (Video) (<a href="#">pdf version if you want to read it</a>)</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sign up for <a href="#">Grammarly</a>: Make sure you're at <a href="http://www.grammarly.com/edu/signup">www.grammarly.com/edu/signup</a> and <b>use your EPCC email address!</b> (If you signed up last semester and did not sign up to the right place—<a href="http://www.grammarly.com/edu/signup">www.grammarly.com/edu/signup</a> and don't have the Premium version, contact me as I'll get our Grammarly guy to fix that.)</li> <li><input type="checkbox"/> <a href="#">Source Prewriting</a> due to the "<a href="#">Research Assignments</a>" link on Blackboard <ul style="list-style-type: none"> <li>o Remember, the Prewriting is just a short version of the Annotated Bibliography that I'll give you feedback on early in the next week so that you can fix any things that need it in the final Annotated Bibliography. I will do very quick feedback on this so that you can use my comments in it as you put the whole thing together.</li> </ul> </li> </ul>
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<p><b>April 14-20</b></p> <hr/> <p>I will be getting comments back to you on your Prewriting so that you can fix things and ask me questions as you turn it into a full Annotated Bibliography.</p> <p><b>Finishing your Annotated Bibliography.</b></p>	<p><b>NOTES:</b> Remember, if you want to get writing center extra credit, you need to go at least one day before the draft is due.</p> <p>I <b>HIGHLY</b> recommend you use the writing center. Don't wait until the last minute. It's first come, first served at campus locations, and <b>the <a href="#">online writing center</a> requires a 3 day turnaround time.</b></p> <p>Your work doesn't have to be done to get some feedback on it. They can help you with what you have, and that will help as you go forward.</p> <hr/> <p><b>A Few More Grammar Details</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Misc. Punctuation: Hyphen, dash, ellipses, parentheses, brackets</a> (Video)</li> </ul> <p><b>Developing an Overview of your Research</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Research Assignment</a>, Annotated Bibliography, p. 10</li> <li><input type="checkbox"/> <a href="#">Writing an Annotated Bibliography</a> (Don't forget to review the specific things I require in your annotation. Make sure and look at my response to your prewriting.)</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Annotated Bibliography</a> with Grammarly Report <ul style="list-style-type: none"> <li>o Due on the <a href="#">Research Assignments link on Blackboard</a></li> </ul> </li> </ul>
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<p><b>April 21-27</b></p> <hr/> <p><b>Week 7</b></p> <hr/> <p><b>Finishing the Research Essay Draft.</b></p> <p><b>Remember, there are a few more samples on the <a href="#">1302 Research page</a>.</b></p>	<p><b>Adding in What You Think</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 Argument Essays p 98</li> <li>o The Down-and-Dirty Method for Writing a Research Paper pp 80-81</li> </ul> </li> <li><input type="checkbox"/> <a href="#">Research Assignment</a>, Workshop/Drafting - Draft, p. 11-13 (We won't be doing Workshop, but use my notes on the draft to help you think about content.)</li> <li><input type="checkbox"/> <a href="#">From Annotated Bibliography to Draft</a> (video)</li> </ul> <p><b>A Look at the Final Picture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sample Research Essays: <ul style="list-style-type: none"> <li>o <a href="#">Stigma Busters</a> (video)</li> <li>o <a href="#">Dying to Be Beautiful</a> (video)</li> </ul> </li> <li><input type="checkbox"/> <a href="#">Research Assignment: Workshop-Final, pp 9-16</a> <ul style="list-style-type: none"> <li>o As you work on your draft, use the information in the "Workshop" section to help you think about how you put your paper together.</li> <li>o Read the rest so that you get a big sense of our final steps. Also, look at the grading criteria at the end to make sure you're doing these things in your draft. If you can't find it in your essay, I probably won't be able to either. So, use this as your final checklist as you work on getting this ready to turn.</li> <li>o We won't be doing a workshop online. I really recommend that you use of the <a href="#">online writing center</a>, but they need time to respond.</li> <li>o Remember, this is a draft. You want to give me as much as you can, so that I can give you more feedback and you have more guidance as you finish the final, but it is a draft. As with your Source Prewriting, your grade is 100 for turning it in on time with your best effort.</li> <li>o DO NOT turn in your annotated bibliography as your draft. Review the video above on moving from annotated bibliography to draft.</li> </ul> </li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Research Draft due</a> on <a href="#">Blackboard</a> with Grammarly Report.</li> <li><input type="checkbox"/> <a href="#">Research Discussion</a>: What have you learned about writing a research paper? What things slow you down or are challenging, and what things help you or can you do for yourself to help out? These may be very simple practical things as well as more technical things.</li> </ul>
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April 28-May 4

**I KNOW THIS LOOKS LONG, BUT...**

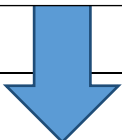
**We're watching 5 short films this week. Think of this as our short film festival.**

They're not rated, but I've put some notes beside each so that you can judge whether to watch them with kids around. In the end, that decision is your responsibility!

**With each film, I point out things you could analyze and look for in terms of thinking about them. I also read through an essay on the film and discuss it.**

**\*Make sure you watch at least one of the video walk-throughs whether you'll write about film or not.**

More stuff for this week, but not much. ;-)



## Film Basics

- [Introduction and Overview to Writing about Film](#) (Video)
- [Film Exam and Essay](#) This document gives you both the vocabulary and questions to use for the final essay. You are expected to know the vocabulary to use as you write about stories. We will NOT be doing exams during this shortened semester!
- [Writing about Film](#)
- [Yale Film Analysis Guide](#): Think of this as your basic reference book for our study of film. Review it. Go through the various sections and get to know the overall basics. As you come about film, go to the section on the element you're writing about and read it carefully for tips and ideas on ways to look at films.

## Short Film Festival with Sample Essays

- [Our Time is Up](#) (Video—I'd say PG)
  - \*Sample Essay:
    - [Video Walkthrough: Life Does Not Wait on Time](#) or
    - Essay: [Life Does not Wait on Time](#)
- [A Good Shot](#) (PG, though there's gun violence and an explosion.)
  - [Things to notice in A Good Shot](#)
  - \*Sample Essay:
    - [Video Walkthrough: Calm to Frantic](#) or
    - Essay: [Calm to Frantic](#)
- [My Name is Lisa](#) (PG—no sex or violence just deals with issues)
  - [Things to notice in My Name is Lisa](#)
  - \*Sample Essay:
    - [Video Walkthrough: Who Are You?](#) or
    - Essay: [Who Are You?](#)
- [10 Minutes](#) (PG—explosions and some death)
  - [Things to notice in 10 Minutes](#)
  - \*Sample Essay:
    - [Video Walkthrough: Sound, Color and Lighting Speak Louder than Words](#) or
    - Essay: [Sound, Color and Lighting Speak Louder than Words](#)
- [Lovefield](#) (PG 13?—suspense—I'm really not sure, my son's closer to 30 than 13! ;-)
  - [Things to notice in Lovefield](#)
  - \*Sample Essay:
    - [Video Walkthrough: The Bigger Picture in Lovefield](#) or
    - Essay: [The Bigger Picture in Lovefield](#)

## Stuff to do/Due

- See next page →

	<ul style="list-style-type: none"> <li>□ <a href="#">Film Discussion</a>: Use one of the questions from the <a href="#">Film Exam and In-Class Essay</a> page and write a paragraph about one of these films we watched for this week. It's just practice, so, just throw an idea out there. Give some feedback on others' ideas too. (Remember, we will NOT be doing exams during this shortened semester!)</li> </ul>
<p><b>May 5-11</b></p>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li>□ <a href="#">Fiction Exam and Essay</a> This document gives you both the vocabulary and discusses the final essay. You are expected to know the vocabulary to use as you write about stories. (Remember, we will NOT be doing exams during this shortened semester!)</li> <li>□ Observing the Conventions of Literature Papers, pp. L12-L14 (Lit section, <a href="#">online version</a>, pp. 15-16) L3-L23 (pg. 25 in the pdf)</li> <li>□ <a href="#">Literature (Fiction)</a></li> <li>□ <a href="#">The Necklace</a> <ul style="list-style-type: none"> <li>○ Video: <a href="#">Developing a Literary Argument: The Necklace with the Sample "(Un)Making Mathilde,</a></li> </ul> </li> </ul> <p><b>Read Online</b></p> <ul style="list-style-type: none"> <li>□ <a href="#">A &amp; P</a></li> <li>□ Sample Essay: <a href="#">Why Sammy Really Quits</a></li> <li>□ <a href="#">The Tell-Tale Heart</a></li> <li>□ Sample Essay: <a href="#">"The Tell-Tale Heart": A Nineteenth Century Emotional Rollercoaster (PDF)</a></li> <li>□ <a href="#">How to Integrate Quotations from a Work of Fiction</a></li> <li>□ <a href="#">How Thug Notes interprets "The Tell-Tale Heart"</a> Notice the use of quotes and specific quotes in the analysis to support the point.</li> </ul> <p><b>Read Online</b></p> <ul style="list-style-type: none"> <li>□ <a href="#">The Woman Who Tried to Be Good</a></li> <li>□ <a href="#">The Door</a></li> <li>□ <a href="#">Dude, what is up with that wacky story, Kelli?</a></li> <li>□ Sample Essay: <a href="#">Changing of the Doors</a></li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li>□ <a href="#">Fiction Discussion</a>: Choose ONE of the questions and answer it. Respond to someone else's comments with an explanation of either why you agree or why you see it another way using further examples or quotes from the story.       <ul style="list-style-type: none"> <li>○ <a href="#">Questions</a> or <a href="#">play Literary Mad Libs and choose one of these as your thesis/main point.</a></li> </ul> </li> </ul>

**The final essay is due in MLA format.** Review the instructions on setting up your essay.

Written instructions in

- [Writing down the Basics](#), pp. 63-65

Videos:

- [MLA Format: MS Word](#) (Video)
- [MLA Format: Google Docs](#) (Video)
- [MLA Format: Open Office](#) (Video)
- [MLA Format: Apple Pages](#) (Video)
- [MLA Format: Word for Apple](#) (Video)

**May 11-15**

**\*\*Note that the essay and discussion are due by Thursday, 5/14.\*\***

## Choose One

### FILM

#### Watch Online

- [Wrecked](#) Write your essay about this movie. (Rated R for language and some violent content.) Find the questions to base your essay on here: [Film Exam and Essay](#)
- Video: [Some post-Wrecked watching tips and thoughts](#)—I go through some key things to notice, and at the end *talk about some important technical aspects* of writing about this film. [The handout referred to in this video.](#)

#### Extra

- [A form you may want to use to help you make notes as you watch](#)—it gives some of the most prevalent things to look at. I hand this out in class for students to make notes as they watch the movie. (rtf file—it should work with all word processors)

### FICTION

#### Read

- ["Wall"](#) Write your final essay about this story. *The questions for the essay are at the end of the story.*
- Tips**
  - Read the story through *before* reading the questions. Then take some time away from it.
  - When you come back, re-read the questions and decide which one you'll answer, and go through the story again, looking for specific evidence to support your answer (thesis), then do the Fiction Homework to layout your basic draft.

Keep scrolling. There's more! 😊



#### For either

- Review [Writing down the Basics](#), Argument Essays p 98—keep in mind that this is the basic structure for this type of essay.
- [Use this form—it will give you a basic outline of your essay.](#) (It is a doc file to download.) Fill in the spaces wherever you have ideas—don't feel like you have to start at the beginning while you're making note.

**Due by Thursday, 5/14.\*\***

- Film/Fiction Essay on [Blackboard Film/Fiction Essay link](#)
- [Final Discussion](#): Overall, what have you learned to do to help yourself approach writing in the future? What things have helped? What things stall you in writing? Also, share any thanks, kudos, and final thoughts with classmates.