



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

Instructor: Kelli Wood

Office Hours: Monday 1-3, Thursday 11-1

[Online](#) through Blackboard Collaborate 11 am – 1 pm

Text me via the Remind app

Email: kwood@epcc.edu

Web: <https://www.kelli.ninja>

"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 expect to transfer this course, you generally must make a C or better.

II. Online Components and Lecture Recordings

- A. Because of the COVID-19 closures and Stay-at-Home orders, the components of this course are online and require you to access them by computer or smartphone. While you may be able to use your smartphone for many things, you will need to have access to a computer.
- B. I am not sure if computer lab hours will resume for students. If that does happen I will let you know on Blackboard. You can also check in at this website: [EPCC computer lab locations and hours](#).
- C. 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 them on the course's Announcements/Home page. 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
- D. Blackboard Ally
 1. 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 if you need assistance with alternative formats.

III. Texts and Materials

- A. Because of the difficulty with timing, logistics, employment, and delivery, we will be using online resources for this course.
- B. Supplements
 1. My website: www.kelli.ninja
 2. *Writing down the Basics*.
 - a) [Available on my website](#) as a pdf download, or for purchase as a print out at the TM ISC (Room 1550) for a minimal price.
- C. Materials
 1. Access to the internet.
 2. Access to Microsoft Word/Google Docs/Word for Mac/Mac Pages (ask me if you have something else. I'll help you out)
 3. If you need a copy of Microsoft Office, you can [get Microsoft 365 free](#) by signing up with your EPCC email address.
 4. 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.](#)

IV. Attendance: (5% of total grade)

- A. Attendance is expected and essential in any classroom environment. Attendance is especially important in the online environment.
- B. Drops for Non-Attendance
 1. If you have not logged in within the first two weeks of the course, I will drop you.
- C. If you do not participate in class for two consecutive weeks without notifying me and discussing your situation, I may drop you.
- D. If you anticipate being without computer access for a week or more (military, work, or out-of-town commitment), you must contact me as soon as you can so that we can work out a schedule, otherwise I may drop you.
- E. 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).
- F. 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 when possible.
- G. 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.
- H. Ultimately, it is your responsibility to drop the course if you are not going to be able to complete it.
- I. 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.

V. Participation: (5% of total grade)

- A. Part of your grade is based on participation in class discussions and collaborative work. If you expect to accomplish passing level writing by the end of the semester, it is important for you to actively participate in class.
 - 1. Be prepared for class.
 - 2. Read all assignments and submit your assignments on time.
 - 3. Be respectful of your peers and instructor at all times.
 - 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. Follow the guidelines of [netiquette](#).
 - 6. I will drop you for disorderly conduct, abusive 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.
 - 7. Most importantly, come to class with a good attitude, a sense of humor, and a willingness to work and learn.

VI. 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.

VII. Assignments

- A. All work should be typed and formatted according to standard formatting we will study in class.
- B. Course Work (15% of grade)
 - 1. I may not accept homework that that does not meet required standards of appearance or format which we will study in class.
- C. Discussion
 - 1. Occasionally you will have a discussion response due in the Discussions section on Blackboard.
 - 2. These cannot be re-created and therefore cannot be made up after the due date.
 - 3. I am looking for thoughtful responses in the conversation on a consistent basis.

4. This is a public discussion forum, so the whole class is participating. You need to reply thoughtfully to the discussion questions and to the responses your peers post; merely saying "I agree" is not enough. Explain your responses.
 - a) Your grade is based on your response.
 - b) However, you may earn extra credit for thoughtful and conversational responses to others' posts. (Extra credit for whole discussion grade—you don't have to reply to everyone—at least two other classmates which can include a response to anyone who comments on your post.)
 5. 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.
 6. Pay attention to your grammar and spelling.
- D. Essays (75% of grade)
1. Essays should be turned in by the due date. Essays and their accompanying assignments should be formatted according to the styles studied in class.
 2. Research Project
 - a) The researched essay will count as 30% of your total grade.
 - b) If you do not have your workshop draft ready for discussion on the due date or you do not turn in your first draft of your research paper within the accepted dates, you will be dropped from the course.
 - c) The related assignments will count as 20% of your total grade.
 3. Critical Essays
 - a) You will write one critical essay. The critical essay will count as 25% of the total grade.

VIII. Essay Extra Credit

- A. 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](#). (I will let you know if at any time the campus writing centers open.)
- B. Access the rules for essay extra credit on my [Extra Credit webpage](#), and carefully read the rules and instructions.
- C. If you take your first prewriting to the writing center, you may earn up to 10 extra credit points. *This only applies to Research Source Prewriting.*
- D. The online writing center requests at least 3 days time—now that we're all online they're especially busy. Remember, you don't have to be finished. You can submit what you have so far, keep working on it, and when you get comments back from them, apply those ideas to what you've developed since you sent it to them.
- E. Make sure and explain the assignment. You can go to our assignment document and copy and paste the specific in there. (In other words, don't send them the link for the whole Research Project—just give them the basic version. Though you can give them the link too, but remember, they're going to be swamped as well.)

IX. Late Work

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

X. 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.

Point Distribution		Grade Scale	
Attendance	5%	A	90-100+
Participation	5%	B	80-89
Course Work	15%	C	70-79
Research Assignments	20%	D	60-69
Research Essay	30%	F	0-59
Critical Essays	25%		

XI. Pursuit of Course Objectives

- A. 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.

XII. Record-Keeping

- A. 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, 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.

XIII. 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.
- B. Recognizing that you may be home full time with young kids around, I've put in notes about some of the short films we watch to help you decide whether to watch them with the kids about.

XIV. Schedule

- A. The schedule is attached at the end of this handout and there's a schedule only version [here](#). That is easier to use once we get going.
- 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.

XV. 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. I will be doing online office hours on Blackboard Collaborate. Learn more about that [here](#).
2. If those hours don't work for you, let me know and we can plan on a time to talk on the phone. Either email me or contact me through Remind.

C. Email

1. 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.
2. *Always include a subject line **and** a message. Any attachment sent without a subject line and message will be deleted.*
3. Use your class days and time in the subject line. For example, "1302 MMII" is fine.
4. [Read about these 10 best email practices.](#)
5. 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.
6. 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. I generally don't check email on weekends.

D. Phone

1. You can call my office number and any message you leave on voice mail there will go into my email inbox.

XVI. 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.

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 give yourself an opportunity to succeed.

Helpful Links

- Helpful Links Blackboard for Students:
<http://www.blackboard.com/student-resources.html>
- EPCC Online Writing Center: <https://www.epcc.edu/Services/WritingCenter>
- Distance Learning Support Services (DLSS):
<https://www.epcc.edu/Services/DistanceLearningSupportServices>
- EPCC Libraries: <https://www.epcc.edu/Services/Libraries>
- Student Handbook:
<https://www.epcc.edu/Services/CampusLife/Documents/StudentHandbook.pdf>
- 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

SUBJECT AREA	<u>English</u>
COURSE RUBRIC AND NUMBER	<u>ENGL 1302</u>
COURSE TITLE	<u>Research Writing</u> <u>and Literary Analysis (CF)</u>
COURSE CREDIT HOURS	<u>3 3 :</u> <u>0</u> Credits Lec Lab

I. Catalog Description

Continues intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasizes effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts (including artistic literature); systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions including the application of these to literature. **Prerequisite: ENGL 1301 with a "C" or better. (3:0).**

II. Course Objectives

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

- A. Refine and extend composition, reading, research and logic skills.
- B. Engage in **critical thinking skills**, creative thinking, innovation, and inquiry, and demonstrate analysis, evaluation and synthesis of information.
- C. Effectively use information resources such as libraries, field research, experts, and mass media.
- D. Demonstrate effective written, oral, and/or visual **communication skills**.
- E. Organize research data and commentary to develop an effective and unique thesis.
- F. Compose an acceptable research paper including proper use of sources according to the current MLA, APA, and/or a current scientific format.
- G. Use of appropriate literary terminology.
- H. Exhibit analytical insight and appreciation of two literary types (short stories, poetry, drama, film, or novel).
- I. Write a minimum of two competent critical essays or equivalent writings with an interpretive/analytical emphasis.
- J. Demonstrate **personal responsibility skills** including the ability to connect choices, actions, and

consequences to ethical decision-making.

- K. (Recommended) Attend or view at least one interpretive performance of a piece of literature (poetry, reading, play, film, etc.).

III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

IV. Evaluation

A. Pre-assessment

Instructors should check each student's prerequisites the first week of class. Those who do not qualify should be sent back to Admissions.

B. Post-assessment

1. The research project will count fifty percent of the course grade. This part of the grade should reflect evaluation of the various research steps as well as the final paper itself. It is up to the individual instructor to decide how much weight these preparatory steps will carry, but under no circumstances should the instructor base the entire research grade solely on the completed final product.
2. The assignments on literature will count for the other fifty percent of the course grade.
3. The instructor is required to schedule an appropriate activity for the final exam period. The completed research paper and critical analyses should be sufficient to demonstrate mastery of course content. The following are some suggested uses of the final exam period.
 - a. Students take an exam over assigned literature selections.
 - b. Students give oral presentations, which summarize their research projects.
 - c. Students write or submit a third literary paper such as an analysis or other interpretive writing based on a film, live performance, or novel.
 - d. Students view an appropriate audio-visual presentation.
 - e. Students meet with the instructor to review course work.
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.

C. Remediation

1. Revision of research papers shall be allowed at the discretion of the instructor.
2. A critical analysis which is evaluated by the instructor as unsatisfactory may be rewritten at the discretion of the instructor.
3. Students needing assistance with writing problems should contact the instructor. Assistance is also available through the Writing Centers or other programs located at most of the campuses.
4. Make-up work and retakes of quizzes may be provided at the instructor's discretion.

D. Grading Percentages:

Grade percentages for determining a final grade may be revised by the individual instructor, but should approximate the following proportions: research 50% and literature 50%.

E. Grading Scale

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

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.

Schedule

Our schedule begins on the next page. You can access a schedule only version that doesn't contain all the policies. It will make it easier to navigate once we get going.

Make sure you check the schedule consistently and keep up with work in the class. Do not count on the Blackboard calendar instead of this schedule.

I will post weekly "What's Going On" videos and link those on the Announcements page. They are short and give you tips and important information for the week. *It is important that you make sure to watch those.*

We work on a weekly schedule and I run weeks from **Tuesday to Monday**, excluding the first week and finals week. That means that in general weekly things are due by Monday midnight. Anything that has a due date other than Monday midnight, will be clearly marked. There are a few of those on the schedule, so each week read ahead so you know what's coming up.

Schedule

<p>March 30 – April 6</p> <p>Remember, everything for this week is due by midnight April 6th.</p> <p>Don't leave it until the last minute!</p>	<p>Welcome</p> <ul style="list-style-type: none"><input type="checkbox"/> Welcome to English 1302<input type="checkbox"/> Read the Syllabus: www.kelli.ninja/schedules.html <p>Starting Research</p> <ul style="list-style-type: none"><input type="checkbox"/> Research Assignment, pp. 1-5<input type="checkbox"/> How to Write a Research Question<input type="checkbox"/> Starting with a Question: Staying Curious (Video)<input type="checkbox"/> What is an Academic Paper<input type="checkbox"/> Language, Tone and Audience <p>APA Format</p> <ul style="list-style-type: none"><input type="checkbox"/> APA Format (Video) choose one:<ul style="list-style-type: none"><input type="checkbox"/> APA Format: MS Word (Video)<input type="checkbox"/> APA Format: Google Docs (Video)<input type="checkbox"/> APA Format: Apple Pages (Video)<input type="checkbox"/> APA Format: Word for Apple (Video)<input type="checkbox"/> APA Format: Open Office (Video)<input type="checkbox"/> Writing down the Basics, APA Documentation Style – The Research Paper, pp. 79-99 <p>Due</p> <ul style="list-style-type: none"><input type="checkbox"/> Fill out the Contact Info Survey for a free 100.<input type="checkbox"/> Email me at kwood@epcc.edu. 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.<input type="checkbox"/> Discussion: Introductions: 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.<input type="checkbox"/> Topic Question due by email—send it to me at kwood@epcc.edu
<p>Getting to know our Blackboard classroom, where we are going, and each other</p>	
<p>APA Format and Research Questions</p>	

<p>April 7 – 13</p> <hr/> <p>Sources: finding them, evaluating them, writing about them, and citing them.</p> <p>Some more grammar review</p> <p>Remember, you can check out samples of all of our assignments on the kelli.ninja 1302 research page</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>Doing Research</p> <ul style="list-style-type: none"> <input type="checkbox"/> Doing Research using EPCC'S Library Search and Google Scholar (Video) <input type="checkbox"/> Reading and Using Scholarly Articles (Video) <input type="checkbox"/> Writing down the Basics <ul style="list-style-type: none"> o Finding Research – Reading a Formal Research Study," pp. 100-102 <p>Our First Research Assignment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research Assignment, Source Prewriting through Annotated Bibliography, pp. 6-10 <ul style="list-style-type: none"> o Writing down the Basics, Formal Writing, pp. 53-59 <input type="checkbox"/> How to Write a Summary <p>Doing APA Citation</p> <ul style="list-style-type: none"> <input type="checkbox"/> APA Citation Basics (Video) <input type="checkbox"/> What Kind of Source is This? (Video) <p>Some Important Grammar Stuff</p> <ul style="list-style-type: none"> <input type="checkbox"/> Commas: Lists, Sentences, Direct Address, and Exclamations (Video [Rated M]) <input type="checkbox"/> Commas: Extra Information (Video) <input type="checkbox"/> Quotation Marks (Video) (pdf version if you want to read it) <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sign up for Grammarly: Make sure you're at www.grammarly.com/edu/signup and use your EPCC email address! (If you signed up last semester and did not sign up to the right place—www.grammarly.com/edu/signup and don't have the Premium version, contact me as I'll get our Grammarly guy to fix that.) <input type="checkbox"/> Source Prewriting due to the "Research Assignments" link on Blackboard <ul style="list-style-type: none"> 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.
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<p>April 14-20</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>Finishing your Annotated Bibliography.</p>	<p>NOTES: 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 HIGHLY recommend you use the writing center. Don't wait until the last minute. It's first come, first served at campus locations, and the online writing center requires a 3 day turnaround time.</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>A Few More Grammar Details</p> <ul style="list-style-type: none"> <input type="checkbox"/> Misc. Punctuation: Hyphen, dash, ellipses, parentheses, brackets (Video) <p>Developing an Overview of your Research</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research Assignment, Annotated Bibliography, p. 10 <input type="checkbox"/> Writing an Annotated Bibliography (Don't forget to review the specific things I require in your annotation. Make sure and look at my response to your prewriting.) <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotated Bibliography with Grammarly Report <ul style="list-style-type: none"> o Due on the Research Assignments link on Blackboard
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<p>April 21-27</p> <hr/> <p>Week 7</p> <hr/> <p>Finishing the Research Essay Draft.</p> <p>Remember, there are a few more samples on the 1302 Research page.</p>	<p>Adding in What You Think</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing down the Basics <ul style="list-style-type: none"> o Argument Essays p 98 o The Down-and-Dirty Method for Writing a Research Paper pp 80-81 <input type="checkbox"/> Research Assignment, 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.) <input type="checkbox"/> From Annotated Bibliography to Draft (video) <p>A Look at the Final Picture</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sample Research Essays: <ul style="list-style-type: none"> o Stigma Busters (video) o Dying to Be Beautiful (video) <input type="checkbox"/> Research Assignment: Workshop-Final, pp 9-16 <ul style="list-style-type: none"> 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. 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. o We won't be doing a workshop online. I really recommend that you use of the online writing center, but they need time to respond. 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. o DO NOT turn in your annotated bibliography as your draft. Review the video above on moving from annotated bibliography to draft. <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research Draft due on Blackboard with Grammarly Report. <input type="checkbox"/> Research Discussion: 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.
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April 28-May 4

I KNOW THIS LOOKS LONG, BUT...

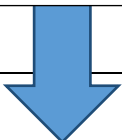
We're watching 5 short films this week. Think of this as our short film festival.

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)
 - o *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:
 - o [Video Walkthrough: Calm to Frantic](#) or
 - o Essay: [Calm to Frantic](#)
- [My Name is Lisa](#) (PG—no sex or violence just deals with issues)
 - o [Things to notice in My Name is Lisa](#)
 - o *Sample Essay:
 - [Video Walkthrough: Who Are You?](#) or
 - Essay: [Who Are You?](#)
- [10 Minutes](#) (PG—explosions and some death)
 - o [Things to notice in 10 Minutes](#)
 - o *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! ;-)
 - o [Things to notice in Lovefield](#)
 - o *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"> ❑ Film Discussion: Use one of the questions from the Film Exam and In-Class Essay 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!)
<p>May 5-11</p>	<p>Read Online</p> <ul style="list-style-type: none"> ❑ Fiction Exam and Essay 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!) ❑ Observing the Conventions of Literature Papers, pp. L12-L14 (Lit section, online version, pp. 15-16) L3-L23 (pg. 25 in the pdf) ❑ Literature (Fiction) ❑ The Necklace <ul style="list-style-type: none"> ○ Video: Developing a Literary Argument: The Necklace with the Sample "(Un)Making Mathilde, <p>Read Online</p> <ul style="list-style-type: none"> ❑ A & P ❑ Sample Essay: Why Sammy Really Quits ❑ The Tell-Tale Heart ❑ Sample Essay: "The Tell-Tale Heart": A Nineteenth Century Emotional Rollercoaster (PDF) ❑ How to Integrate Quotations from a Work of Fiction ❑ How Thug Notes interprets "The Tell-Tale Heart" Notice the use of quotes and specific quotes in the analysis to support the point. <p>Read Online</p> <ul style="list-style-type: none"> ❑ The Woman Who Tried to Be Good ❑ The Door ❑ Dude, what is up with that wacky story, Kelli? ❑ Sample Essay: Changing of the Doors <p>Due</p> <ul style="list-style-type: none"> ❑ Fiction Discussion: 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"> ○ Questions or play Literary Mad Libs and choose one of these as your thesis/main point.

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.

