

Instructor: Kelli Wood

Voice Message: 831-5065

Virtual Office Hours: (*No office hours on school holidays; last day 12/10)

Mon. 10-12 • Tue. 3-5 • Wed. 3-5 • Thur. 3-5 • Fri. 10-12

[Via Microsoft Teams](#) OR [Via my Discord Server](#)

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

Email: kwood@epcc.edu

Web: 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. 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 have discussions 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 OCRed 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*, 9th 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

1. My website: www.kelli.ninja
2. *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.)
3. Purdue Online Writing Lab (OWL): [Site Map \(table of contents\)](#)

C. Materials

1. 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 discussions, homework assignments, exams, and other work that does not appear in Research Assignment list or Critical Essays.

1. Standards

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

2. Homework

- a) With each critical essay, you will have an assigned homework. This is due on the date of the in-class essay. It cannot be turned in after that date.
- b) There may be other homework assignments that appear on the schedule, including quizzes and discussions.

3. Discussion

- a) These are public discussion forums, so the whole class is participating
- b) Make sure to proofread your posts and answer the question or prompt fully.
- c) When asked to reply to posts, make sure to reply thoughtfully; merely saying "I agree" is not enough. Explain your responses and thoughts.

4. Exams

- a) You will have an exam for each section: research, film, and fiction. The exams will cover basic concepts done in the readings over the course of our work on the section and basic vocabulary we've studied. If you have kept up with the readings, you should have no problem with these.
- b) These are open book and you may take them unlimited times up until the due date for each one.

B. Essays

(75% of grade) Essays should be turned in by the due date. Essays and their accompanying assignments should be formatted according to the styles studied in class.

1. Research Project

- a) The researched essay will count as 30% of your total grade.
- b) 16 week courses: If you do not have your draft turned in on the due date or before the last date to drop the course, whichever comes first, you will be dropped from the course.
- c) 8 week courses: If you have not turned in the Topic Email and Annotated Bibliography by the drop date, you will be dropped from the course.
- d) The related assignments as described in the Research Assignment document will count as 20% of your total grade.

2. Critical Essays

You will write two critical essays. The critical essays will count as 25% of the total grade.

3. **Essay/Writing Assignment Extra Credit**

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

- 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 research prewriting assignment to the writing center, you may earn up to 10 extra credit points. *This only applies to Research Prewriting.*

VII. Late Work

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.

- A.** 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.*
- B.** 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.
- C.** 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.
- D.** 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
Research Assignments	20%	D	60-69
Research Essay	30%	F	0-59
Critical Essays	25%		

IX. Grade Considerations

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

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, 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.

XIV. Contacting Me

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

A. Online Office Hours

- 1. Office hours are times set aside for students to come by and talk with teachers about questions they have regarding the course.
- 2. Mine are listed at the beginning of this document and at [chatwith.kelli.ninja](#)
- 3. I will do my best to let you know if I will not be able to hold my office hours for the day, though in emergency situations, that may not be possible.

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/direct me, join the appropriate group:

- 1302: 16 week course https://groupme.com/join_group/61306572/zw678loO
- 1302: 8 week course https://groupme.com/join_group/61306682/umLZS8mV

[Links and other info on using GroupMe](#)

C. Email

1. **DO NOT EMAIL ME VIA BLACKBOARD. Email me at kwood@epcc.edu**
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.

I DO NOT ACCEPT: "I don't know how to do this."

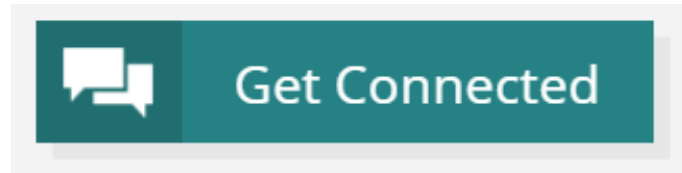
You are here to learn and experience new things.

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.

Getting Real-Time Help at EPCC

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).



Of course, that's if they're "in the office" then. Check hours for the department/service.

Helpful Links & Numbers

- [EPCC password recovery link](#)
- [Helpful Links Blackboard for Students](#)
- [Distance Learning Support Services \(DLSS\)](#)
- [Fall 2020 Mini-Handbook from Distance Learning](#)
- [Student Handbook](#)
- [Guide to Fall 2020 Online Tutoring \(General\)](#)
- [EPCC Libraries](#)
- EPCC IT Help Desk: [\(915\) 831-6440](#)
- Blackboard Helpdesk: [\(888\) 296-0863](#)
- EPCC Distance Learning Support Services (DLSS): [\(915\) 831-3111](#)
- Registrar (registration questions and 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>Composition II (CF)</u>
COURSE CREDIT HOURS	<u>3 3 :</u> <u>Credits Lec Lab</u>

I. Catalog Description

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on 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.

Full Schedule

IMPORTANT—Read this carefully!

Use this schedule to guide you through the semester.

Each time you work on things for this class, start with this.

Assignments listed under **DUE** for the week are due by midnight on the last day listed under the week number. Everything above that is reading or video—the teaching.

For example, in the first week's case, everything under DUE is due by midnight 10/26, 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.
- You are not required to do work at any specific time or meet online with me. You only need to make sure you meet the due dates each week.
- Finals week has some different due dates, and they are marked in **bold red**.
- 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 at the first of the week that will help too.
- My office hours are times for you to come by and ask me questions about the course and our work.

Most recent update: 11/28/2020 1:25:28 AM

[Link to schedule only version](#)

<p>Oct. 20-26</p> <p>Week 1</p> <hr/> <p>Remember, everything for this week is due by midnight Oct. 26th.</p> <p>Don't leave it until the last minute!</p> <p>Getting to know our Blackboard classroom, where we are going, and each other</p> <p>APA Format and Research Questions</p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p>Anything below DUE is due by the "end" of our week—midnight Oct. 26th.</p> </div>	<p>Welcome</p> <ul style="list-style-type: none"> <input type="checkbox"/> Welcome to English 1302 (Video) <input type="checkbox"/> Make sure you've read the policies above. <p>Starting Research</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thoughts from a Ninja: Research Assignment Overview (Video) <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"/> Writing down the Basics, APA Documentation Style – Format, pp. 87-95 <input type="checkbox"/> APA Format (Video) choose one: <ul style="list-style-type: none"> <input type="radio"/> APA Format: Microsoft Word (Video) <input type="radio"/> APA Format: Google Docs (Video) <input type="radio"/> APA Format: Apple Pages (Video) <input type="radio"/> APA Format: Word for Apple (Video) <input type="radio"/> APA Format: Open Office (Video) <p>DUE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Syllabus Quiz: Read the syllabus policies and rules, and then take this quiz based on it. The link for it is located under the syllabus link on Blackboard. You can take it three times and your highest grade will be recorded. <input type="checkbox"/> Fill out the Contact Info Survey for a free 100. <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
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Read/watch these things.

This is the teaching in the course.

**Oct. 27-
Nov. 2**

Week 2

**Sources:
finding them,
evaluating them,
writing about
them, and citing
them.**

**Some more
grammar review**

Remember, you
can check out
samples of all of
our assignments at
the bottom of the
kelli•ninja [1302
research page](#)

Check your email 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 below, you need work on finding research and reading it so that you can start on your annotated bibliography this week.

Doing Research

- [Doing Research using EPCC'S Library Search and Google Scholar](#) (Video)
- [Reading and Using Scholarly Articles](#) (Video)

Doing APA Citation

- [Writing down the Basics](#)
 - o Documenting Resources, pp. 68-70
 - o APA Authors and Titles – The Research Paper, pp. 96-115
- [APA Citation Basics 7th ed.](#) (Video)
- [What Kind of Source is This?](#) (Video)

Some Important Grammar Stuff

- [Commas: Lists, Sentences, Direct Address, and Exclamations](#) (Video [Rated M])
- [Commas: Extra Information](#) (Video)
- [Quotation Marks](#) (Video) ([pdf version if you want to read it](#))
- [Using Grammarly in our Course](#) (Video)

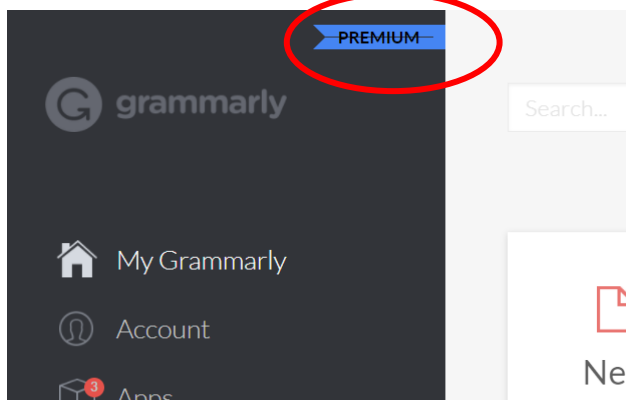
Our First Research Assignment

- [Research Assignment](#), Annotated Bibliography, pp. 6-9
- [How to Write a Summary](#)

DUE

- If you haven't, 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.)
- Work on your Annotated Bibliography—it's due next week.

How to know if you have Grammarly Premium: You should see the word **PREMIUM** on menu on the left side when you log in to Grammarly online:



<p>Nov. 3-9</p> <p>Week 3</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. Details on visiting the online writing center. Remember, they work on a first come, first served basis.</p> <p>Your work doesn't have to be done to get some feedback from them. They can help you with what you have, and that will help as you go forward.</p>
<p>Finishing your Annotated Bibliography.</p>	<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"/> Writing an Annotated Bibliography <input type="checkbox"/> Research Assignment, Annotated Bibliography, pp. 6-9: Re-read the specific requirements I have for your Annotated Bibliography <input type="checkbox"/> LOOK at the sample and notice the layout and format. Yours should look like that. <p>Turning in Work on Blackboard Ultra</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upload Assignments to Blackboard Ultra (Video) <p>DUE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotated Bibliography with Grammarly Report

<p>Nov. 11-16</p> <p>Week 4</p>	<p>Adding in What You Think</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research Assignment, Developing a Draft, p. 10-12 <input type="checkbox"/> From Annotated Bibliography to Draft (Video) <input type="checkbox"/> Writing down the Basics, <ul style="list-style-type: none"> o Argument Essays p 112—keep this basic structure in mind. o The Down-and-Dirty Method for Writing a Research Paper pp 117-121 <input type="checkbox"/> Integrating Research: How to Include Your Academic Voice with Your Research (Make sure to go through the “Related Video Tutorial” at the end of the article as well.)
<p>Nov. 13th, last day to drop/withdraw</p>	
<p>Working on the Research Essay Draft.</p> <p>Remember, there are a few more samples on the 1302 Research page.</p>	<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) o If you are struggling with wording and the flow of this kind of writing, take time to read one of these samples out loud (or at least 2-3 paragraphs of it) before you start writing. It will help you get the sound and flow in your mind. Use the link on the left to check out the samples above and others.
	<p>DUE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research Exam <input type="checkbox"/> Research Draft <ul style="list-style-type: none"> o As you work on your draft, 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 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. 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. They are two different assignments—not the same thing. Make sure you've watched the video above on moving from annotated bibliography to draft. <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.

Nov. 17-23

Week 5

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.**

Continued



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. The exam will cover the vocabulary.
- [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:
 - 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](#)

Due

- [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

<p>Nov. 17-23 Week 5 Continued</p>	<p>others' ideas too—ideas you like or thoughts and ideas it brings up.</p>
<p>Nov. 24-30 Week 6</p>	<p>Keep the Basic Argument Structure in Mind</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing down the Basics, p. 112. <p>MLA Format and Citation</p> <ul style="list-style-type: none"> <input type="checkbox"/> MLA Citation Basics (Video) <input type="checkbox"/> Writing down the Basics <ul style="list-style-type: none"> o MLA Format-MLA Works Cited, pp. 71-86 <input type="checkbox"/> Videos—Choose one: <ul style="list-style-type: none"> o MLA Format: MS Word (Video) o MLA Format: Google Docs (Video) o MLA Format: Open Office (Video) o MLA Format: Apple Pages (Video) o MLA Format: Word for Apple (Video) <p>A Film to Write Your Essay About</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> Video: Some post-Wrecked watching tips and thoughts—I go through some key things to notice, and at the end <i>talk about some important technical aspects</i> of writing about this film. The handout referred to in this video. <ul style="list-style-type: none"> o 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) <p>Homework Sheet to help you get started</p> <ul style="list-style-type: none"> <input type="checkbox"/> Film Homework: Online <p>DUE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Film Exam <input type="checkbox"/> Film Homework <input type="checkbox"/> Film Essay

Dec. 1-7

Week 7

The Basics for our Final Essay

- [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. The exam will cover the vocabulary.
- *Writers' Reference*, Writing about Literature Section:
 - Observing the Conventions of Literature Papers, pp. L12-L18,
 - OR read it here: [online version](#), pp. 15-23, (pp. 17-25 in the pdf page numbering)
- [Writing about Literature \(Fiction\)](#)
- [The Necklace](#)
- [Developing a Literary Argument: The Necklace with the Sample "\(Un\)Making Mathilde](#) (Video)

Stories and Writing about Them

- [A & P](#)
- Sample Essay: [Why Sammy Really Quits](#)
 - Notice how the argument structure we looked at in *Writing down the Basics* plays out in here. [Review that on page 112.](#)
- [The Tell-Tale Heart](#)
- Sample Essay: ["The Tell-Tale Heart": A Nineteenth Century Emotional Rollercoaster](#) (PDF)
- [How Thug Notes interprets "The Tell-Tale Heart"](#) Notice the use of quotes and specific quotes in the analysis to support the point.
- [The Door](#)
- [Dude, what is up with that wacky story, Kelli?](#) (Video)
- Sample Essay: [Changing of the Doors](#)

DUE

- [Fiction Discussion](#): Use one of the stories we've read for this week and choose ONE of the questions and answer it. Give some feedback on others' ideas too—ideas you like or thoughts and ideas it brings up.
 - [Questions](#) or [play Literary Mad Libs and choose one of these as your thesis/main point.](#)

Dec. 8-10

Week 8

****Note that all work this week is due by midnight Thursday, 12/10.****

Your Story to Write About

- ["Wall"](#) Write your final essay about this story. *The questions for the essay are at the end of the story.*
 - 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), and then do the Fiction Homework to layout your basic draft.

Fiction Homework

- [Fiction Homework Form](#)

Tips & Extras

- [How to Integrate Quotations from a Work of Fiction](#)
- Review [Writing down the Basics](#), Argument Essays p 98—keep in mind that this is the basic structure for this type of essay.
- [Fiction Homework: 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 notes. Start wherever you have ideas.

DUE by midnight Thursday, 12/10

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

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