



English 1302: Composition II
ENGL 1302-36, CRN 13157
ENGL 1302-B4, CRN 10833
Spring 2020

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 do the quizzes and exams and to turn in work. I will provide responses to most of your work there. We will not use it as a daily communication device. See the discussion of contacting me later in these policies. Access Blackboard at <https://online.epcc.edu/ultra/stream>

1. Blackboard Ally: You can now download your course files in different formats that fit your device, need, and learning preference. Click the “A download” icon next to your course files to view “Alternative Formats” of your course files. The file may

take a few minutes to download, so continue with your work while you wait. The quality of the alternative formats can vary based on the original file, so if something looks out of place, consult the original file. Depending on the type of file, you will see the following options:

- a) An OCR'd PDF improves the quality of scanned PDFs
 - b) A Tagged PDF for Word and PowerPoint documents or for improved navigation with screen readers
 - c) An HTML version that will be 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

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 quizzes, discussions, and other work that does not appear in Research Assignment list or Critical Essays.

1. Standards

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

2. Quizzes

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

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

3. 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 are other homework assignments that appear on the schedule, including discussions.

4. Discussion

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

B. 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) 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) 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 prewriting assignment 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. Quizzes *cannot* be done after the due date (see above)
- B. In general, I will not accept work that is more than five (5) days late. In addition, you will lose five (5) points for each day the work is late. *Some assignments have different late-work periods. Make sure to read carefully.*
- C. With work that gets personal feedback from me, you will not receive the feedback you would have gotten had the assignment been submitted on time.
- D. The only time I will accept works beyond the late due date is if you meet the following conditions
 1. Your work is late due to catastrophic circumstances beyond your control. (Unexpected injury, a serious auto accident, etc. It must be credibly documented.)
 2. You must be in good standing in the class at the time of the incident. (Consistent attendance, work, and participation.)
 3. You must notify me as soon as possible and arrange to meet with me to discuss plans for catching up. (In extreme circumstances, have someone notify me on your behalf.)
 4. I reserve the right to determine whether or not your circumstance qualifies for this exception and whether or not you meet the conditions listed above.
- E. NO LATE WORK WILL BE ACCEPTED DURING FINALS WEEK.

VIII. Course Evaluation

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

Point Distribution		Grade Scale	
Attendance	5%	A	90-100+
Participation	5%	B	80-89
Course Work	15%	C	70-79
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. I will hold online office hours as listed at the beginning of the document. I will let you know should that schedule change.
2. Consult <http://chatwith.kelli.ninja> for the latest update

B. Text/Direct Messaging

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

1. With GroupMe you can use it through your phone's text message service, with the app, or on the internet site, so it lets you pick how you'd rather get your messages. It also keeps your information private.
2. To text message me or get the weekly "What's Going On?" link, join the appropriate group:
 - 1302: 16 week course https://groupme.com/join_group/61306572/zw678loO
 - 1302: 8 week course https://groupme.com/join_group/61306682/umLZS8mV
3. Some helpful GroupMe links:
 - a) [Basics](#)
 - b) [GroupMe Privacy Policy](#)
 - c) [Send a Direct Message \(DM/text\)](#)

C. Email

1. **DO NOT EMAIL ME VIA BLACKBOARD.**
2. I expect you to use your EPCC account for all communication related to your course work. I do, however, understand that you may need to use an alternate email if the college email isn't working.
3. When you email me, or any of your teachers for that matter, you need to make sure that you identify who you are and which class you're in.
4. Always include a subject line **and** a message. Any attachment sent without a subject line *and* message will be deleted.
5. Use the class and course length in the subject line or the CRN/Section. For example, "1302 16 week" is fine, as is "ENGL 1302 12345 A1," or "ENGL 1301 mini-mester."
6. [Read about these 10 best email practices.](#)
7. As this class is practice in your professional communication, I expect you to use proper English—no text-speak. You do not need to be overly formal, but proofread your writing and state your message clearly.
8. I will always do my best to respond to you in a timely manner, but remember that I teach a number of other classes in addition to my other duties at the college.
9. I generally don't check email on weekends or after 5 pm.

D. Voice Message/Phone

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

XV. Agreement to Instructor Policies

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

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.

Helpful Links



When you see this link on any college webpage, you can click on it to connect with someone in the department via Blackboard Collaborate (audio and/or video). Well, that's if they're "in the office" then. Check hours for the department/service.

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

Helpful Numbers

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

El Paso Community College
Syllabus
Part II
Official Course Description

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	=	Withdrawn 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

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

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

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

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

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


Most recent update: 11/16/2020 12:50:02 AM

Aug. 24-31	Readings/Videos Online
Week 1	<input type="checkbox"/> Welcome to English with a Ninja (Video)
	<input type="checkbox"/> Syllabus
	<input type="checkbox"/> Turning In Assignments on Blackboard Ultra (Video)
	<input type="checkbox"/> Research Assignment , pp. 1-4 (PDF)
	<input type="checkbox"/> How to Write a Research Question (PDF)
	<input type="checkbox"/> What is an Academic Paper (PDF)
	<input type="checkbox"/> Language, Tone and Audience (PDF)
	<input type="checkbox"/> Sample Research Essay: Dying to be Beautiful: The Effects of the Media on Young Women and Girls (Video)
	Due
	<input type="checkbox"/> Quiz 1 (Our quizzes cover the readings/videos for the week. Make sure you've read them before you begin.)
	<input type="checkbox"/> Fill out the Contact Info Survey for a free 100.
	<input type="checkbox"/> Discussion 1: 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. (In the "Discussions" folder.
	<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.

<p>Sept. 1 - 7</p> <p>Week 2</p>	<p>Readings/Videos Online</p> <ul style="list-style-type: none"> ☐ Writing down the Basics, APA Documentation Style – Libraries and Databases, pp. 87-115 (PDF) ☐ The 'Undue Weight' of Truth on Wikipedia ☐ Documentation Overview: Mapping Your Sources (Video) ☐ How to Write a Summary (PDF) ☐ APA Format Assignment (PDF) ☐ Starting with a Question: Staying Curious (Video) <p>☐ APA Format (Video) choose one:</p> <ul style="list-style-type: none"> ○ Format APA 7th ed in MS Word 365 (Video) ○ Format APA 7th ed in MS Word (Video) ○ Format APA 7th ed in Google Docs (Video) ○ APA 7th edition Mac (Video) <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> ☐ Pose Questions worth Exploring, pp 331-334 (This time only since you may still be waiting on your book, this reading is on Blackboard, listed on the main page of our course.) <p>Due</p> <ul style="list-style-type: none"> ☐ Quiz 2 ☐ APA Format Assignment due on Blackboard in the “Turn in Format Assignments Here” folder. ☐ Discussion 2: Topic Ideas What kinds of things are you thinking about researching? What makes you want to find out more about them? Explain those things. When you respond to your classmates, comment on their ideas in terms of other things they might lead to or be related to, or in terms of some things you might know about as possible things or places to research. ☐ Topic Question due by email—send it to me at kwood@epcc.edu
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APA Format and Research Questions

APA Format Assignment and Topic Questions due!

<p>Sept. 8 - 14</p> <p>Week 3</p>	<p>Check for the topic response from me, and begin finding research—I'll be working on these throughout the week. Then work on finding research and reading it. Next week, the Source Prewriting is due.</p>
<p>Sources: finding them, evaluating them, and citing them.</p> <p>Practice with sources and citations, as well as Grammarly.</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research Assignment, Prewriting Assignments, pp. 6-9 (PDF) <ul style="list-style-type: none"> ○ Optional: If you want to “attend” a class on doing the prewriting assignment, you can check that out here. (Video) <input type="checkbox"/> Doing Research using EPCC'S Library Search and Google Scholar (Video) <input type="checkbox"/> APA Citation Basics 7th ed. (Video) <input type="checkbox"/> What Kind of Source is This? (Video) <input type="checkbox"/> Reading and Using Scholarly Articles (Video) <input type="checkbox"/> Writing down the Basics <ul style="list-style-type: none"> ○ Reading a Formal Research Study," pp. 116-117 ○ Formal Writing, pp. 59-67 <input type="checkbox"/> Evaluating Websites: Techniques to Apply and Questions to Ask <ul style="list-style-type: none"> ○ Read the "Home" and "Scholarly & Popular Sources" tabs: <div data-bbox="461 909 1068 995" style="text-align: center;">  </div> <input type="checkbox"/> Grammarly Signup and Report (Video) <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> "Read Like a Writer," – "Guidelines for Writing a Summary," pp. 61-64, and <input type="checkbox"/> "Reading Arguments," pp. 78-86 <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 3 <input type="checkbox"/> Identify and Evaluate Sources Exercise. You can take this unlimited times until the end of our "week," but it will take some time to do, so don't put it off until then. <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.)

<p>Sept. 15 - 21</p> <p>Week 4</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Commas: Lists, Sentences, Direct Address, and Exclamations (Video) <input type="checkbox"/> Commas: Extra Information (Video) <input type="checkbox"/> Writing down the Basics, Quotations Marks, pp. 36-40 (PDF) <ul style="list-style-type: none"> o Extra: Quotation Mark Video <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 4 <input type="checkbox"/> Source Prewriting due to "Turn in Research Assignments Here" folder on Blackboard <ul style="list-style-type: none"> o Remember, the Prewriting is just a short version of the Annotated Bibliography, and I'll give you feedback on it early in the next week so that you can fix any things that need it and ask me questions as you work on the final Annotated Bibliography.
<p>Sept. 22 - 28</p> <p>Week 5</p> <p>Work on your Annotated Bibliography and ask me questions. Don't forget about the Writing Center!</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Misc. Punctuation: Hyphen, dash, ellipses, parentheses, brackets (Video) <input type="checkbox"/> Research Assignment, Annotated Bibliography, p. 10 (PDF) <input type="checkbox"/> Writing an Annotated Bibliography <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reviewing, Revising, and Editing – Proofread the Final Manuscript pp 19-31 <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 5

<p>Sept. 29 – Oct. 5</p> <p>Week 6</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 go to 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 48 hour 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>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> From Annotated Bibliography to Draft (Video) <input type="checkbox"/> Sample Essay: Stigma Busters (Video) <input type="checkbox"/> Research Assignment: Workshop-Draft pp 11-13 (PDF) <ul style="list-style-type: none"> ○ Though we won't be workshopping (peer reviewing) the draft, the information here is important to use as you work on developing the draft you will turn in to me. ○ Use the grading criteria as a checklist to make sure you're focusing on what you need to. If you can't find it in your essay, I probably won't be able to either. ○ Remember that you can review other samples on the Research page. Taking the time to read a sample out loud will help you with the flow and style of this kind of writing. It's probably one of the best things you can do to help yourself with these final steps. <input type="checkbox"/> Writing down the Basics (PDF) <ul style="list-style-type: none"> ○ Argument Essays, pp. 112 ○ The Down-and-Dirty Method for Writing a Research Paper-From Outline to Essay, pp 117-121 <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> ○ Supporting a Thesis – Anticipating and Countering Alternative Interpretations pp 437-440 ○ Writing Arguments – Writing Guide: Argument Essay, pp 87-100 <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 6 <input type="checkbox"/> Annotated Bibliography with Grammarly Report <ul style="list-style-type: none"> ○ Due in the "Turn in Research Assignments Here" folder.
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<p>Oct. 6 - 12</p> <hr/> <p>Week 7</p> <hr/> <p>Finishing the Research Essay Draft and Reflecting on Research.</p>	<p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blackboard: Research Exam <input type="checkbox"/> Research DRAFT due on Blackboard with Grammarly Report. <input type="checkbox"/> Discussion 3: On Writing a Research Paper 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.
<p>Oct. 13 - 19</p> <hr/> <p>Week 8</p> <hr/> <p>Introduction to writing about film</p> <p>Learning MLA Format</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction and Overview to Writing about Film (Video) <input type="checkbox"/> Film Exam and Essay <input type="checkbox"/> Writing about Film <input type="checkbox"/> Yale Film Analysis Guide: Basic Terms, <i>Mise-en-Scene</i> <input type="checkbox"/> Our Time is Up (Video) <input type="checkbox"/> Sample Essay: Life Does not Wait on Time and *Video Walkthrough <input type="checkbox"/> The Fridge Part 1 & The Fridge Part 2 (Video) <input type="checkbox"/> Cinematography and <i>The Fridge</i> (Video) <input type="checkbox"/> Writing down the Basics, MLA format-Numbers in MLA, pp 54-69 (PDF) <input type="checkbox"/> Formatting MLA Papers (Choose one): <ul style="list-style-type: none"> <input type="checkbox"/> MLA Format: MS Word (Video) <input type="checkbox"/> MLA Format: Google Docs (Video) <input type="checkbox"/> MLA Format: Open Office (Video) <input type="checkbox"/> MLA Format: Apple Pages (Video) <input type="checkbox"/> MLA Format: Word for Apple (Video) <input type="checkbox"/> MLA Format Assignment (PDF) <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blackboard: Quiz 7 <input type="checkbox"/> MLA Format Assignment due on Blackboard

<p>Oct. 20 - 26</p> <p>Week 9</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yale Film Analysis Guide: Cinematography <input type="checkbox"/> A Good Shot (Video) <input type="checkbox"/> Things to notice in A Good Shot (Video) <input type="checkbox"/> *Sample Essay: <ul style="list-style-type: none"> <input type="checkbox"/> Video Walkthrough: Calm to Frantic (Video) <input type="checkbox"/> Essay: Calm to Frantic (PDF) <input type="checkbox"/> My Name is Lisa (Video) <input type="checkbox"/> Things to notice in My Name is Lisa (Video) <input type="checkbox"/> *Sample Essay: <ul style="list-style-type: none"> <input type="checkbox"/> Video Walkthrough: Who Are You? (Video) <input type="checkbox"/> Essay: Who Are You? (PDF) <input type="checkbox"/> Lovefield (Video) <input type="checkbox"/> Things to notice in Lovefield (Video) <input type="checkbox"/> *Sample Essay: <ul style="list-style-type: none"> <input type="checkbox"/> Video Walkthrough: The Bigger Picture in Lovefield (Video) <input type="checkbox"/> Essay: The Bigger Picture in Lovefield (PDF) <input type="checkbox"/> 10 Minutes (Video) <input type="checkbox"/> Things to notice in 10 Minutes (Video) <input type="checkbox"/> *Sample Essay: <ul style="list-style-type: none"> <input type="checkbox"/> Video Walkthrough: Sound, Color and Lighting Speak Louder than Words (Video) <input type="checkbox"/> Essay: Sound, Color and Lighting Speak Louder than Words (PDF) <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blackboard: Quiz 8
<p>Short film fest week!</p> <p>*As we go through film and fiction, I will include Video Walkthroughs with most of the samples. There I read and discuss the sample. Make sure to check out at least one video walkthrough a week as I'm explaining (teaching) how to do this kind of writing in those.</p>	

<p>Oct. 27 – Nov. 2</p> <p>Week 10</p> <hr/> <p>Okay, so these are weird films, and not for the kids. Your teacher has a dark sense of humor, but you may have figured that out by now.</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing down the Basics, Writing about Film, pp 1302-104 (PDF) <input type="checkbox"/> Yale Film Analysis Guide: Editing and Sound <input type="checkbox"/> Pretty Dead Girl Part 1 & Part 2 (Make sure to watch the whole thing) (Video) <input type="checkbox"/> Things to notice in <i>Pretty Dead Girl</i> (Video) <input type="checkbox"/> Sample Essay: <ul style="list-style-type: none"> <input type="checkbox"/> *Video Walkthrough: Sound Changes Everything (Video) <input type="checkbox"/> Essay: Sound Changes Everything (PDF) <input type="checkbox"/> Delusions of Modern Primitivism (Video) <input type="checkbox"/> Things to notice in <i>Delusions of Modern Primitivism</i> (Video) <input type="checkbox"/> Sample Essay: Peeling Back the Layers: <i>Delusions in Modern Primitivism</i> (PDF) <input type="checkbox"/> A professional sample: Modernity and Mise-en-scene: Terry Gilliam and Brazil (pdf version) <input type="checkbox"/> Film Essay Homework (This isn't due until next week, but it helps you outline your essay, so you might want to take a look at it now and get started by watching the movie—it's listed first in next week's agenda. There's also a form down there that might help out some too.) <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blackboard: Quiz 9
<p>Nov. 3 - 9</p> <p>Week 11</p>	<p>Watch Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wrecked You will write your essay about this movie. (Video) <input type="checkbox"/> Some post-<i>Wrecked</i> watching tips and thoughts (Video) <p>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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extras: <ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> Review Writing down the Basics, Argument Essays, p. 112—keep in mind that this is the basic structure for this type of essay. <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Film Essay Homework (This is the same link I put in above, so if you did it earlier, you don't need to do it again.) <input type="checkbox"/> Film Exam <input type="checkbox"/> Film Essay

<p>Nov. 11 - 16</p> <p>Week 12</p> <p>Nov. 13th, last day to drop/ withdraw</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fiction Exam and Essay (PDF) <input type="checkbox"/> Literature (Fiction) <input type="checkbox"/> The Necklace <input type="checkbox"/> Developing a Literary Argument: The Necklace with the Sample "(Un)Making Mathilde, (Video) <ul style="list-style-type: none"> <input type="checkbox"/> Sample Essay: (Un)Making Mathilde: Description as Character in Guy de Maupassant's "The Necklace" (PDF) <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading to form an Interpretation, pp. L3-L8 (Lit section, online version, pp. 3-8) <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blackboard: Quiz 10
<p>Nov. 17 - 23</p> <p>Week 13</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> A & P <input type="checkbox"/> Sample Essay: Why Sammy Really Quits (PDF) <input type="checkbox"/> The Tell-Tale Heart <input type="checkbox"/> Sample Essay: "The Tell-Tale Heart": A Nineteenth Century Emotional Rollercoaster (PDF) <input type="checkbox"/> How to Integrate Quotations from a Work of Fiction (PDF) <input type="checkbox"/> How Thug Notes interprets "The Tell-Tale Heart" Notice the use of quotes and specific quotes in the analysis to support the point. (Video) <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Observing the Conventions of Literature Papers, pp. L12-L14 (Lit section, online version, pp. 15-16) <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blackboard: Quiz 11

<p>Nov. 24 - 30</p> <p>Week 14</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> A Good Man is Hard to Find (PDF) <input type="checkbox"/> Where are You Going? Where Have You Been? (PDF) <input type="checkbox"/> So, where's the connection and why did you have us read these horrible stories, Kelli? (Video) <input type="checkbox"/> Sample Essay: A Good Grandma is Hard to Find (PDF) <input type="checkbox"/> Fiction Essay Homework (This isn't due until next week, but you might want to take a look ahead and think about it, or get it done this week so you have more time to finalize your draft.) <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blackboard: Quiz 12 <input type="checkbox"/> Discussion 4: Moments of Grace?: What do you think about the moments of grace in these stories as I discussed in the video? Do you buy my reading? If so, why? Do you read it another way? If you checked out any of the other articles I linked in the description to the video, do you buy any of those? <input type="checkbox"/> Take some time to enjoy Thanksgiving!
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<p>Dec. 1 - 9</p> <p>Week 15 and 16</p> <p>**Note that the essay and exam are due by Wednesday, 12/9.**</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Woman Who Tried to Be Good <input type="checkbox"/> The Door <input type="checkbox"/> Dude, what is up with that wacky story, Kelli? (Video) <input type="checkbox"/> Sample Essay: Changing of the Doors (PDF) <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning the Paper-Writing the Paper, pp L-8 – L-12 (Lit section, online version, pp. 9-1—[pdf pages 14-16]) <p>Final Essay Links</p> <ul style="list-style-type: none"> <input type="checkbox"/> "Wall"—You will write your final essay about this story. The questions for the essay are at the end of the story. <input type="checkbox"/> Tips <ul style="list-style-type: none"> ○ Read the story through <i>before</i> 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. <p>**Due by 12/7—Monday**</p> <ul style="list-style-type: none"> <input type="checkbox"/> Film Essay Revision due <ul style="list-style-type: none"> ○ If you're revising the film essay, turn it in to the same link you turned in your original. When you go into the link, just click on "Start New," and turn in the revision there. <p>**Due by 12/9—Wednesday**</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fiction Exam <input type="checkbox"/> Fiction Homework <input type="checkbox"/> Fiction Essay on Blackboard <input type="checkbox"/> Discussion 5: Tools to Take with You. Take some time to think about what you've learned about writing for college overall this semester. What tools helped you most, and what things do you know you need to do (or not do) as you write. Again, think about very practical strategies.
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