



**English 1301: Expository Composition**  
**CRN 10533; MWF 11-12:50**  
**Fall 2017, Mini-Mester I**

**Instructor:** Kelli Wood

**Office:** Room 1101 TM

**Office Hours:** MW 10-11 & 2:30-3, T/Th 10-1, F 10-11

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"You don't have to be great to get started, but you do have to get started to be great."

--Les Brown

**Instructor's Course Requirements**

**I. Grade Considerations**

- A. If you are required to take English classes beyond ENGL 1301, you must make a C or better in this course.

**II. Online Components and Lecture Recordings**

- A. Many of the components of this course are online and require you to access them by computer or smartphone. Please remember that the computer labs not only house computers, but also are staffed by people who are knowledgeable and there to help you. Additionally, the labs have a limited number of laptops you can check out. [EPCC computer lab locations and hours](#).
- B. I record class lectures that capture the screens we view in class and classroom audio. They are there for your review and in case you must miss class. *They are not a replacement for being in class.* See the attendance policies below.
  1. The video will be posted to *YouTube* and available during the semester, and the link to the class playlist is posted on our Blackboard classroom menu during the first week of class. You can also [visit my YouTube channel](#), or just search *YouTube* for kelli.ninja
  2. Videos will generally be posted by late afternoon on the day of class.

**III. Texts and Materials**

- A. Required Text Books:
  1. *A Writer's Reference with Writing about Literature* (with 2016 MLA Updates), 8<sup>th</sup> edition. Diana Hacker, ISBN: 9781319087074
    - a) *Bring your book to class. We use the book in class.*
  2. Access to my website: [www.kelli.ninja](http://www.kelli.ninja)
- B. Materials
  1. A pocket folder—new or used
  2. Access to Microsoft Word on your own computer or via the computer lab.
    - a) If you need a copy of Microsoft Office, you can [get Word free or at a deeply discounted price](#).

(Texts and Materials, cont.)

C. Supplement

1. *Writing down the Basics.*

- a) [Available on my website](#) as a pdf download, or at the TM ISC.
- b) If you will be using your smartphone to access this, I suggest you download the free Adobe Reader app for Android or IOS/Apple, Bluefire Reader if you cannot access the hyperlinks in the document. It will allow you to do so, though in the Android version, you must select "Open in Browser" from the menu in the window that opens when you click on a link. (Not sure about Apple.)

**IV. Attendance** (5% of total grade)

Attendance is expected and essential in any classroom environment.

A. More than three absences will adversely affect your grade.

1. The only excused absences are those students who must miss class for military duty, emergency services (EMS, fire department, police department), or college sponsored activities.

- a) In order to be excused you must provide written notification of the reason and duration of your absence two weeks in advance, except in cases of emergency.

B. I will take attendance every day. I reserve the right to strike your name from the sign-in sheet for the day if you simply sign-in and then leave.

C. I use the Early Alert program the college has subscribed to in order to track and encourage attendance. When I log class attendance records on it, it will generate and send you an email if you have been absent. I try to log attendance each day after class, but sometimes get behind, which may result in multiple emails. In the end, it is your job to make sure you sign in each class period.

D. It is your responsibility to let me know if your name ever disappears from the sign-in sheet. I update it from the official list regularly, so 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.

E. If you anticipate being absent from a scheduled class it is *your responsibility* to make up missed work, though group work, quizzes and other collaborative exercises cannot be recreated. If you must miss class, arrive prepared at the next class meeting.

F. Drops for Non-Attendance

1. If you do not attend during the first week of class, I will drop you.

- a) I will only make exceptions to this in situations where I am contacted beforehand and any work that was due during the first week was turned in with me as pre-arranged.

(Attendance, cont.)

2. If you miss two consecutive weeks of class without contacting me or having someone contact me on your behalf, I may drop you.
  3. After five non-consecutive absences, I may drop you from the course.
- G. Ultimately, it is your responsibility to drop the course if you are not going to be able to complete it.
- H. 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)

Part of your grade is based on participation in class discussions and work. For the most part, in-class and group work cannot make up outside of class. If you expect to accomplish passing level writing by the end of the semester, it is important for you to actively participate in class.

- A. Be prepared for class.
- B. Read *all required readings* and have your assignments ready for submission at the beginning of class.
- C. Do not bring children to or wear headphones during class.
- D. I do not want to see your cell phone in class unless we are working on something that requires internet access. Turn your phone off or put it on silent and put it away. If you must constantly check your phone, find another section or consider taking an online class.
  1. If for a pressing emergency, you must answer a call, leave the room to do so.
  2. If I hear your cell phone or you are using it in class to text or post, I reserve the right to answer your calls, respond to your text messages, or place posts on any social media apps or sites you have open.
- E. Refrain from sleeping or engaging in side conversations, doing homework, or studying for other classes during our class.
- F. Be respectful of your peers and instructor at all times. 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.
- G. I will drop you for disorderly conduct 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.
- H. Come to class with a good attitude, a sense of humor, and a willingness to work and learn.

#### **VI. 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.

**Do NOT turn in work via email unless specifically instructed to do so or unless you have prior consent from me.**

If you MUST turn in work to me and I am not in my office, do NOT put it under my door. Anything turned in under my office door will be thrown away. Instead, turn it in to my mailbox at the ISC (TM Room 1550).

1. Have the staff member initial it and put the date on it.
2. *If you do not have the staff member date and initial it, it will be considered turned in on the date I pick it up, **not** the date you turned it in.*
3. Email/call me to let me know you have done this.

## VII. Assignments

Other than prewriting and work done in class, all work should be typed and formatted according to standard formatting we will study in class. I will not grade handwritten work with the exception of prewritings and in-class essays.

### A. **Course Work** (35% of total grade)

I may not accept homework that is finished in class or that does not meet required standards of appearance or format.

#### 1. Quizzes

- a) Quizzes are posted on [Blackboard](#) and cover the assigned readings for the day.
  - (1) For technical problems with Blackboard, contact the EPCC Help Desk (24/7) at 888-296-0863
  - (2) You should use the same login information you use to login for registration
- b) Quizzes will close ten minutes before class begins.
- c) You *cannot make up missed quizzes*, however, you can work ahead.
- d) The final quiz/exam counts twice in this section.

#### 2. Pre-Writing Assignments

- a) These serve as building blocks for the writings we do over the course of the semester.
- b) These may be handwritten.
- c) *Prewritings are **not accepted** after the essay is turned in unless they have been signed/stamped by me before the essay was due.*

(Course Work, cont.)

3. In-Class Group Work

- a) This cannot be re-created and therefore cannot be made up.

B. **Major Writing Assignments** (55% of grade)

All major assignments should be turned in at the beginning of class. If you arrive late to class, your work may be counted late.

**Do not skip class or come to class late  
in order to finish an essay and/or cover**

1. Essays (44% of total grade)

- a) Essays should be typed and properly formatted according to MLA or APA style, depending upon the assignment, which we will study during this class.

2. Cover Letters (averaged as 11% of total grade)

- a) Cover Letters will be written for essays 1-3, and they should be formatted in full-block business style, which we will also study during this course.
- b) All three cover letter grades will be averaged and count as one essay grade.

C. **Essay Extra Credit**

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

1. Access the rules for essay extra credit on my [Extra Credit webpage](#), and carefully read the rules and instructions.
2. If you take your first essay/cover letter to the writing center, you may earn up to 10 extra credit points. *This only applies to Essay 1 and the cover letter for it.*

**VIII. Late Work**

Each assignment will have a specified due date and will be due at the beginning of class on that date. It is important that you attend and meet all deadlines.

1. *Quizzes cannot be done after the due date (see above)*
2. *I will not accept work that is more than five (5) school days late. In addition, you will lose five (5) points for each day the work is late.*
3. You will not receive the feedback you would have gotten had the assignment been submitted on time.
4. The only time I will accept works beyond the late due date is if you meet the following conditions

*(Late Work, cont.)*

- a) Your work is late due to catastrophic circumstances beyond your control. (Unexpected surgery, a serious auto accident, etc. It must be credibly documented.)
  - b) You must be in good standing in the class at the time of the catastrophe. (Consistent attendance, work, and participation.)
  - c) You must notify me as soon as possible and arrange to meet with me to discuss plans for catching up.
5. 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.
  6. NO LATE WORK WILL BE ACCEPTED DURING THE LAST WEEK OF CLASS OR DURING FINALS WEEK.

### **IX. 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.

### **X. Record-Keeping**

- A. **Keep all of the work you do for this class until final grades have been posted.** Keep it in a binder or folder so that it is organized and easily accessible. In the event of fire, theft, or loss of my grade book, you may need to produce all work you've done. Additionally, we 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.

### **XI. 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.

### **XII. 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.

(Course Evaluation, cont.)

Point Distribution		Grade Scale	
Attendance	5%	A	90-100+
Participation	5%	B	80-89
Course Work	35%	C	70-79
Essays/Cover Letters	55%	D	60-69
		F	0-59

### XIII. Schedule

- A. The schedule is attached at the end of this handout. It is very important that you make sure you have a copy of it throughout the semester as it tells you what we'll be doing in class and what homework you need to have done. If you lose your copy, let me know as soon as possible so that I can get you another one. It is also available on 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 in class.

### XIV. Contacting Me

All of my contact information is listed on the first page of this syllabus and in our Blackboard classroom.

#### A. Office Hours

1. Please make use of my office hours to come see me. Those are times set aside for addressing questions you have.
2. If you cannot make it to my office hours, let me know and we can schedule a time that works for both of us.
3. If I must cancel my office hours for a meeting, appointment, or other business, I will do my best to let you know beforehand.

#### B. Email

1. I expect you to use your EPCC account for all communication related to your course work.
2. 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.
3. *Always include a subject line **and** a message. Any attachment sent with no subject line and message **will be deleted**.*
4. Use your class days and time in the subject line. For example, "MW 1 pm" would be fine.
  - a) [Read about these 10 best email practices](#).

*(Email, cont.)*

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 do not check email on the weekends.

**C. Phone**

1. Feel free to call me at my office. If I am not in, leave your name, the course you're in (MWF 11am, MW 1 pm, etc.) and a number I can call you back at. I will return your phone call as soon as possible.
2. Please remember that even if you call during office hours I may be working with another student, so please leave a number and brief message. I will call you back as soon as I can.

**XV. Agreement to Instructor Policies**

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

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I DO NOT ACCEPT: "I don't know how to do this."  
You are here to learn and experience new things.

I RESPECT: "I wasn't sure how to do this, but I tried."  
It is only by trying that you get an opportunity to succeed.

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>English</u>		
<b>COURSE RUBRIC AND NUMBER</b>	<u>ENGL 1301</u>		
<b>COURSE TITLE</b>	<u>Expository English Composition</u>		
<b>COURSE CREDIT HOURS</b>	<u>3</u>	<u>3</u>	<u>0</u>
	Credits	Lec	Lab

**I. Catalog Description**

Emphasizes intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasizes effective rhetorical choices, including audience, purpose, arrangement, and style. Focuses writing the academic essay as a vehicle for learning, communicating, and critical analysis. **Prerequisite:** NCBW 0111 or NCBW 0211 or NCBW 0311 or INRW 0311 or ESOL 0341 with a "C" or better or by placement exam. **Corequisite:** NCBW 0111 or NCBW 0211 or NCBW 0311. (3:0).

**II. Course Objectives**

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

- A. Engage in **critical thinking skills**, creative thinking, innovation and inquiry; demonstrate analysis, evaluation, and synthesis of information.
- B. Demonstrate effective written, oral, and/or visual **communication skills**.
- C. Analyze the subject, occasion, audience, and purpose of writing assignments.
- D. Apply appropriate strategies to generate ideas and use modes of expression for writing assignments.
- E. Draft essays of approximately 700-1000 words that focus on a thesis statement, with introduction, multiple body paragraphs which develop the major points indicated in the organizational plan of each essay, and an appropriate conclusion.
- F. Demonstrate **teamwork skills** including the ability to consider different points of view, work effectively with others to support a shared purpose or goal, and integrating peer responses and instructor suggestions into the revision process.
- G. Revise the essay.
- H. Edit to improve content, organization, style, grammatical correctness, spelling, punctuation, usage and mechanics using Standard Written English.
- I. Analyze assigned readings and relate the styles and approaches to the student's own writing.
- J. Demonstrate comprehension of the reading assignments in class discussions, exercises, summaries, and/or objective quizzes.
- K. Demonstrate **personal responsibility skills** including the ability to connect choices, actions, and consequences to ethical decision-making.
- L. (Optional) Demonstrate basic library and research skills by using reference materials such as periodicals, books, electronic sources, and interviews.
- M. (Optional) Demonstrate interpretive insight in a written response to a short story, novel, poem, play, or film.

**III. THECB Learning Outcomes (ACGM)**

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.

4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

#### IV. Evaluation

##### A. Activities and Other Concerns

1. Students will write a minimum of five major essays or other types of writing projects, including the in-class essay that is written during the final exam period. It is suggested that at least one other essay be written in class. These essays should involve the multiple stages of the writing process and demonstrate a variety of strategies. These assignments may vary in length, depending on the nature of the project, but the major essays should be at least 700 words. In addition to academic writing assignments, other types of writing assignments may include proposals, reports, commentaries and reviews. One of these activities must comply with the Quality Enhancement Plan, "Learning about the Community as a Community." Students should compose at least one assignment on a word processor or computer.
2. Correct use of Standard Written English will be emphasized, including grammatical sentence structure, spelling, punctuation, mechanics, and usage.
3. The various rhetorical patterns may be covered separately; however, instructors should stress the potential of these approaches to overlap.
4. Plagiarism is both intellectual theft and academic dishonesty and will not be tolerated. Any work that is plagiarized could result in failure of the course. See the Student Handbook.

##### B. Final Examination

1. A final examination is required in all English 1301 classes. The exam should consist of (or at least include) an essay written in class during the scheduled two-hour final examination period. The topic will be assigned by the instructor and should lend itself to one or more of the rhetorical approaches the student has studied during the semester.
2. The final essay should satisfy the course objectives: use of appropriate essay form, attention to rhetorical strategies, a clear thesis, satisfactory organization, adequate and relevant content, and basic mechanical competence.
3. If the instructor thinks the final essay does not satisfy the course objectives, the exam may be used as a justification for failing the student for the course. In such cases, it is advisable to have one other instructor confirm the evaluation of the essay.
4. If the instructor judges that the final essay meets the course objectives satisfactorily, the essay should be graded and may be averaged in with the other course work to determine the course grade.

##### C. Grading Percentages

Grade percentages for determining the course grade may be devised by the individual instructor, but the writing projects/essays will account for at least 70% of the student's grade. At the instructor's discretion, the grade for the final exam may be averaged as part of the 70%.

##### D. Remediation

At the instructor's discretion, students may be allowed to rewrite papers or retest for higher grades. Students seeking additional help may obtain tutoring assistance from one of the Writing Centers, located at most of the campuses.

##### E. Grading Scale

**Note: This course is the prerequisite for all further English courses, including literature courses, and must be passed with the grade of "C" or better before it can be used as a prerequisite.**

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

**V. Disability Statement (Americans with/Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112(831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

## Schedule

Make sure you not only keep a copy of your schedule available, but also consult it on a consistent basis. If you lose your hard copy and would like another one, please let me know.

**Get Started:** To more easily access online links, go to [www.kelli.ninja](http://www.kelli.ninja) and click on Schedules. Find our schedule and download. You can click on all “Online Readings” to navigate to them.

Date	What's due	What we'll do in class
<b>8/21</b> <b>M</b>	<p style="text-align: center;"><i>Make sure you have your homework done before coming to class!</i></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Syllabus</li> <li><input type="checkbox"/> <a href="#">Blackboard</a></li> <li><input type="checkbox"/> <a href="#">kelli.ninja</a></li> </ul>
<b>8/23</b> <b>W</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Cover Letter Assignment</a></li> <li><input type="checkbox"/> <a href="#">Essay 1 Assignment</a></li> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a> <ul style="list-style-type: none"> <li>○ Why Refine your Writing – Adding Emphasis pp 1-11</li> <li>○ Formatting a Paper MLA Style pp 45-46</li> <li>○ Business Writing: Letters pp 95-97</li> </ul> </li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Document Design pp 57-65</li> <li><input type="checkbox"/> Sentence Patterns pp 340-345 and Fragments - Run-on Sentences pp 241-245</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Fill out Contact Info Survey</a> (Get a 100 just for doing it!)</li> <li><input type="checkbox"/> Quiz 1 <a href="#">on Blackboard</a> (<i>Our quizzes always cover our readings. This one includes questions from the Syllabus.</i>)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Sentence Basics (pdf)</a></li> <li><input type="checkbox"/> <a href="#">Cover Letter Assignment</a></li> <li><input type="checkbox"/> <a href="#">Essay 1 Assignment</a></li> <li><input type="checkbox"/> Format</li> <li><input type="checkbox"/> Sample: <a href="#">A Second-Hand Bike</a></li> </ul>

Date	What's due	What we'll do in class
<b>8/25</b> <b>F</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sample: <a href="#">Connecting with History</a></li> <li><input type="checkbox"/> Sample: <a href="#">Simple 14k</a></li> <li><input type="checkbox"/> <a href="#">Descriptive Essays</a></li> <li><input type="checkbox"/> <a href="#">Writing down the Basics:</a> <ul style="list-style-type: none"> <li>o Word Choice and Usage pp 13-14</li> <li>o Commas pp 15-18</li> </ul> </li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing Paragraphs pp 43-47, pp 51-57</li> <li><input type="checkbox"/> Commas pp 287-299</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz 2 <a href="#">on Blackboard</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Commas (pdf)</a></li> <li><input type="checkbox"/> Sample: <a href="#">Just Like Papi Guero</a></li> <li><input type="checkbox"/> <a href="#">Prewriting 1: Detailed Description PDF</a></li> </ul>
<b>8/28</b> <b>M</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Writing Narrative Personal Essays</a></li> <li><input type="checkbox"/> Sample: <a href="#">My First, Hopefully My Last, My Everything</a></li> <li><input type="checkbox"/> Sample: <a href="#">My First, Hopefully My Last, My Everything: Cover Letter</a></li> <li><input type="checkbox"/> <a href="#">Writing down the Basics:</a> <ul style="list-style-type: none"> <li>o We All Have to Agree – Subject/Verb Agreement - General Agreement p 11-13</li> </ul> </li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shifts (Agreement) pp 141-144</li> <li><input type="checkbox"/> Subject/Verb Agreement pp 197-205</li> <li><input type="checkbox"/> Pronoun Agreement pp 218-229</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Prewriting 1: Detailed Description PDF</a></li> <li><input type="checkbox"/> Quiz 3 <a href="#">on Blackboard</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Agreement</a> (Subject-verb, pronouns, logic, POV) <a href="#">(pdf)</a></li> <li><input type="checkbox"/> Sample: <a href="#">Seasoning a Bond</a></li> <li><input type="checkbox"/> <a href="#">Prewriting 2: Narrative PDF</a></li> </ul>

Date	What's due	What we'll do in class
<b>8/30</b> <b>W</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sample: <a href="#">The Hand-Me-Downs</a></li> <li><input type="checkbox"/> Sample: <a href="#">Grace is a Gift</a></li> <li><input type="checkbox"/> <a href="#">Writing down the Basics:</a> <ul style="list-style-type: none"> <li><input type="checkbox"/> Semicolons and Colons pp 19-22</li> </ul> </li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Semi-Colons and Colons pp 300-303</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Prewriting 2: Narrative PDF</a></li> <li><input type="checkbox"/> Quiz 4 <a href="#">on Blackboard</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Semicolons and Colons (pdf)</a></li> <li><input type="checkbox"/> Sample: <a href="#">Grand Old Piano</a></li> <li><input type="checkbox"/> <a href="#">Prewriting 3: Significance PDF</a></li> </ul>
<b>9/1</b> <b>F</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Getting Feedback</a></li> <li><input type="checkbox"/> <a href="#">A Drift in Time</a></li> <li><input type="checkbox"/> <a href="#">A Drift in Time: Cover Letter</a></li> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quotation Marks pp 25-26</li> </ul> </li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reviewing, revising, and editing pp 22-32</li> <li><input type="checkbox"/> Quotation Marks pp 307-311</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Prewriting 3: Significance PDF</a></li> <li><input type="checkbox"/> Quiz 5 <a href="#">on Blackboard</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quotation Marks (pdf)</a></li> <li><input type="checkbox"/> <a href="#">Drafting Your Essay</a> and <a href="#">Cover Letter</a></li> <li><input type="checkbox"/> Format Review</li> </ul>
<b>9/4</b> <b>M</b>	<b>NO CLASSES</b>	

Date	What's due	What we'll do in class
<b>9/6</b> <b>W</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a> <ul style="list-style-type: none"> <li>o Apostrophes - Ellipsis pp 23-25</li> </ul> </li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Apostrophe pp 304-307</li> <li><input type="checkbox"/> The Dash, Parentheses, Bracket, Ellipsis, pp 313-316</li> <li><input type="checkbox"/> The Hyphen p 320</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essay 1 draft due. <i>Bring a draft of your essay. It may be hand written or typed, but must be legible. This is an in-class activity, and you must be present to get credit for it.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Misc. Punctuation: Hyphen, dash, ellipses, parentheses, brackets (pdf)</a></li> <li><input type="checkbox"/> <a href="#">Apostrophes (pdf)</a></li> <li><input type="checkbox"/> Workshop</li> </ul>
<b>9/8</b> <b>F</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Essay 2 Assignment and Prewritings</a></li> <li><input type="checkbox"/> <a href="#">Let the Preschoolers Play</a></li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Capitalization - Numbers pp 322-329</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essay 1: Include these items in your folder <ul style="list-style-type: none"> <li>o Cover Letter</li> <li>o Final Essay</li> <li>o Prewritings 1-3</li> <li>o Workshop form and draft</li> <li>o Optional: Writing Center Draft</li> </ul> </li> <li><input type="checkbox"/> Quiz 6 <a href="#">on Blackboard</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Capitalization (pdf)</a></li> <li><input type="checkbox"/> <a href="#">Numbers (pdf)</a></li> <li><input type="checkbox"/> <a href="#">Essay 2 Assignment and Prewritings</a></li> <li><input type="checkbox"/> <a href="#">The El Paso Pigeon</a></li> <li><input type="checkbox"/> Sample: <a href="#">El Paso's Priorities are put on Hold</a></li> <li><input type="checkbox"/> <a href="#">Prewriting 1: Identifying your Communities PDF</a> <ul style="list-style-type: none"> <li>o Prewriting forms: <a href="#">PDF</a> <a href="#">Word</a></li> </ul> </li> </ul>

Date	What's due	What we'll do in class
<b>9/11</b> <b>M</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">How to Write an Op-Ed or Column</a></li> <li><input type="checkbox"/> Sample: <a href="#">They Hold Our Future</a></li> <li><input type="checkbox"/> Sample: <a href="#">Support for Our Protectors</a></li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading Arguments - Writing Arguments pp 89-106</li> <li><input type="checkbox"/> Managing Information pp 369-386  <i>(NOTE: Remember, we're not using formal citation for Essay 2, so you don't need to worry about that now; however, we will be using it for Essay 3, so don't blow it off, but for now just focus on the wording in integrating sources.)</i></li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Prewriting 1: Identifying your Communities</a> PDF <ul style="list-style-type: none"> <li>o Prewriting forms: <a href="#">PDF</a> <a href="#">Word</a></li> </ul> </li> <li><input type="checkbox"/> Quiz 7 <a href="#">on Blackboard</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Doing Research and Evaluating Sources</li> <li><input type="checkbox"/> <a href="#">Prewriting 2: Doing some Research</a> PDF <ul style="list-style-type: none"> <li>o Prewriting forms: <a href="#">PDF</a> <a href="#">Word</a></li> </ul> </li> </ul>
<b>9/13</b> <b>W</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Lawns are a Soul Crushing Timesuck</a></li> <li><input type="checkbox"/> Sample: <a href="#">Wasting Paper</a></li> <li><input type="checkbox"/> <a href="#">Bikes Bring a Better Future</a></li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Integrating Sources pp 482-488 <i>(See note on Writer's Reference reading above.)</i></li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Prewriting 2: Doing some Research</a> PDF <ul style="list-style-type: none"> <li>o Prewriting forms: <a href="#">PDF</a> <a href="#">Word</a></li> </ul> </li> <li><input type="checkbox"/> Quiz 8 <a href="#">on Blackboard</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Prewriting 3: Putting it All Together</a> PDF <ul style="list-style-type: none"> <li>o Prewriting forms: <a href="#">PDF</a> <a href="#">Word</a></li> </ul> </li> </ul>
<b>9/15</b> <b>F</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a> <ul style="list-style-type: none"> <li>o Argument Essays p 76</li> </ul> </li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Prewriting 3: Putting it All Together</a> PDF <ul style="list-style-type: none"> <li>o Prewriting forms: <a href="#">PDF</a> <a href="#">Word</a></li> </ul> </li> <li><input type="checkbox"/> Quiz 9 <a href="#">on Blackboard</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Drafting your Essay</a></li> </ul>

Date	What's due	What we'll do in class
<b>9/18</b> <b>M</b>	<b>Due</b> <input type="checkbox"/> Essay 2 draft due. <i>Bring a draft of your essay. It may be hand written or typed, but must be legible. This is an in-class activity, and you must be present to get credit for it.</i>	<input type="checkbox"/> Workshop
<b>9/20</b> <b>W</b>	<b>Read Online</b> <input type="checkbox"/> <a href="#">Writing down the Basics</a> <ul style="list-style-type: none"> <li>○ Documenting Resources pp 43-44</li> <li>○ Formatting a Paper APA Style - APA Documentation pp 61-75</li> <li>○ <a href="#">Format an APA Paper with a MS Word Template (YouTube)</a></li> </ul> <b>Read <i>Writer's Reference</i></b> <input type="checkbox"/> APA Documenting Sources (in-text) pp 489-495  <b>Due</b> <input type="checkbox"/> Essay 2: Include these items in your folder <ul style="list-style-type: none"> <li>○ Cover Letter</li> <li>○ Final Essay</li> <li>○ Prewritings 1-3</li> <li>○ Workshop form and draft</li> <li>○ Optional: Writing Center Draft</li> </ul> <input type="checkbox"/> Quiz 10 <a href="#">on Blackboard</a>	<input type="checkbox"/> <a href="#">General Overview of Documentation (APA &amp; MLA) PDF</a> <input type="checkbox"/> <a href="#">In-Text Basics (APA &amp; MLA)</a> <input type="checkbox"/> <a href="#">APA Sample</a> <input type="checkbox"/> <a href="#">MLA Sample</a> <input type="checkbox"/> Documentation Practice
<b>Don't forget, for Essay 3, you must use at least 2 of the readings marked with an * either on the schedule or on the webpage! Click here to go to the <a href="#">Essay 3 page</a>.</b>		
<b>9/22</b> <b>F</b>	<b>Read Online</b> <input type="checkbox"/> <a href="#">Writing down the Basics: Formal Writing</a> pp 37-42 <input type="checkbox"/> <a href="#">Media Analysis Prewriting and Essay Assignment</a>  <b>Read <i>Writer's Reference</i></b> <input type="checkbox"/> Analyze to Demonstrate Critical Thinking - Reading and Writing about Images. . . pp 78-88  <b>Due</b> <input type="checkbox"/> Quiz 11 <a href="#">on Blackboard</a>	<input type="checkbox"/> <a href="#">Media Analysis Prewriting and Essay Assignment</a> <input type="checkbox"/> * <a href="#">The Sociology of Gossip</a> * <input type="checkbox"/> Sample: <a href="#">Beamers before Babies</a>

Date	What's due	What we'll do in class
<b>9/25</b> <b>M</b>	<b>Read Online</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> * <a href="#">Introduction to Media Literacy</a>*</li> <li><input type="checkbox"/> * <a href="#">Advertising Analysis</a> *</li> <li><input type="checkbox"/> Sample: <a href="#">A Fat World Wearing a Skinny Mask</a></li> <li><input type="checkbox"/> <a href="#">It Only Does Family Togetherness</a></li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz 12 <a href="#">on Blackboard</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Introduction to Media Analysis (Pdf version)</a></li> </ul>
<b>9/27</b> <b>W</b>	<b>Read Online</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> * <a href="#">How Advertising Manipulates Your Choices and Spending Habits</a> *</li> <li><input type="checkbox"/> * <a href="#">Ads Don't Work That Way</a> *</li> <li><input type="checkbox"/> Sample: <a href="#">If You Want to Live</a></li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz 13 <a href="#">on Blackboard</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sample: <a href="#">Women are Invincible</a></li> <li><input type="checkbox"/> Sample: <a href="#">Chocolate Brain</a></li> <li><input type="checkbox"/> <a href="#">Prewriting 1: Noticing: Description and Details</a> (Pdf version)</li> </ul>
<b>9/29</b> <b>F</b>	<b>Read Online</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> * <a href="#">Jesus is a Brand of Jeans</a> *</li> <li><input type="checkbox"/> Sample: Sample: <a href="#">Everything's Important Except Our Future</a></li> <li><input type="checkbox"/> Sample: <a href="#">Everything's Important Except Our Future: Cover Letter</a></li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz 14 <a href="#">on Blackboard</a></li> <li><input type="checkbox"/> <a href="#">Prewriting 1: Noticing: Description and Details</a> (Pdf version)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sample: <a href="#">Dumb is the New Smart</a></li> <li><input type="checkbox"/> <a href="#">Prewriting 2: Analysis: What's the Point</a> (Pdf version)</li> </ul>

Date	What's due	What we'll do in class
<b>10/2</b> <b>M</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> * <a href="#">The Power of Images: Creating the Myths of our Time</a> *</li> <li><input type="checkbox"/> Sample: <a href="#">It's a Man, Man, Man World</a></li> <li><input type="checkbox"/> * <a href="#">Idols of the Marketplace</a> *</li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Planning -Draft and Revise a Thesis – Formal Outline pp 3-14</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Prewriting 2: Analysis: What's the Point</a> (Pdf version)</li> <li><input type="checkbox"/> Quiz 15 <a href="#">on Blackboard</a></li> <li><input type="checkbox"/> Be here: in-class writing (Prewriting 3). If you want to listen to music, bring headphones.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sample: <a href="#">A Look Between the Lines</a></li> <li><input type="checkbox"/> Sample: <a href="#">The Pinnacle of Achievement is Beauty</a></li> <li><input type="checkbox"/> <a href="#">Prewriting 3: Outlining</a> (Pdf version) <ul style="list-style-type: none"> <li>o <a href="#">Outlining Form</a></li> </ul> </li> </ul>
<b>10/4</b> <b>W</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> * <a href="#">Shame: The Secret Tool of Marketing</a> * (<a href="#">Audio</a>)</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Prewriting 3: Outlining</a> (Pdf version) <ul style="list-style-type: none"> <li>o <a href="#">Outlining Form</a></li> </ul> </li> <li><input type="checkbox"/> Bring in all Prewritings for Essay 3 as well as citations for the sources you're using. Remember you must cite at least two of the works marked on the schedule or the <a href="#">Essay 3 page</a> with the asterisk*.</li> <li><input type="checkbox"/> Quiz 21 <a href="#">on Blackboard</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion and work on final Essay 3.</li> <li><input type="checkbox"/> Turning in a draft on <a href="#">Blackboard</a> for preview.</li> </ul>
<b>10/5</b> <b>Th</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Essay 3 draft <a href="#">posted on Blackboard</a> by midnight. <ul style="list-style-type: none"> <li>o Remember, you do not get to revise this essay. Like a prewriting, this assignment—turning this in on Blackboard—is all or nothing (100 or 0). This gives me a chance to give you some <i>basic</i> feedback before you turn in the final paper.</li> </ul> </li> </ul>	
<b>10/6</b> <b>F</b>	<p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essay 3 draft due. <i>Bring a draft of your essay. It may be hand written or typed, but must be legible. This is an in-class activity, and you must be present to get credit for it.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Essay 3 Workshop</li> </ul>
<b>No late papers accepted after this point.</b>		

Date	What's due	What we'll do in class
10/9 M	<input type="checkbox"/> <b>Be here.</b> I'll hand back <i>basic</i> notes on your draft. <b>Due</b> <input type="checkbox"/> Final Exam <a href="#">on Blackboard</a> . Due by midnight.	<input type="checkbox"/> Analysis Essay discussion
10/11 W	<b>Due</b> <input type="checkbox"/> Essay 3: Include these items in your folder <ul style="list-style-type: none"> <li>○ Cover Letter</li> <li>○ Final Essay</li> <li>○ Prewritings 1-3</li> <li>○ Workshop form and draft</li> <li>○ Optional: Writing Center Draft</li> </ul> <input type="checkbox"/> Bring a copy of Essays 1 & 2	<input type="checkbox"/> Essay 4 Assignment and Samples <input type="checkbox"/> Essay 4 Workshop <ul style="list-style-type: none"> <li>○ Bring in the essay you've chosen to write about</li> </ul>
10/13 F	<p style="text-align: center;"><b>FINAL</b></p> <b>Due</b> <input type="checkbox"/> Essay 4 homework <input type="checkbox"/> Bring a copy of the essay you're writing about and the workshop form from class if that's helpful.	<input type="checkbox"/> In-Class Essay <ul style="list-style-type: none"> <li>○ If you want to listen to music while you write, bring headphones.</li> </ul>