



**INRW 0311: Integrated Reading and Writing**  
**CRN 22213; MWF 9-9:50**  
**Spring 2019**

**Instructor:** Kelli Wood

**Phone:** 831-5065

**Office:** Room 1101 TM

**Email:** [kwood@epcc.edu](mailto:kwood@epcc.edu)

**Office Hours:** MW 1-3, T 11:30-1:30, F 11-1

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

Online through Blackboard Collaborate: Thur. 11:30 am – 12:30 pm

"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.** In order to pass this class, 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 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*, 9<sup>th</sup> edition. Diana Hacker, ISBN: 978-1319133054

Please purchase a hard copy of the handbook. I do not recommend renting or buying as an e-book because you will need this same handbook for your next English course (1302), and your next English instructor may not allow e-books. Further, I find students more fully use and benefit from the handbook as a hard copy.

(Texts and Materials, cont.)

**B. Supplements**

1. My website: [www.kelli.ninja](http://www.kelli.ninja)
2. *Writing down the Basics*
  - a) [Available on my website](#) as a pdf download, or for purchase as a print out at the TM ISC (TM Room 1550) for a minimal price.
  - 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.)

**C. Materials**

1. A 1-inch three-ring binder. It can be new or used. You need to get this by the second week.
2. A pocket folder with tabs in the middle for notebook paper. You will need this by the time Essay 1 is due.
3. 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](#)*.
  - b) If you use Apple Pages, make sure to save your documents in Word format: doc or docx. [See this link for help with that](#).

**IV. General Classroom Guidelines**

- 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 once class begins 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.
- E.** 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.
- F.** Refrain from sleeping or engaging in side conversations, doing homework, or studying for other classes during our class.
- G.** 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.
- H.** 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.

- I. Come to class with a good attitude, a sense of humor, and a willingness to work and learn.

**V. Attendance** (10% of total grade) Attendance is expected and essential in any classroom environment. More than three absences will adversely affect your grade.

- A. 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.
  - 1. 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.*
  - 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-fifth of the class, your final grade will be dropped by one letter grade.

## **VI. Participation:** (20% of total grade)

- A.** Because this class basically acts as a support for the English 1301 section you are in, it is largely participation-based and as you can see, a great deal of your grade is dependent on that. 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.

## **VII. 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.

## **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.

- A.** I will not accept work more than five (5) days late. In addition, you will lose five (5) points for each day the work is late.
- B.** You will not receive the feedback you would have gotten had the assignment been submitted on time.
- C.** The only time I will accept works beyond the late due date (5 days) is if you meet the following conditions
  - 1.** Your work is late due to catastrophic circumstances beyond your control. (Unexpected surgery, 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 catastrophe. (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.
- D.** 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. Additionally, we must be able to work in the time-constraints of the semester.
- E.** NO LATE WORK WILL BE ACCEPTED DURING FINALS WEEK.

## **IX. Assignments**

Other than work done in class or assignments that specifically state it's acceptable to handwrite, 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 in-class work, and in-class essays.

**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.

**A. In-Class Notes Assignment (20%)**

1. During class time, we will add to the notes you take in English 1301. The notes you take for this course (INRW) will be included in your final INRW portfolio and constitute half of your participation grade.
2. If you miss class, you may use the YouTube Video for the day to take notes and turn them in the next time for half credit. If I have some technical difficulty and no video is uploaded, you miss out on those points. Some days we will be doing hands-on work which I will not record, so those activities cannot be made up. These may be handwritten.

**B. Post-Conference Reflections and Assignment (10%)**

1. After we conference and I return your essays to you, you will do a reflection exercise which I will provide. This may be neatly handwritten.

**C. Vocabulary and Rules Journal (10%)**

1. Throughout the course you will keep a vocabulary and rules journal in which you will make notes on each of these. This assignment will be given to you in class. This should be handwritten.

**D. Portfolio (30% of total grade)**

Your portfolio will be submitted in print at the end of the semester. You must organize it neatly based on the assignment I give you. You must revise all essays and cover letters for English 1301.

**1. Portfolio Extra Credit**

You may earn up to 5 extra credit points on your portfolio if you go to the writing center with your reflections

**X. Pursuit of Course Objectives**

- A.** If you fail to complete 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.
- B.** If you do not complete at least one of the first two essays in your English 1301 class, you will be dropped from the course.

## **XI. 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.

## **XII. 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.**

## **XIII. 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.**

<b>Point Distribution</b>		<b>Grade Scale</b>	
Attendance	10%	A	90-100+
Participation	20%	B	80-89
In-Class Notes	20%	C	70-79
Post-Conference Reflections	10%	D	60-69
Vocabulary and Rules Journal	10%	F	0-59
Portfolio	30%		

## **XIV. Schedule**

- A.** Our daily work will be determined by the English 1301 schedule, so make sure to keep up with it. At the end of this document is a schedule that lists specific dates and events for this INRW course.
- B.** 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 and want another print copy, let me know as soon as possible so that I can get it to you. It is also available on my website, [www.kelli.ninja](http://www.kelli.ninja).
- C.** 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.

## XV. 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. I have online office hours. Go to [www.tiny.cc/ninjahours](http://www.tiny.cc/ninjahours) (ninja hours) to access the instructions for those. Go to [www.tiny.cc/chatwithaninja](http://www.tiny.cc/chatwithaninja) (chat with a ninja) to see me during those times.
3. If you cannot make it to my office hours, let me know and we can schedule a time that works for both of us.
4. 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 email account** for all communication related to your course work. However, in cases of emergency you may use an alternate account.
2. *Always include a subject line **and** a message. Any attachment sent with no subject line and message **will be deleted**.*
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.
  - a) Use your class days and time in the subject line. For example, "MWF 10 am" or "ENGL 1301 Online."
  - b) Use your first **and** last name in the email. One semester I had four Jessicas, so first name alone doesn't always work.
4. [Read about these 10 best email practices.](#)
5. As this class is practice in your professional communication, I expect you to use proper English—no text-speak. You do not need to be overly formal, but proofread your writing and state your message clearly.
6. I will always do my best to respond to you in a timely manner, but remember that I teach a number of other classes in addition to my other duties at the college.
7. 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 11 am, 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.

## **XVI. 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.

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### **Helpful Links**

- Helpful Links Blackboard for Students: <http://www.blackboard.com/student-resources.html>
- EPCC Online Writing Center: <http://www.epcc.edu/WritingCenterValleVerde/Pages/default.aspx>
- Distance Learning Support Services (DLSS): <http://www.epcc.edu/distanceed/Pages/default.aspx>
- EPCC Libraries: <http://www.epcc.edu/library/Pages/default.aspx>
- Student Handbook: <http://www.epcc.edu/campuslife/Pages/StudentHandbook.aspx>
- EPCC password recovery link: <https://apps.epcc.edu/>

### **Helpful Numbers**

- EPCC IT Help Desk: (915) 831-6440
- Blackboard Helpdesk: (888) 296-0863
- EPCC Distance Learning Support Services (DLSS): (915) 831-3111
- Registrar (online withdrawals): (915) 831-2161

[Check out these things that EPCC offers you.](#)

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# El Paso Community College

## Syllabus

### Part II

### Official Course Description

SUBJECT AREA	<u>English</u>		
COURSE RUBRIC AND NUMBER	<u>ENGL 1301</u>		
COURSE TITLE	<u>Expository English Composition (C)</u>		
COURSE CREDIT HOURS	<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: INRW 0311 or ESOL 0341 with a "C" or better or by placement exam. (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.
- J. Demonstrate **personal responsibility skills** including the ability to connect choices, actions, and

consequences to ethical decision-making.

- K. (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 Community Essay requirements. As a form of "Learning About the Community as a Community," the Community Essay encourages students to connect and engage with El Paso and / or its surrounding communities and requires facts about the topic gathered through primary research. The instructor can decide when to assign the essay, and its genre. Community essay genres frequently assigned include profiles, ethnographic analyses, reviews, evaluations, responses, among others. 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.

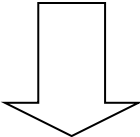
VII. **Title IX and Sex Discrimination**

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

Below is our schedule. Make sure you read and complete any homework *before* coming to class. To access the online version you can click on the hyperlinks in, **go to [www.kelli.ninja](http://www.kelli.ninja) and click on Schedules. Make sure you open/download the schedule for this course to access links for the online readings.**

For an introduction to Blackboard Ultra, check out this video: <https://youtu.be/BPzTMncLBcE>

Date	Homework: What's Due	What We'll Do in Class
<b>1/23 W</b>	<p><i>Make sure you have your homework (the things in this column) done <b>before</b> coming to class!</i></p> 	<input type="checkbox"/> <a href="#">Syllabus</a> <input type="checkbox"/> <a href="http://www.kelli.ninja">www.kelli.ninja</a> <input type="checkbox"/> <a href="#">Blackboard</a>
<b>1/25 F</b>	<p><b>Every day:</b> Make sure you have read the readings for 1301 before you come to class and make sure that you have taken the 1301 quiz.</p> <p><input type="checkbox"/> Bring your log-in information for the college (the ID and Password you use to log in to the college services.)</p>	<input type="checkbox"/> EPCC Computer Basics <input type="checkbox"/> <a href="#">MLA Assignment</a>
<b>1/28 M</b>		<input type="checkbox"/> Grammar Review/Practice <input type="checkbox"/> Writing Center
<b>1/30 W</b>	<p><b>Read Online</b></p> <p><input type="checkbox"/> Sample: <a href="#">Threads of Sunshine</a></p>	<input type="checkbox"/> <a href="#">INRW Assignments</a> <input type="checkbox"/> Sample Discussion
<b>2/1 F</b>	<p><b>Due</b></p> <p><input type="checkbox"/> <a href="#">Prewriting 1</a></p>	<input type="checkbox"/> Grammar Review/Practice <input type="checkbox"/> Prewriting 1 sharing
<b>2/4 M</b>	<p><b>Due</b></p> <p><input type="checkbox"/> <a href="#">Prewriting 2</a></p>	<input type="checkbox"/> Peer Review <input type="checkbox"/> Discussion <input type="checkbox"/> Grammarly
<b>2/6 W</b>	<p><b>Due</b></p> <p><input type="checkbox"/> <a href="#">Prewriting 3</a>: Do a Grammarly report for Prewriting 2 or 3 and bring it in. (<a href="#">Grammarly Sign-up and Report [Video]</a>)</p>	<input type="checkbox"/> Business writing and the connection to essay writing <input type="checkbox"/> Scholarships
<b>2/8 F</b>	<p><b>Due</b></p> <p><input type="checkbox"/> Vocabulary and Rules Journal due</p> <p><input type="checkbox"/> Bring all Prewritings for Essay 1</p>	<input type="checkbox"/> Peer Review
<b>2/11 M</b>	<p><b>Due</b></p> <p><input type="checkbox"/> Print draft of Cover Letter and Essay 1: Emblematic Object Essay due</p>	<input type="checkbox"/> Discussion <input type="checkbox"/> Portfolio (Kelli, bring post-its!)

Date	Homework: What's Due	What We'll Do in Class
2/13 W	<b>Due</b> <input type="checkbox"/> <a href="#">Cover Letter and Essay 1 due on Blackboard</a> (Don't forget to upload the <a href="#">Grammarly</a> report as well. Also attach Writing Center documentation if you went.)	<input type="checkbox"/> MLA Citation Practice
2/15 F	<input type="checkbox"/> <b>Do not forget to do 1301 assignments that are due while we're conferencing.</b> <input type="checkbox"/> <b>Bring your Vocabulary and Rules Journal to Conference</b>	<input type="checkbox"/> <b>Conference my office, room 1101</b>
2/18 M		
2/20 W		
2/22 F	<b>Due</b> <input type="checkbox"/> Homework: Re-read "The Pedestrian," with the " <a href="#">Questions to Consider</a> " in mind. What would your answers be—just as basic points? What points from the story/quotes would you use to support that answer? What do those quotes/moments show about that question? Make some notes on at least one question—they may be handwritten. <b>Do not</b> use the question I used in the sample essay (#6). <input type="checkbox"/> Post-Conference Worksheet, completed	<input type="checkbox"/> Quotation and Synthesizing Practice, "The Pedestrian" <input type="checkbox"/> <a href="#">Pulling Us Apart: A Look at Separation in "The Pedestrian"</a>
2/25 M		<input type="checkbox"/> <a href="#">INRW Portfolio</a> <input type="checkbox"/> Literary Writing Practice <input type="checkbox"/> Discussion
2/27 W		<input type="checkbox"/> Literary Writing Practice <input type="checkbox"/> Discussion
3/1 F	<b>Due</b> <input type="checkbox"/> <a href="#">Last day to turn in Essay 1 and Cover Letter 1 Revision:</a> Turn it in to the same assignment link you turned in the original. Include your Grammarly report, and images from ALL writing center visits. Make sure to use TRACK CHANGES as explained in your response from me.	<input type="checkbox"/> Grammar Practice/Questions <input type="checkbox"/> Discussion
3/4 M	<b>Due</b> <input type="checkbox"/> <a href="#">Prewriting 1 Form</a> : This is an online worksheet submitted through this link. It will also email you a rough copy once you submit it. <b>Print it out and bring it in.</b>	<input type="checkbox"/> Developing Interpretation and Synthesis <input type="checkbox"/> Citation Review
3/6 W	<b>Due</b> <input type="checkbox"/> <a href="#">Prewriting 2 submitted through this link.</a> It will also email you a rough copy once you submit it. <b>Bring in a print copy of this, either printing it from the form or from the email.</b>	<input type="checkbox"/> Talking to Understand

Date	Homework: What's Due	What We'll Do in Class
3/8 F	<b>Due</b> <input type="checkbox"/> <b>Bring in a print copy of your Prewritings</b>	<input type="checkbox"/> Developing the draft, <input type="checkbox"/> Reviewing the grading criteria <input type="checkbox"/> Playing with scissors
3/11 M		<input type="checkbox"/> Pre-workshop questions
3/13 W	<b>Due</b> <input type="checkbox"/> <a href="#">Cover Letter and Essay 2 due on Blackboard</a> (Don't forget to upload the <a href="#">Grammarly</a> report as well. Also attach Writing Center documentation if you went.)	<b>MEET IN ROOM</b> _____  <input type="checkbox"/> <a href="#">APA Format Assignment</a>
3/15 F  MMI ENDS		<input type="checkbox"/> APA Documentation Practice <input type="checkbox"/> Conference schedule
3/18-22 SPRING BREAK		
3/25 M	<input type="checkbox"/> <b>Do not forget to do 1301 assignments that are due while we're conferencing.</b>	<input type="checkbox"/> <b>Conference my office, room 1101</b>
3/27 W	<input type="checkbox"/> <b>Bring your Vocabulary and Rules Journal to Conference</b>	
For Essay 3, you must use at least two of the readings we do which are marked with * on the syllabus and on the <a href="#">Essay 3 webpage</a> .		
3/29 NO CLASSES		
4/1 M	<input type="checkbox"/> <b>Do not forget to do 1301 assignments that are due while we're conferencing.</b> <input type="checkbox"/> <b>Bring your Vocabulary and Rules Journal to Conference</b>	<input type="checkbox"/> <b>Conference my office, room 1101</b>
4/3 W	<input type="checkbox"/> Post-Conference Worksheet, completed	<input type="checkbox"/> Understanding the analytical essay
4/5 F	<b>Read Online</b> <input type="checkbox"/> Sample: <a href="#">Car Baby</a>	<input type="checkbox"/> Sample: <a href="#">Car Baby</a>
4/8 M	<input type="checkbox"/> Email me a link to the ad you'll analyze: <a href="mailto:kwood@epcc.edu">kwood@epcc.edu</a>	<input type="checkbox"/> Practice
4/10 W		<input type="checkbox"/> Practice

Date	Homework: What's Due	What We'll Do in Class
4/12 F	<b>Read Online</b> <input type="checkbox"/> Sample: <a href="#">A Closet Full of Dreams</a>  <b>Due</b> <input type="checkbox"/> <a href="#">Last day to turn in Essay 2 and Cover Letter 2 Revision:</a> Turn it in to the same assignment link you turned in the original. Include your Grammarly report, and images from ALL writing center visits. Make sure to use TRACK CHANGES as explained in your response from me.	<input type="checkbox"/> Sample: <a href="#">A Closet Full of Dreams</a> <input type="checkbox"/> Practice
4/15 M	<b>Read Online</b> <input type="checkbox"/>	<input type="checkbox"/> Sample: <a href="#">Dumb is the New Smart</a>
4/17 W	<b>Due</b> <input type="checkbox"/> <a href="#">Prewriting 1</a>	<input type="checkbox"/> Sharing
<b>4/18: LAST DAY TO W</b> <b>4/19: NO CLASSES</b>		
4/22 M	<b>Due</b> <input type="checkbox"/> <a href="#">Prewriting 2</a>	<input type="checkbox"/> Discussion
4/24 W	<b>Due</b> <input type="checkbox"/> Make sure to bring in all prewritings	<input type="checkbox"/> Bringing it all together <input type="checkbox"/> Q&A
4/26 F	<b>Due</b> <input type="checkbox"/> Rough draft of essay due in class <input type="checkbox"/> <a href="#">Post a rough draft of your essay to the Essay 3 assignment on Blackboard by midnight Saturday.</a>	<input type="checkbox"/> Discussion <input type="checkbox"/> Conference schedule
4/29 M	<b>Due</b> <input type="checkbox"/> Come to conference <input type="checkbox"/> Work on Essay 3: draft, go to the writing center <input type="checkbox"/> <b>REMINDER: Final Exam/Quiz due on Blackboard by May 3rd</b> (Unlimited time and chances to take it until then) <input type="checkbox"/> <b>Do not forget to do 1301 assignments that are due while we're conferencing.</b> <input type="checkbox"/> <b>Bring your Vocabulary and Rules Journal to Conference</b>	<input type="checkbox"/> <b>Conference in my office room 1101</b>
5/1 W		
5/3 F		
5/6 M	<b>Due</b> <input type="checkbox"/> <a href="#">Cover Letter and Essay 3 due on Blackboard</a> (Don't forget to upload the <a href="#">Grammarly</a> report as well. Also attach Writing Center documentation if you went.) <input type="checkbox"/> Post-Conference Worksheet, completed	<input type="checkbox"/> Portfolio discussion <input type="checkbox"/> Student Evaluations
5/8 W	<input type="checkbox"/> Re-read Portfolio instruction from <a href="#">INRW Assignments</a> <input type="checkbox"/> <b>Bring all work you've done thus far that will go in your portfolio</b>	<input type="checkbox"/> Portfolio discussion and work

Date	Homework: What's Due	What We'll Do in Class
5/10 F		<input type="checkbox"/> Portfolio discussion and work
5/ 13-17  FINALS WEEK	<b>OUR FINAL IS</b> <input type="checkbox"/> 9 am class: Monday, May 13, 9-11 <input type="checkbox"/> 10 am class: Wednesday, May 15 <sup>th</sup> , 9-11  (These are the <i>only</i> times we meet this week.)  <b>Due</b> <input type="checkbox"/> Essay 4 homework <input type="checkbox"/> Portfolio due	<input type="checkbox"/> Essay idea peer review