



English 1301: Expository Composition
CRN 11176; MWF 11-12:50
Fall 2018—Mini-mester I

Instructor: Kelli Wood

Office: Room 1101 TM

Office Hours: MW 10-11 & 1-2, T 10:30-1:30, F 10-11

Online through Blackboard Collaborate 11 am – 1 pm

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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*, 9th edition. Diana Hacker, ISBN: 978-1319133054
- B.** Supplements
 - 1.** My website: www.kelli.ninja
 - 2.** *Writing down the Basics*.
 - a)** [Available on my website](#) as a pdf download, or for purchase as a print out at the TM ISC (TM Room 1550) for a minimal price.

(Texts and Materials, cont.)

- 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 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](#).*
 - 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.](#)
- D. Attendance** (5% of total grade) Attendance is expected and essential in any classroom environment. 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.
- E.** 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.
- F.** 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.
- G.** 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.
- H.** 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.
- I. 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.
- J. Ultimately, it is your responsibility to drop the course if you are not going to be able to complete it.
- K. 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 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 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.
 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.

V. Cheating, Plagiarism, and Collusion

Cheating, plagiarism, and collusion are both intellectual theft and academic dishonesty. They will not be tolerated in this class.

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.

VI. 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. Assignments which are NOT accepted late:
 1. Quizzes cannot be done after the due date
 2. Discussions will not be accepted late.
 3. Prewritings are not accepted after the due date for the specific essay.
- B. For all other work, I will not accept it more than five (5) days late. In addition, you will lose five (5) points for each day the work is late.
- C. You will not receive the feedback you would have gotten had the assignment been submitted on time.
- D. The only time I will accept works beyond the late due date (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.
- E. 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.
- F. NO LATE WORK WILL BE ACCEPTED DURING FINALS WEEK.

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 (20% 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 Blackboard Help Desk [888-296-0863](tel:888-296-0863)
 - (2) You should use the same login information you use to login for registration
- b) Quizzes will close at Monday midnight for the week unless otherwise specified in the assignment or schedule.
- 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.*

3. In-Class Group Work

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

B. Major Writing Assignments (70% 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 letter.**

1. Essays (50% 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.

(Major Writing Assignments, cont.)

2. Cover Letters (averaged as 20% 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.** Because I believe this is so important, I will give you extra extra credit for the first assignment. If you take your Grammar Notes Essay to the writing center, you may earn up to 10 extra credit points. *This only applies to the first essay.*

VIII. Pursuit of Course Objectives

- A.** If you fail to complete at least one of the first two essays, 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, you will be dropped from the course.

IX. 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.

X. 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.

XI. Course Evaluation

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

Point Distribution		Grade Scale	
Attendance	5%	A	90-100+
Participation	5%	B	80-89
Course Work	20%	C	70-79
Grammar Notes Assignment	10%	D	60-69
Essays/Cover Letters	60%	F	0-59

XII. 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 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](#).
- 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.

XIII. 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. [Click here](#) to access the instructions for those.
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.

(Contacting Me, cont.)

B. Email

1. I expect you to use your EPCC account for all communication related to your course work.
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, "MW 1 pm" 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 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.

XIV. 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.

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

- 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.](#)

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</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:** 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.

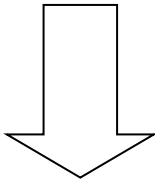
Schedule

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 and visit the schedules page. Make sure you download the schedule for this course.

The college has moved from Blackboard to Blackboard Ultra. For an introduction to it, check out this video:

<https://youtu.be/BPzTMncLBcE>

Schedule

Date	What's Due Today	What We'll Do in Class
8/27 M	<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"> <input type="checkbox"/> Course Basics <ul style="list-style-type: none"> ○ Syllabus ○ www.kelli.ninja ○ Blackboard ○ Using your schedule ○ EPCC Stuff for You <input type="checkbox"/> Essay 1 Assignment and Prewritings <input type="checkbox"/> Sample Essay: Just Like Papi Guerra <input type="checkbox"/> Prewriting 1
8/29 W	<p>Read Online (Go to www.kelli.ninja and click on Schedules, where you can download a digital copy of this syllabus and click on the links.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing down the Basics <ul style="list-style-type: none"> ○ Why Refine Your Writing, pp. 6-7 ○ Conventions: Personal Essays, p. 35 ○ MLA Format, pp. 54-56 <input type="checkbox"/> Formatting MLA Papers (Choose one): <ul style="list-style-type: none"> ○ MLA Format: MS Word (Video) ○ MLA Format: Google Docs (Video) <input type="checkbox"/> Writing down the Basics, Writing Small to Large, Paragraphs--Division/ Classification, pp. 36-45 <input type="checkbox"/> Essay 1 Assignment and Prewritings <input type="checkbox"/> Sample Essay: Connecting with History <input type="checkbox"/> Writing Narrative Personal Essays <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 1 (Note: All quizzes cover readings—including videos—for the day. Remember the quizzes are timed, and while you can use the readings/sources while you take the quiz, you need to read/watch the sources before taking the quiz. This quiz will also have questions from the syllabus.) <input type="checkbox"/> Prewriting 1 <input type="checkbox"/> Contact Form: Fill this out for a free 100! 	<ul style="list-style-type: none"> <input type="checkbox"/> Sample Essay: Simple 14k <input type="checkbox"/> Sample Essay: Grand Old Piano <input type="checkbox"/> Prewriting 2 <input type="checkbox"/> MLA Assignment

Date	What's Due Today	What We'll Do in Class
8/31 F	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing down the Basics <ul style="list-style-type: none"> ○ Personal and Familiar Writing, p. 45 ○ Business Writing—Business Letters, pp. 106-108 <input type="checkbox"/> Sentence Basics (Video) <input type="checkbox"/> Cover Letter Assignment <p>Read <i>Writer's Reference</i> (For this week only, these readings are online in case you're waiting on your book.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing a Reflective Letter, pp 40-41 <input type="checkbox"/> Main Verbs, pp 308 <input type="checkbox"/> Subjects, pp 312-314 <input type="checkbox"/> Sentence Types, pp 324-325 <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 2 <input type="checkbox"/> Prewriting 2 <input type="checkbox"/> MLA Assignment due on Blackboard 	<ul style="list-style-type: none"> <input type="checkbox"/> Grammar Practice/Q&A <input type="checkbox"/> Cover Letter <input type="checkbox"/> Sample Cover Letter: A Drift in Time, letter <input type="checkbox"/> Prewriting 3
9/3 M	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing down the Basics <ul style="list-style-type: none"> ○ Writing Sentences Correctly—Adding Emphasis, pp. 8-14, and <input type="checkbox"/> Sentence Fragments and Run-ons (Video) <input type="checkbox"/> Formatting Your Cover Letter (Video) <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing Paragraphs, pp 42-44 (C-5a through C-5b) <input type="checkbox"/> Make Paragraphs Coherent, pp 49-54 <input type="checkbox"/> Sentence Fragments and Run-ons, pp 207-218 <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 3 <input type="checkbox"/> Prewriting 3 	<ul style="list-style-type: none"> <input type="checkbox"/> Grammar Practice/Q&A <input type="checkbox"/> Drafting Your Essay <input type="checkbox"/> Grading Rubric

Date	What's Due Today	What We'll Do in Class
9/5 W	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing down the Basics, Commas, Semicolons, and Colons, pp. 20-29 <input type="checkbox"/> Commas (Video) <input type="checkbox"/> Semicolons, and Colons (Video) <input type="checkbox"/> Grammarly Sign-up and Report (Video) <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Commas, pp 259-267 <input type="checkbox"/> The Semicolon and the Colon, pp 271-275 <input type="checkbox"/> Reviewing, Revising, and Editing, pp 19-32 <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 4 <input type="checkbox"/> Print draft of Cover Letter and Essay 1 due in class 	<ul style="list-style-type: none"> <input type="checkbox"/> Grammar Practice/Q&A <input type="checkbox"/> Workshop <ul style="list-style-type: none"> ○ This is an in-class activity. You must be here to get credit for it.
9/7 F	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing down the Basics <ul style="list-style-type: none"> ○ Documenting Sources, pp. 52-53 ○ MLA Works Cited, pp 57-63 <input type="checkbox"/> Documentation Overview (Video) <input type="checkbox"/> MLA Citation Basics (Video) <input type="checkbox"/> Writing down the Basics <ul style="list-style-type: none"> ○ MLA In-Text Citation, pp. 64-69 ○ Agreement, pp. 16-19 <input type="checkbox"/> Agreement <ul style="list-style-type: none"> ○ Subject/Verb & Logic (Video) ○ Pronouns (Video) <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Using Sources—Avoiding Plagiarism, pp 367-372 <input type="checkbox"/> Integrating Sources, pp. 372-380 <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 5 <input type="checkbox"/> Cover Letter and Essay 1 due on Blackboard (Don't forget to upload the Grammarly report as well. Also attach Writing Center documentation if you went.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Grammar Practice/Q&A <input type="checkbox"/> MLA Citation Practice

Date	What's Due Today	What We'll Do in Class
9/10 M	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing down the Basics <ul style="list-style-type: none"> o Writing about Literature-- Elements of Literature, pp. 93-100 o Argument Essays, p. 87 <input type="checkbox"/> Identifying Themes and Literary Analysis <input type="checkbox"/> Essay 2 Assignment <input type="checkbox"/> "The Pedestrian" <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"/> Quiz 6 	<ul style="list-style-type: none"> <input type="checkbox"/> The Cat in the Hat <input type="checkbox"/> Thug Notes: The Cat in the Hat <input type="checkbox"/> Sample Essay: The Transformation of Mrs. Peters <input type="checkbox"/> Quotation and Synthesizing Practice, "The Pedestrian" <input type="checkbox"/> Sample Essay--Paragraph Breakdown: Pulling Us Apart: A Look at Separation in "The Pedestrian" <input type="checkbox"/> Questions to Consider: "The Pedestrian"
9/12 W	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing down the Basics, Quotation Marks, pp. 33-34 <input type="checkbox"/> Using Quotation Marks (Video) <input type="checkbox"/> "Resistance" <input type="checkbox"/> Questions to Consider for "Resistance" <input type="checkbox"/> "Just Do It" (Audio-mp3 version) <input type="checkbox"/> Questions to Consider for "Just Do It" <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Synthesize Sources, pp. 380-382 <input type="checkbox"/> Observing the Conventions of Literature Papers--Integrating Quotes from Texts, pp. L12-L18 (Lit section, online version, pp. 15-23) <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 7 <input type="checkbox"/> Homework: Read the "Questions to Consider" for both stories. Choose <i>one</i> and think about what your answer would be. Write out a rough draft of that answer/thesis. What points from the story/quotes would you use to support that answer? Make some notes on that. This may be handwritten. 	<ul style="list-style-type: none"> <input type="checkbox"/> Grammar Practice/Q&A <input type="checkbox"/> Literary Writing Practice <input type="checkbox"/> Sample: Paragraph Breakdown: Taking the Easy Route: Warnings in Tobias S. Buckell's "Resistance" <input type="checkbox"/> "The Perfect Match" handout w/ questions <input type="checkbox"/> Prewriting 1

Date	What's Due Today	What We'll Do in Class
9/14 F	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Capitalization (Video) <input type="checkbox"/> Numbers (Video) <input type="checkbox"/> Writing down the Basics, Formal Writing, pp. 46-51 <input type="checkbox"/> The Perfect Match <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Capitalization—Italics, pp. 293-302 <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 8 <input type="checkbox"/> Prewriting 1 Form: This is an online worksheet submitted through this link. It will also email you a rough copy once you submit it. 	<ul style="list-style-type: none"> <input type="checkbox"/> Punctuation Practice/Questions <input type="checkbox"/> "The Perfect Match" plot discussion <input type="checkbox"/> Prewriting 2 <input type="checkbox"/> Prewriting 3
9/17 M	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing down the Basics, Apostrophes—Exclamation Points, pp. 29-33 <input type="checkbox"/> Miscellaneous Punctuation (Video) <input type="checkbox"/> Apostrophes (Video) <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning—Writing, pp. L8-L12 (Lit section, online version, pp. 9-14) <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 9 <input type="checkbox"/> Prewriting 2 Form: This is an online worksheet submitted through this link. It will also email you a rough copy once you submit it. <input type="checkbox"/> Prewriting 3 Form: This is an online worksheet submitted through this link. It will also email you a rough copy once you submit it. <ul style="list-style-type: none"> ○ Make sure you do each of these and the draft! They're all individual assignments. Use your prewritings to put the draft together. <input type="checkbox"/> Print draft of Cover Letter and Essay 2: Essay due in class. 	<ul style="list-style-type: none"> <input type="checkbox"/> Grammar Practice <input type="checkbox"/> MLA Citation Review <input type="checkbox"/> Workshop

Date	What's Due Today	What We'll Do in Class
9/19 W	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing down the Basics, APA Citation, pp. 70-86 <input type="checkbox"/> APA Citation Basics (Video) <input type="checkbox"/> Writing down the Basics, APA Formatting, pp. 70-77 <input type="checkbox"/> Format your Essay in APA style (Choose one): <ul style="list-style-type: none"> <input type="checkbox"/> APA Format: MS Word <input type="checkbox"/> APA Format: Google Docs <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> APA Papers, pp. 437-449 <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 10 <input type="checkbox"/> Cover Letter and Essay 2 due on Blackboard (Don't forget to upload the Grammarly report as well. Also attach Writing Center documentation if you went.) 	<ul style="list-style-type: none"> <input type="checkbox"/> APA Format <input type="checkbox"/> APA Format Assignment <input type="checkbox"/> APA Documentation Practice Sample: Sometimes a Cup of Coffee is just a Cup of Coffee (Change it to APA)
For Essay 3, you must use at least two of the readings we do which are marked with * on the syllabus or Essay 3 webpage.		
9/21 F	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Media Analysis Prewriting and Essay Assignment <input type="checkbox"/> *Sociology of Gossip* (Video) <input type="checkbox"/> *Introduction to Media Literacy* <input type="checkbox"/> *Advertising's Fifteen Basic Appeals* <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading and Writing about Multimodal Texts, pp. 70-78 <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 11 <input type="checkbox"/> APA Format Assignment 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction to Media Literacy <input type="checkbox"/> Media Analysis Prewriting and Essay Assignment

Date	What's Due Today	What We'll Do in Class
9/24 M	Read Online <ul style="list-style-type: none"> <input type="checkbox"/> *Advertising Analysis * <input type="checkbox"/> *How Advertising Manipulates Your Choices and Spending Habits * <input type="checkbox"/> *Ads Don't Work That Way * <input type="checkbox"/> Sample: It Only Does Family Togetherness Due <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 12 	<ul style="list-style-type: none"> <input type="checkbox"/> Sample: Beamers before Babies <input type="checkbox"/> Sample: Fat Food Fast <input type="checkbox"/> Sample: A Look Between the Lines
9/26 W	Read Online <ul style="list-style-type: none"> <input type="checkbox"/> *Jesus is a Brand of Jeans * <input type="checkbox"/> *Captive: How the Ad Industry Pins us Down * <input type="checkbox"/> Sample: A Fat World Wearing a Skinny Mask Due <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 13 	<ul style="list-style-type: none"> <input type="checkbox"/> Sample: Everything's Important Except our Future <input type="checkbox"/> Sample: Women are Invincible <input type="checkbox"/> Practice
9/28 F	Read Online <ul style="list-style-type: none"> <input type="checkbox"/> *The Power of Images: Creating the Myths of our Time * <input type="checkbox"/> *Shame: The Secret Tool of Marketing * (Audio) <input type="checkbox"/> Sample: If You Want to Live Due <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 14 <input type="checkbox"/> Email me a link to the ad you'll analyze: kwood@epcc.edu 	<ul style="list-style-type: none"> <input type="checkbox"/> Sample: Dumb is the New Smart <input type="checkbox"/> Sample: The Pinnacle of Achievement is Beauty <input type="checkbox"/> Prewriting 1
10/1 M	Read Online <ul style="list-style-type: none"> <input type="checkbox"/> *Idols of the Marketplace * <input type="checkbox"/> *Experts: Men Have Body Image Worries Too * <input type="checkbox"/> Sample: It's a Man, Man, Man World Due <ul style="list-style-type: none"> <input type="checkbox"/> Prewriting 1 <input type="checkbox"/> Quiz 15 	<ul style="list-style-type: none"> <input type="checkbox"/> Prewriting 2
10/3 W	Due <ul style="list-style-type: none"> <input type="checkbox"/> Prewriting 2 	<ul style="list-style-type: none"> <input type="checkbox"/> Prewriting 3 in class

Date	What's Due Today	What We'll Do in Class
10/5 F	Read <i>Writer's Reference</i> <input type="checkbox"/> Draft and Revise—Draft a Conclusion, pp. 7-18 Due <input type="checkbox"/> Quiz 16 <input type="checkbox"/> Print draft of cover letter and essay due in class <input type="checkbox"/> Rough draft of essay due on Blackboard by midnight	<input type="checkbox"/> Workshop <input type="checkbox"/> Conference Sign-up
10/8 M	Due <input type="checkbox"/> Come to the conference you signed for <input type="checkbox"/> Final Exam/Quiz due on Blackboard by Oct. 15 (Unlimited time and chances to take it until then)	<input type="checkbox"/> Conference
10/10 W	Due <input type="checkbox"/> Come to the conference you signed for	<input type="checkbox"/> Conference
10/12 F	Due <input type="checkbox"/> Come to the conference you signed up for	<input type="checkbox"/> Conference
10/15 M	Due <input type="checkbox"/> Come to the conference you signed up for <input type="checkbox"/> Final Exam/Quiz due	<input type="checkbox"/> Conference
10/17 W	Be here. If you must miss class, contact me as soon as possible. Due <input type="checkbox"/> Cover Letter and Essay 3 due on Blackboard (Don't forget to upload the Grammarly report as well. Also attach Writing Center documentation if you went.) Bring a copy of the essay you'll write about for your final (Essay 1 or 2)	<input type="checkbox"/> Student Evaluations <input type="checkbox"/> Discussion <input type="checkbox"/> Essay 4 Assignment and Samples <input type="checkbox"/> Essay 4 Workshop
10/19 F	<p style="text-align: center;">OUR FINAL IS Monday, Dec. 10th.</p> Due <input type="checkbox"/> Essay 4 homework	<input type="checkbox"/> In-Class Essay <ul style="list-style-type: none"> ○ Bring the essay you're writing about and your notes from workshop and your homework paper. If you want to listen to music while you write, bring headphones.